

## ПЛАН УРОКА


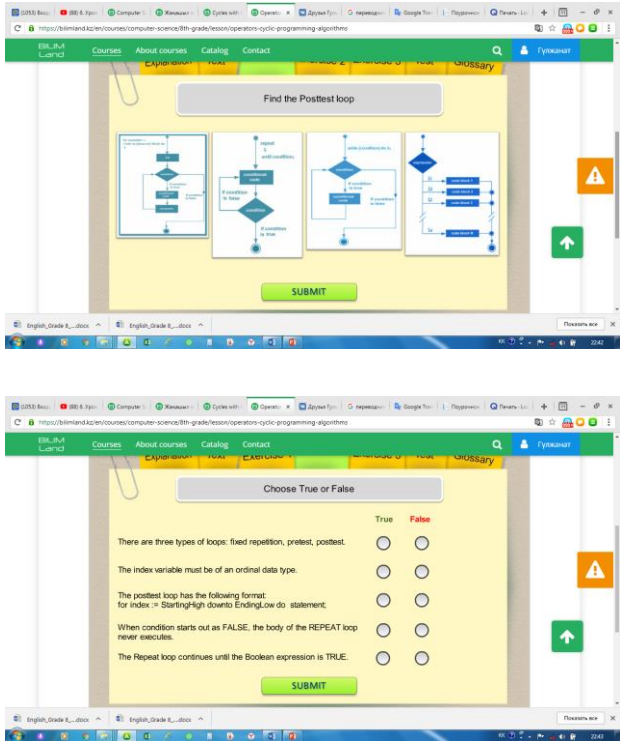
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| <b>Предмет</b>      | Информатика                                    |
| <b>Учитель</b>      | Әли Г.Қ.                                       |
| <b>Школа, класс</b> | г. Ақтобе, КГУ «Трехъязычная СШГ №21», 8 класс |
| <b>Тема урока</b>   | Application of loop                            |






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| <b>Lesson objectives:</b>               | <ul style="list-style-type: none"> <li>• Solving problem with loop operators.</li> <li>• Using the loop operators in the integrated processing environment.</li> </ul>   |
| <b>Assessment criteria:</b>             | <ul style="list-style-type: none"> <li>→ Solves the problem with loop operators.</li> <li>→ Uses loop operators in the integrated processing environment.</li> </ul>   |
| <b>language objectives:</b>             | <p><b>Terminology</b></p> <ol style="list-style-type: none"> <li><b>condition</b> the way someone or something is</li> <li><b>loop</b> a programming construct that repeats a group of commands.</li> <li><b>performed</b> to carry out execute, do</li> <li><b>programming language</b> Provides the standards, syntax, statements, and instructions for writing computer software.</li> <li><b>statement</b> a sentence that is either true or false</li> <li><b>a target</b> goal</li> <li><b>to execute</b> to carry out</li> <li><b>variable</b> A symbol used to represent a quantity that can change</li> </ol> |
| <b>Value links:</b>                     | Upbringing of friendship with group work. To train search by reference to the information.   |
| <b>Interdisciplinary communication:</b> | English, mathematic.   |
| <b>ICT skills:</b>                      | PC, interactive board.   |
| <b>Previous learning:</b>               | Loops, for loop, while loop.   |
|   | <p><b>All students:</b><br/>Knows the loop operators.</p> <p><b>Most of the students:</b><br/>Solves the problem with loop operators.</p> <p><b>Some of the students:</b><br/>Uses loop operators in the integrated processing environment.</p>  |

| Planned timings | Planned activities | Resources |
|-----------------|--------------------|-----------|
|-----------------|--------------------|-----------|

| <b>Introduction part</b>                 |  |  |
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| <b>2 min</b>                             | <p>Greetings with students</p> <ul style="list-style-type: none"> <li>- Hello, students!</li> <li>- How are you?</li> <li>- Who is absent?</li> </ul> <p>Give away evaluation sheets</p>   |  |
| <b>2 min</b>                             | <p><b>Find error! Our friend Arman sent us a message. Let's read!</b><br/> Hello! My name is Arman. I'm glad to write to you! You know I like working with computers. Now we are learning programming language Paint. To open, click Start – Programs – Paint. In Paint there is a loop operator. I don't know what it is used for. You know?<br/> Today, we can answer Arman's question, because the theme of our lesson «Application of loop».</p> | Slide 1  |
| <b>1 min</b>                             | Acquaint students with the learning objectives   | Slide 2  |
| <b>Explanation part</b>                  |  |  |
| <b>6 min</b>                             | <p>Activities «Running dictation»</p> <p><b>Instruction for the students:</b><br/> To read a sentence on the site bilimland.kz!<br/> Remember it!<br/> Come back!<br/> Tell your partner!</p> <p><b>Evaluation descriptors :</b></p> <ol style="list-style-type: none"> <li>1. Can reads the sentences</li> <li>2. Can remember the sentences</li> <li>3. Can speak the sentences!</li> <li>4. Can write the sentences</li> </ol>                    | <br><a href="https://bilimland.kz/en/courses/computer-science/8th-grade/lesson/operators-cyclic-programming-algorithms">https://bilimland.kz/en/courses/computer-science/8th-grade/lesson/operators-cyclic-programming-algorithms</a> |
| <b>10 min</b>                            | <p>Work the text</p>    | <a href="https://bilimland.kz/en/courses/computer-science/8th-grade/lesson/operators-cyclic-programming-algorithms">https://bilimland.kz/en/courses/computer-science/8th-grade/lesson/operators-cyclic-programming-algorithms</a>  |
| <b>Vocabulary &amp; terminology part</b> |  |  |

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| 5 min                                      | <b>Find computer science terms from the text</b><br>Evaluation descriptors : <ul style="list-style-type: none"> <li>1. Can understand the sentences</li> <li>2. Can find terms the sentences</li> </ul>   | <a href="https://quizlet.com/374745649/loops-flash-cards/">https://quizlet.com/374745649/loops-flash-cards/</a>   |
| <b>Practice part (Практикалық бөлім)</b>   |   |   |
| 10 min                                     | Practice «Tangled» program code<br>Instruction for the students: <ul style="list-style-type: none"> <li>- Program code created, but without order.</li> <li>- Discuss with the group</li> <li>- Distribute correctly</li> <li>- Check it on the Python</li> </ul> Evaluation descriptors : <ol style="list-style-type: none"> <li>1. Know the order of the program code</li> <li>2. Can use a loop</li> </ol> <b>For 1<sup>st</sup> group</b><br>Flip number<br>An integer is entered. Print the inverse of the number entered in numerical order. For example, 3425 was entered, 5243 should be output.<br><b>For 2<sup>nd</sup> group</b><br>Even and odd digits<br>Determine how many even numbers are odd. The number is entered from the keyboard. For example<br>Enter number 65439<br>Even: 2, odd: 3<br><b>For 3<sup>rd</sup> group</b><br>Calculate the sum and multiplication of numbers<br>A natural number (integer greater than zero) is entered. It is necessary to find the sum and the product of the numbers that make up this number. | Slide 6-7   |
| 2 min                                      | Warm up   | <a href="https://bilimland.kz/kk/courses/education-movies/tema-klassnogo-chasa/lesson/zerek-tilikti-damytu">https://bilimland.kz/kk/courses/education-movies/tema-klassnogo-chasa/lesson/zerek-tilikti-damytu</a> |
| <b>Conclusion part(Қортындылау бөлімі)</b> |   |   |
| 2 min                                      | Feedback  |   |

|                               |  |  |
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|                               |    <p>- if you like today's lesson, click like<br/> - if you have any question, click comments<br/> - if you understand everything and want to share, click repost<br/> To collect a evaluation sheets</p> |  |
| <b>Additional information</b> |  |  |

| <b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b>  | <b>Assessment – how are you planning to check students' learning?</b>  | <b>Health and safety links</b>   |
|--|--|--|
| Differentiation by support<br>Differentiation by task  | Teacher monitors and fills in the Formative assessment form.<br>Peer- assessment   | Make sure cords are not tripping hazard.<br>Switch off the active board if you do not use it.<br>If students are tired, do physical exercise with them.<br>Open the window to refresh the air in the classroom during the break. |
| <b>Reflection</b><br>Were the lesson objectives/learning objectives realistic? What did the learners learn today? What was the learning atmosphere like? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why?   | <b>Use the space below to reflect on your lesson. Answer the most relevant questions from the box on the left about your lesson.</b> |  |
| <b>Summary evaluation</b><br><br><b>What two things went really well (consider both teaching and learning)?</b><br>1:<br>2:<br><br><b>What two things would have improved the lesson (consider both teaching and learning)?</b><br>1:<br>2:<br><br><b>What have I learned from this lesson about the class or individuals that will inform my next lesson?</b> |  |  |

