

Структура и ход урока

| № | Этап урока | Деятельность учителя | Деятельность ученика | Приемы, способствующие развитию универсальных учебных действий учащихся через работу с текстом |
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| 1 | Мотивация к учебной деятельности | <p>Приветствует детей.</p> <p>Включает видеоролик «Matilda. Library» («Матильда. Библиотека». Ссылка: https://www.youtube.com/watch?v=VtBJasuem0w).</p> <p>Учитель спрашивает: «It`s a film version of the book written by a very famous writer. Do you know him and his book?» («Это фильм по мотивам книги очень известного писателя. Знаете ли вы известного писателя и название его книги?»)</p> <p>Если учащиеся правильно назвали, то учитель говорит: «You are right» и показывает фотографию автора книги (см. Приложение 1).</p> <p>Если учащиеся не знают, то учитель говорит: «Look at the screen and find the name of the writer and the title of the book» («Посмотрите на экран и найдите название книги») (см. Приложение 2).</p> | <p>Приветствуют учителя.</p> <p>Смотрят видео.</p> <p>Учащиеся отвечают (возможный вариант ответа: «It`s Roald Dahl, the famous adult`s and children`s writer» (Это Роальд Даль, известный писатель книг для детей и взрослых).</p> <p>Учащиеся называют имя и название книги (возможный вариант ответа: «It`s Roald Dahl, the famous adult`s and children`s writer. The title of the book is «Matilda» (Это Роальд Даль, известный писатель книг для детей и взрослых. Книга</p> | |

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| | | | называется «Матильда»). | |
| 2 | Актуализация знаний и пробное учебное действие | <p>Учитель говорит: «Now I would like you to fill in the fishbone map, please» («Теперь заполните диаграмму, пожалуйста») (см. Приложение 3).</p> <p>Учитель спрашивает учащихся по диаграмме о необычных фактах, их причинах и возможной проблеме.</p> <p>Учитель спрашивает: «What or who helped the girl cope with her loneliness and get essential love and knowledge?» («Что помогло или кто помог девочке справиться с одиночеством и получить</p> | <p>Учащиеся заполняют диаграмму.</p> <p>Возможные варианты ответов о необычных фактах: «The girl between 3 and 5 years old was left alone («девочка от трех до пяти лет одна дома»). The tiny girl went to the library without a parent» («девочка одна идет в библиотеку»).</p> <p>Возможные варианты причин: «The girl felt lonely at home» («девочке скучно одной дома»). She is extremely smart («девочка очень умна»). «Her parents were neglectful to their child» («родители не проявляют заботу о девочке»).</p> <p>Возможный вариант о проблеме «The important thing missing from the main character was her parents` love» («девочке не хватает родительской любви и заботы, знаний о мире»).</p> <p>Учащиеся дают ответы.</p> <p>Возможный вариант ответа: «The</p> | <p>Прием «Рыбий скелет» для развития познавательных УУД:</p> <ul style="list-style-type: none"> - преобразовывать информацию из одной формы в другую; - перерабатывать информацию для получения необходимого результата. <p>коммуникативных УУД:</p> <ul style="list-style-type: none"> - доносить свою позицию до других, владея приёмами монологической и диалогической речи. |

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| | | необходимые ей любовь и знания?»). | librarian helped her» и т.п. | |
| 3 | Выявление места и причины затруднения | Учитель спрашивает: «Can you answer this question? Why?» («Можете ли Вы ответить на этот вопрос? Почему?») | Учащиеся делают вывод, что не хватает информации, чтобы однозначно ответить на этот вопрос. | Прием «Проблемная ситуация» для развития регулятивных УУД: |
| 4 | Построение проекта выхода из затруднения. | Учитель спрашивает: «Where can we find essential information?» («Где мы можем найти необходимую информацию?») Учитель спрашивает: «Which source of information is more reliable?» Учитель просит поставить цель урока, исходя из затруднения. | Учащиеся отвечают, что мы можем найти информацию в книге или в фильме. Учащиеся отвечают: «The book is more reliable» (Книга более надежна в качестве источника информации) Учащиеся ставят цель: Мы должны найти необходимую информацию в тексте). | - определять и формулировать цель деятельности; |
| 5 | Реализация построенного проекта | 1. Учитель предлагает поработать в парах и раздает учащимся одну из шести частей текста и говорит: «Read the passage from the text and define its main idea». («Прочитайте отрывок из текста и определите его главную мысль») (см. Приложение 4). 2. Учитель предлагает учащимся объединиться для совместной работы и расставить части текста в правильном логическом порядке: «I | Учащиеся, работая в парах, читают части текста и определяют их основную мысль (работа в парах). Учащиеся работают все вместе, рассказывая друг другу главные мысли частей текста и расставляя | Прием «Логическая цепочка» для развития познавательных УУД: - извлекать информацию; - перерабатывать информацию для получения необходимого |

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| | | <p>would like you to work together and order the parts of the text in the correct order».</p> <p>3. Учитель предлагает учащимся проверить себя и дает им распечатку с текстом: «Now check yourselves» (см. Приложение 5).</p> <p>4. Учитель предлагает учащимся прочитать текст про себя, подчеркивая синим карандашом информацию о главных героях и зеленым карандашом информацию о том, где происходит действие: «Read the text and underline the sentences about the main characters with your blue crayon and the sentences about the places where the events took place with your green crayon».</p> <p>5. Затем учитель предлагает разделить учащимся на две группы и одной группе заполнить кластер о месте и времени происходящих событий: «Look through the text. Where and when does the action take place? Fill in the cluster, please», а другой группе кластер о главных героях: «Look through the text. Fill in the cluster about the main characters, please» (см. Приложение 6 и Приложение 7).</p> <p>6. Учитель предлагает учащимся каждой группы представить результаты работы, а учащимся</p> | <p>их в логической последовательности (групповая работа).</p> <p>Учащиеся сверяют получившийся у них текст с текстом на распечатке, оценивают выполненную работу (групповая работа).</p> <p>Каждый учащийся прочитывает про себя текст, определяет и подчеркивает необходимую информацию (индивидуальная работа).</p> <p>Учащиеся работают в группах и заполняют кластеры (групповая работа).</p> <p>Учащиеся каждой группы</p> | <p>результата.</p> <p>коммуникативные УУД:</p> <ul style="list-style-type: none"> - договариваться с людьми, согласуя с ними свои интересы и взгляды, для того чтобы сделать что-то сообща. <p>регулятивные УУД:</p> <ul style="list-style-type: none"> - осуществлять действия по реализации плана; - соотносить результат своей деятельности с целью и оценивать его. <p>Прием «Цветовое кодирование» для развития познавательных УУД:</p> <ul style="list-style-type: none"> - извлекать необходимую для решения учебной задачи информацию. <p>Прием «Кластер» для развития</p> |
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| | | <p>другой группы заполнить кластеры на основе услышанного.</p> <p>7. Учитель предлагает учащимся заполнить карту истории: «Now I would like you to fill in the story map» (см. Приложение 8)</p> | <p>представляют свои работы, учащиеся другой группы слушают и заполняют свои кластеры.</p> <p>Учащиеся заполняют карту истории, используя заполненные диаграммы и обобщая всю информацию (индивидуальная работа).</p> | <p>познавательных УУД:</p> <ul style="list-style-type: none"> - создавать модели с выделением существенных характеристик объекта и представлением их пространственно-графической или знаково-символической форме; - представлять информацию в виде конспектов, таблиц, схем. <p>коммуникативных УУД:</p> <ul style="list-style-type: none"> - владеть приемами рационального слушания как средством самообразования - доносить свою позицию до других, владея приёмами монологической речи. <p>Прием «Карта истории» для развития</p> |
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| | | | | <p>познавательных УУД:</p> <ul style="list-style-type: none"> -анализировать, сравнивать, классифицировать и обобщать факты и явления, - выявлять причины и следствия явлений, - строить логическое рассуждение, включающее установление причинно-следственных связей; -представлять информацию в виде конспектов, таблиц, схем. |
| 6 | Включение в систему знаний и повторение. | Учитель предлагает заполнить таблицу «История и я»: «And the last task is to write your own thoughts filling the table «Story and me» (см. Приложение 9) Who would like to share thoughts and feelings? (Кто хочет поделиться своими мыслями?) | Учащиеся пишут свое мнение об истории и делятся с одноклассниками. | <p>Прием «Карта моих мыслей»</p> <p>для развития коммуникативных УУД:</p> <ul style="list-style-type: none"> -доносить свою позицию до других, владея приёмами монологической речи. |
| 7 | Рефлексия учебной деятельности | Учитель возвращает учащихся к вопросу, поставленному в начале урока: «What or who helped the girl to cope with loneliness and to get essential love and knowledge? How?» («Что | Учащиеся отвечают. Возможный вариант ответа: «Reading helped her to cope with her loneliness and to get essential knowledge» (Чтение | <p>Прием «Рефлексия»</p> <p>для развития регулятивных УУД:-</p> |

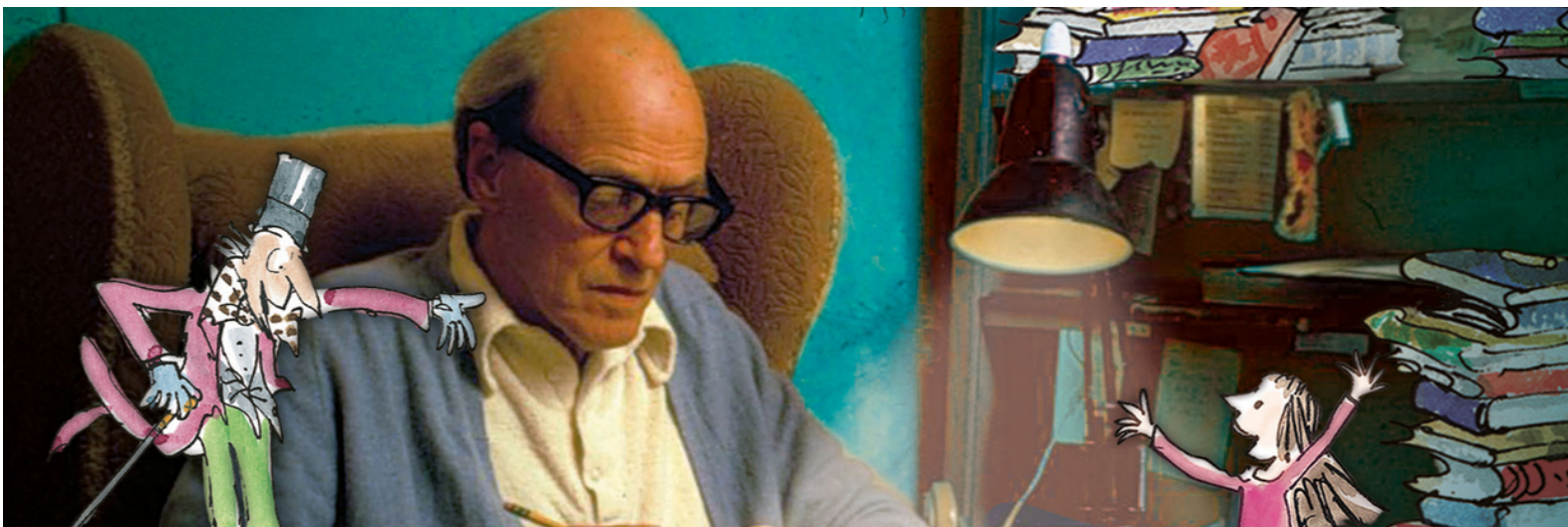
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| | <p>на уроке.</p> | <p>помогло или кто помог девочке справиться с одиночеством и получить необходимые ей любовь и знания? Каким образом?»).</p> <p>Учитель спрашивает, какова роль книг в нашей жизни: «What is the role of books in our life?»</p> <p>Учитель просит учащихся записать домашнее задание.</p> <p>Базовый уровень: пересказ с опорой на Story Map (см Приложение 8).</p> <p>Повышенный уровень: пересказ без опоры.</p> <p>Учитель говорит «Thank you for your perfect work. The lesson is over. Good bye».</p> | <p>книг помогло девочке справиться с одиночеством и получить знания), подтверждая предложениями из текста.</p> <p>Учащиеся отвечают. Возможный вариант ответа: «The books helped us to find the right way in difficult situations, They give us essential knowledge». (Книги помогают нам найти выход из сложных ситуаций и дают нам новые знания), подтверждая, что знают роль книг и чтения в жизни людей и ,что цель урока достигнута.</p> <p>Учащиеся записывают домашнее задание</p> <p>Учащиеся говорят: «Thank you. Good bye».</p> | <p>соотносить результат своей деятельности с целью и оценивать его;</p> <p>- планировать свою индивидуальную образовательную траекторию.</p> |
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Используемые электронные образовательные ресурсы

1. Free Graphic Organizers for Teaching Literature and Reading. URL: <https://www.dailyteachingtools.com/free-graphic-organizers.html> (дата обращения 11.04.2024).
2. Reading graphic organizers. URL: <https://www.readinga-z.com/comprehension/reading-graphic-organizers/> (дата обращения 11.04.2024).
3. Reading Response Forms and Graphic Organizers. URL: <https://www.scholastic.com/teachers/blog-posts/genia-connell/reading-response-forms-and-graphic-organizers/> (дата обращения 11.04.2024).
4. Roald Dahl. URL: <https://www.roalddahl.com/roald-dahl> (дата обращения 11.04.2024).
5. Видеоролик «Matilda. Library». URL: <https://www.youtube.com/watch?v=VtBJasuem0w> (дата обращения 11.04.2024).

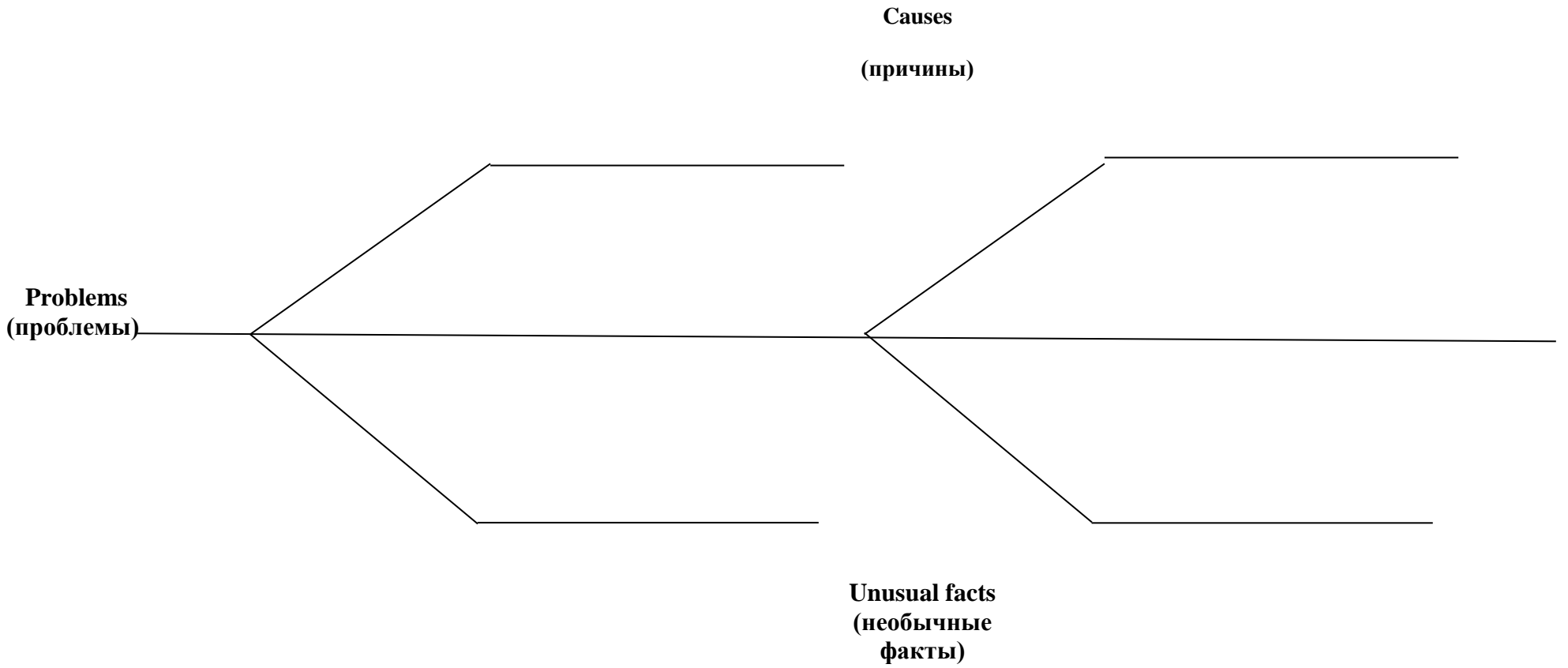
Приложения

A spy, a pilot, a chocolate historian and a medical inventor.





Fishbone Map



Matilda's brother Michael was a perfectly normal boy, but his sister was something to make your eyes pop. By the age of one and a half her speech was perfect, and she knew as many words as most grown-ups. The parents, instead of applauding her, called her a noisy chatterbox and told her angrily that small girls should be seen and not heard. By the time she was three, Matilda had taught herself to read by studying newspapers and magazines that lay around the house. At the age of four, she could read fast and well. The only book in the whole of this "educated" household was something called Easy Cooking¹ belonging to her mother, and when she had read this from cover to cover and had learned all the recipes by heart, she decided she wanted something more interesting.

"Daddy," she said, "do you think you could buy me a book?"

"A book?" he said. "What's wrong with the telly, for heaven's sake? We've got a lovely telly and now you come asking for a book! You're getting spoiled, my girl!"

Nearly every weekday afternoon Matilda was left alone in the house. So on the afternoon of the day when her father had refused to buy her a book, Matilda decided to walk to the public library in the village all by herself. When she arrived, she introduced herself to the librarian, Mrs Phelps. She asked if she could sit for a while and read a book. Mrs Phelps was taken aback when she saw that such a tiny girl had arrived at the library without a parent, but told her she was very welcome.

"Where are the children's books, please?" Matilda asked.

"They're over there on those lower shelves," Mrs Phelps told her. "Would you like me to help you find a nice one with lots of pictures in it?"

"No, thank you," Matilda said. "I'm sure I can manage."

From then on, every afternoon, Matilda came to the library. The walk took her only ten minutes and this allowed her two wonderful hours in the library where she sat quietly by herself in a cosy corner devouring one book after another. When she had read all children's books in the place, she started searching for something else.

Mrs Phelps, who had been watching her with fascination for the past few weeks, now got up from her desk and went over to her. "Can I help you, Matilda?" she asked.

"I'm wondering what to read next," Matilda said. "I've finished all the children's books."

"You mean you've looked at the pictures?"

"Yes, but I've read the books as well. I thought some were very poor," Matilda said, "but others were lovely. I liked the Secret Garden best of all. It was full of mystery. The mystery of the room behind the closed door and the mystery of the garden behind the big wall."

Mrs Phelps was taken aback, but she did not show it.

“What sort of a book would you like to read next?” she asked.

Matilda said, “I would like a really good one that grown-ups read. A famous one. I don’t know any names.”

Mrs Phelps looked along the shelves, taking her time. She didn’t quite know what to bring out. How, she asked herself, does one choose a famous grown-up book for a four-year-old girl? Her first thought was to pick a young teenager’s romance¹ of the kind that is written for fifteen-year-old schoolgirls, but for some reason she walked past that particular shelf.

“Try this,” she said at last. “It’s very famous and very good. If it is too long for you, just let me know and I’ll find something shorter and a bit easier.”

“*Great Expectations*,” Matilda read, “by Charles Dickens. I’d love to try it.”»

Over the next few afternoons Matilda sat reading in the big arm-chair at the far end of the room with a book on her lap. She was totally absorbed in the wonderful adventures of Pip and old Miss Havisham in her house and the spell of magic that Dickens, the great storyteller, had created with his words.

Within a week, Matilda had finished *Great Expectations* which in that edition contained four hundred and eleven pages. “I loved it,” she said to Mrs Phelps.

“Has Mr Dickens written any others?”

“A great number,” said Mrs Phelps. “Shall I choose you another?”

Over the next six months under Mrs Phelps’s watchful eye, Matilda read the following books: *Nicholas Nickleby* by Charles Dickens, *Oliver Twist* by Charles Dickens, *Jane Eyre* by Charlotte Brontë, *Pride and Prejudice* by Jane Austen, *Tess of the D’Urbervilles* by Thomas Hardy, *Kim* by Rudyard Kipling, *The Invisible Man* by H. G. Wells, *The Old Man and the Sea* by Ernest Hemingway, *The Good Companions* by J. B. Priestley, *Brighton Rock* by Graham Greene, *Animal Farm* by George Orwell. It was an impressive list.

Once Mrs Phelps said, “Did you know that public libraries like this allow you to borrow books and take them home?”

“I didn’t know that,” Matilda said. “Could I do it?”

“Of course,” Mrs Phelps said.

“When you have chosen the book you want, bring it to me so I can make a note of it and it’s yours for two weeks. You can take more than one if you wish.”

From then on, Matilda would visit the library only once a week in order to take out new books and return the old ones. Her own small bedroom now became her reading room and there she sat reading most afternoons, often with a mug¹ of hot chocolate beside her. It was pleasant to take a hot drink up to her room and have it beside her as she sat in her silent room reading in the empty house in the afternoon.

The books transported her into new worlds and introduced her to wonderful people who lived exciting lives. She went on old sailing ships with Joseph Conrad. She went to Africa with Ernest Hemingway and to India with Rudyard Kipling. She travelled all over the world while sitting in her little room in an English village.

The Reader of Books
(After Roald Dahl)

Matilda's brother Michael was a perfectly normal boy, but his sister was something to make your eyes pop. By the age of one and a half her speech was perfect, and she knew as many words as most grown-ups. The parents, instead of applauding her, called her a noisy chatterbox and told her angrily that small girls should be seen and not heard. By the time she was three, Matilda had taught herself to read by studying newspapers and magazines that lay around the house. At the age of four, she could read fast and well. The only book in the whole of this "educated" household was something called Easy Cooking¹ belonging to her mother, and when she had read this from cover to cover and had learned all the recipes by heart, she decided she wanted something more interesting.

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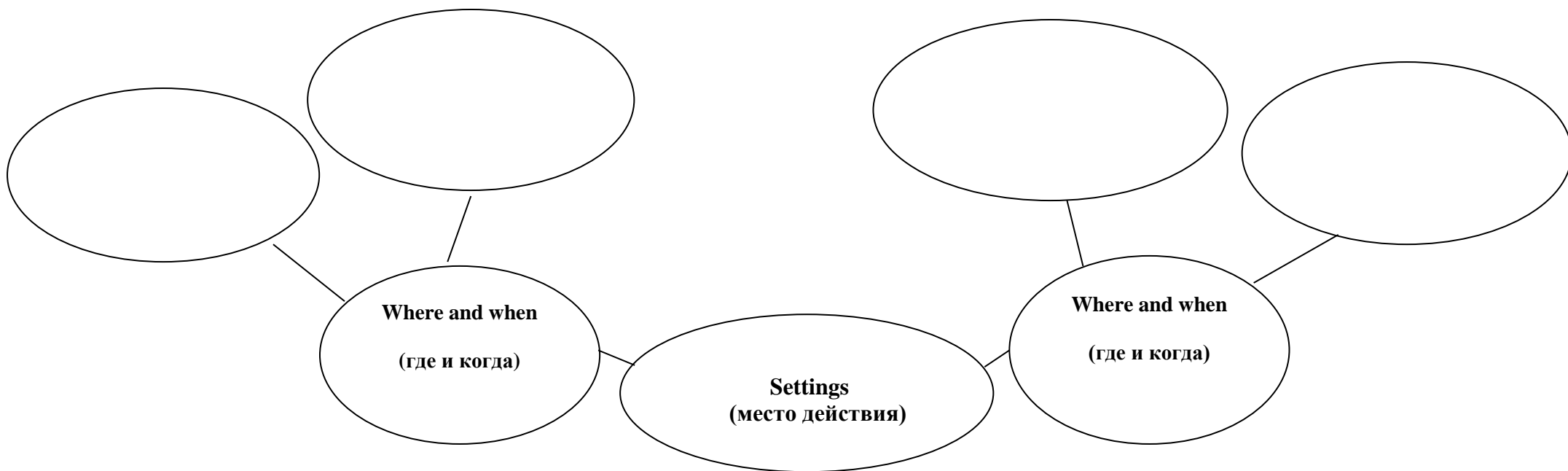
"Of course," Mrs Phelps said.

"When you have chosen the book you want, bring it to me so I can make a note of it and it's yours for two weeks. You can take more than one if you wish."

From then on, Matilda would visit the library only once a week in order to take out new books and return the old ones. Her own small bedroom now became her reading room and there she sat reading most afternoons, often with a mug of hot chocolate beside her. It was pleasant to take a hot drink up to her room and have it beside her as she sat in her silent room reading in the empty house in the afternoon.

The books transported her into new worlds and introduced her to wonderful people who lived exciting lives. She went on old sailing ships with Joseph Conrad. She went to Africa with Ernest Hemingway and to India with Rudyard Kipling. She travelled all over the world while sitting in her little room in an English village.

Clustering



Character Map

What character says and does

(Что говорит и делает герой?)

.....
.....
.....
.....
.....
.....

What others think about character

(Что думают другие о герое?)

.....
.....
.....
.....
.....

Character's Name

(имя героя)

How character looks and feels

(Как выглядит и чувствует себя герой?)

.....
.....
.....
.....
.....
.....

How I feel about character

(Что я думаю о герое?)

.....
.....
.....
.....
.....
.....

Story Map (Карта истории)

| | | |
|---|----------------------------|----------------------------|
| Title (Название) | | |
| Setting (время и место действия) | | |
| Characters (персонажи) | | |
| Problem (проблема) | | |
| Event (событие) | Event (событие) | Event (событие) |
| Solution (разрешение проблемы) | | |

STORY AND ME (история и я)

Connections from the text with:
(связи истории с)

In the text I read that...
(В тексте я прочитал (а) ...)

.....

It reminded me of...
(это напомнило мне ...)

Final thoughts after the story is read
(заключительные мысли об истории)

I can summarize the story in 3 sentences

1.....
.....
.....

2.....
.....
.....

My thoughts on this story
(мои мысли об истории)

This story reminds me of a ...
(Эта история напоминает мне о...)

.....

The main character has the same problem that I...
(Главный герой имеет ту же проблему, что...)

Circle one (обведи)

I would or I would not (Я буду или я не буду)
recommend this story to a friend because
(рекомендовать эту историю моему другу, потому что

.....
.....
.....
.....
.....
.....