



Obrazac Metodičkih preporuka za ostvarivanje odgojno-obrazovnih ishoda predmetnih kurikuluma i međupredmetnih tema za osnovnu i srednju školu	
OSNOVNI PODATCI	
Ime i prezime	Ana Zelalija
Zvanje	profesor engleskog jezika
Naziv škole u kojoj ste trenutno zaposleni	OŠ Petar Berislavić
Adresa elektroničke pošte	ana.zelalija@skole.hr
Naslov Metodičkih preporuka	A Croatian hero
Predmet (ili međupredmetna tema)	Engleski jezik
Za međupredmetnu temu navesti u okviru kojeg nastavnoga predmeta, sata razrednika ili izvannastavne aktivnosti se izvodi.	Engleski jezik
Razred	5. razred
OBVEZNI ELEMENTI	
Odgojno-obrazovni ishod (oznaka i tekst iz kurikuluma predmeta ili međupredmetnih tema objavljenih u NN)	<p>OŠ (1) EJ A.5.4. Govori kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim</p> <p>OŠ (1) EJ A.5.7. Piše kratak i jednostavan tekst poznate tematike koristeći se vrlo jednostavnim jezičnim strukturama i razlikujući upotrebu osnovnih pravopisnih znakova.</p> <p>Odgojno-obrazovna očekivanja MPT:</p> <p>Učiti kako učiti:</p> <p>uku A2.1. Uz podršku učitelja ili samostalno traži nove informacije iz različitih izvora i uspješno ih primjenjuje pri rješavanju problema.</p> <p>uku D.2.1 Učenik ostvaruje dobru komunikaciju s drugima, uspješno surađuje u različitim situacijama i spreman je zatražiti i ponuditi pomoć</p> <p>Osobni i socijalni razvoj</p> <p>osr A.2.3. Razvija osobne potencijale..</p> <p>osr A.2.4. Razvija radne navike.</p>



	<p>osr B. 2.2. Razvija komunikacijske kompetencije.</p> <p>osr B.2.4. Suradnički uči i radi u timu.</p> <p>Uporaba IKT-a</p> <p>iktA.2.1 Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.</p> <p>iktA.2.2 Učenik se samostalno koristi njemu poznatim uređajima i programima</p> <p>ikt C.2.2. Učenik uz učiteljevu pomoć ili samostalno djelotvorno provodi jednostavno pretraživanje informacija u digitalnome okružju.</p> <p>ikt C.2.3. Učenik uz pomoć učitelja ili samostalno uspoređuje i odabire potrebne informacije u digitalnome okružju</p> <p>ikt C.2.4. Učenik uz učiteljevu pomoć odgovorno upravlja prikupljenim informacijama.</p>
Tijek nastavnog sata	<p>A Croatian hero</p> <p>Lead in activity:</p> <p>Focus on the title and explain the meaning of <i>hero</i> /'hiə.rəu/ a person admired for having done something brave or having achieved something great / in American English a person admired for bravery, great achievements or good qualities . Check that students pronounce the word correctly.</p> <p>Exercise 1</p> <p>Ask students: <i>What are heroes like?</i> Children brainstorm their ideas, share them with the class. They write down the adjectives on the blackboard (encourage individual students to come to the blackboard) and in their notebooks - <i>brave, intelligent, helpful, friendly, love their country, respect their neighbours</i></p> <p>Exercise 2</p> <p>Tell your students that they are going to read about a Croatian hero.</p> <p>Ask them to scan through the text and give you the name of the person. Ask your students <i>Have you ever heard of him? What else do they know about Petar Berislavić?</i> If they don't know much about him, it's time to change that.</p> <p>Ask your students to read the text. Choose one student to read the text at a time.</p> <p>Petar Berislavić was born in Trogir in 1475. His family was noble. When he was old enough, he left the town and became a priest. Later he became a bishop. The King respected him and named him the vice-roy of Croatia, Slavonia and Dalmatia.</p> <p>It was a difficult time in the Croatian history. He often fought the Ottomans. They came from today's Turkey and wanted to spread their empire. He wanted to protect the Croatian territory and people.</p> <p>It was a difficult task because he didn't have enough men and money to buy horses and weapons. He was brave and won many battles. Unfortunately, in the year 1520, after a battle on Vražja gora, he and his men entered an ambush. He was killed by a group of Ottoman soldiers in Krbavsko Polje. They buried him in Vesprim, a town in Hungary.</p>



His brave deeds showed that it was possible to fight an enemy and win.

- Draw students' attention to the words used in the text. Check that your students understand *a weapon, to bury, a priest, a bishop, the Ottomans, an ambush, a vice-roy*.
- Ask them why the 16th century was difficult for Croatia (because of the frequent Turkish attacks. Other countries like Hungary and Austria were in danger too.)

Exercise 3

Students read the text and for questions 1-5, choose the correct answer A, B or C Give your students enough time to finish the exercise then go through the sentences and elicit the correct answers.

1 Petar Berislavić was born in

A Zagreb

B Trogir

C Split

2 In his mature years he became

A a bishop

B a bishop and vice-roy

C a vice-roy

3 He wanted to protect Croatia from

A the Hungarians

B the French

C the Ottomans

4 He died in a battle

A in Otočac

B in Krbavsko Polje

C in Senj

(Correct answers: 1B, 2B,3C, 4B)

Weaker students can copy the correct sentences in their notebooks. Stronger students, having done this exercise, can answer the following questions in their notebook:

Exercise 4 (optional)

Draw students attention to the questions, ask them to write down the answers in their notebooks

1 Who was Petar Berislavić?

2 Where did he live?

3 Who did he often fight? Why?



	<p>4 When and where did he die?</p> <p>Circulate as they do this activity to check if they need help. Check answers as a class.</p> <p>Exercise 5</p> <p>Speaking activity:</p> <p>Students match the words and then use them to talk about the life of Petar Berislavić.</p> <table><tr><td>1 Croatian</td><td>a king</td></tr><tr><td>2 vice</td><td>b territory</td></tr><tr><td>3 powerful</td><td>c Empire</td></tr><tr><td>4 the Ottoman</td><td>d roy</td></tr></table> <p>Students do the exercise on their own.</p> <p>Exercise 6</p> <p>Writing:</p> <p>Students find out about another hero/historical figure from Croatia and present him/her to the class. To make this exercise easier, offer the names of some Croatian heroes or ask students to brainstorm some names: Mila Gojsalić, Matija Gubec, Petar Kružić, Josip Jović ...</p> <p>Students can find the necessary information on the Internet and present their work to the class.</p> <ul style="list-style-type: none">put students into groups of 3 – 4 students. They can work together on this task and produce a presentation about a Croatian hero of their choice. This will involve their skills of negotiating, assigning the tasks within the group and helping each other. In this way they will cooperate with their classmates and learn to respect each other. <p>When they have finished, students can present their work to the class.</p> <p>To round up the lesson, encourage students to do exercise 7. Students read and discuss the questions.</p>	1 Croatian	a king	2 vice	b territory	3 powerful	c Empire	4 the Ottoman	d roy
1 Croatian	a king								
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Opis svih aktivnosti (što rade učenici, a što učitelj/nastavnik)	<table><tr><td>Lead-in: 5 minutes</td><td><p>The teacher</p><ul style="list-style-type: none">greet students, introduces the topichands out copies of the lessonasks students to read questions in exercise 1encourages students to answer the questions, helps if necessary (<i>brave, intelligent, friendly, kind....</i>)tells students that today they are going to talk and read about a Croatian heroasks who the text is about</td><td><p>Students</p><ul style="list-style-type: none">brainstorm their ideas, write down the adjectives which describe heroesstudents copy the words / expressions into their notebooksscan through the text and give the name of the person</td></tr><tr><td>PRESENTATION: 30 minutes</td><td><ul style="list-style-type: none">draws students' attention to the text, introduces new vocabulary, explains the meanings of the words if necessary.draws students' attention to ex. 3checks answersinvites students to read the sentences (OHP) and decide whether they are true or false, provide the necessary explanations and invites comments from the rest of the class</td><td><ul style="list-style-type: none">students read the textstudents underline the words they don't understandstudents read through the instructions and circle the correct answer</td></tr></table>	Lead-in: 5 minutes	<p>The teacher</p> <ul style="list-style-type: none">greet students, introduces the topichands out copies of the lessonasks students to read questions in exercise 1encourages students to answer the questions, helps if necessary (<i>brave, intelligent, friendly, kind....</i>)tells students that today they are going to talk and read about a Croatian heroasks who the text is about	<p>Students</p> <ul style="list-style-type: none">brainstorm their ideas, write down the adjectives which describe heroesstudents copy the words / expressions into their notebooksscan through the text and give the name of the person	PRESENTATION: 30 minutes	<ul style="list-style-type: none">draws students' attention to the text, introduces new vocabulary, explains the meanings of the words if necessary.draws students' attention to ex. 3checks answersinvites students to read the sentences (OHP) and decide whether they are true or false, provide the necessary explanations and invites comments from the rest of the class	<ul style="list-style-type: none">students read the textstudents underline the words they don't understandstudents read through the instructions and circle the correct answer		
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		<ul style="list-style-type: none"> supervises, helps and guides the students to ensure the answers are correct invites students to answer questions in exercise 4: <ul style="list-style-type: none"> invites individual students to read his/her answers, helps and corrects if necessary <ul style="list-style-type: none"> asks students to do exercise 5 <ul style="list-style-type: none"> draws students' attention to exercise 6, tells students to write about another Croatian hero invites children to brainstorm names of Croatian heroes puts students into groups of 3-4 students and tells them that their task is to create a presentation about another Croatian hero. 	<ul style="list-style-type: none"> students read the sentences aloud and discuss the statements students go through the questions and answer them. NB Weaker students copy the sentences from exercise 3; stronger students answer the questions in exercise 4 read the sentences aloud, help each other correct the sentences if necessary match the words and use them to talk about the life of Petar Berislavić brainstorm names of Croatian heroes and decide who they want to write about Students create a presentation. They complete it with information about they find online <p>Optional:</p> <p>Weaker students can create a presentation using the text about Petar Berislavić</p>
	<p>CONCLUSION:</p> <p>Ending the lesson</p> <p>10 minutes</p>	<ul style="list-style-type: none"> asks students to present their work encourages students to answer the questions in ex. 7 and give their opinion asks students: 'What have you learned today? What can you do now?' and elicit answers 	<ul style="list-style-type: none"> students present their work (one group at a time) read and discuss the questions, express their opinion Students' possible answers: <i>I can understand a text about a Croatian hero. I can talk about a Croatian hero.</i>
Sadržaji koji se koriste u aktivnostima	<p>A Croatian hero</p> <p>1 Do you know who a hero is? What are heroes like?</p> <p>2 Do you know any Croatian heroes? Read the following text. Who is the text about?</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Petar Berislavić was born in Trogir in 1475. His family was noble. When he was old enough, he left the town and became a priest. Later he became a bishop. The King respected him and named him the vice-roy of Croatia, Slavonia and Dalmatia. It was a difficult time in the Croatian history. He often fought the Ottomans. They came from today's Turkey and wanted to spread their empire. He wanted to protect the Croatian territory and people. It was a difficult task because he didn't have enough men and money to buy horses and weapons. He was brave and won many battles. Unfortunately, in the year 1520, after a battle on Vražja gora, he and his men entered an ambush. He was killed by a group of Ottoman soldiers in Krbavsko Polje. They buried him in Vespri, a town in Hungary. His brave deeds showed that it was possible to fight an enemy and win.</p> </div> <p><i>It's good to know:</i> In the 16th century it was not unusual to be a bishop and a vice-roy (ban) at the same time.</p> <p>Check the words: a priest, a bishop, a vice-roy, a weapon, an ambush, to bury</p> <p>3 Read the text and answer the questions, circle the correct answer A, B or C</p> <p>1 Petar Berislavić was born in</p>		



	<p>A Zagreb.</p> <p>B Trogir.</p> <p>C Split.</p> <p>2 In his mature years he became</p> <p>A a bishop.</p> <p>B a bishop and vice-roy.</p> <p>C a vice-roy.</p> <p>3 He wanted to protect Croatia from</p> <p>A the Hungarians.</p> <p>B the French.</p> <p>C the Ottomans .</p> <p>4 He died in a battle</p> <p>A in Otočac.</p> <p>B on Krbavsko Polje.</p> <p>C in Senj.</p> <p>4 Read again and answer the questions:</p> <p>1 Who was Petar Berislavić?</p> <p>2 Where did he live?</p> <p>3 Who did he often fight? Why?</p> <p>4 When and where did he die?</p> <p>5 Speaking activity:</p> <p>Match the words and then use them to talk about the life of Petar Berislavić.</p> <table><tr><td>1 Croatian</td><td>a king</td></tr><tr><td>2 vice</td><td>b territory</td></tr><tr><td>3 powerful</td><td>c Empire</td></tr><tr><td>4 the Ottoman</td><td>d roy</td></tr></table> <p>6 Writing (ICT):</p> <p>Go online and find information about another hero / historical figure from Croatia and present him/her to your class. Write about the following: who it was, where s/he was born and lived, what was s/he like, what did s/he do.</p> <p>7 Talk to your classmates and discuss the questions:</p> <p>Why are heroes important? What can we learn from them? Can they inspire us?</p>	1 Croatian	a king	2 vice	b territory	3 powerful	c Empire	4 the Ottoman	d roy
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Primjeri vrednovanja za učenje, vrednovanja kao učenje ili naučenog uz	<p>Kako bi učenici procijenili svoj rad vezan za zadatak na današnjem satu, može se koristiti sljedeća lista:</p> <p>LISTA ZA PROCJENU</p>								



upute	<p>Pri pisanju odgovora, učenici mogu koristiti Da, Ne i Djelomično.</p> <p>Većina Da odgovora upućuje na zadovoljstvo i predan rad na satu, većina Ne odgovora upućuje na suprotno. Uz odgovor Djelomično, učeniku se može savjetovati da kratko obrazloži svoj odgovor.</p> <table><tr><td>1.</td><td>Jesi li uspješno izvršio/ila zadatak?</td><td></td></tr><tr><td>2.</td><td>Jesi li dao/dala velik doprinos pri izvršenju zadatka?</td><td></td></tr><tr><td>3.</td><td>Jesi li zadovoljan svojim doprinosom pri izvršenju zadatka?</td><td></td></tr><tr><td>4</td><td>Smatraš li da je i učenici s kojim si radio, dao svoj doprinos pri izradi zadatka?</td><td></td></tr><tr><td>5</td><td>Jeste li međusobno uvažavali mišljenja?</td><td></td></tr><tr><td>6</td><td>Je li ti se svidio ovakav način rada? Objasni zašto .</td><td></td></tr><tr><td>7</td><td>Možeš li nakon rada u grupi uspješno objasniti što si naučio/ila?</td><td></td></tr></table>	1.	Jesi li uspješno izvršio/ila zadatak?		2.	Jesi li dao/dala velik doprinos pri izvršenju zadatka?		3.	Jesi li zadovoljan svojim doprinosom pri izvršenju zadatka?		4	Smatraš li da je i učenici s kojim si radio, dao svoj doprinos pri izradi zadatka?		5	Jeste li međusobno uvažavali mišljenja?		6	Je li ti se svidio ovakav način rada? Objasni zašto .		7	Možeš li nakon rada u grupi uspješno objasniti što si naučio/ila?	
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Razrađeni problemski zadaci, zadaci za poticanje kritičkog razmišljanja, kreativnosti i/ili istraživački zadaci; ovisno o predmetu i nastavnoj temi	<p>Zadatak za poticanje kritičkog razmišljanja:</p> <ul style="list-style-type: none">- Ex. 1 Do you know who a hero is? What are they like?- Ex. 7 Why are heroes important? What can we learn from them? Can they inspire us? <p>Zadatak kojim se potiče kreativnost i istraživanje:</p> <p>Writing (ICT):</p> <p>Go online and find information about another hero / historical figure from Croatia and present him/her to your class. Write about the following: who it was, where s/he was born and lived, what was s/he like, what did s/he do.</p>																					
DODATNI ELEMENTI ¹																						
Poveznice na više odgojno-obrazovnih ishoda različitih predmeta ili očekivanja međupredmetnih tema	<p>Učiti kako učiti:</p> <p>uku A2.1. Uz podršku učitelja ili samostalno traži nove informacije iz različitih izvora i uspješno ih primjenjuje pri rješavanju problema.</p> <p>uku D.2.1 Učenik ostvaruje dobru komunikaciju s drugima, uspješno surađuje u različitim situacijama i spreman je zatražiti i ponuditi pomoć</p> <p>Osobni i socijalni razvoj</p> <p>osr A.2.3. Razvija osobne potencijale.</p> <p>osr A.2.4. Razvija radne navike.</p>																					

¹Sastavni elementi prijave koji omogućuju dodanu vrijednost provedbi javnog poziva. Nisu obavezni, ali nose dodatne bodove u skladu s kriterijima procjene Metodčkih preporuka.



	<p>osr B. 2.2. Razvija komunikacijske kompetencije.</p> <p>osr B.2.4. Suradnički uči i radi u timu.</p> <p>Uporaba IKT-a</p> <p>iktA.2.1 Učenik prema savjetu odabire odgovarajuću digitalnu tehnologiju za izvršavanje zadatka.</p> <p>iktA.2.2 Učenik se samostalno koristi njemu poznatim uređajima i programima</p> <p>ikt C.2.2. Učenik uz učiteljevu pomoć ili samostalno djelotvorno provodi jednostavno pretraživanje informacija u digitalnome okružju.</p> <p>ikt C.2.3. Učenik uz pomoć učitelja ili samostalno uspoređuje i odabire potrebne informacije u digitalnome okružju</p> <p>ikt C.2.4. Učenik uz učiteljevu pomoć odgovorno upravlja prikupljenim informacijama.</p>
Aktivnost u kojima je vidljiva interdisciplinarnost	<p>6 Writing (ICT):</p> <p>Go online and find information about another hero / historical figure from Croatia and present him/her to your class. Write about the following: who it was, where s/he was born and lived, what was s/he like, what did s/he do</p>
Aktivnosti koji obuhvaćaju prilagodbe za učenike s teškoćama	<p>6 Writing (ICT):</p> <p>Create a presentation about another hero / historical figure from Croatia. Talk to your teacher and decide which tools you can use. Write about the following: who it was, where s/he was born and lived, what was s/he like, what did s/he do</p> <p>Tip: Find a photo of his hometown and his house to add it to your presentation. Use different coloured titles and different styles of letters to make your presentation great.</p>
Aktivnosti za motiviranje i rad s darovitim učenicima	<p>6 Writing (ICT): group work</p> <p>Go online and find information about another hero / historical figure from Croatia and present him/her to your class. Write about the following: who it was, where s/he was born and lived, what was s/he like, what did s/he do, find interesting things or facts about his/her life and add it to your presentation.</p>
Upute za kriterijsko vrednovanje kompleksnih i problemskih zadataka i/ili radova esejskoga tipa	
Projektni zadaci (s jasnim scenarijima, opisima aktivnosti, rezultatima projekta, vremenskim okvirima)	<p>Nakon izvršenja zadatka grupnog rada u kojem učenici izrađuju prezentaciju vezano za junaka/junakinju iz hrvatske povijesti, prezentacije se mogu prikupiti pod nazivom <i>Our collection of Croatian heroes</i> ili <i>They inspire us</i>. Zbirka se može objaviti online na stranicama škole. Čitaocima će biti zanimljivo saznati više o osobama koje su svojim djelovanjem i aktivnošću učinili nešto dobro za svoju domovinu. Učenici će biti ponosni na svoje radove i činjenicu da su dostupni na mrežnim stranicama škole. Radovi se mogu objaviti uoči Dana</p>



	državnosti. Vremenski okvir će biti jasan, uključujući vrijeme za izradu na satu još je potrebno dati kratko vrijeme van nastave (1 tjedan) kako bi učenici objedinili svoje radove.
Poveznice na multimedijske i interaktivne sadržaje	
Prijedlozi vanjskih izvora i literature	Web stranice Osnovne škole Petar Berislavić: pberislavic-trogir.skole.hr -Ban Petar Berislavić i njegovo doba