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| Datum: | **Projekt OBOGATENO UČENJE TUJIH JEZIKOV II** |

**PRIPRAVA NA UČNO URO** (*Vpišite zap. št. in vsebino*)

**1. del: OSNOVNI PODATKI**

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| Šola | **Srednja šola tehniških strok Šiška** | |
| **Predmet/-a** | **angleščina** |  |
| **Učitelj/-a** | **Polona Petrovčič** | **Amresh Torul** |
| Oddelek | **tehnik mehatronike, tehnik računalništva, elektrotehnik** | |
| Datum |  | |
| Kraj/Prostor |  | |

**2. del: DIDAKTIČNA PRIPRAVA in POTEK UČNE URE**

**Didaktična priprava**

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| **Učna enota** | **GPS** |
| ⮀ Učni sklop | **ESP** |
| **Učni cilji** | * developing reading strategies by increasing students' awareness of the presence of loan words in a professional text * being able to explain in English how GPS functions * learning keywords * making a connection of GPS technology and the school solar tracking system * raising awareness of how technology can be inspired by the perfection of nature * using a vocabulary development strategy ( Frayer model ) * developing students’ critical thinking skills |
| **Pričakovani učni rezultati (PUR)** | Students are able to:   * identify loan words in the text * explain in English how GPS functions * translate keywords from Slovene into English and use them in a gap fill abstract * describe how different animals use their own navigation systems * develop their vocabulary by using the Frayer model * express their personal opinion on the drawbacks of GPS |
| **Pristopi k poučevanju:**  **Strategije, oblike, metode** | frontal  individual  **Methods:** conversation, reading comprehension, explanation, demonstration, text work, translating, writing |
| ⮀ Vrste/Tipi (I)TP | traditional, dialogical, supportive |
| **Pristopi k učenju:**  **Strategije, oblike, metode** | critical thinking, identifying loan words, reading, writing, using Frayer model to develop professional literacy |
| **Učna gradiva in orodja:** |  |
| Za učence/dijake | handout |
| Za učitelja (Viri) | internet, projector |

**Potek učne ure**

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| **Čas**  **Trajanje** | **DEJAVNOSTI UČITELJEV** | | **DEJAVNOSTI UČENCEV/DIJAKOV** | **OPOMBE** |
| **Učitelj 1 (SU)** | **Učitelj 2 (TU)** | **Operativne/Izvedbene in kognitivne/miselne** | **Vrsta ITP in**  **DODANA VREDNOST** |
| 3 mins | Ask warm-up questions to the class | Support with ppt and provide additional comments to the class | Think and talk  Interact politely with the two teachers and their classmates | Dynamic and authentic discussion  (two teachers with different backgrounds- exposing students to a variety of questions and opinions )  the use of dialogues between the two teachers promotes politeness in the English language |
| 7 mins | Support the explanation in Slovene | Explain what GPS is | Listen, watch and process information | Complementary TT where both teachers use their specific set of skills |
| 5 mins | Ask students to translate Slovene loan words into English | Operate the computer  Help with French vocabulary | Translate the words  Listen to the French translations | Students realize that loan words are widespread no matter what the language is |
| 15 mins | Give instructions for reading the text and call out students  Support in Slovene if necessary | Provide a detailed animated explanation of how GPS works (in the middle of the text) | Read  Listen, watch and process the technical information | Interdisciplinary approach where the two teachers focus on their strong points  Technical explanation of how GPS works ( FT )  Supplying students with Slovene translations if needed ( ST ) |
| 5 mins | Ask for feedback | Give instructions for the translation task  Operate the computer | Translate key words from Slovene into English  Check answers | Differentiated TT:  FT helps students who do not need support with Slovene language |
| 5 mins | Draw students' attention to the purpose and importance of abstracts and keywords in professional texts | Pick students and ask them to provide the answers | Complete the abstract with key words | ST supports FT by monitoring the students ( discipline, level of involvment, challenges students have, instant feedback) |
| 5 mins | Asks students if they remember what the Frayer model is;  Focus on definition and examples  Set homework | Focuces on characteristics and non-examples | Think/recall and answer | ST helps students with the definition in Slovene  FT helps students with the challenging technical terms involved |

**3. del: REFLEKSIJA (vnaprejšnja racionalna evalvacija) UČITELJEV O DODANI VREDNOSTI ITP**

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| We complement each other. We both have our weaknesses and strengths, but we use them in a way that students benefit most.  The content of the lesson and the activites chosen have their linguistic and technical value and that's why it would be difficult to get to the same outcomes alone without this kind of cooperation. The language teacher focuses on the linguistic aspects and also helps in Slovene if necessary while the foreign teacher handles the technical parts. |