



Game literacy lessons

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1. Lesson in Mathematics

Made by:

Olia Kirilova Bogomilova

Resource teacher

Topic: Multiplication of multi-digit by one-digit number.

Type of lesson: A lesson to consolidate knowledge.

Lesson's objectives:

- To consolidate the mathematical terms and concepts of arithmetic operations.
- To consolidate the multi-digit numbers.
- To consolidate the multiplication table.
- To consolidate the geometric shapes of a triangle and a square.

Lesson's tasks:

- Educational - upgrading knowledge.
- Developing – concentration and observation
- To nurture.

Methods:

1. A conversation
2. An observation
3. Didactic materials
4. A game

Expected results:

To master the algorithm for multiplication of multi-digit by one-digit numbers in writing. To consolidate the previously acquired knowledge of multiplication.

Lesson's plan:

The teacher greets the student: - Good morning.

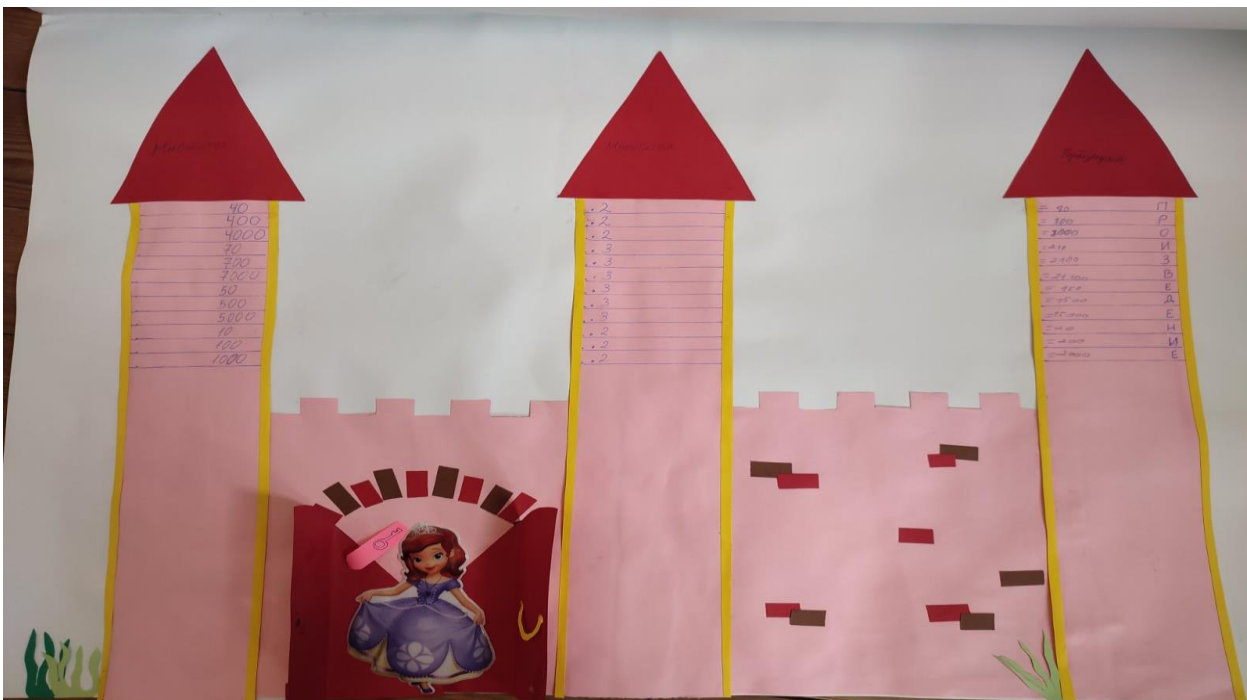
Student: Good morning.

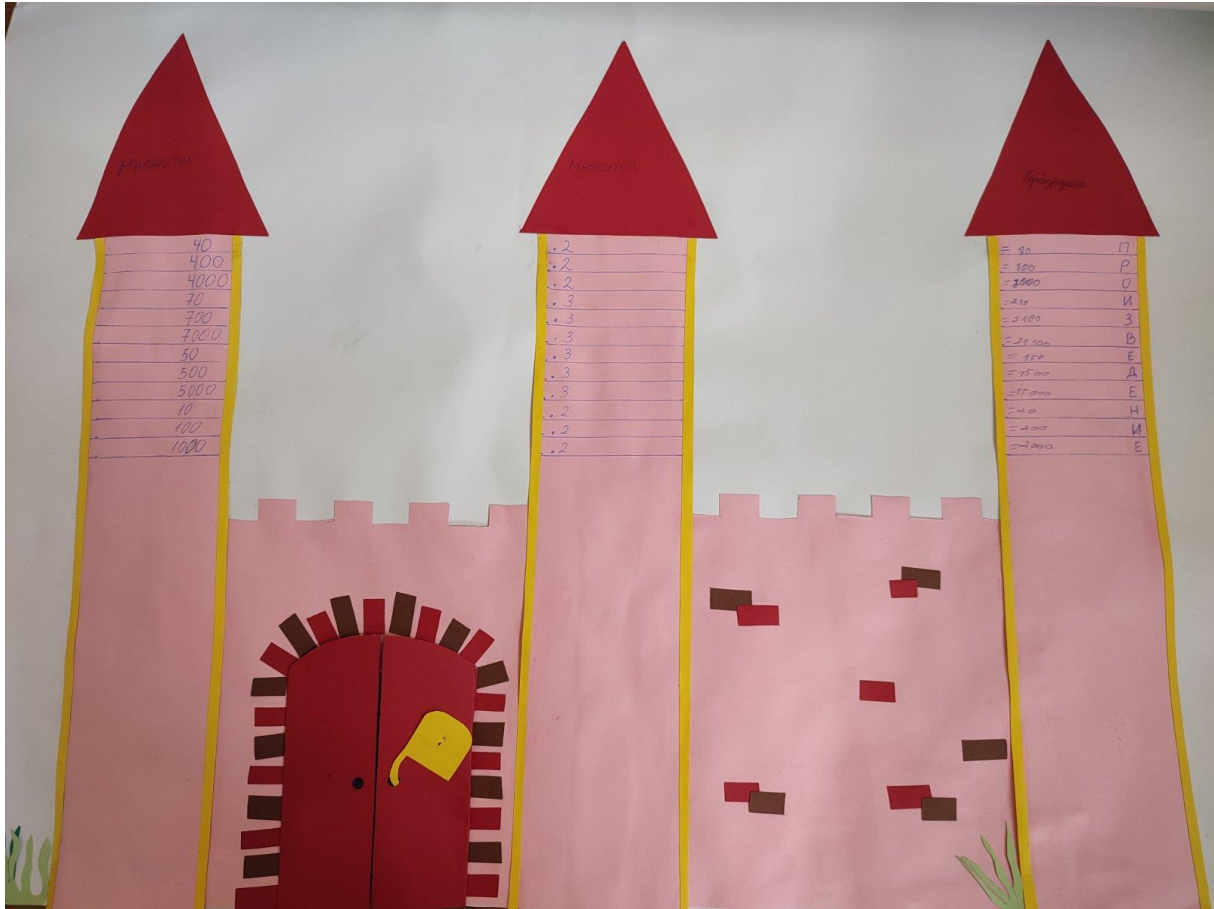
Teacher: Let's get ready to work.

First, we will recall which numbers are multi-digit: These are numbers that are written with more than three digits. For example: 1000; 1223; 2821; 65642; 1052...

Now we will recall how multi-digit numbers are multiplied by single-digit numbers. How do we write and how do we pronounce the numbers which have zeros in the units of tens and hundreds?

A game: Free the princess - the student solves the examples that are located on the two towers, after solving the examples correctly the student gets a word which is the key to free the princess.



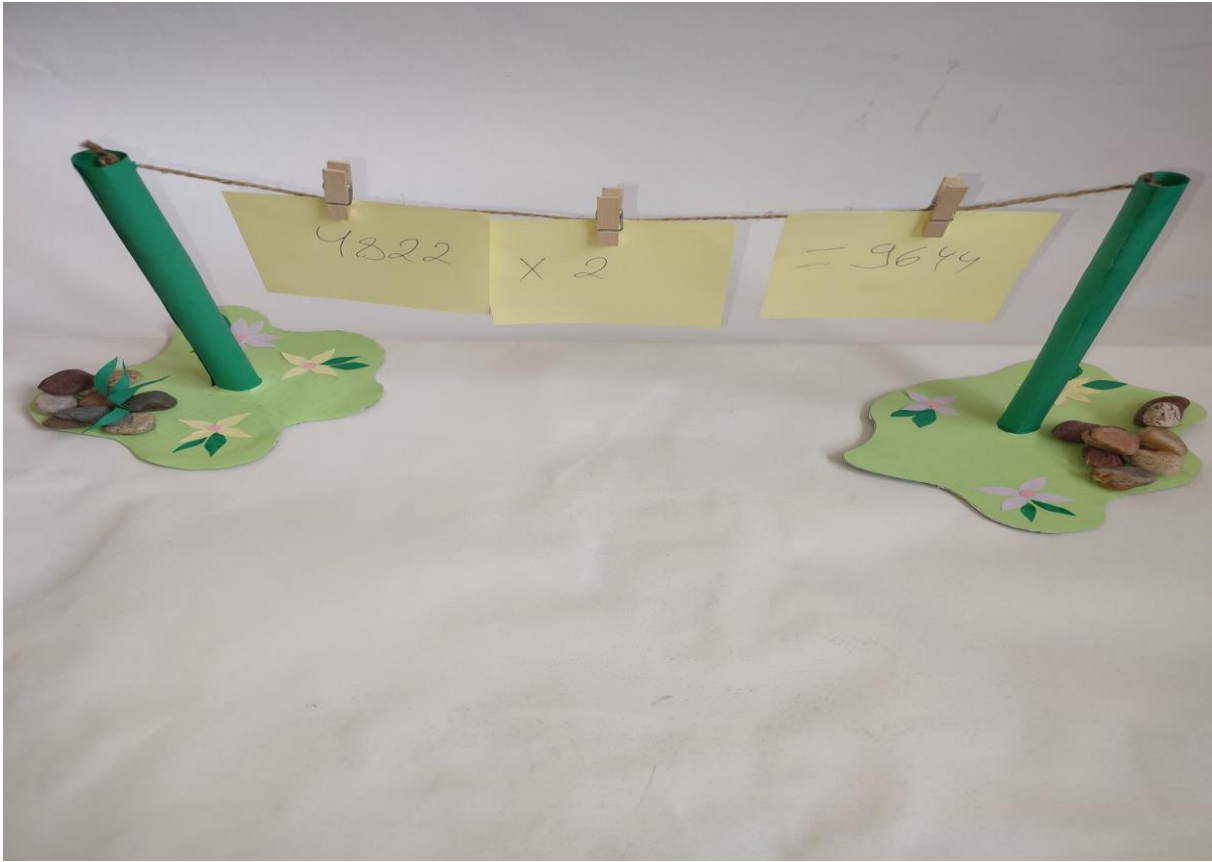


The teacher gives instructions to the student and asks questions that are related to the geometric shapes on the model itself, whether the student recognizes them and what they are called.

- We must be very careful when writing the zeros.
- Because, as we know 0 multiplied by any number is equal to 0.
- Let us now recall what the numerical expressions in the action of multiplication are made of.

Multiplier. Multiplier = the result from the multiplication.

1. A game: multi-digit clothes line.



- The game has a very wide range of applications, with small clips gripping coloured paper with written exercises on them "numbers for composing a numerical expression, letters for composing words, etc.". The game develops observation, concentration, fine motor skills, dexterity and colour perception.
- Well done! You did a great job!

2. Revision of past simple tense and the irregular verbs
Revision of past simple tense and the
irregular verbs

Vocabulary: Activities and occupations in the past

Grade 8th: Age 13-14,

Duration 40 minutes

- Aims:
1. To revise the past simple tense and the forming of questions and negatives with (did/didn't) so that students can use freely the past simple tense without any mistakes.
 2. To revise the irregular verbs, so that students can use them more easily.
 3. To learn new vocabulary connected with the topic of activities and occupations in the past.

Stage1: Introducing ourselves-1-2 min

The teacher greets the students and has a small talk with the class (e.g. checking attendance, talking about how they feel)

Interaction pattern: T-SS

Stage 2: Checking homework – 2-3 min

Interaction pattern: T-SS

Stage 3: The teacher writes ten declarative sentences on the white board in past simple and gives the verb in brackets, so that the students have to put them in the correct form. Then from these declarative sentences, the students have to form questions and negative sentences using did/didn't. Example: He..... a movie yesterday. (watch); Did he watch a movie yesterday? He didn't watch a movie yesterday. 8-10min

Aim: To revise the past simple tense and to reduce the number of mistakes students make, typically connected with the fact that they don't use the infinitive form of the verb after did/didn't.

Interaction pattern: T-SS

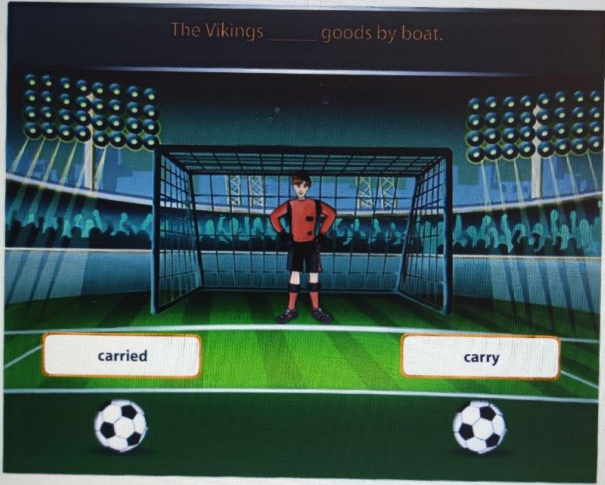
Stage 4: Interactive computer-based exercise in the form of a game – the class is divided in two teams which compete who will score the best result. The students are asked to choose the correct form of the verb in the past in order to score a goal. The team with the highest result wins the game. 4-5min.

Aim: Students can revise the verbs they already know, and learn the past simple form of verbs they don't know.

Interaction pattern: T-SS

Team A
0

The Vikings _____ goods by boat.



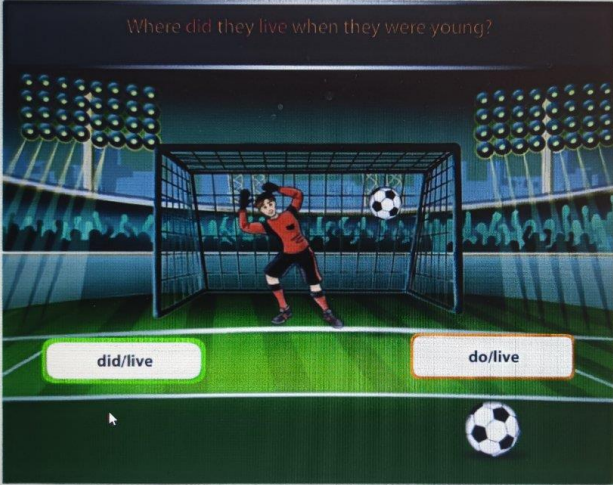
carried carry

Team B
0

SHOT ON MI 10 5G

Team A
1

Where did they live when they were young?



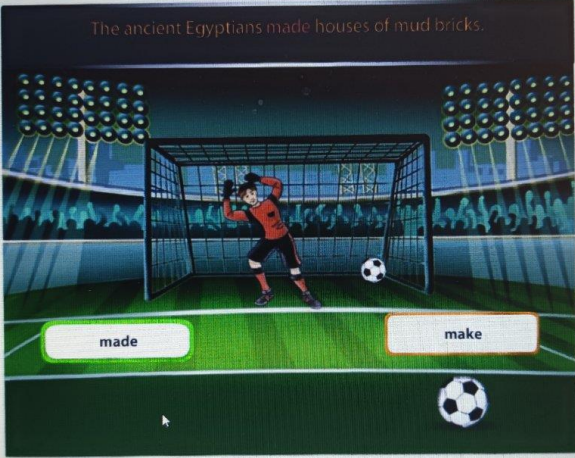
did/live do/live

Team B
1

SHOT ON MI 10 5G

Team A
2

The ancient Egyptians made houses of mud bricks.



made make

Team B
2

SHOT ON MI 10 5G

Stage 5 Introducing the topic of the ancient Egypt. The teacher tells the class about the recent excavations of the newly discovered ancient city of Luxor in Egypt. Then asks what they know about the ancient Egyptians. 2-3min.

Aim: To raise students' interest in the topic.

Interaction pattern: T-SS

Stage 6: The new vocabulary is introduced with a picture exercise in the textbook. The students write the new words in their notebooks and they listen and repeat the correct pronunciation. 5-8 min.

Aim: To help students remember the new vocabulary more easily.

Interaction pattern: T-SS

Listening & Reading

1 Listen and say. Say the phrases (1-10) in your language.

- 1 ruled
- 2 played board games
- 3 played music
- 4 fished
- 5 worked as farmers/artists
- 6 had boats and transported goods
- 7 could build pyramids
- 8 lived in houses made of mud bricks
- 9 hunted
- 10 attended school

Stage 7: The students are asked to listen and read the text to find out more about the lifestyle of the ancient Egyptians. Then they answer the questions after the text.

Aim: Students consolidate the vocabulary. 5-6 min.

Interaction pattern: T-SS

2 Listen and read the text to find out.

- 1 They were farmers. T F
- 2 They fished on the River Nile. T F
- 3 They played football. T F
- 4 Only boys attended school. T F

ANCIENT EGYPTIANS

Ancient Egyptians lived along the banks of the River Nile in northeast Africa. Pharaohs ruled this great and powerful empire for more than 2,500 years. The ancient Egyptians lived in houses made of mud bricks, but they also built houses and gigantic pyramids from stone. They worked as farmers and artists. They hunted for animals and went fishing on the River Nile. They also had boats and transported food and other goods along the river. In their free time they played music or board games. Only wealthy boys could attend school. They studied hieroglyphics*.

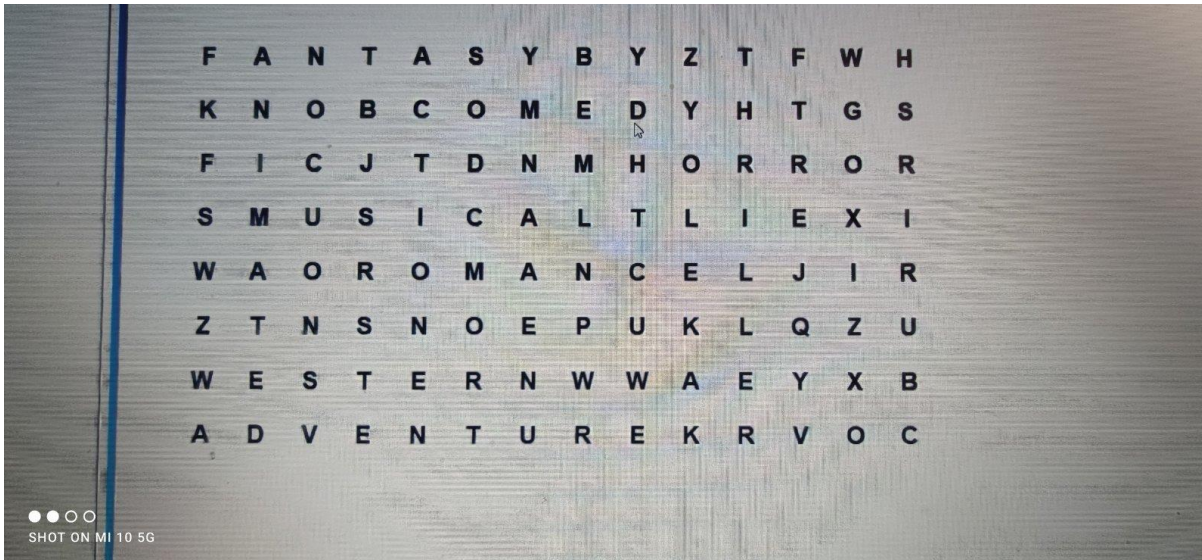
Ancient Egypt had a great civilisation which many people still study and admire today.

* ancient Egyptian writing

Stage 8: The students play a game in which they have to find 10 words from the new lesson in a crossword. 4-5 min.

Aim: Students drill the new vocabulary.

Interaction pattern: SS-SS



Stage 9: Setting homework: students have to make two grammar exercises from the workbook and learn the new words from the vocabulary section by heart. 1-2 min.

Aim: Students practice and learn the vocabulary.

Interaction pattern: T-SS

Stage 10: End of the lesson.

Possible problems and solutions:

1. Not all students have materials like textbook or workbook to work with- the teacher divides them in groups, so that two students can use one textbook or workbook.
2. Students find it difficult to remember the irregular verbs and to do the exercises- they are given a chance to look at their notes.
3. Students cannot understand what they have to do for homework- the given example is discussed with the class, the page and the number of the exercise are written on the white board, explanations in Bulgarian are given, if needed.
4. The students finish with all of the exercises quicker than expected and there is still time left- the teacher gives more exercises from the workbook with the irregular verbs.

3. Find the treasure

An interesting mixture of formal and non-formal educational tools were used in the PGOT St.Ivan Rilski in Pernik as part of the practical activities of the Erasmus + project “Game, Literacy and Learning”. The students from class 9 b enjoyed a lesson out in the city on 9 May 2022, where they had to compete and find a certain number of treasures.

Students were divided into 3 groups and everyone, including the teacher, was connected into the same Viber group.

Rules

The teacher posts a picture of a details from something bigger – a treasure – and provides clues to the groups. All teams have to go and find the treasure. All the members of the team have to take a selfi in front and post it in the Viber group. First one to post the photo with the whole team in the right place gains a point. The winner is the team with the highest score.

Monday, May 9, 2022

1 task

Find the object from the picture. It is situated in the east end of the Municipal garden, overlooking the school.



Take a selfi of the team in front of the object and send it here.

Tomas deleted a message

Veronika joined



Take a selfi of the team in front of the object and send it here.

One point for team Winners.

Task 2

Task 2

The next object is in the middle of a small Municipal garden. Beware, might be dangerous!



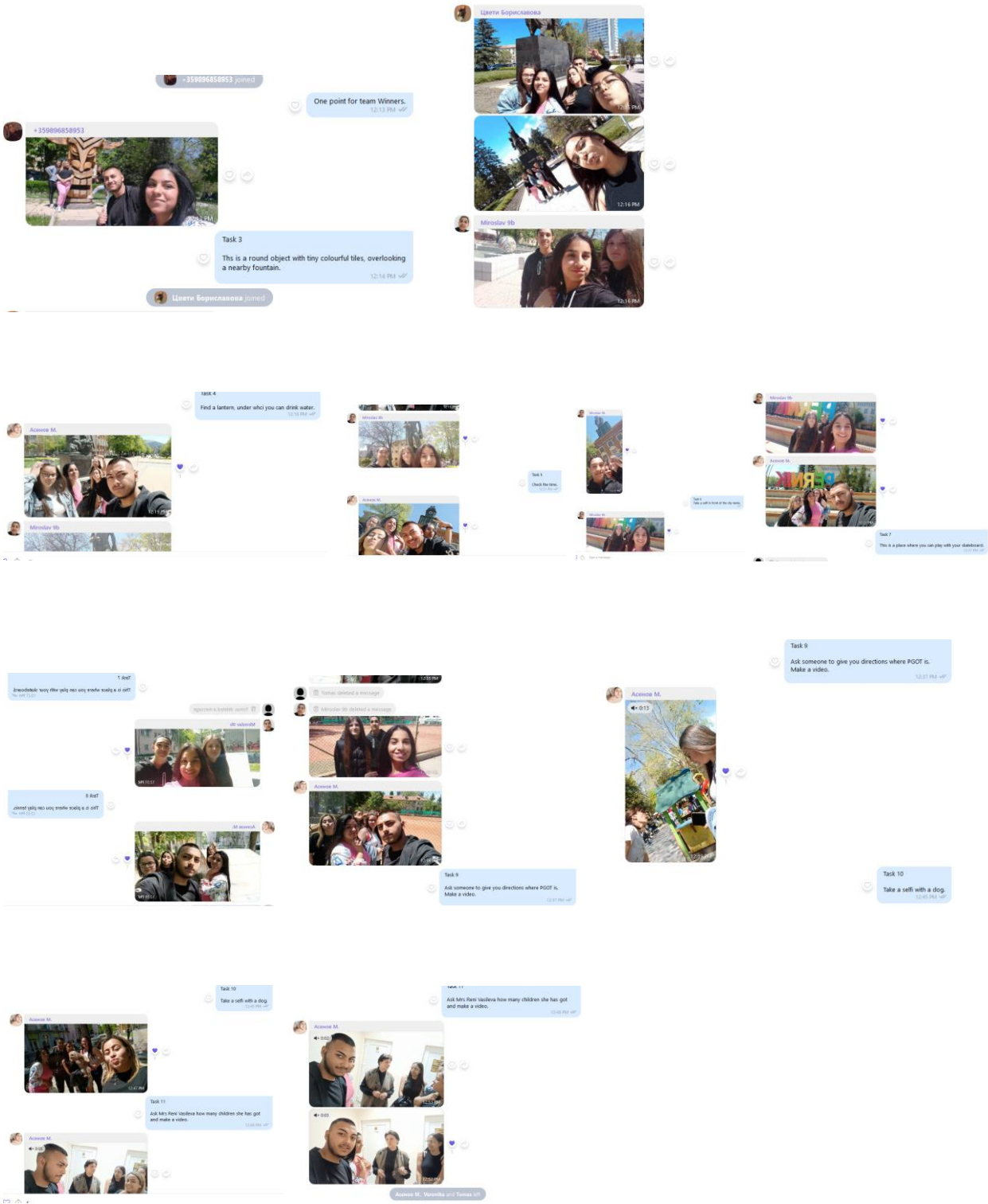
Tomas deleted a message



Outgoing Video Call

+359896858953 joined

One point for team Winners.



The game involves a combination of different skills and knowledge from the students and also comprises a cross-curriculum exercise between English lessons, History lessons, Geography lesson, Physical Education, ICT, video recording, public speaking and interviewing, creativity and work in team.

This game can be adapted to various subjects in and outside school. It is always fun and both winners and losers are satisfied.

Prepared by Lilly Georgieva, English teacher



4. Phraseological units. Origin and use.

8th grade

Age: 13-14 years

Duration: 40 minutes

Type of lesson – a lesson for new knowledge

Lesson's objectives:

1. To master the knowledge of the essence of free and stable (phraseological) expressions and to be able to distinguish them.
2. To replace free with stable expressions and vice versa.
3. To get acquainted with the peculiarities of phraseological expressions.

Tasks:

a) educational:

1. To master the knowledge of the origin and use of phraseological expressions.
2. To determine the stylistic characteristics of phraseological expressions.
3. To learn how to use and work with phraseological dictionary.

b) nurturing:

1. To nurture an aesthetic sense to the language.
2. To build a proper sense of the richness of the language.
3. To enrich the skill of tolerance in communication.

c) developing:

1. To stimulate the students' creative thinking.
2. To develop the children' language culture.
3. To enrich the students' vocabulary.

Lesson's plan

1. Organization of the class for work - 2-3 min: The teacher greets the students, checks the attendance, asks the students how they feel and if they are ready to start the lesson.

2. To refresh the basic knowledge of the students: Checking and commenting the homework - 5 min.

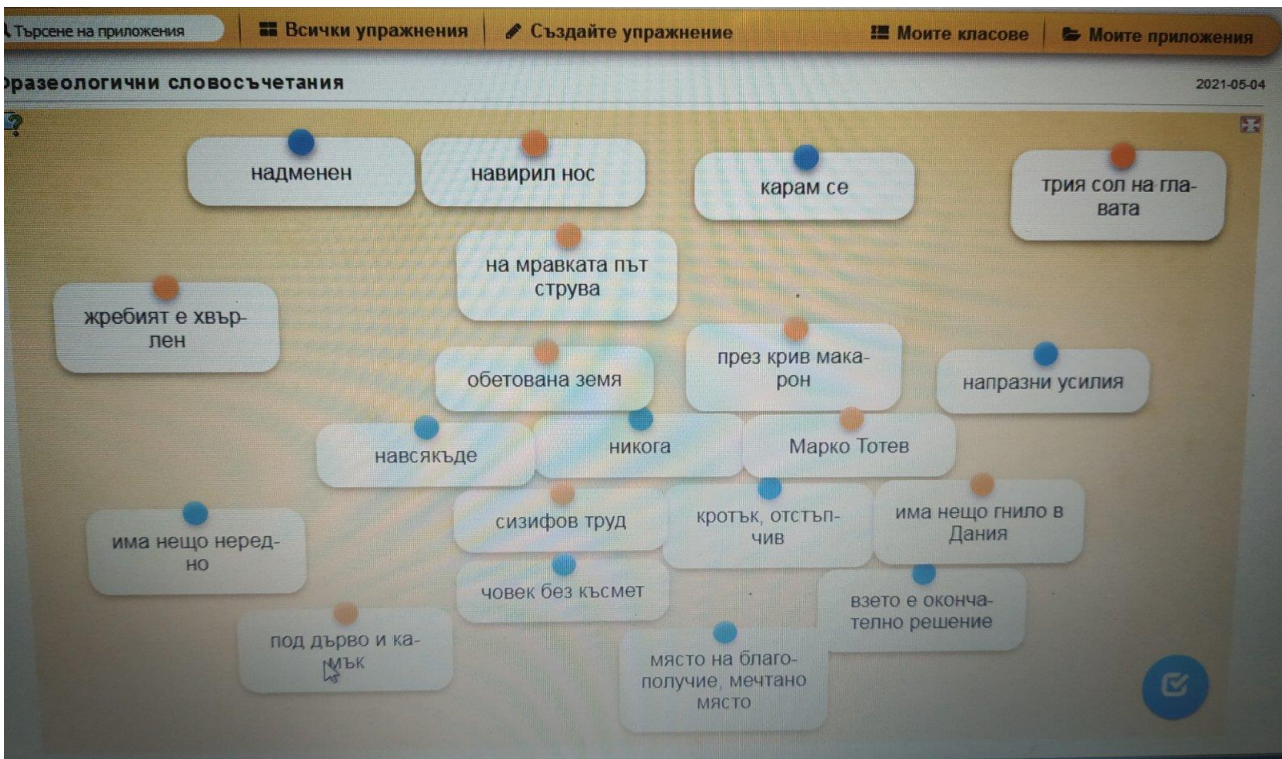
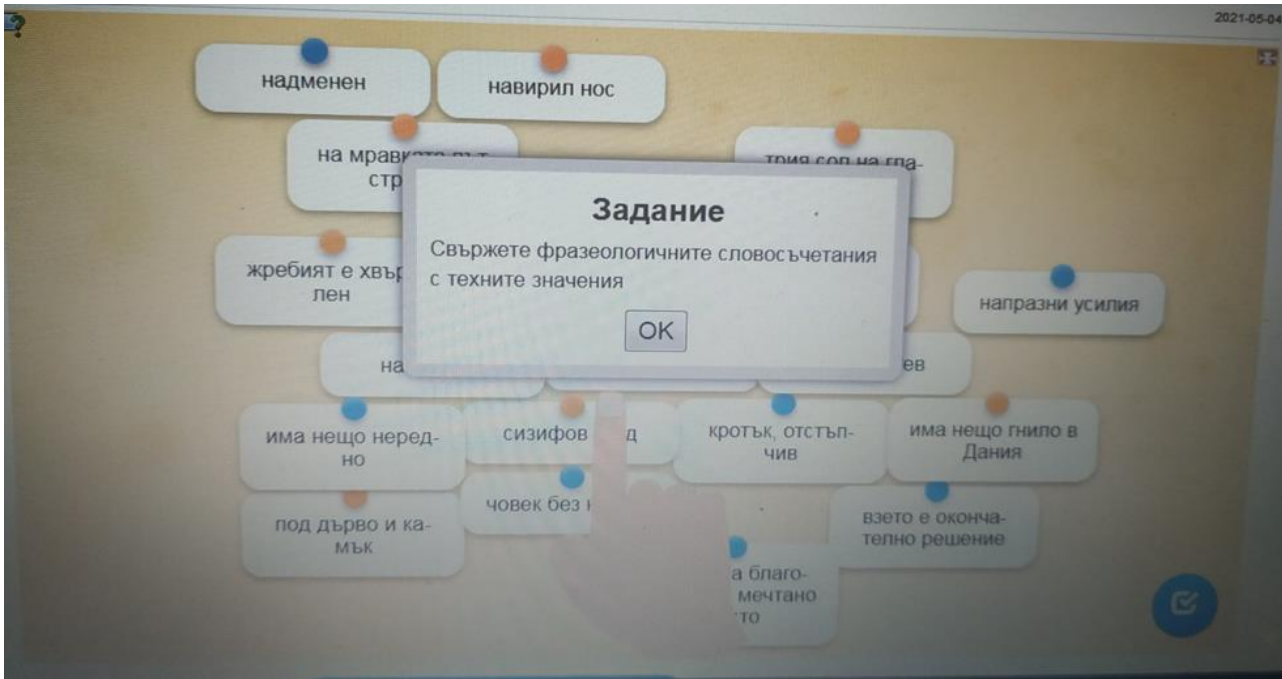
3. Announcing the lesson's topic. Motivation – The teacher says a phraseological expression, such as to send somebody on a “wild goose chase” and the students say what it means.

Brainstorming - students have to name similar expressions.

We specify that these are phraseological units. Students write down the definition of phraseological units. The difference between phraseological unit and free word combinations is clarified. Then the students write down the definition of free word combinations - 8-10 minutes.

4. An interactive game: Interactive computer exercise in the form of a game - the students have to connect the phraseological expressions with their meanings. The Phraseological expressions are marked with a red circle, and their meanings - with blue. The students find out if the exercise is done correctly at the end of the game, when all pairs are connected. If a phraseological expression is connected correctly with its meaning, the pair lights up in green, and if the answer is wrong - in red. If all the answers are correct, the students see this message on their screens: "Well done!" This is the right answer! ”- Time for the game 5-6 minutes.

Link for the game: <https://learningapps.org/display?v=pusjroqg321>



надменен
обетована земя

навирил нос
кротък, отстъпчив

карам се
през крив макарон

напразни усилия
Марко Тотев

жребият е хвърлен
взето е окончателно решение

никога
на мравката път струва

под дърво и камък
навсякъде

има нещо нередно
има нещо гнило в Дания

човек без късмет
сизифов труд

трия сол на главата
място на благополучие, мечтано място

Създаване на подобно приложение

Преработване на упражнението

ЛОГИЧНИ СЛОВОСЪЧЕТАНИЯ

обетована земя
място на благополучие, мечтано място

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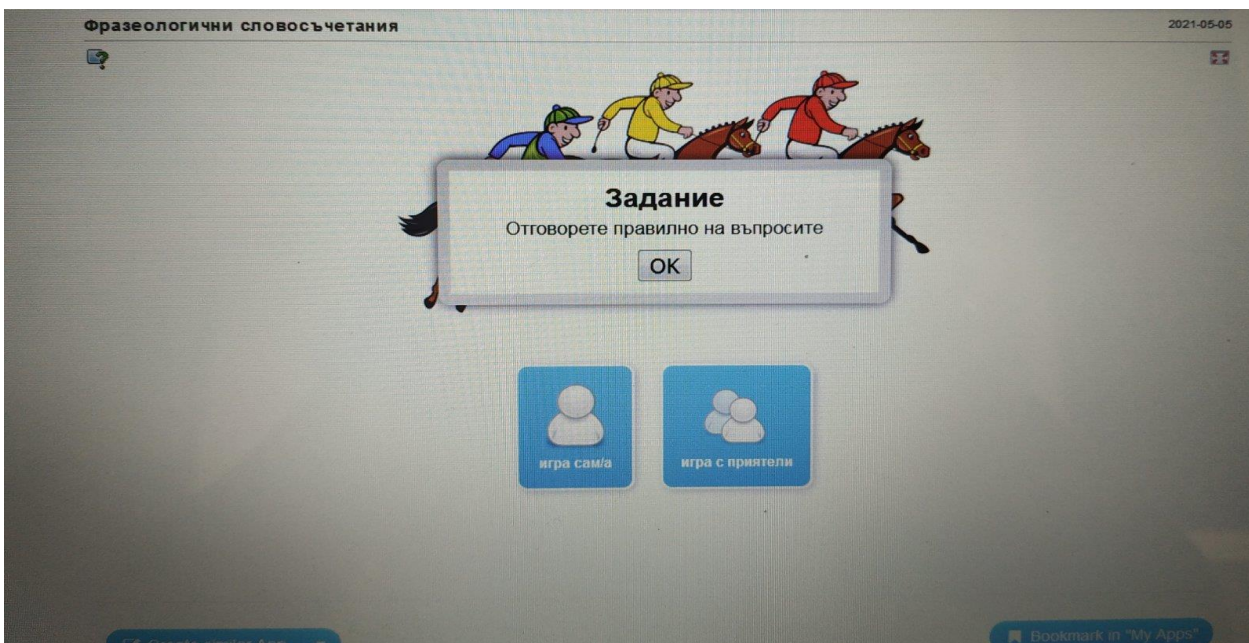
The aim of the game is for students to understand the difference between free and phraseological expressions, to enrich their vocabulary and to get acquainted with the meanings of different phraseological expressions.

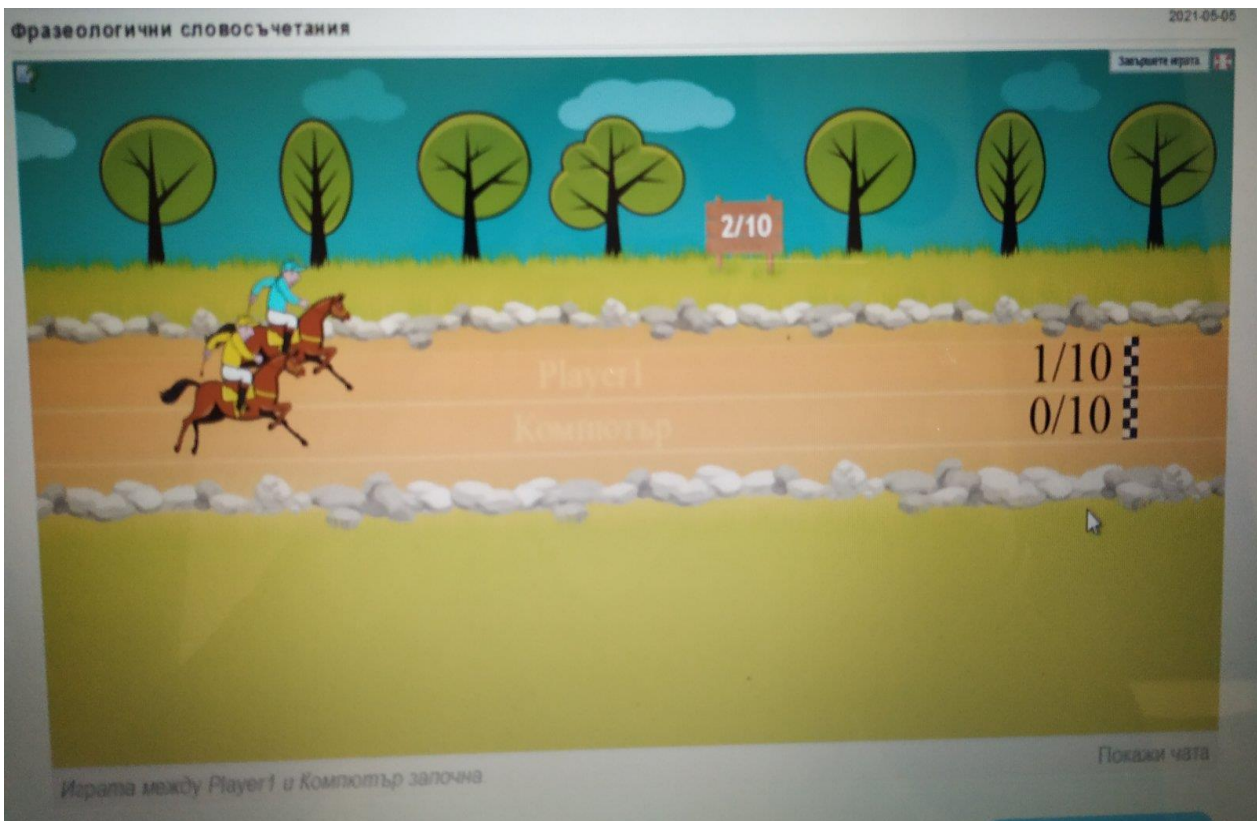
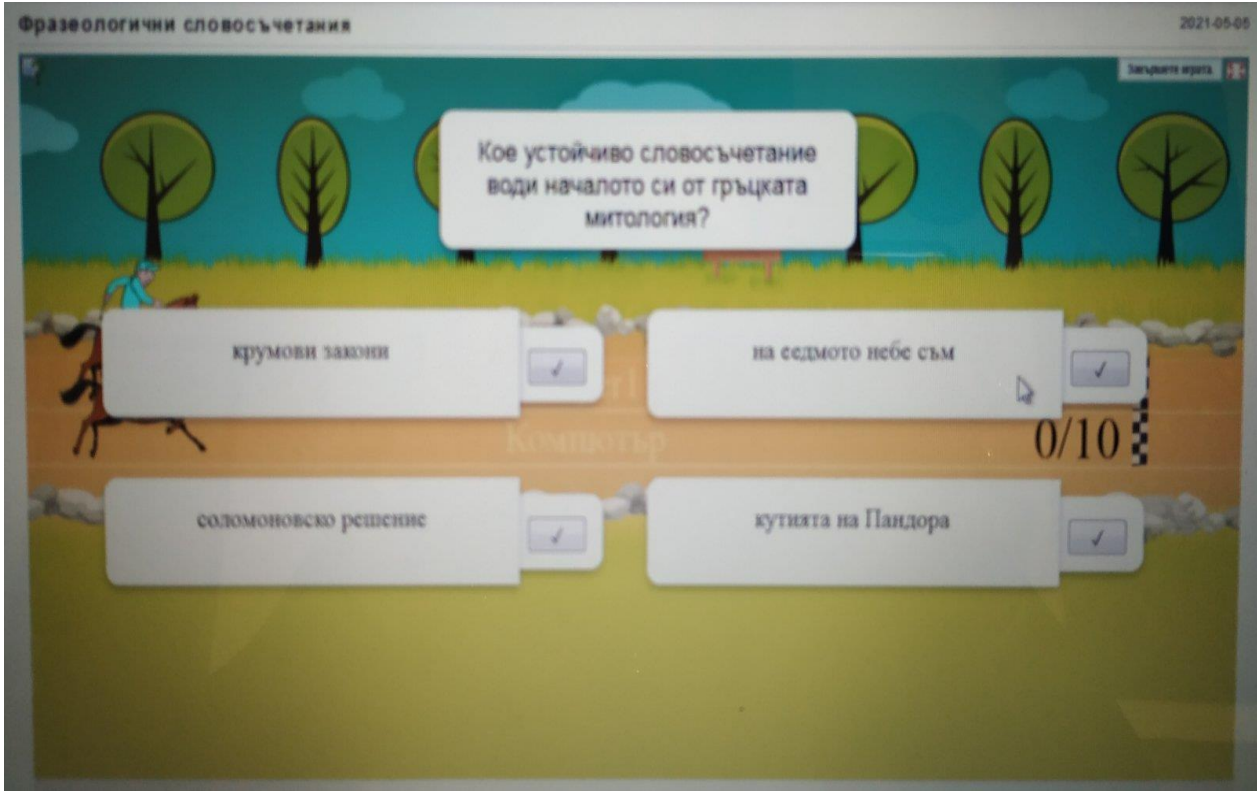
5. Then the lesson continues with the teacher's comment on the origin and use of phraseological expressions. Examples are given - 5 minutes.

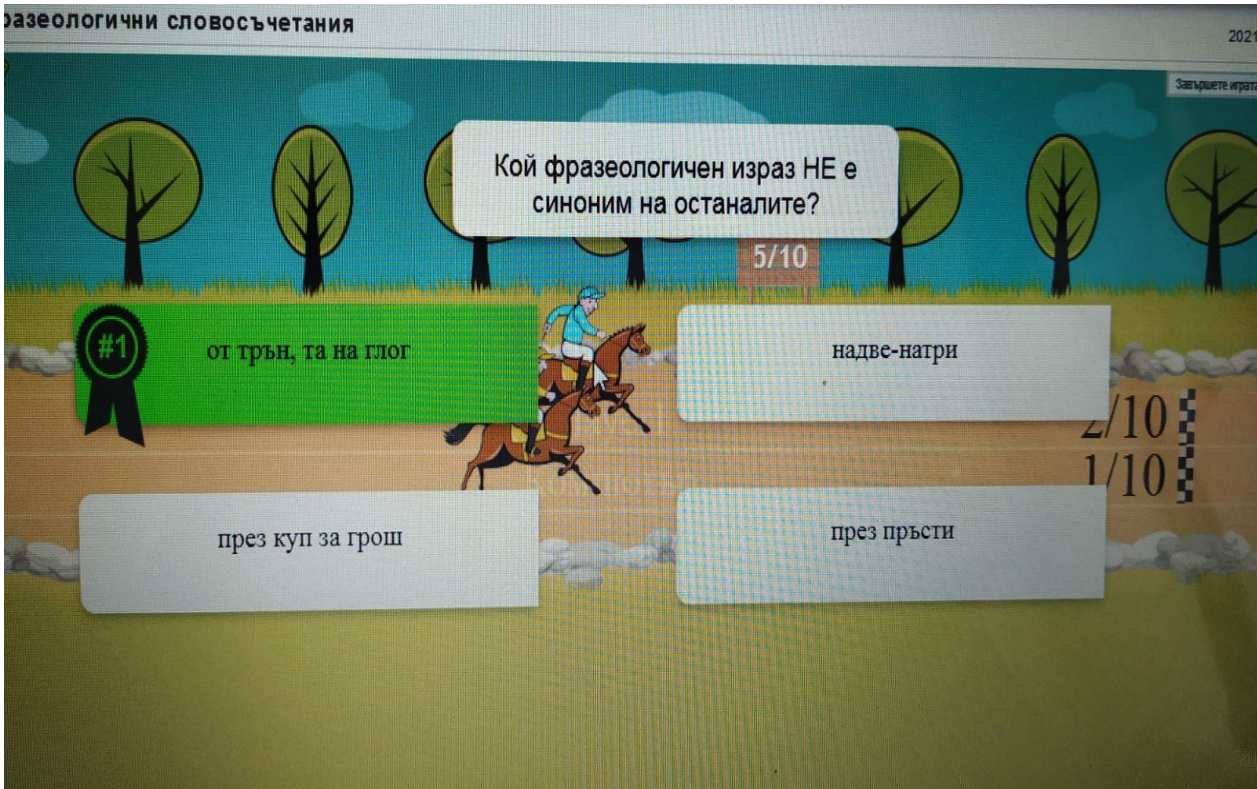
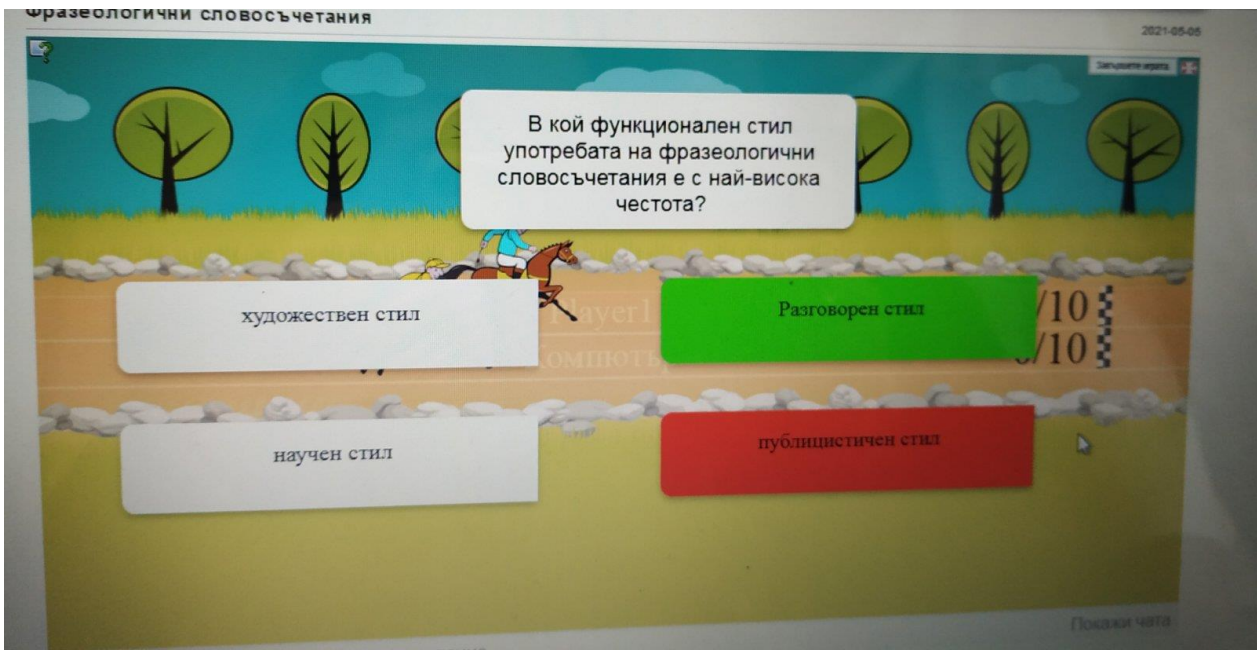
6. An interactive game: New interactive computer exercise in the form of a game - the class is divided into two teams, with each team choosing its captain. Teams must answer ten questions, each with four answers, of which only one is correct. The captain answers the questions, and his teammates can help him choose the right answer. If the answer is correct, it turns green. If it is wrong, it turns red, and the correct answer appears immediately on the screen. The team that has answered more questions correctly and has more points wins. Each time you start the game again, the questions are shuffled and appear in a different order. Time for the game -10 minutes.

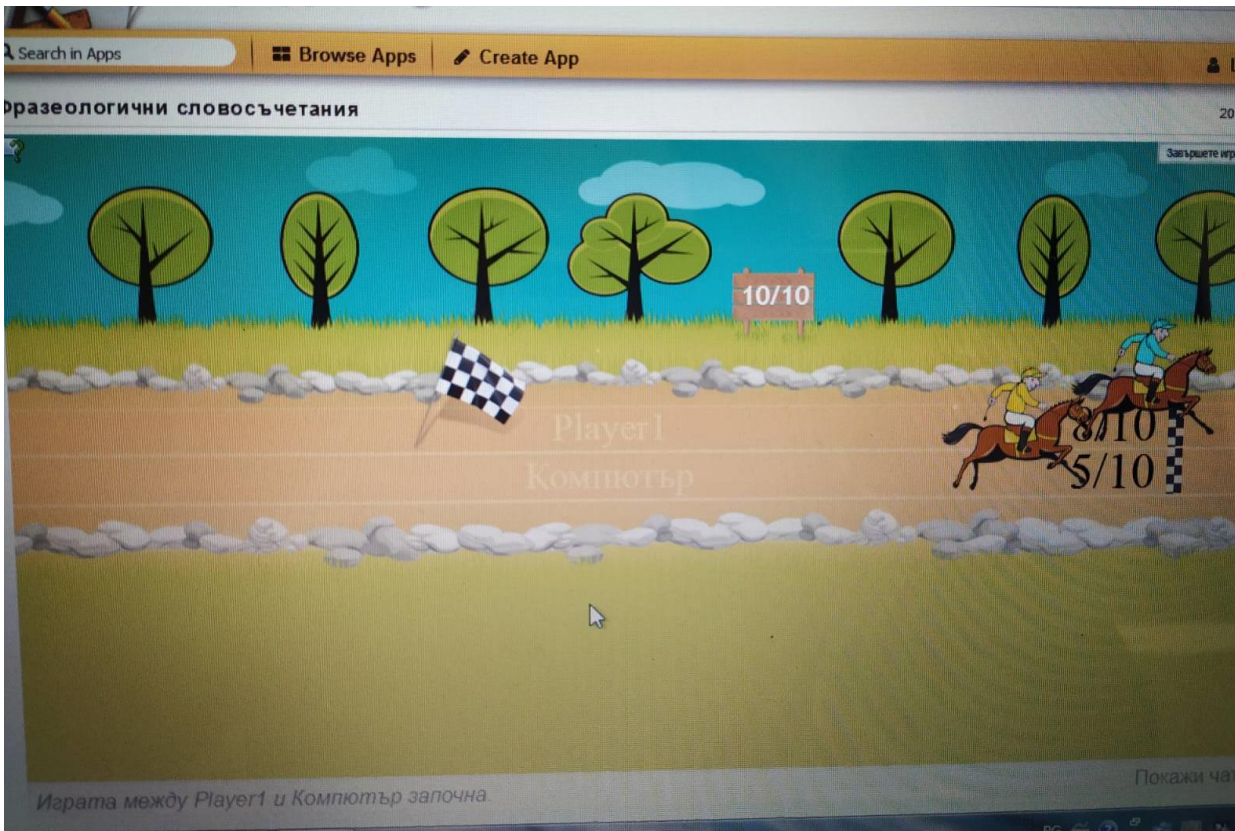
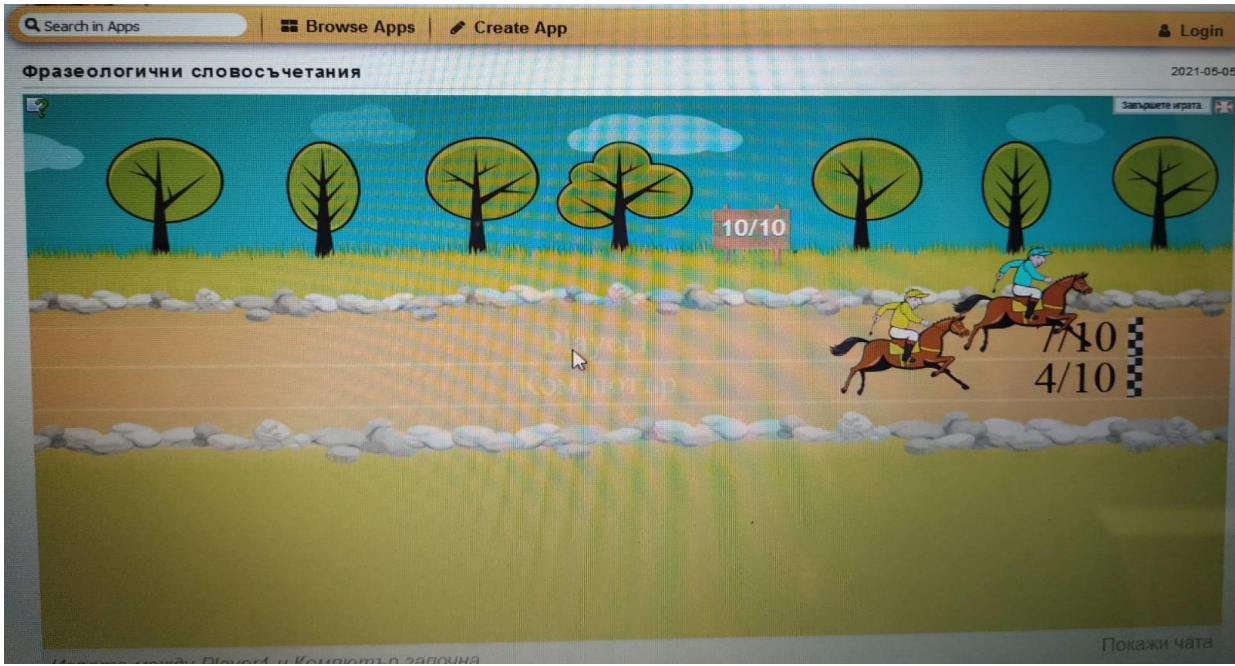
The aim of the game is for students to practice their knowledge of the origin of phraseological expressions, as well as to learn new phrases and their meanings.

Link for the game: <https://learningapps.org/display?v=pr2xn9m5j21>









7. End of the lesson: The teacher summarizes what was learned in class and gives homework from the students book in Bulgarian on page 64, exercise 2. The most active students receive grades for their participation during the class.

Possible problems and solutions:

1. Students may finish earlier than expected with the set tasks and games. The teacher is prepared and gives additional exercises from the textbook in Bulgarian or a pre-made test.
2. If students have difficulty with any of the tasks, the teacher can extend the time for the game, as well as allow them to use a phraseological dictionary or textbook as supporting material.
3. If the internet connection is bad or there is another technical problem the first game could be played on the whiteboard and the second could be given in the form of a test. The teacher is prepared in advance for such a scenario.

Made by: Desislava Aleksandrova, a teacher in Bulgarian language and Literature

5. A LESSON FOR SHARING GOOD PRACTICES IN INFORMATION TECHNOLOGIES:

PGOT "SVETI IVAN RILSKI" – TOWN OF PERNIK

ENG. BOYANKA ATANASOVA

TOPIC OF THE LESSON:

“THE USE OF TEMPLATES AND THEMES “

A PRACTICAL LESSON

–
DURATION: 40 MIN.

Grade 9a– A GROUP OF 9 STUDENTS

SPECIALTY: CATERING

PROFFESION: RESTAURATEUR

LESSON'S AIMS:

**To create students' skills to work on
a shared online document.**

Lesson's stages:

5 to 7 minutes

1. Knowledge update

The teacher recalls what was learned in the previous lesson, by showing some ready-made templates and comments their use with the students. The teacher announces the start of a short test/a quiz on the topic of: "Templates and themes in a text document", to check what was learned from the previous lesson with a Quiz from: www.mentimeter.com

VIDEO №1

The teacher announces the rules!

- The quiz contains 4 questions
- There is a time limit to answer each question which is set by the teacher in advance - in this case 20 seconds.
- "The winner" is the student who has **the most** correct answers for the **shortest amount of time**.

Go to www.menti.com and use the code 9871 6109

Leaderboard

3741 p			Дениса
3369 p			Елена
2887 p			Катрин
2870 p			Antoana
2792 p			Криси
1835 p			Йоана
617 p			The_N1kata1

Lesson's
stages:

2 minutes

2. The teacher comments with the students the possibilities of creating their own templates related to the students' profession.

2. Setting the topic of the exercise: “THE USE OF TEMPLATES AND THEMES”

and

THE LESSON'S AIM:

- **To create skills of working on a shared online document in real time and sharing the finished template with classmates and teachers.**

VIDEO №2

Lesson's
stages:

2 minu

2. The teacher divides the group in three teams:

TEAM 1

TEAM 2

TEAM 3

One of the participants in each team creates a blank WORD document on the Office 365 platform and shares it with the other team members.

Everyone on the team works on this shared document.

Each student on the team receives specific tasks to perform while working on the template and sees what the other team members are doing in real time.

VIDEO №2

Lesson's
stages:

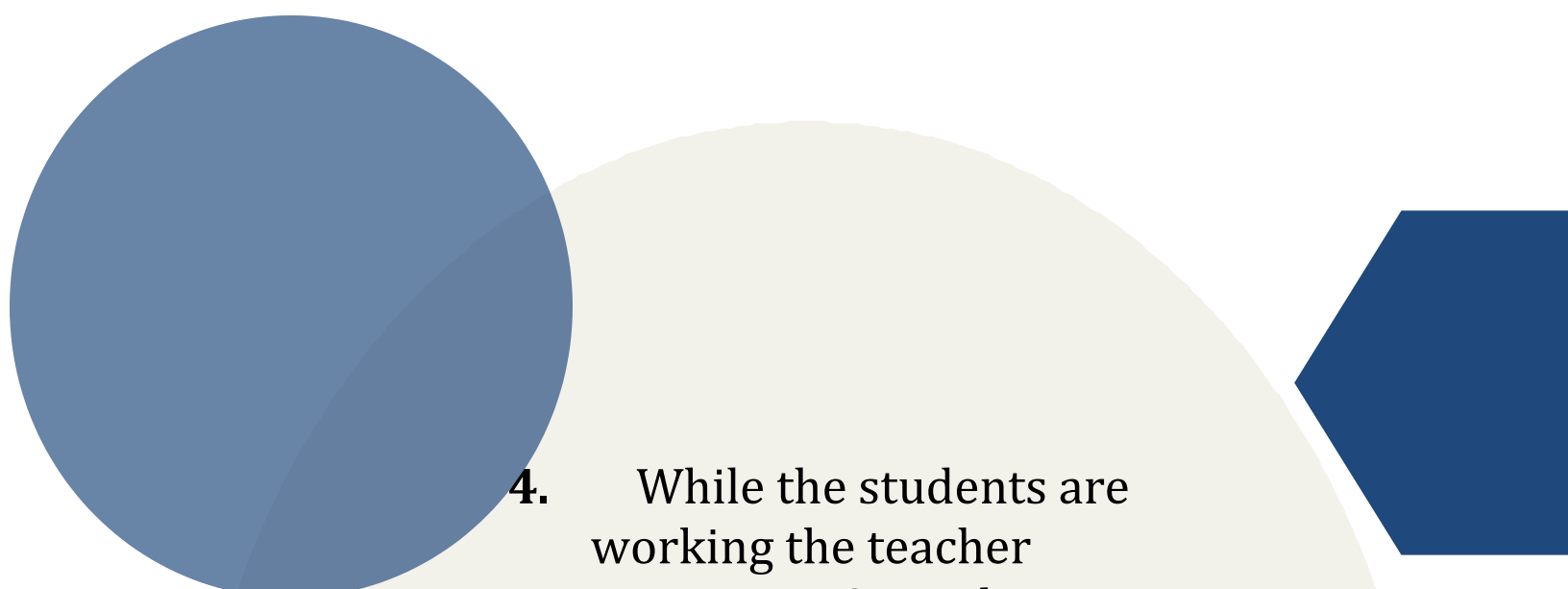
15 to 20 minutes

3. The time for work is set

All students work online in Office 365 on the assigned tasks.

They work in a team. They can write to each other if they work remotely or from home. They can also talk quietly or consult each other about the layout of the template if they are in class.

This method of work allows teamwork even for the students who are not in school for some reason.



4. While the students are working the teacher prepares a QR code, which will be scanned by the students via the app

Q R code reader

**AND THEY WILL VOTE TO
CHOOSE THE BEST
TEMPLATE OF THE THREE
TEAMS.**

VIDEO №3

Lesson's stages:

CHECKING THE ASSIGNMENTS

5. The teacher monitors the time for the assignment and invites students to complete the work.

The teacher announces the criteria for evaluation of the work done by the TEAMS.

The teacher shows the work of TEAM 1.

Then the students comment on the performance's quality of the assignment by Team 1.

The teacher shows the work of TEAM 2.

Then the students comment on the performance's quality of the assignment by Team 2.

The teacher shows the work of TEAM 3.

Then the students comment on the performance's quality of the assignment by Team 3.

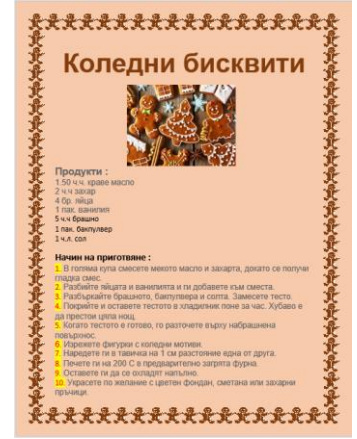
5 to 6 minutes

VOTING FOR THE BEST TEMPLATE

6. The teacher shows the Q R code to all students who scan it through their mobile phones and the app

QR code reader.

Then they vote for one of the 3 teams.



THE TEACHER SHOWS THE RESULTS AND ANNOUNCES THE WINNERS



The teacher thanks the students for participating in the class.

Description of the lesson

Topic of the lesson:

6. Earth calling - World heritage monuments in danger

I. Objective:

This lesson aims to make students become aware of how human activity threatens the world heritage monuments and learn some environmental issues

Materials:

Some pictures of endangered landmarks round the globe

Interactive software

Kahoot app

II. Activities

1. Introduction - The teacher greets students and checks their presence
2. To **get ready** for the lesson teacher put students in pairs and give them 2 minutes to brainstorm three things they would change to improve the place they live in. The teacher elicits the ideas and asks students how they would improve the problems.

Some suggested answers: I'd like to see more parks and trees and less traffic, I'd make sure that there will be more clean-up campaigns in order to preserve the monuments and sightseeing

3. Students revise the words related to monuments, environment, climate they already know and become aware of some new words and phrases.

4. Reading comprehension

Exercise 2

Teacher focuses on the title of the lesson "Monuments in danger!" and asks the students if they've heard about such monuments around the world that are in danger because of pollution. Then he focuses on the words in bold in the text and introduces some common words related to climate, weather, environment and natural habitat. Students read the lesson and try to translate it

Exercise 3

Students mark the sentences T (true), F(false) and DS (doesn't say)

5. Vocabulary practice

Exercise 4

Teacher asks students to say what new things they've learnt from the lesson and which place they would like to visit and why.

Exercise 5

Students fill in the gaps with the words: **survive, rise, dry, be, become, damage, conserve, and melt**

Exercise 6

Students match some slogans to some problems

6. Listening comprehension

Students listen to an announcement of the president of the Stonehenge Environmental Organization and fill in the gaps

7. Speaking skills

Students imagine that they are at Stonehenge and have to appear on TV to present the problems the monument faces and to ask for help. By this exercise students practice their speaking on specific issue

8. Writing skills – Homework

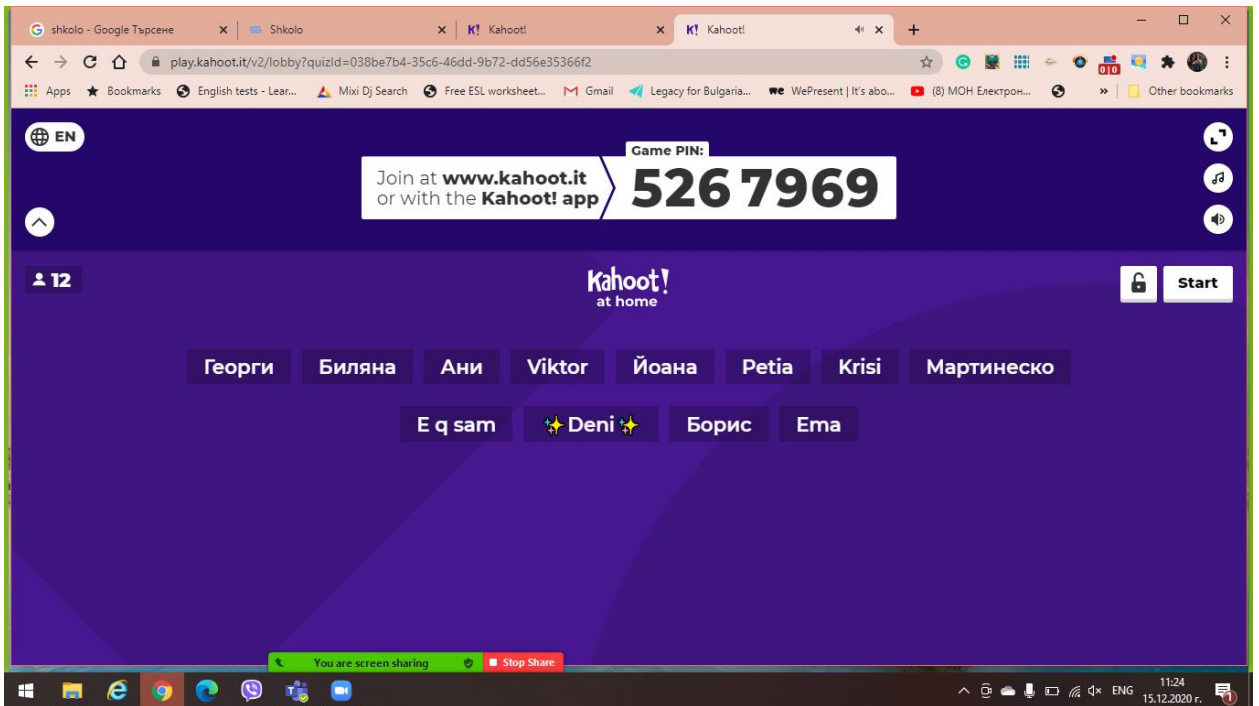
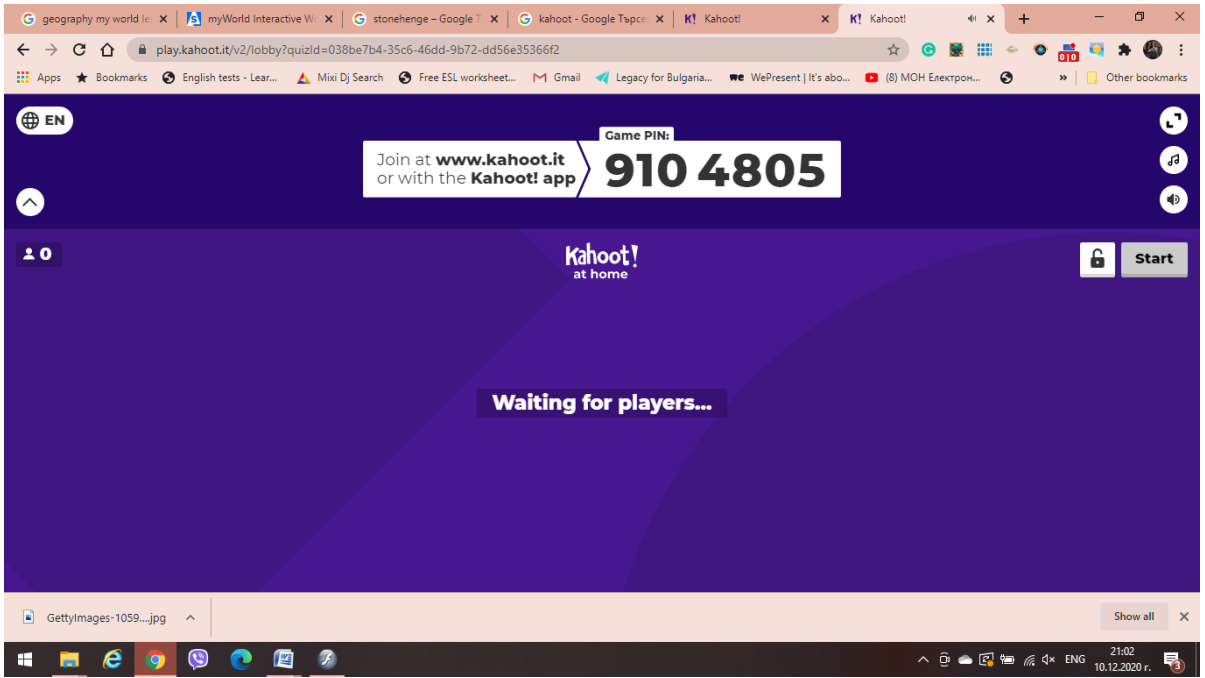
Teacher asks students to collect information about another world monument in danger and offers them to visit some websites for ideas

<https://advisortravelguide.com/world-heritage-monuments-in-danger/>

9. Skills work - Students use the Kahoot app

Students play Kahoot related to sightseeing.

Every student has the application on his mobile. They look at their PC monitor at home where they can see the Game pin in order to enter the game with their name and see the questions. The application registers the students with their names and they can see how many of them are playing. Then students choose the correct answer from their phones. Students compete for the first place and that's a fun for them.




shkolo - Google Търсене x Shkolo x K! Kahoot! x K! Kahoot!

play.kahoot.it/v2/gameblock?quizId=038be7b4-35c6-46dd-9b72-dd56e35366f2

Where in the world would you find The statue of Liberty ?

17



Skip

0 Answers

▲ NZ

◆ England

● France

■ USA

2/15

kahoot.it Game PIN: 5267969

You are screen sharing Stop Share

11:25 15.12.2020 r.

shkolo - Google Търсене x Shkolo x K! Kahoot! x K! Kahoot!

play.kahoot.it/v2/gameblock?quizId=038be7b4-35c6-46dd-9b72-dd56e35366f2

Where in the world would you find The statue of Liberty ?

0

0

0

✓ 13

Next

Show media

End game

▲ NZ ✗

◆ England ✗

● France ✗

■ USA ✓

2/15

kahoot.it Game PIN: 5267969

You are screen sharing Stop Share

11:26 15.12.2020 r.

shkolo - Google Търсене x Shkolo x K! Kahoot! x K! Kahoot! x +

play.kahoot.it/v2/gameblock?quizId=038be7b4-35c6-46dd-9b72-dd56e35366f2

Scoreboard

Kahoot!
at home

Next

Petia	1714
Ema	1667 ▲
Viktor	1567 ▲
Eli	1544
Биляна	1542 ▲

You are screen sharing Stop Share

11:26
15.12.2020 г.

shkolo - Google Търсене x Shkolo x K! Kahoot! x K! Kahoot! x K! Kahoot! x +

play.kahoot.it/v2/gameover?quizId=038be7b4-35c6-46dd-9b72-dd56e35366f2

Sightseeing

Next

Биляна	9434	11 out of 15
Petia	10583	12 out of 15
Viktor	9394	10 out of 15

Runners-up

4 Ани 5 Мартин...

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15.12.2020 г.

Rank	Player	Total Score (points)	Correct Answers	Incorrect Answers
1	Петя	10583	12	3
2	Билиана	9434	11	4
3	Виктор	9394	11	4
4	Ани	8618	10	5
5	Мартинеско	8522	10	5
6	Krisi	8468	10	5
7	Ели	8419	10	5
8	Июана	8405	10	5
9	Ема	7989	9	6
10	Kati	7820	9	6
11	Denik	7774	9	6
12	Георги	7651	9	6
13	Борис	6952	8	7
14	E q sam	0	0	15
15	Kati	0	0	15

III. Conclusion:

Conducting the multimedia lesson leads to the following results:

- Improves the emotional attitude of students who so far do not want to study the subject
- The motivation of students for academic work increases
- Better consolidation of acquired skills and habits
- Students actively participate in the learning process.

The developed lesson was carried out in a learning environment without prior preparation of students on the specific lesson unit

This lesson was carried out with ninth grade students
by a teacher in English - Svetlana Bogomilova, PGOT "St.Ivan
Rilski"-Pernik, Bulgaria

7. Methodical development of a lesson in technical drawing

Made by: R. Atanasova – senior teacher at PGOT “Sveti Ivan Rilski”

I. Topic: Drawing sheet formats, lines, scales, projections

II. Lesson’s objectives:

1. Main objective.

- to consolidate and check the acquired knowledge and skills for the used formats of the drawing sheet, the types of lines, scales, projections in the design

2. Competences and expected results:

- to know and apply the acquired knowledge about the formats of the drawing sheet;
- to know and apply the acquired knowledge of the types of scales;
- to know and apply the acquired knowledge for the different projections;
- to know and apply the acquired knowledge about the types of lines in technical drawing;

III. New terminology: None

IV. Interdisciplinary links.

- **Maths** – to use the knowledge related to calculating scales, types of lines, units of measurement, rectangular projections of plane figures, basic views of simple geometric bodies.
- **Information Technology** – to use skills to search, organize information and to develop a critical attitude towards electronically based information sources.

V. References. Educational technologies (methods).

1. Scientific literature:

- a) textbook on technical drawing
- b) a handbook in technical drawing
- c) Online resources:

<https://learningapps.org/>

2. Educational technologies (methods).

- a) oral methods - discussion, explanation;
- b) visual methods - applications for technical drawing, drawings;
- c) ICT - electronic game "Who wants to become a millionaire";

VI. Didactic tools for the class;

1. Scholastic:

- a) textbook on technical drawing;
- b) a handbook in technical drawing;
- c) electronic device;

2. Visual aids:

- drawing sheets, drawings of details with projections and scales

VII. LESSON'S PLAN

1. A moment for organisation.

- Checking the attendance and the student's readiness to work

2. Introducing the topic of the lesson.

3. Motivation to work in class.

4. Consolidation and testing the students' knowledge and skills on the topic by practical application.

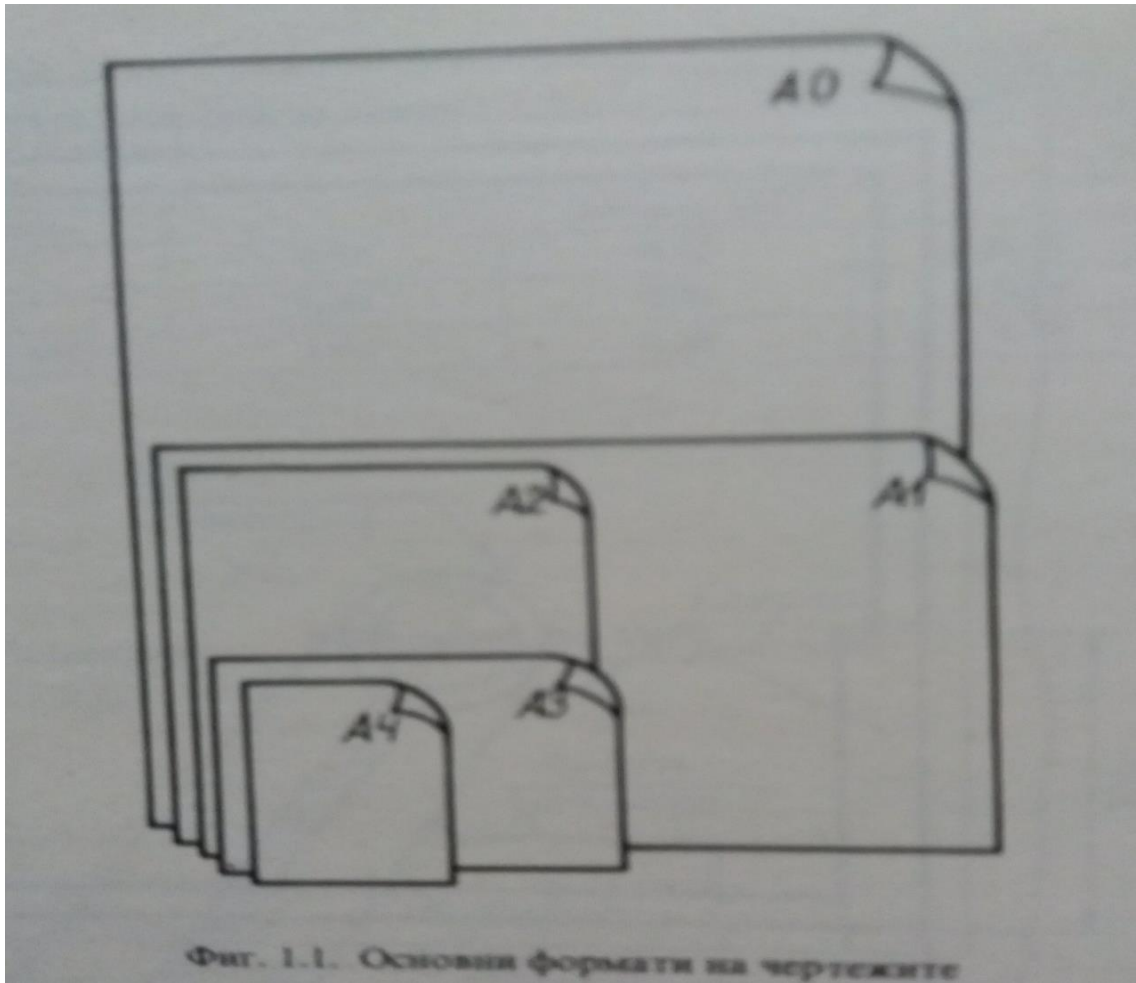
Plan:

1. Basic formats of the drawings.

a) what is format - sheets of standard dimensions, on which drawings and other design documents are made.

b) types of formats;

- textbook in technical drawing: page 7, fig. 1.1



c) practical task for independent work:

- write the dimensions of the formats (A_0 , A_1 , A_2 , A_3 , A_4)

d) checking and analysing the students' work.

2. Types of lines.

a) types of lines

- a handbook in technical drawing: page 5, appendix 2

Приложение към зад. 2

Видове линии

1. Дебела непрекъснатата



2. Тънка прекъснатата



3. Тънка непрекъснатата



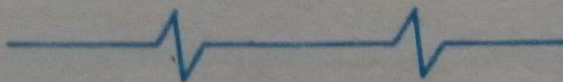
4. Тънка прекъснатата
с точки



5. Тънка непрекъснатата -
вълнообразна

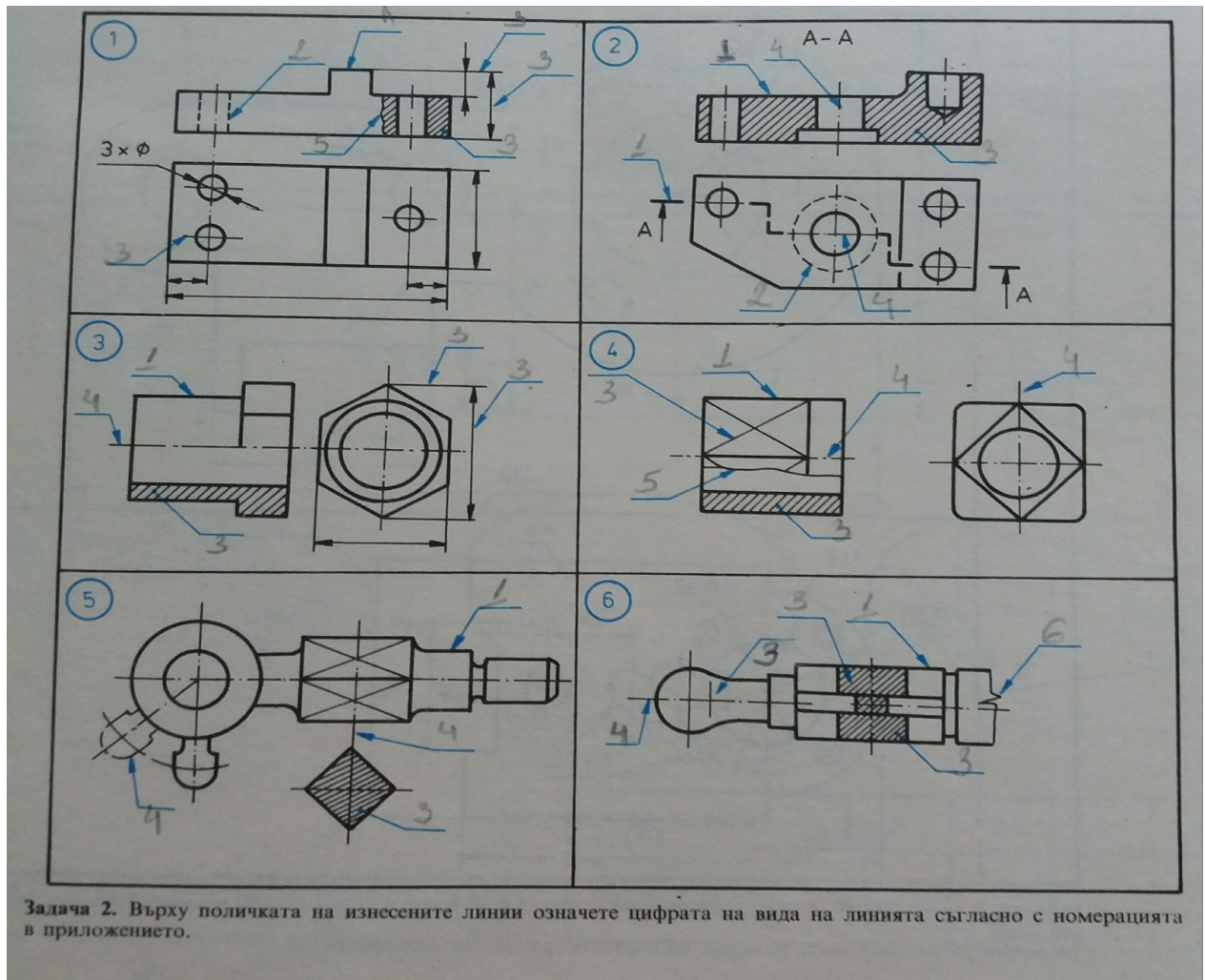


6. Тънка непрекъснатата
с чупки линия



b) practical task for independent work

- a handbook in technical drawing: page 5, exercise 2, appendix to exercise 2



d) checking and analysing the students' work

3. Scales.

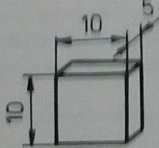

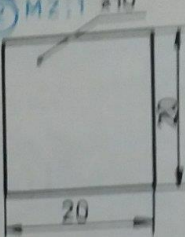
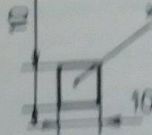
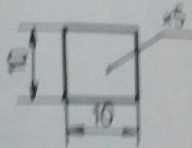
a) definition of scale - a scale is the ratio of the length of a section of the drawing to the length of the same section of the depicted object

b) basic scales

- to magnify: 2:1, 5:1, 10:1, 20:1, 50:1, 100:1
- for life size: 1:1
- for reduction: 1:2, 1:5, 1:10, 1:20, 1:50, 1:100, 1:200

c) practical task for independent work

- a handbook in technical drawing: page 6, exercise 3

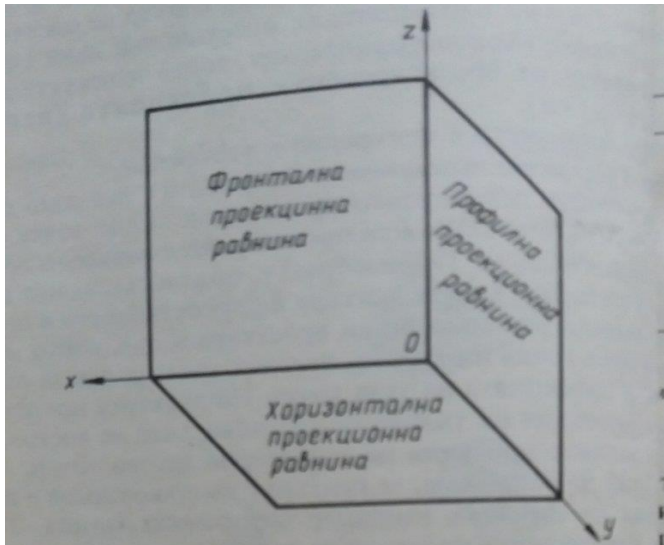
A	Кой чертеж отговаря на зададения детайл - планка? 	① M 1:2 	② M 2:1 x 10 	③ M 1:2 	④ M 1:1 			
B	В чертеж, даден в посочения мащаб, е изобразена цилиндрична повърхнина. Коя цилиндрична повърхнина е с най-малък диаметър? 60	① M 2:1 $\phi 30$	② M 1:2 $\phi 60$	③ M 2:1 $\phi 50$	④ M 1:1 $\phi 50$			
B	Посочете кой от мащаботе не отговаря на Б, Д, С,	① M 1:2	② M 3:1	③ M 1:5	④ M 4:1			
Задача 3. Попълнете в таблицата отговорите на А, Б, В.					Въпроси	А	Б	В
					Отговори	4	2	4

d) checking and analysing the students' work.

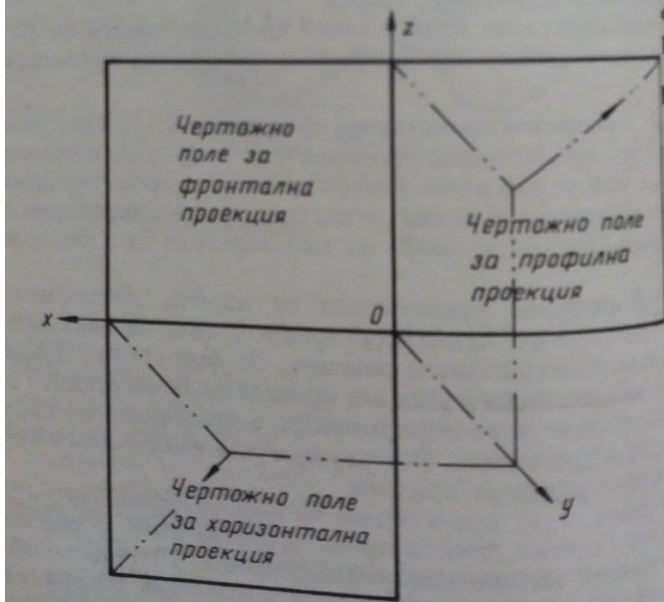
4. Rectangular design

a) main projection planes - frontal, profile, horizontal

- textbook in technical drawing: page 24, fig. 2.13 и 2.14



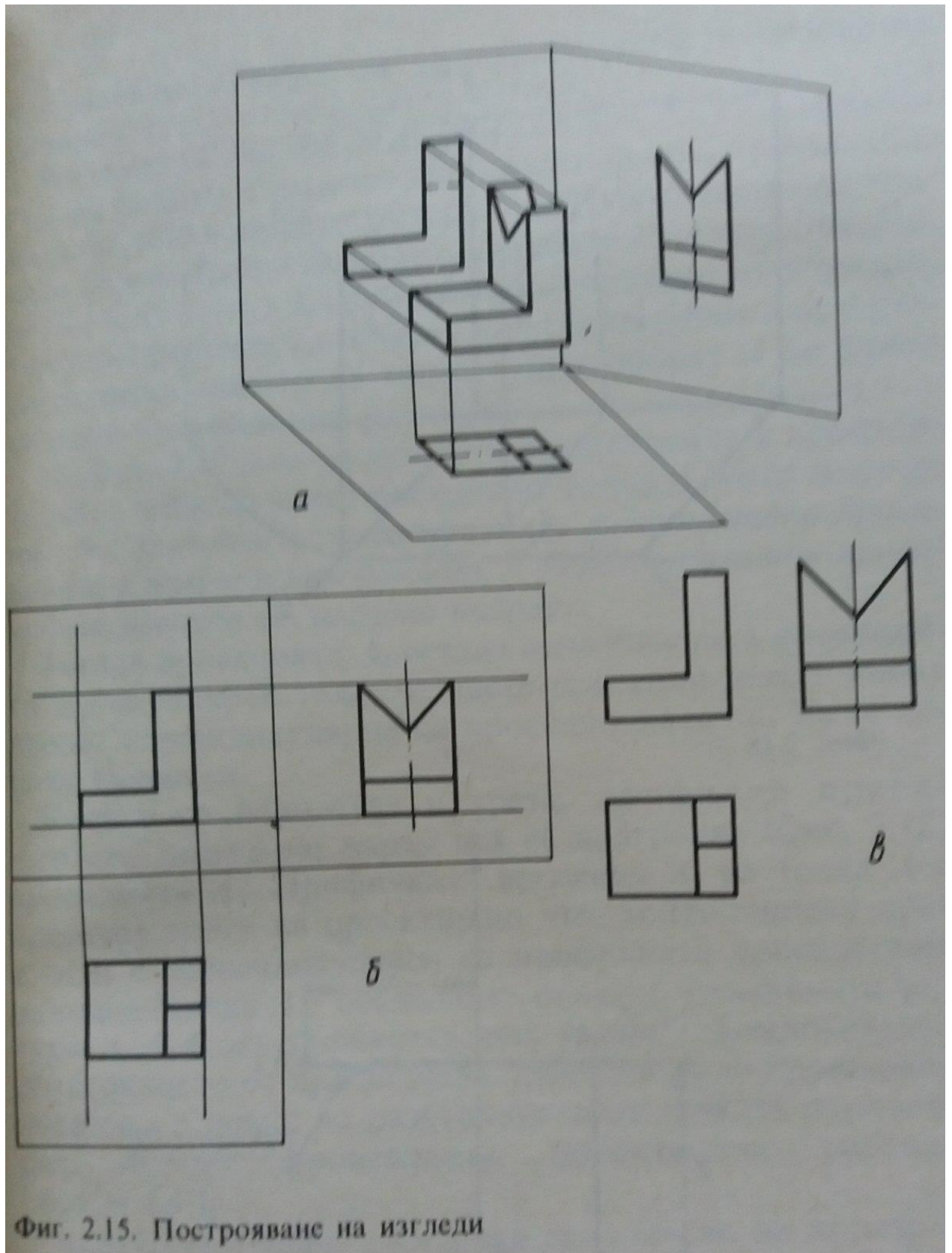
Фиг. 2.13. Основни проекционни равнини



Фиг. 2.14. Получаване на чертежна равнина

b) main views - main (front view), top view, left view

- textbook in technical drawing: page 24, fig. 2.15



Фиг. 2.15. Построяване на изгледи

c) practical task for independent work

- a handbook in technical drawing: page 17, exercise 14

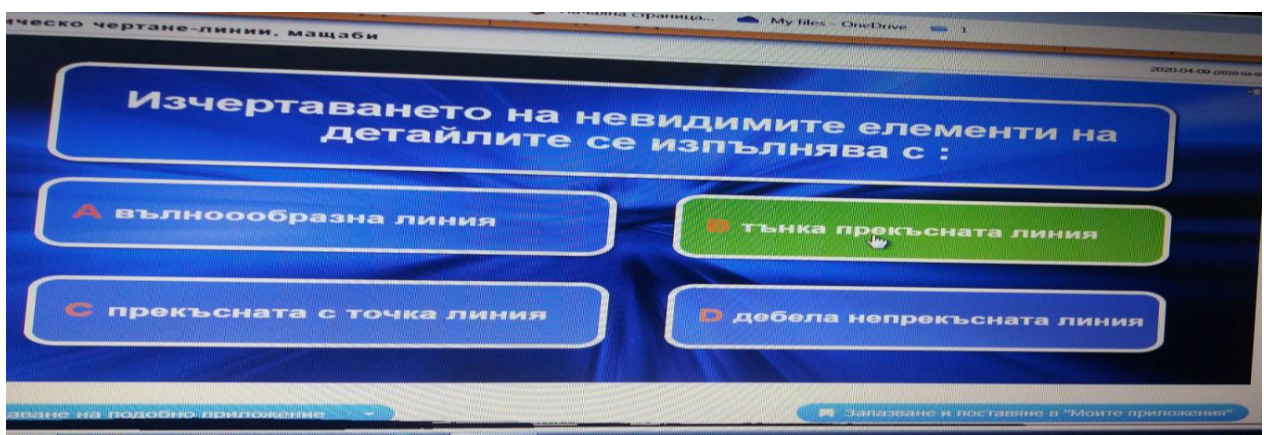
$\frac{12}{7} \mid \frac{3}{7} \quad A$	$\frac{5}{13} \mid \frac{12}{13} \quad B$	$\frac{8}{?} \mid \frac{?}{?} \quad B$	$\frac{?}{?} \mid \frac{?}{?} \quad \Gamma$	$\frac{?}{?} \mid \frac{?}{?} \quad \Delta$	$\frac{?}{?} \mid \frac{?}{?} \quad E$

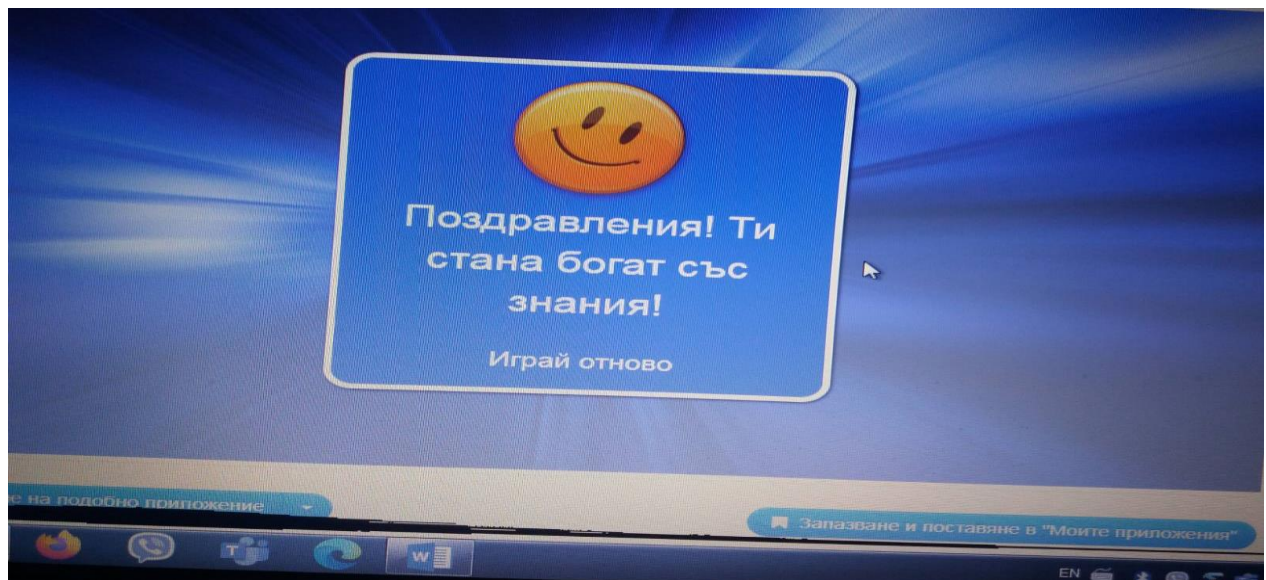
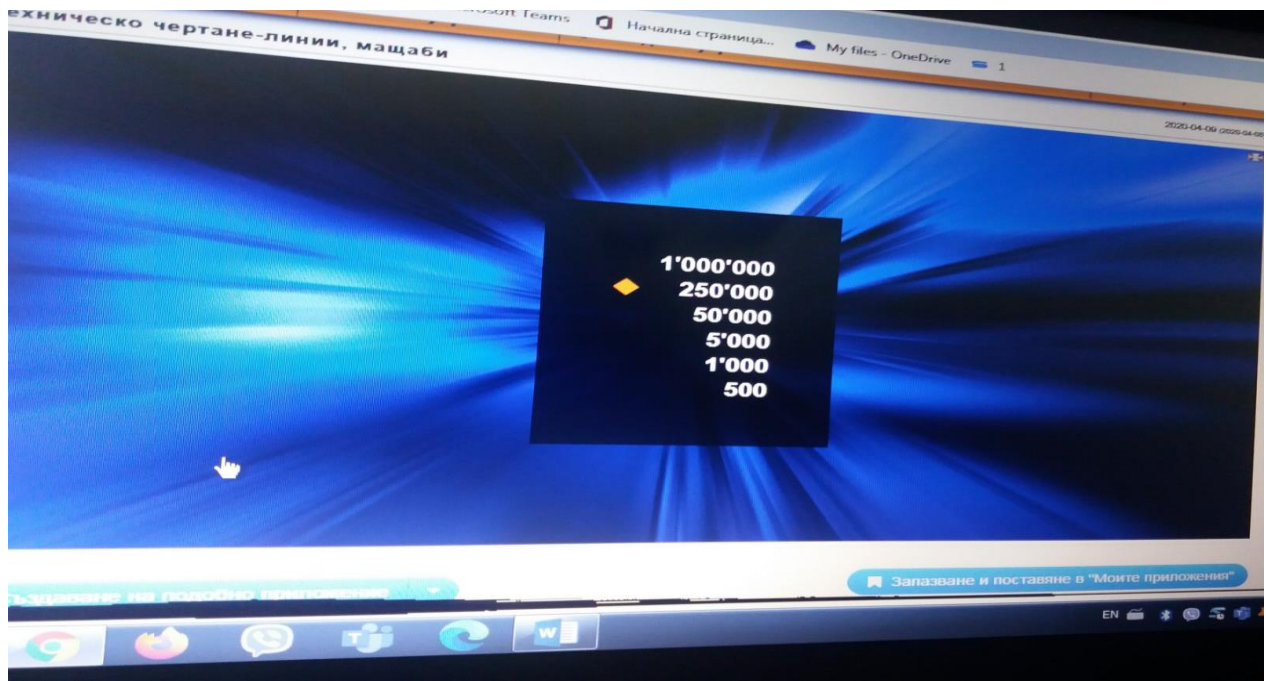
Задача 14. Определете изгледите на всеки детайл. Запишете в таблицата номера на всяко изображение.

d) checking and analysing the students' work.

5. Testing the students' knowledge on the topic.

- independent work: interactive game - "Who wants to become a millionaire" <https://learningapps.org/watch?v=pqp7osaza21>





- Result from the game.

6. Setting a quantitative and qualitative assessment of the students' work in class and ending the lesson.

8. Lesson by using Quizezz

<https://www.youtube.com/watch?v=rnn03x4tMNY&t=102s>

9. English lesson by using Kahoot

<https://www.youtube.com/watch?v=5Orq1kuzy3w&t=82s>