


<b>School:</b>		
<b>Date:</b>	<b>Teacher's name:</b>	
<b>Grade:</b>	<b>Number present:</b>	<b>absent:</b>
<b>Topic of the lesson:</b> Data types. Variable Definition Logical Expressions		
<b>Learning objective(s) that this lesson is contributing to</b>	Educational: to familiarize students with the rules for the design of control operators, learn how to use them in solving problems; Developing: to develop logical thinking, attention, memory in the process of solving problems;	
<b>Lesson objectives</b>	<b>All learners will be able to:</b> Determine the difference between structural managers <b>Most learners will be able to:</b> Use and properly format control operators <b>Some learners will be able to:</b> Learn to use them when solving programming	
<b>Assessment Criteria</b>	They will get acquainted with the rules of registration of control operators. Learn how to use them in solving problems	
<b>Value links</b>	Respect for oneself and others when setting project objectives through work in pairs and in a group.	
<b>Previous learning</b>	Project activities	
<b>Cross curricular links</b>	computer science, mathematics, programming	
<b>Time</b>	<b>Planned activities</b>	<b>Resources</b>
<b>Beginning 5 min</b>	Greeting, check present. Announcement of the topic and objectives of the lesson. We divide children into 3 groups using the game Random  Actualization of Brainstorming Knowledge. (5 minutes). Method "Thick and thin questions" (to start a conversation on the topic).	
<b>Middle 25 min</b>	<b>Python Variables:</b>  A variable in a programming language is the name for reserved space in the computer's memory, designed to store values. This means that when you create a variable, you actually reserve a specific place in the computer's memory. Based on the data type of the variable, the interpreter allocates the required amount of memory and decides what can be in the reserved memory area. For understanding, you can think of a variable as a box in which you can put anything, but only a certain size. The size in this example will be the type of variable. This is not a true definition, but it gives a general idea of the picture	

	<p>as a whole.</p> <p><b>Assigning a value to a variable:</b></p> <hr/> <p>In Python you do not need to declare the type of a variable manually (as, for example, in C ++). The declaration happens automatically (this is called dynamic typing) when you assign a value to a variable. An equal sign (=) is used to assign a value to a variable.</p> <p>The operand on the left side of the equal sign (=) is the name of the variable, the operand on the right side is the value assigned to this variable.</p> <p>For example:</p> <pre>1.country = "Swiss" # Value assignment Swiss variable called country 2.age = 23 # Value assignment 23 variable age 3.print country 4.print age</pre> <p>When executed, this code is displayed:</p> <pre>1  Swiss 2  23</pre> <p><b>Multiple Assignment of Values:</b></p> <hr/> <p><b>In Python, it is possible to assign a single value to multiple variables at once. For example:</b></p> <pre>1  a = b = c = 1</pre> <p><b>In this, an object is created with a value of 1, and all 3 variables indicate the area in memory in which it is located.</b></p>	
<p><b>End 10 min</b></p>	<p><b>Reflection:</b>  Reflective Card Method  It was interesting...  I realized that ...  I managed...  I'll tell you at home that ...</p>	
<p><b>Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?</b></p>	<p><b>Assessment – how are you planning to check learners' learning?</b></p>	<p><b>Health and Safety</b></p>
<p>1. By level of support 2. By role in group work</p>	<p>1. Self-assessment by template 2. Feedback on the results of tasks, according to the results of reflection</p>	<p>TB rules when working in the office, Psychological comfort</p>
<p>Lesson reflection Was the purpose of the lesson or learning goals real and accessible? Have all students achieved the learning</p>	<p>Active lesson organization forms are included in lesson planning:</p>	

<p>goal? If the students have not yet reached the goal, why do you think? Did the differentiation in the lesson take place correctly?</p> <p>Did you use time effectively during the stages of the lesson? Were there any deviations from the lesson plan, and why?</p>		
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