Краткосрочное планирование по теме:

**Сложение и вычитание числа 9**

Цель урока: формирование умения выполнять сложение и вычитание чисел с переходом через десяток вида 9+2, 9+3,9-2…

Задачи: 1) учить выполнять сложение и вычитание чисел с переходом через десяток

 2) развивать умения наблюдать, сравнивать и анализировать.

 3) формировать умение оценивать свою работу и работу товарищей

 4) формировать умение слушать и слушать друг друга, вступать в диалог, сотрудничать в парах.

**А:** Умеют доказывать своё мнение, понимание возможности различных точек зрения

**В:** Применяют установленные правила в планировании способа решения

**С:** стремятся сотрудничать с учителем и сверстниками в решении проблемы , высказывать и аргументировать свое мнение

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| **Этапы урока****Используемые модули** | **Деятельность учителя** | **Формы работы** | **Деятельность учащихся** | **Оценивание** |
| **Организационный этап** *НП – создание кол. среды* | Примеры решать - нелегкое дело.Но за него возьмемся мы смело.А чтобы ошибок не допускать,Будем думать, смекать, вычислять!- Ребята, сегодня мы опять отправимся в путешествие в страну «Простоквашино».- Но для начала проверим, как вы умеете считать. |  | Проговаривают стихотворение, занимают свои места |  |
| **Актуализация знаний***КМ – мозговой штурм* | **1.Повторение.** Дядя Фёдор предлагает вычислить цепочку и узнать, кто автор книг об этих героях 10 -4+2-1+3-0+8 =1810 – С.Я . Маршак8 - С. В. Михалков**18** - Э. Успенский**2.Устный счёт** 4 + 5 = р 14 - 4 + 8 = к 0 + 19 =а 17 – 10 – 0 = у 16 – 1 = л 9 + 1 + 2 = и 10 – 8 = м 8 + 2 + 1 =з | ФР по группамИР | Отвечают на вопросыРешают примеры ,ответ записывают в тетрадь, находят общее | Смайликамисмайлик |
| **Ориентационный этап***НП – ПР**ОдО* | **1.Постановка целей урока**-Как вы думаете, с каким числом мы сегодня будем работать?- Что мы узнали о нём на прошлом уроке?- Что узнаем сегодня?- Для чего нам надо знать состав числа 10? | ПР | Больше этой цифры - нет!Девять шариков - планетПо физическим законамКружат в космосе бездонномВозле солнечной звездыА на третьейЯ и ты!Выявляют тему урока, формулируют цели | Взаимооценивание-сигналы рукой  |
| **Операционный этап***ТиО – задание на внимание**ОдО**УВО – игровой момент**ИКТ –презентация**ИКТ –видео, презентация**НП – ПР, ДО**ТиО* | **1.Задание на внимание** - Обведи в кружок цифру 9. Посчитай, сколько девяток получилось? (9)

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| 1 | 9 | 3 | 6 | 2 | 2 | 0 |
| 3 | 2 | 9 | 4 | 3 | 4 | 8 |
| 9 | 0 | 9 | 5 | 9 | 6 | 1 |
| 9 | 8 | 4 | 3 | 9 | 1 | 2 |
| 8 | 9 | 2 | 9 | 8 | 7 | 4 |
| 6 | 6 | 1 | 2 | 3 | 0 | 7 |

**2.Письмо цифры 9**-Давайте повторим написание цифр 9*99***3.Повторение состава числа 10.**1)Работа по карточкам.2)Взаимопроверка**4.Решение задач****Кот Матроскин подоил корову Мурку. В бидон вошло 9 л молока, а ведро на 3 л больше. Сколько литров молока вошло в ведро?** Каждой группе изменить вопрос, чтобы она решалась на всего и составить обратные задачиВ бидон 9 л.молокаВ ведро 12 л.молокаВсего?Всего 21В бидон 9В ведро ?Всего 21В бидон ?В ведро 12**5.Закрепление****1**)Просмотр видеофильма «сложение и вычитание числа 9 Шишкина школа»- Какой способ получения знаний вам помог лучше запомнить о числе 9? | ИРИРПР | Выполняют задание индивидуальноПрописывают цифрыРаботают по карточкамhttp://klub-drug.ru/wp-content/uploads/2011/03/st15.jpgРабота в группах | Самооценивание по ключуВзаимооцениваниев парах по ключувзаимооценивание «Карусель»  |
| **Итог урока** | -Чему учились на уроке?- Кто запомнил состав числа 10? |  |  |  |
| **Домашнее задание** | решить выражения, выучить таблицу на 9 |  |  |  |
| **Рефлексия**  | **1.Самооценка собственной деятельности на уроке.*** Как вы сегодня поработали?
* Что интересного было на уроке?
* Что расскажете родителям?

**2.Самооценка настроения «Мешок настроения»**На доске изображение мешка. Ученики прикрепляют на него смайлики. |  |   |  |

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| 4 + 5 = р 14 - 4 + 8 = к 0 + 19 = а 17 – 10 – 0 = у16 – 1 = л 9 + 1 + 2 = и10 – 8 = м 8 + 2 + 1 = з\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 4 + 5 = р 14 - 4 + 8 = к 0 + 19 =а 17 – 10 – 0 = у 16 – 1 = л 9 + 1 + 2 = и 10 – 8 = м 8 + 2 + 1 =з\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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