

Palangos miesto savivaldybė

RAIMONDA BALTMISKĖ

Palangos Vlado Jurgučio progimnazijos
anglų kalbos mokytoja metodininkė



TŪM krepšelis:
1 794 028 EUR

TŪM KULTŪRINIS UGDYMAS

KOMIKSAIS ĮVEIKLINTAS UGDYMAS

Raimonda Baltmiškė

Palangos Vlado Jurgučio progimnazija

TŪM Tūkstantmečio
mokyklų
programa



NAUJOS KARTOS
LIETUVA

ŠVIETIMO,
MOKSLO IR SPORTO
MINISTERIJA

esfa EUROPOS
SOCIALINIO
FONDO
AGENTŪRA

KIENO TAI RECEPTAS?

160g グラムのチョコレートクッキー (selga/gaidelis)

80g グラムのバター

500g グラムのマスカルポーネチーズ

200g ミリリットルの生クリーム (**35%**)

180g グラムのカッテージチーズ (パックタイプで湿ったもの)

150g グラムの砂糖 (お好みで調整)

大さじ 1 杯のゼラチン (山盛り)

200g ミリリットルの35%生クリーム (**35%**)

大さじ **1** 杯のレモン汁

大さじ **3** 杯の砂糖 (またはお好みで調整)

IŠŠŪKIS!

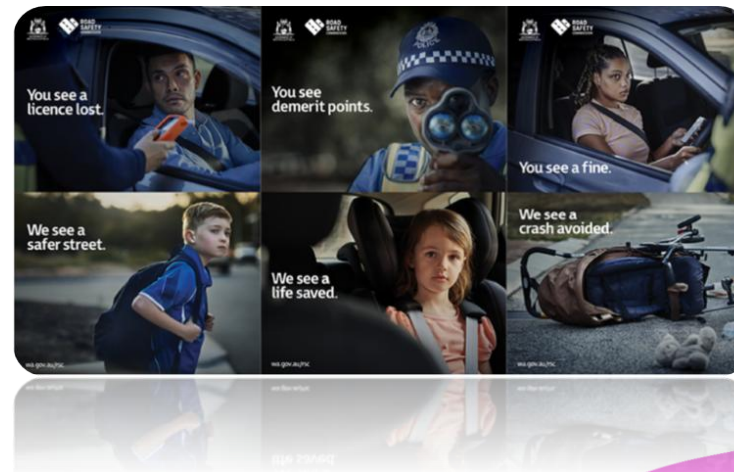
PALANGOS MIESTO SAVIVALDYBĖS ŠVIETIMO PAŽANGOS PLANAS

22.	Skaitymo populiarinimo renginiai	Kultūrinis ugdymas	<p><u>Užd.</u>: 1.2, 3.1</p> <p><u>Rod.</u>: Pasiekimai, neformalusis ugdymas</p> <p>Sėkmingos veiklos požymiai: 33.1, 33.2, 33.3, 33.4</p> <p>Rezultatai: Mokiniai supažindinami su kultūros įvairove per literatūros sąsajas su kitomis medijomis ir menais. Integruojamos tradicinės ir šiuolaikinės skaitymo, istorijų pasakojimo, komunikacijos formos ir šiuolaikinės technologijos (nuo popieriaus iki garso, vaizdo, virtualios realybės, t.t.), kitos meno formos (teatras, muzika, šokis, t.t.). Ši veikla vyks kartu su veikla Nr. 17, 23</p>	<p>Apklausa ir refleksijos po renginių.</p> <p>Kokybiniai ir kiekybiniai pokyčio tyrimai kasmet, mokslo metų pabaigoje, siekiant įvertinti skaitymo motyvacijos, skaitymo elgsenos ir skaitymo įpročių pokytį.</p>	Iki 2025 m. II ketv.pab. Veiklos trukmė ne mažiau kaip 60 val.	Veiklos planas	0,00	Žr. IP skaiči uoklė s darba laukį „TŪ M_Pl ano_6_7_1 entel ės“
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NAUJO PROJEKTO PRADŽIA - IDĖJŲ, KLAUSIMŲ IR PARTNERIŲ SANKRYŽA

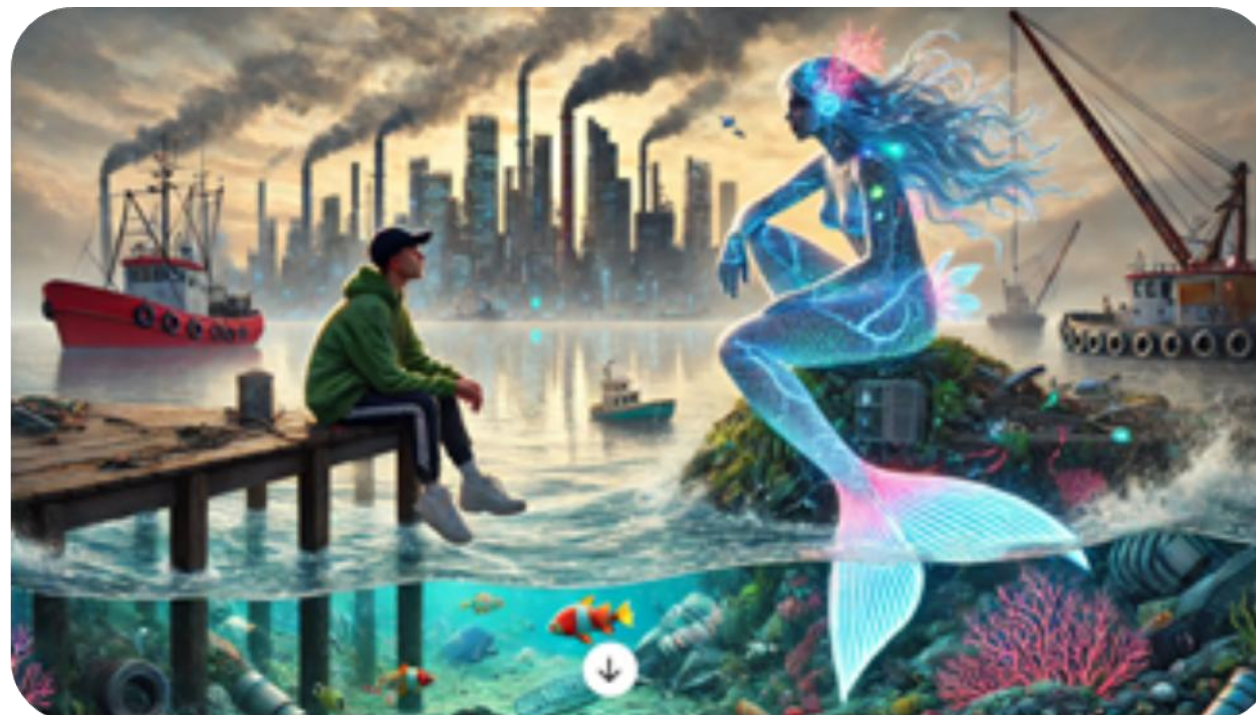


NUO POPULIARUMO IKI METODO: KOMIKSAI KAIP ĮKVĖPIMAS PROGIMNAZIJOS PROJEKTUI



ĮVIETINTAS TURINYS

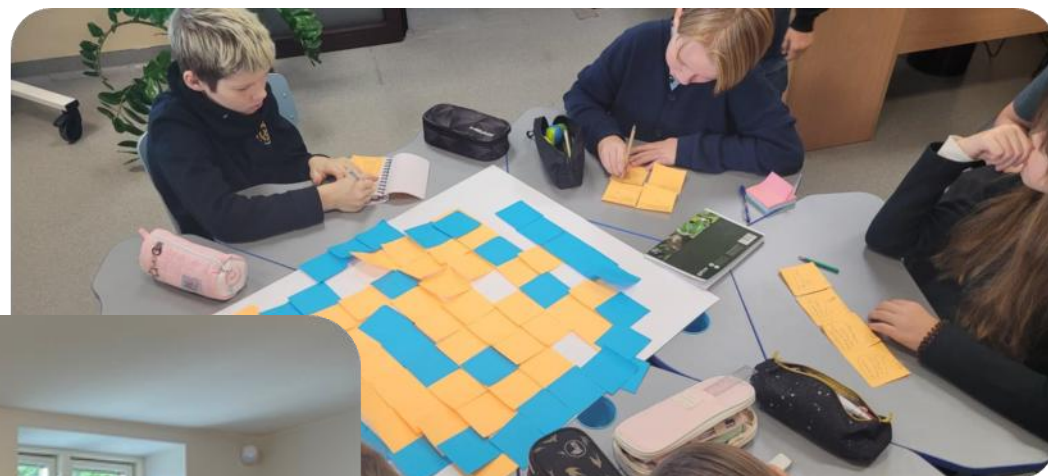




5 INTEGRUOTŲ PAMOKŲ CIKLAS



REFLEKSIJA. PABAIGOS ETAPAS?



POVEIKIS. KOMIKSŲ METODU PAGRĮSTAS UGDYMAS SKATINA SUPRATIMĄ IR EFEKTYVIAŲ IŠLAIKYMŲ ATMINTYJE

VIZUALINIS RYŠYS

INFORMACIJOS STRUKTŪRIZAVIMAS

KONKREČIŲ DETALIŲ ĮSIMINIMAS

2 LANGUAGE FOCUS REFERENCE • Unit 2

Present perfect: affirmative and negative

Affirmative	I / You have looked.	I've / You've looked.
He / She / It has looked.	He's / She's / It's looked.	
We / You / They have looked.	We've / You've / They've looked.	

Negative	I / You have not looked.	I / You haven't looked.
He / She / It has not looked.	He / She / It hasn't looked.	
We / You / They have not looked.	We / You / They haven't looked.	

Present perfect: questions

Questions	Where have I / you been?
Have I / you chatted?	Who has he / she / it seen?
Has he / she / it chatted?	Why have we / you / they stopped?
Have we / you / they chatted?	

Usage
We use the present perfect to ask about past experiences. We sometimes use *ever* in questions to mean 'at any time in our life until this moment'.
Have you ever played an online game?

Present perfect and past simple
The past simple is used to talk about an action or period of time in the past which is finished.
We watched that new music video this afternoon. (It is now evening.)
He played basketball at two o'clock. (He isn't playing basketball now.)
Usage
The present perfect is used to describe events which started in the past and continue in the present.
We've had this car for three years. (And we've still got it.)
I haven't visited that museum.
Usage
We use the present perfect to talk about experiences that we have had or not had at some time in the past.
I've created a website.
Usage
We never use the present perfect to talk about an event that happened at a specific time in the past. We use the past simple.
I haven't visited that museum.
Usage
We never use the present perfect to talk about an event that happened at a specific time in the past. We use the past simple.
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for and since
We use *for* with the present perfect or the past simple. With the present perfect, *for* describes the duration of an action or event which started in the past and continues into the present. It is followed by a period of time: *for three months, for five days, etc.*
She's worked here for six years. (And she still works here.)
He worked here for three years. (But he doesn't work here now.)
Usage
We use *since* with the present perfect and it tells us when an action started. It is followed by a point in time: *since 2014, since May, etc.*
She's lived in this town since 2014.

Intensifiers and adjectives
Usage
We use intensifying adverbs with adjectives to make our English more interesting.
We use very with normal adjectives and absolutely with extreme adjectives.
We use *really* with both normal and extreme adjectives.
very loud / really loud / absolutely loud X
very amazing X really amazing / absolutely amazing /

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KOMIKSŲ METODAS SKATINA MOKINIŲ ĮSITRAUKIMĄ Į MOKYMOSI PROCESĄ

DISKUSIJŲ
PAGRINDAS



ASMENINĖS
INTERPRETACIJOS
GALIMYBĖS

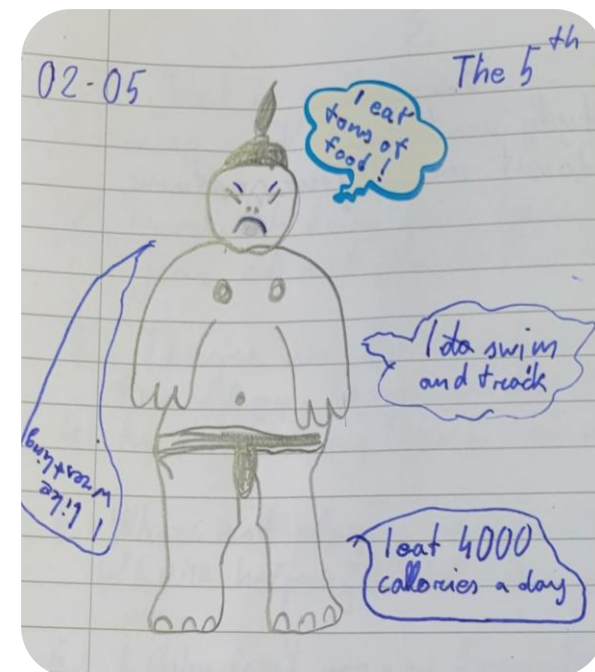


SAVARANKIŠKAS MOKYMASIS.
MULTIKULTŪRIŠKUMAS

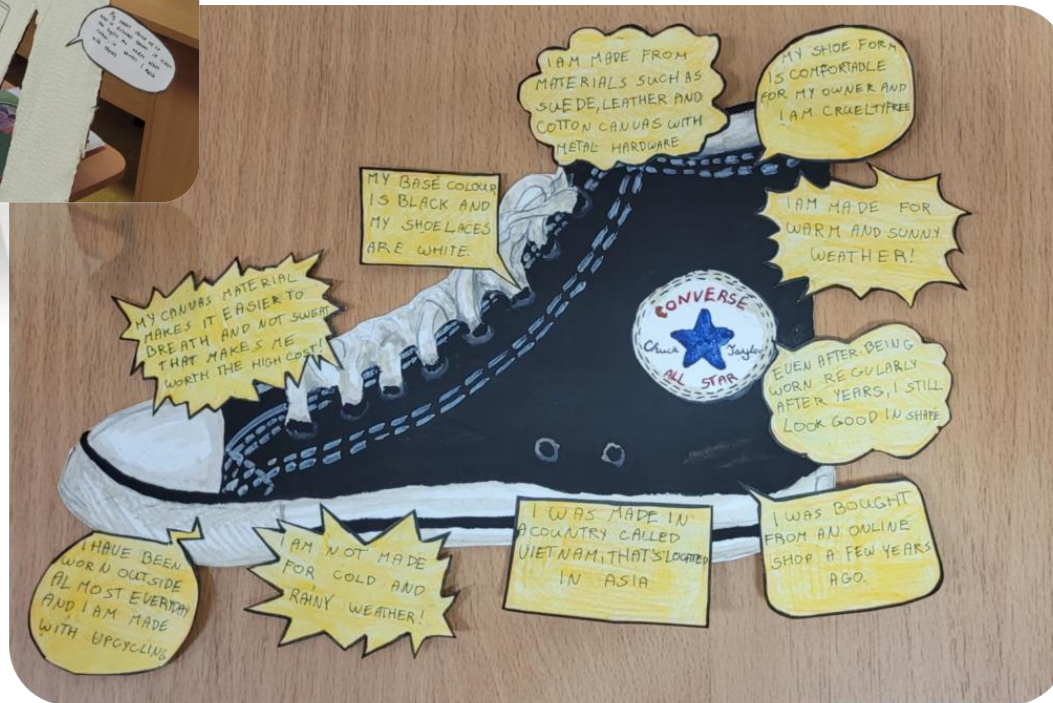


KOMIKSO KADRAI KAIP UŽRAŠŲ STRUKTŪRA

Vietoje tradicinių užrašų mokiniai gali naudoti komikso kadrus svarbiems įvykiams ar idėjoms užfiksuoti. Kiekviename kadre galima sutelkti dėmesį į tam tikrą įvykio elementą, pvz., siužeto posūkį, svarbią citatą ar simbolinę detalę.



PLĖTOJANT SINERGIJAS IR BENDRADARBIAVIMĄ



KURIANTI PATIRTIS





TŪM

Tūkstantmečio
mokyklų
programa



**Šis pranešimas mane privertė
susimąstyti apie...**

GEROSIOS SAVIVALDYBIŲ PRAKTIKOS:

kaip atpažinti ir įgyvendinti? II



TŪM

Tūkstantmečio
mokyklų
programa



Finansuoja
Europos Sąjunga
NextGenerationEU



NAUJOS KARTOS
LIETUVA

esfa

EUROPOS
SOCIALINIO
FONDO
AGENTŪRA

Kaip pasidaliname į diskusijų grupes?

1. **Geltonoji grupė** – kabinetas 310 – Palangos miestas (Jurga + Raimonda)
2. **Mėlynoji grupė** – kabinetas 411 – Ukmergės rajonas (Judita + Vaidotas)
3. **Oranžinė grupė** – kabinetas 413 – Pakruojo rajonas (Rūta + Aida)
4. **Violetinė grupė** – kabinetas 311 – Kauno rajonas (Loreta + Eglė)
5. **Žalia grupė** – kabinetas 313 – Visaginas (Vida + Marija)

GEROSIOS SAVIVALDYBIŲ PRAKTIKOS:

kaip atpažinti ir įgyvendinti? II

