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| Раздел 1. Работа с информацией/ Section 1. Working with information | | | | | | |
| Class | | Number of people present: | отсутствующих: missing: | | | |
| Lesson topic | | Совместная работа с документами / Collaboration with documents | | | | |
| Цели обучения | | 9.1.3.1 осуществлять совместную работу с документами с использованием облачных технологий  9.1.3.1 collaborate with documents using cloud technologies | | | | |
| Learning objectives | | All students will be able to:  provide familiarity with popular means of information exchange and communication on the Internet, the rules of their use.  Most students will be able to:  find the productivity of participants in joint actions individually and together  Some students will be able to:  make tasks for collaboration on pictures  to solve non-standard tasks on the topic | | | | |
| Success criteria | | Learn to analyze and systematize this material.  Work together to create, view and edit documents using internet services (for example, upload work to a web server - cloud computing, blogs, wikis, etc | | | | |
| Ход урока / Lesson progress | | | | | | |
| Lesson stages | Деятельность учителя/ Teacher's activity | | | Students' activities | Assessment  Resources | |
| Organizational stage | Hello! I'm glad to see you in class today!  I want to start today's lesson with a game called "Broken Phone". The rules of this game are simple: the presenter whispers a word in the ear of the first player. The first player also whispers this word to the second player. The second one passes it to the third one, etc. When the word reaches the last player in the chain, he pronounces the word he has heard aloud.  Message of lesson goals and expected results.  Information is knowledge and information about the world around us. A person receives information through the senses: the organs of sight, hearing, taste, touch and smell.  What is information?  What types of information do you know?  What is a data carrier?  Name the ancient media.  What modern media do you know?  6(paper, magnetic and laser discs, flash drive, magnetic tape, videotape, photographic film)  Remember what actions with information we have already studied?  *7 (Collection, storage of information)*  *8 (Information processes)* | | | 1(Information is knowledge, information, news that a person receives from the outside world with the help of the senses)  2(According to the method of perception: visual, sound, olfactory, tactile, gustatory; according to the method of representation: text, graphic, sound, numerical, video information)  3 (In your memory and on media)  4 (An information carrier is any material object used to store information on it.)  5(paper, flash drive, disk) | | Interactive learning |
| Learning new material | - Guys! I suggest you spend today's lesson in the village of Prostokvashino with your favorite cartoon characters.  - And I want to start the lesson with the words of the French philosopher and mathematician Rene Descartes:  "In order to improve the mind, you need to think more than memorize"  *- Why do you think he said that? Do you and I need to be able to reflect?*  *- Because simple memorization brings less benefit than the knowledge that you come up with yourself.*  -If people did not think, they would never have made great discoveries — they would not have flown into space, invented a computer, etc  . - And do you want to learn new things?  Do you think you can do it?  To learn something new, we need to recall old knowledge that will be useful for us to discover new knowledge.  (Individual task)  Mutual evaluation according to the criteria is entered in the evaluation sheet. Correct decisions and criteria (by points) on the slide  -Tasks for work.  - And what do you think, how to name the tasks where we are talking about the work of several objects together at once?  -Tasks for joint work.  - Do you think there are situations in life when it is better to work together than one by one?  - Yes. Together, the work is done faster, easier, and more fun.  - So, write down the topic of today's lesson "Tasks for collaboration".  -Write down the topic of the lesson in notebooks.  -Then formulate the purpose of our lesson:  Output an algorithm for solving problems for collaboration, where the amount of work is unknown.  Learn how to solve tasks for collaboration, where the amount of work is unknown  Indeed, the amount of work is not always known in collaboration tasks, or it is impossible to express it in some units of measurement. For example, to build a house, do homework, do cleaning in an apartment, etc  . - How then can you designate the whole completed work?  It can be designated as a unit.  - And then how will productivity be expressed?  - Part of it.  - Now try to fill in the table for the proposed task in a trial action.  They fill out the table, try to solve it.  -Now, from the steps suggested in the envelope, make up an algorithm for solving such problems.  Checking and evaluating by slide  Formative assessment - praise  Let's take a little break from mathematics and stretch our muscles.  *Выше, выше подтянитесь, Higher, higher pull up,*  *Ну - ка плечи распрямите, Well , straighten your shoulders,*  *Поднимите, отпустите, Lift, release,*  *Вправо, влево поверните, Turn right, turn left,*  *Рук, коленями коснитесь… Touch your hands, knees…*  *И тихонечко садитесь. And sit down quietly.*  So, we now have a tool for solving such problems. Does it mean that we already know how to solve them?  - No. We need to practice acting on this algorithm.  -So, let's solve the following problems using an algorithm and ready-made empty tables.  Working in groups  Descriptors:  Умеет Is able to accept work as a unit  Умеет Is able to find a part of one  Умеет Can add fractions with different denominators  Умеет Can divide one by fraction  Children decide, fill out tables on sheets, the speaker defends the decision of the group  Formative assessment - teacher's praise | | | Verbal evaluation of the teacher  Mutual evaluation  The Sticker Strategy | |  |
| Reflection | I actively/not actively participated in the lesson process  Satisfied with the work in the lesson / need to work more  The tasks in the lesson were clear / need to be sorted out again | | | | |  |