*Частное общеобразовательное учреждение «Иоанно-Богословская Православная основная общеобразовательная школа при Спасо-Преображенском Бузулукском мужском монастыре»*

Оценочный лист предметных умений по русскому языку

Класс: 2

Раздел: **«Фонетика» (10 часов)**

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| Предметное умение:  **«Различать звуки и буквы, твердых и мягких, звонких и глухих согласных»**  Учащиеся | Различаю звуки и буквы. | Различаю гласные и согласные звуки и буквы. | Выполняю звуковую (транскрипцию) и буквенную запись слов | Умею ставить ударение в словах | Отличаю согласные звуки от гласных. | Различаю согласные твердые и мягкие, звонкие и глухие. | Различаю парные по звонкости-глухости согласные. | *Создаю цветовую или звуковую модель слова* | *Составлять слово по заданной словообразовательной модели* |
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Раздел: **«Слово и предложение»**

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| Предметное умение | **«Различать слово и предложение»** | | **Различать слова, обозначающие предмет, признак, действие** | | | | **Различать предложения по цели высказывания.** | | | *Практические задачи* | | | |
| № урока | Различаю слово, как единство звучания (написания) и значения. | Называю слова, обозначающие предмет | | Узнаю слова обозначающие признак предмета | Выделяю из речи слова обозначающие действие | Называю признаки предложения, отличаю его от слова | | Узнаю виды предложений по цели высказывания | Правильно ставлю знак в конце предложения | | *Составляю предложения разные по цели высказывания* | *Составляю самостоятельно предложения из набора слов* |
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Раздел: **«Состав слова»**

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| Предметное умение  **«Выделять корень, суффикс, приставку, окончание»** | Нахожу и выделяю окончание в слове | *Изменяю форму слова с помощью окончания* | *Перечисляю неизменяемые слова* | *Отличаю слова с нулевым окончанием от неизменяемых*. | Выделяю корень слова. | *Подбираю однокоренные слова* | Выделяю суффикс в слове. | Нахожу и выделяю приставку в слове | *Составляю слова по заданной модели.* | *Умею выделять основу слова* | *Образую слова разными способами* |
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Раздел: **«Правописание»**

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| Предметное умение  **«Правильное письмо слов с изученными орфограммами»** | **Правильно пишу заглавную букву в именах собственных и начале предложения** | **Правильно пишу безударную гласную в корне слова** | *Выполняю проверку орфограммы* | *Правильно пишу чередования согласных* | *Правильно пишу непроизносимые согласные: д, т, л* | **Правильно пишу слова с сочетаниями жи-ши. ча-ща.. чу-щу** | **Правильно пишу слова с раз-делительным мягким знаком**. | **Правильно пишу словарные слова** | **Правильно пишу слова с звонкой и глухой согласной в корне.** | *Узнаю суффиксы прилагательного ив-, -ев-, -чив-, -лив-, -н-, -ов-.* | *Правильно пишу суффикс - ость* | *Умею поверять правописание суффиксов ек, ик* | *Правильно пишу слова с приставками с буквами* ***а*** *и* ***о*** | *Правильно пишу предлог и приставку* | *Работаю с орфографическим словарем* |
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Раздел: **«Развитие речи»**

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| Предметное умение | Отличаю текст от набора слов. | Выделяю основную мысль текста. | *Подбираю заголовок к тексту* | *Определяю по заголовку содержание текста.* | *Кратко излагаю концовку текста* | *Нахожу слова синонымы в тексте* | *Подбираю синонимы к словам* | *Умею составлять текст по его началу или заключению.* | *Выполняю редактирование последовательности предложений* | *Выделяю количество абзацев в тексте.* | *Восстанавливаю деформированный текст.* | *Составляю текст по заданным абзацам* | *Составляю текст по ключевым словам* | *Составляю план к тексту* | *Корректирую неправильный план текста* | *Составляю текст по заданному плану.* | *Пишу текс описание по шаблону.* | *Создаю текст повествование по плану и главной мысли.* |
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Раздел: **«Лексика»**

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| Предметное умение  № урока | Определяю лексическое значение слова | *Нахожу значения многозначных слов* | *Узнаю слова -синонимы* | *Подбираю синонимы к словам* | *Нахожу антонимы в предложении* | *Подбираю антонимы* | *Узнаю -омонимы* | *Называю заимствованные слова* | *Называю отличие фразеологизма отсвободное сочетание слов* | Работаю с толковым словарем |
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Раздел: **«Число и счет»**

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| Предметное умение  **Владеть прямым и обратным счетом в пределах 100**  ФИ | Называть любое следующее (предыдущее) при счёте число в пределах 100. | любой отрезок натурального ряда чисел от 20 до 100 в прямом и обратном порядке | начиная с любого числа; пересчитывать предметы десятками | выражать числом получаемые результаты | Характеризовать расположение чисел на числовом луче. | Называть координату данной точки | Сравнивать числа разными способами: с использованием числового луча, по разрядам. |
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Раздел: **«Число и счет»**

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| Предметное умение  ФИ | **Складывать и вычитать** | | **Умножение и деление** | | | | **Свойства умножения и деления** | | |
| Моделировать алгоритмы сложения и вычитания чисел с помощью цветных палочек с последующей записью | Выполнять действия самоконтроля и взаимоконтроля: проверять правильность вычислений с помощью микрокалькулятора | Воспроизводить результаты табличных случаев умножения однозначных чисел и соответствующих случаев деления. | Называть (вычислять) одну или несколько долей числа и число по его доле. | Сравнивать числа с помощью деления на основе изученного правила. | Различать отношения «больше в ...» и «больше на ...», «меньше в ...» и «меньше на ...». | Формулировать изученные свойства умножения и деления и использовать их при вычислениях. | *Осуществлять действие взаимоконтроля* | Конструировать числовое выражение, содержащее 1–2 действия |
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Раздел: **«Величины»**

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| Предметное умение  ФИ | Различать российские монеты и бумажные купюры разных достоинств. | Вычислять стоимость, цену или количество товара по двум данным известным значениям | Различать единицы длины. | Выбирать единицу длины при выполнении измерений. | Сравнивать длины, выраженные в одинаковых или разных единицах | Отличать периметр прямоугольника (квадрата) от его площади. | Вычислять периметр многоугольника (в том числе прямоугольника) | Выбирать единицу площади для вычислений площадей фигур. | Называть единицы площади. Вычислять площадь прямоугольника |
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Раздел «**Работа с текстовыми задачами»**

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| Предметное умение  ФИ | Выбирать умножение или деление для решения задачи.  . | Анализировать текст задачи с целью поиска способа её решения. | Планировать алгоритм решения задачи. | Обосновывать выбор необходимых арифметических действий для решения задачи | Воспроизводить письменно или устно ход решения задачи. | Оценивать готовое решение (верно, неверно | Сравнивать предложенные варианты решения задачи с целью выявления рационального способа | Анализировать тексты и решения задач, указывать их сходства и различия | Конструировать тексты несложных задач |
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**Раздел:« Логико-математическая подготовка»**

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| Предметное умение  ФИ | *Характеризовать* данное утверждение (верно, неверно),.  . | *обосновывать* свой ответ, приводя подтверждающие или опровергающие примеры. | *Доказывать* истинность или ложность утверждений с опорой на результаты вычислений, свойства математических объектов или их определения | *Актуализировать* свои знания для обоснования выбора верного ответа. | *Конструировать* алгоритм решения логической задачи | *Искать* и *находить* все варианты решения логической задачи. | *Выделять* из текста задачи логические высказывания и на основе их сравнения | . *Делать необходимые выводы* |
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Раздел: **«ЧТО ТЕБЯ ОКРУЖАЕТ»**

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| Предметное умение  ФИ | Уметь сравнивать объекты природы и объекты, созданные человеком | Выполнять задания в тетради, при затруднении обращаться за помощью к соседу или учителю |
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Раздел: **«Кто ты такой»**

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| Предметное умение  ФИ | Знакомиться с научным текстом | соотносить его с рубрикой «Картинная галерея». | Сравнивать портреты: два возраста |
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Раздел: **«Ты и твое здоровье»**

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| Предметное умение  ФИ | что значит быть здоровым? | Что нужно делать для того, чтобы сохранить здоровье? | Что бывает причиной возникновения болезней, усталости, плохого самочувствия, аппетита, сна? | различать время по часам. | **Соблюдать** режим буднего и выходного дня. | **Отличать** полезное от вредного |
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Раздел: **«Кто живет рядом с тобой»**

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| Предметное умение  ФИ | называю основные правила поведения в семье | Соблюдаю основные правила поведения в окружающей среде (в общественных местах, со  сверстниками, со взрослыми, в образовательных учреждениях и местах отдыха) | Использую эти знания для обогащения жизненного опыта |
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Раздел: **«Родина - Россия»**

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| Предметное умение  ФИ | Называю родную страну, ее столицу, регион. | Показываю 2–3 города, их расположение на карте России | Называю достопримечательности некоторых городов | Использую знание для поиска дополнительной информации |
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Раздел: **«Мы жители Земли»**

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| Предметное умение  ФИ | Называю отличия Земли от других планет. | Перечисляю планеты Солнечной системы | Находить сходства и различия растений и животных | Использую знание для поиска дополнительной информации |
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Раздел: **«Природные сообщества»**

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| Предметное умение  ФИ | Называю условия, необходимые для жизни растений | Перечисляю представителей всех ярусов и подземелья леса | Отличаю виды водоемов, обитателей | Использую знание для поиска дополнительной информации |
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Раздел: **«Природные сообщества»**

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Раздел: **«Природа и человек«**

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| |  | | --- | | Предметное умение  ФИ | |  | |  | |  | |  | |  | |  | |  | |  | |  | |  | | Знать методы как растения и животные, занесенные в Красную Книгу, их нужно охранять. | Применять полученные знания |

Выводы учителя\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_