



**Dofinansowane przez
Unię Europejską**

ERASMUS+ PROJECT

Project Title: *"Developing selected key competencies of students during school and extracurricular activities"*

**No. 2024-1-PL01-KA220-SCH-000247484/2*

LESSON PLAN – ERASMUS+ PROJECT

Integrated Lesson: Polish Language, Mathematics, Social Education

For: Grade 3, Primary School

Duration: 1 lesson (45 minutes)

Conducted by: Renata Romejko

School Name: Marian Zdziechowski Basic School in Sudervė,

Topic: *Shopping*

EDUCATIONAL GOALS – GENERAL REQUIREMENTS (CURRICULUM BASIS)

- Reinforcement of vocabulary related to shopping
- Development of social skills: communication, cooperation
- Enhancement of creativity, entrepreneurship, and initiative

SMART LESSON OBJECTIVES

- **Specific:** Students will learn and discuss at least 5 names of different shops and products
- **Measurable:** Each student will fill a shopping basket with appropriate products and help build a text about behaviour in a store, achieving at least 50% correct answers
- **Achievable:** Through multimedia and practical tasks, students will understand the role of money and be able to use it in basic calculations
- **Realistic:** The lesson is tailored to 3rd-grade level, and the variety of methods ensures the goals are achievable
- **Time-bound:** Tasks will be completed during the lesson, with:
 - Introduction (5 min)
 - Main activity (35 min)
 - Summary (5 min)

KEY COMPETENCIES DEVELOPED

- **Entrepreneurship and Initiative:** Students plan and act (e.g. “shop”, choose items, take responsibility)
- **Social and Civic Competence:** Students name at least 5 types of shops (e.g. grocery, clothing, shoe, stationery, greengrocer) and name products sold there

- **Interactive Learning:** Active participation in at least one interactive activity (matching coins, filling baskets, composing texts, calculating expenses)
- **Cultural Awareness and Expression:** Self-expression through writing, drawing, creating dialogues or advertisements

DETAILED TEACHING CONTENT (CURRICULUM BASIS)

- Students know shop functions and can name products sold there
- Plan actions (e.g. choosing items according to purpose, estimating costs, making simple calculations)
- Engage in interactive educational games and multimedia tasks
- Reflect on their learning

TEACHING METHODS

- Guided conversation
- Whole-class, group, and individual work
- Interactive exercises
- Multimedia presentation
- Practical activities

TEACHING MATERIALS

- Multimedia presentation on shop types
- Labels and product images
- Play money
- Worksheets
- Board, markers, magnets, flashlights
- Shop name cards (e.g. grocery, shoe, clothing)

EXPECTED DURATION: 45 minutes

LESSON STRUCTURE

Introduction (5 min)

Goal: Reinforce shopping vocabulary

Activities:

- Teacher poses riddles (answers: "Salesperson", "Store", "Bag")
- Students work in pairs to form the lesson topic from letters in envelopes
- Teacher verifies and places the answer on the board

Main Activity (35 min)

Goal: Build social skills: communication, cooperation, role-play

Instructions for Teacher:

- Show multimedia presentation on types of stores

- Distribute worksheets
- Instruct students to work in pairs to order a text
- Invite one student to the interactive board

Student Instructions:

- Participate in discussion
- Watch and listen to the presentation
- Work in pairs to order the given text

INTERACTIVE EXERCISES

1. Compose a Text

- Type: Wordwall – drag to correct order
- Feedback: Shows if correct, gives correct version if wrong
- Link: [Text sequencing](#)

2. Count Coins/Notes

- Type: Wordwall – choose correct answer
- Feedback: Indicates correctness
- Link: [Matching money](#)

3. Match Products to Stores

- Type: Wordwall – match product to correct shop
- Feedback: Instant correction
- Link: [Shopping categories](#)

PRACTICAL GROUP TASKS

1. Shopping Basket

- Instruction: Select 5 items from flyers, cut, and paste them based on the shop your group drew
- Feedback: Groups present and discuss choices
- Materials: Laminated basket, product flyers

2. Fill the Worksheet

- Instruction: Choose 5 products from the list, write in table, sum up the prices
- Feedback: Peer review and comment if needed
- Materials: Worksheet #1

3. Advertisement

- Instruction: Create a short ad to promote one product
 - Example: “Buy apples – tasty and healthy! Only 4 euros!”
- Feedback: Present to the class, teacher corrects if needed
- Materials: Worksheets #2, #3, #4

Summary (5 min)

Goal: Summarize knowledge, evaluate the lesson

Activities:

- Recap lesson content (types of stores and products)
- Discuss how to behave politely in a store
- Use "*Glass of Water*" self-assessment method:
 - **Clear water:** "I'm lost, didn't understand much"
 - **Dirty water:** "It was hard and not very interesting"
 - **Water with gold:** "I learned a lot and remember well"
- Students present work, respond to questions, share impressions

SUPPORT FOR STUDENTS WITH DIFFERENT NEEDS

- Allow pairing or use of templates for those needing help

LESSON EVALUATION

- Visual assessment of student work
- Open questions about content learned
- Practical task assessment
- Self-evaluation with "Glass of Water" method

ATTACHMENTS

- Presentation, flyers, letter puzzles, shopping baskets, worksheets, water glasses (symbols)

BIBLIOGRAPHY

- Žeknienė S. (2016) *ORZESZEK 3 CL.*, Šviesa Publishing
- Petkėvičienė R. (2022) *PASAULIO PAŽINIMAS 3 CL.*, Šviesa Publishing
- General Curriculum Guidelines

METHODOLOGICAL REVIEW – LESSON PLAN "SHOPPING"

General Evaluation:

A well-designed integrated lesson combining Polish, math, and social education. Aligned with curriculum and EU key competency standards. Clear objectives, varied teaching methods, and modern tools foster active learning. Adapted to diverse student needs. An example of best teaching practices.

Strengths:

- Integrated teaching of three subjects in a coherent, practical way
- Active, engaging methods (games, group work, digital tools)
- EU key competencies (entrepreneurship, social, mathematical, digital, creative)

- Inclusive design for students of varying abilities
- Innovative evaluation (e.g. “Glass of Water” reflection)

Final Conclusion:

A thoughtful, modern, curriculum-aligned lesson that builds key student skills. With diverse methods, digital tools, and inclusive strategies, it is effective and engaging. A great example for Erasmus+ and other international projects.

Methodologist: *Ana Miliuškevič*

Approved by the School Principal: *Renata Starenkienė*

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