

Panevezys “Sauletekis” progymnasium, Lithuania

1. PLAN

School	Panevezys “Sauletekis” progymnasium
Teacher (name, surname)	Loreta Valickienė, teacher methodologist
Subject, form	Biology, 7 form
Topic	Investigation of bird feathers
Lesson objective	After fulfilling the practical work in pairs, students determine structure and properties of the fluttering and covering feathers.
Type of the lesson	Practical work
Introductory part - motivation, criteria of work performance (5 minutes)	<p>The teacher notifies that pupils having analyzed the the structure of the feathers, will find out how zippers have been made.</p> <p>The teacher together with the pupils discuss the workflow and the evaluation criteria:</p> <ol style="list-style-type: none">1. Formulation of the hypothesis- 0.5 point.2. Reference of facility - 0.5 point.3. Procedure and answers to the questions - 5 points.4. Presentation of conclusions - 3 points.5. Tidiness - 1 point.
Active learning (35 minutes)	<p>Working in pairs pupils carry out the practical work. They capture the course of it and results in a worksheet:</p> <ol style="list-style-type: none">1. Write the hypothesis.

	<p>2.Specify the working devices (water, oil, a pipette,feathers, the cover and glass slide, a microscope, tweezers, scissors).</p> <p>3. Workflow:</p> <p>3.1. By the naked eye pupils inspect and draw the fluttering and covering feathers, denote their parts (rib, stem, fan).</p> <p>3.2. In the table pupils describe the fluttering and covering feathers by the following characteristics: length, shape, surface, stem.</p> <p>3.3. They squeeze a feather in between the fingers and pull it at first to one side, then to the other side. Then they repeat this action several times and briefly describe what happens with fans.</p> <p>3.4. Pupils oil the fluttering feather and immerse it in water. Then they immerse a clean feather in water. On the basis of the test results, pupils explain why water birds lubricate their feathers with grease.</p> <p>3.5. Students prepare their own micropreparation of the fluttering feather and explore it through a microscope. They draw a visible image, note hook tillers, calculate how many times the enlarged image is.</p> <p>4. Students write the conclusions answering the following questions:</p> <p>4.1. Point out two indications, how the birds take care of their feathers.</p> <p>4.2. Explain according to which characteristics of feathers a zip has been made.</p> <p>4.3. They fill in a table explaining how features of feathers are related to their functions.</p>
Final part - students' self-assessment and reflection (5 minutes)	Students self-evaluate themselves. It is discussed, in which activities students have succeeded most and why, where and why they have lacked success.

2. PLAN

School	Panevezys "Sauletekis" progymnasium
Teacher (name, surname)	Ramunė Ražanskienė , teacher methodologist
Subject. Form. Coursebook	English language. 5 form. Coursebook - V.Evans-J.Dooley .“Enterprise 1”. Unit 6.
Topic	Animals
Lesson objective	In pairs students will describe an animal according to the plan, using new vocabulary in 4-8 sentences orally and in writing.
Introductory part - motivation, criteria of work performance (5 minutes)	<p>The teacher notifies that having practised new words students in pairs will describe a tiger or an eagle, its looks, what it eats, what it can do in 4-7 sentences orally and in writing, play a game and sing a song.</p> <p>The teacher together with the students discuss the workflow and the evaluation criteria: volunteers who will describe the tiger (or the eagle) in 4-7 sentences according to the plan will be evaluated.</p>
Active learning (35 minutes)	<p>1. Teaching and learning new lexis.</p> <p>Aim - to brainstorm vocabulary relating to animals. Students dictate as many animals as they can remember, the teacher writes them on the board.</p> <p>1.1. Aim - to present vocabulary for parts or the body. Students review the words related to animal body parts and learn new ones reading them and repeating after the teacher or recording (paws, feathers, fur, tail, beak, claws).</p> <p>1.2. Aim - to practise new words. Students write exercise 5, page 41 - denote parts of the animal bodies according to the picture.</p> <p>1.3. Slide 4. Aim - to categorise new vocabulary: students categorise the animals according to the given definitions: farm and wild animals, and give examples listing as many animals as they know.</p> <p>1.4. Slide 5. Aim - to consolidate vocabulary: parts of the body. Task: read the words (from the list: head house mouth room tail tooth eyes teeth parrot actor ears hair cottage chicken body</p>

	<p>whiskers legs paws claws tale pouch) related to the parts of the body.</p> <p>1.5. Slide 6. Aim - to activate vocabulary: adjectives. Task: read the words (from the list: long log big beg sort short shop thick tick thin jump small funny brown tall orange white) which describe animals, give your own examples: long legs, short tail.</p> <p>2. Training listening skills.</p> <p>2.1. Exercise 8, page 42 - animal noises. Students listen to noises that various animals make and guess.</p> <p>2.2. Exercise 11- quiz show. Aim - to listen for specific information. Students read the statements, listen and mark them true or false. Then check.</p> <p>Consolidation.</p> <p>3. The teacher presents the plan. Slide 7. In pairs students write 4-8 sentences describing :</p> <ul style="list-style-type: none"> - the group/ kind of the animal (a tiger or an eagle); - what it looks like: parts of the body, colour; - what it can do, - where it lives; - feelings. <p>Students use a model text as an example. The text that they read and analysed the previous lesson is on page 40, ex.2 or 3.</p> <p>In pairs students write about the tiger or an eagle. The teacher moves around the classroom offering assistance and suggestions.</p> <p>4.Students read. Volunteers describe animals orally in 4-7 sentences.</p> <p>5. A game. Aim - to consolidate vocabulary from the lesson. The class is divided into 2 or 3 teams. The teams in turn describe any animal in 1-2 sentences. The other team/ teams guess. Each correct answer earns the point. The team with the most points wins.</p> <p>6. A song „Old McDonald had a farm“.</p> <p>7. Assigned homework task. Describe any animal according to the plan in 4- 10 sentences.</p>
Final part - students' self-assessment and reflection (5 minutes).	<p>Students self-evaluate themselves. It is discussed, in which activities students have succeeded most and why, why they have lacked success.</p>