



Funded by  
the European Union



**ERASMUS+ PROJECT: "Development of selected key competences of pupils in lessons and extracurricular activities at school" No. 2024-1-PL01-KA220-SCH-000247484/2**

School: Smolenice Primary School and Nursery School, Komenského 3, Smolenice

Lesson plan

School: Smolenice Primary School and Nursery School, Komenského 3, Smolenice

**Class:** IV.A

**Subject:** Slovak language and literature

**Time allocation:** 45 min.

**Teacher:** Mgr. Božena Jakubičková

**School name:** Smolenice Primary School and Nursery

**Subject: Slovak language and literature; Topic: Revision of fables, reading comprehension of an unfamiliar text not included in the textbook**

**Educational objectives:**

**Lesson objectives / competences:** Revision of fables – to consolidate work with fable texts in relation to their reading and interpretation. To be able to read and understand an unfamiliar text not included in the textbook.

**Content standard:** Concept: fable.

This is a fictional story with an educational focus, featuring animals or inanimate objects that act and speak like human beings. There is always a moral to be learned from a fable. The most famous fabulist and founder of fables was Aesop.

**Performance standard:** The pupil masters:

- the concept of a *fable*. They recognise a text that is a fable and can distinguish it from other texts of literary fiction. After reading a fable, they can state the moral it contains. They know the name of Aesop as the most famous author of fables.

**SMART goals for pupils:** I will know what a fable is, distinguish a fable from other texts, state the moral. I will be able to state the main idea of a text from outside the textbook. I will know how to cooperate with my classmates in group work.

**Key competences:**

Competence (ability) to learn to learn:

- has acquired the basics of self-reflection in recognising their thought processes
- applies the basics of various learning and knowledge acquisition techniques
- selects and evaluates acquired information, processes it and uses it in their learning and other activities

Competencies	How they are fulfilled in class
Communicating and working with information	Reading unfamiliar texts
Mathematical, scientific and technological	Estimating the introduction, main body and conclusion of a text
Digital	Using an interactive whiteboard
Personal and social	Cooperation in groups, in pairs
Cultural	Comparing acquired information
Learning competence	Processes new knowledge and uses it in learning
Civic	Evaluates information

**Didactic methods:**

**Methods:** reinforcement method of repetition, dialogue, conversation, discussion.

**Forms:** frontal work, group work, work in pairs

**Teaching aids:** PL, unknown non-textbook text, interactive whiteboard, self-assessment cards and tokens.

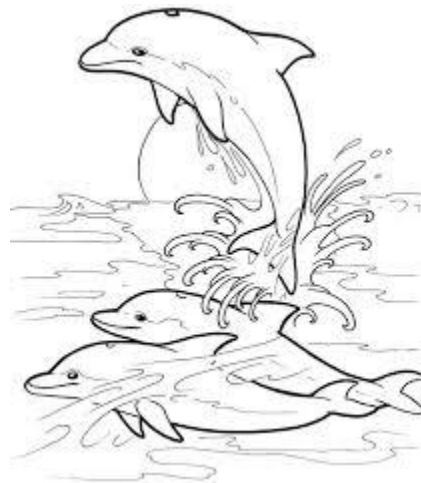
**Differentiated tasks:** Tasks for pupils with SEN are shortened and adapted, and they work with the help of a teaching assistant. The text is adapted with larger font. Teaching according to levels - tasks for pupils with a faster pace/ If pupils finish the PL earlier, they are given extra work.

## Lesson plan:

- **Introduction/Motivation** - introduction to the topic, active repetition - oral questions and answers, discussion, conversation, work with an interactive whiteboard - work with the Wordwall platform.
- **Exposition (new material)** – working with an unfamiliar text - group reading outside the textbook – reading comprehension, discussion about the text, working with the text, orientation in the text - Appendix No. 1/Story about dolphins/
- **Fixation** – exercises, application of knowledge in tasks, working with worksheets and text – in groups – Appendix No. 2
- **Cooperation in groups** – solving tasks – correct completion of the worksheet.
- **Practising** reading comprehension – cooperation in groups – consolidating knowledge from the text – Word games/solving correct sentences/ – Appendix No. 3
- **Teaching according to levels** – Secret code – Appendix No. 4
- **Self-assessment and evaluation** – brief comments from pupils and self-assessment using a colour traffic light system. /Self-assessment can also be done on an ongoing basis in groups, depending on how quickly each group works.

## Appendix No. 1

### The story about dolphins



The story I am about to tell you is not made up. It really happened. One spring morning, when the sea water was warmer and suitable for swimming, a small group of friends went for a swim. The group consisted of three friends, Anna, Lea, Eva, and Eva's father Tom, who was a lifeguard. They were all excellent swimmers because they worked as lifeguards on the coast during the summer season. They put on wetsuits to keep warm and went into the sea. They agreed to stay together and not stray too far from each other so that they could help each other if anything happened.

They swam along the coast. As they swam, Anna scraped her leg on a rocky outcrop. The wound started to bleed, but she had to keep swimming. Soon, dolphins began to swim around the group of swimmers. They surrounded her and swam in circles, slapping their tails. The swimmers did not know what was happening and became frightened. The water around them seemed to be boiling and bubbling. The dolphins kept making the circle smaller and smaller, so that the swimmers could no longer move, only trying to stay afloat. The girls cried with fear.

Tom, being brave, swam out of the dolphins' grip and wanted to swim to shore to call a rescue boat. But when he took a breath and dove, he saw a terrible shark, about six metres long. He was very frightened and swam as fast as he could to the girls among the dolphins. The dolphins swam and slapped their tails around the swimmers for about forty minutes. They only swam away when the shark disappeared into the open sea. Fortunately for the exhausted girls and Tom, a lifeboat came because people on the shore saw that something had happened to them.

**Appendix No. 2**

- **Was the story we read fictional or real?**

.....

- **How is it a fictional story?**

.....

- **When, in what season did the story take place?**

.....

- **Who was in the group of friends?**

.....  
- Who was Tom?

.....  
- What does a paramedic do?

.....  
- Where did the group of friends swim?

.....  
- Who got hurt?

.....  
- What were the dolphins doing?

.....  
- What else did the dolphins do?

.....  
- Who was the bravest member of the group?

.....  
- How long did it all take?

**Appendix No. 2 – Correct answers**

- Was the story we read fictional or real?

**REAL**

- What kind of fictional story is it?

**ONE THAT DID NOT ACTUALLY HAPPEN – DID NOT COME TRUE**

- When, in which season, did the story take place?

**IN SPRING**

- Who were the group of friends?

**ANNA, LEA, EVA AND FATHER TOM**

- Who was Tom?

**EVA'S FATHER**

- What does a rescuer do?

**HE SAVES PEOPLE IN DISTRESS AND HELPS THEM**

- Where did the group of friends swim?

**ALONG THE COAST**

- Who got hurt?

**ANNA**

- What were the dolphins doing?

**THEY SURROUNDED THE GROUP OF SWIMMERS**

- What else did the dolphins do?

**THEY SLAPPED THEIR TAILS AND CONTINUED TO SMALL THE CIRCLE**

- Who was the bravest of the group?

**TOM**

- How long did it all last?

**40 MINUTES**

**Appendix No. 3**

Unscramble the sentences. Write the sentences correctly on the lines. The words are separated by spaces. The syllables and letters in the words are jumbled up.

- FÍNYDEL ÚS INGENTNÉTELI.

.....

- TOČAS Z DYVO KAVYSJÚKU.

.....

- DYVTE JÚNARABE UCHVZD.

.....

- VIAŽI AS MIBARY.

.....

- JÚŽUZDRU AS OD ĽOVKŔD.

.....

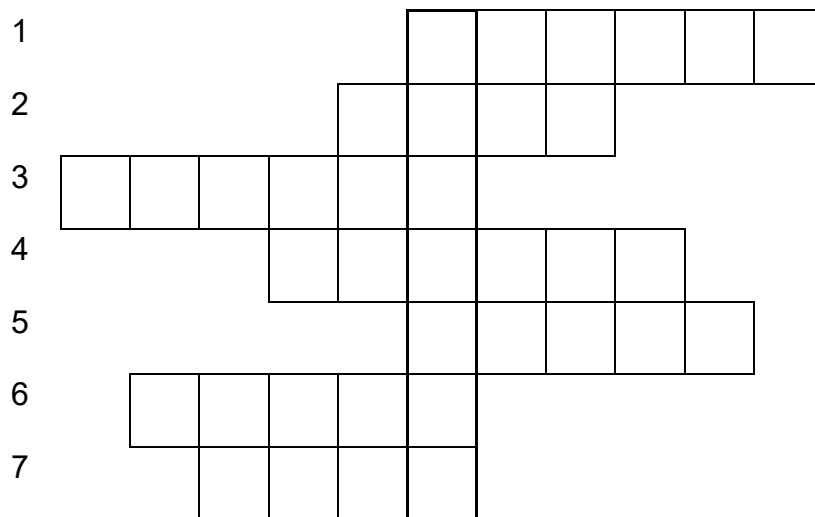
**Correct solution to the sentences:**

- DOLPHINS ARE INTELLIGENT.
- THEY OFTEN JUMP OUT OF THE WATER.
- THEN THEY TAKE IN AIR.
- THEY FEED ON FISH.
- THEY FORM PODS.

**Appendix No. 4**

**Solve the puzzle.**

- sour fruit
- What is used to catch large quantities of fish?
- If you can swim, you are...
- the enemy of dolphins
- Every boat must also have...
- If you are drowning, you must call...
- In ports, they anchor...



Dolphins are .....

Correct answer:

1					C	I	T	R	Ó	N
2				S	I	E	Ť			
3	P	L	A	V	E	C				
4				Ž	R	A	L	O	K	
5						V	E	S	L	Á
6		P	O	M	O	C				
7			L	O	D	E				

Dolphins are: **MAMMALS**

## **Methodological assessment**

The objectives of the lesson are clearly defined and cover cognitive, social, communicative and affective areas. The content is age-appropriate and balanced in terms of theoretical knowledge and practical activities.

Reading comprehension and its impact on communication, practical solutions from comprehension to activity, can be considered a key developing competence. The lesson involves the use of digital technologies and an interactive whiteboard.

Pupils also use feedback and self-assessment in their evaluation. They have aids at their disposal (cards, tokens). In addition, group work methods linked to the development of communication skills, cooperation, mutual listening and problem solving are also used appropriately.

Active thinking and the ability to learn are also encouraged by popular activities such as word games and puzzles. Different reading and working speeds are also taken into account, and pupils are given differentiated tasks.

Conclusion: The lesson is fully comprehensible. The choice of methods fulfils the teaching objectives and develops the pupils' competences. Above all, reading comprehension, which is the basis of most forms of learning and solving common practical activities.

Methodological evaluation prepared by: PhDr. Ivana Štibraná, PhD.

APPROVED

Mgr. Magdaléna Eliášová, school principal

10 October 2025, Smolenice, Slovak Republic