**Муниципальное казенное общеобразовательное учреждение**

**«Октябрьская средняя общеобразовательная школа»**

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| Рассмотрено на заседании ШМО учителей гуманитарного цикла  Руководитель МО\_\_\_\_  Куянец Т.П.  Протокол № 1  от «29»08. 2013 г. | Рекомендовано и утверждено педагогическим советом  Заместитель директора школы по УВР  \_\_\_\_\_\_\_\_\_\_\_\_\_Сапронова О.В.  Протокол №1  От «30»08. 2013 г. | «Утверждаю»  Директор МКОУ «Октябрьская сош» \_\_\_\_\_\_\_\_\_\_Проломова Л.В.  Приказ № 2  от «02»09.2013 г. |

**РАБОЧАЯ ПРОГРАММА**

**по учебному курсу «Русский язык 6 класс»**

( базовый уровень)

Под редакцией В.В.Бабайцевой.

Учитель: Цветкова Л.В. ВКК

количество часов в неделю – 6

в году – 210

Учебник «Русский язык.Теория 5-9». «Русский язык. Практика 6». «Русская речь 6»

Авторы: В.В.Бабайцева, Г.К.Лидман-Орлова, Е.И.Никитина

2013 -2014г.

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| --- | --- | | **Пояснительная записка**  **Цели и задачи программы**:  1.      изучение системы русского языка и функционирования ее в речи;  2.      развитие устной и письменной речи учащихся в соответствии с нормами русского литературного языка;  3.      развитие языкового чутья;  4.      воспитание чувства любви к родному языку, интереса к его изучению;  5.      патриотическое, духовное и эстетическое воспитание учащихся средствами русского языка.    **Содержание программы обусловлено следующими принципами:**    1.      Принцип системности. Обусловливает отбор, интерпретацию и организацию теоретических сведений. Систематизация теоретических сведений облегчает усвоение учащимися строения и значения языковых единиц.  2.      Принцип изоморфизма – наличие общих признаков у единиц разных уровней языковой системы. Реализация этого принципа позволяет использовать одни и те же методы и приемы при изучении разноуровневых языковых единиц.  3.      Принцип интеграции языка и речи. Совершенствование речи должно быть тесно связано с изучением теории, раскрывающей систему языка, его закономерности.  4.      Структурно-семантическое направление. Определяет многоаспектное освещение языковых единиц, учета формы (структуры), смысла (семантики) и функции единиц языка. Такое триединство определяет характер построения программы.  5.      Функциональный подход. Требует учета функции единиц языка при обучении речи. Объектом внимания здесь является текст. Овладение комплексным анализом текста – важнейшее условие формирования умения строить тексты разных типов и жанров.  6.      Принцип историзма. Его задачи:  - показать связь истории языка с историей общества;  - показать источники обогащения словарного состава, причины этого явления;  - выяснить причины богатейшей русской синонимики;  - объяснить многие фонетические явления.               7. Переходные явления в русском языке. Заставляют учащихся     размышлять над живыми процессами, постоянно происходящими в речи и изменяющими систему языка.      Основная часть теоретических сведений, представленных в данной программе, освещается традиционно. Однако имеются и некоторые **особенности.**  1.      Части речи выделяются с учетом четырех признаков. Новым является морфемный признак, который дополняет три традиционных (общее грамматическое значение, морфологические категории и синтаксические функции). Этот признак способствует эффективному формированию правописных навыков, орфографической зоркости учащихся.  2.      При составлении программы учитывается изоморфизм системы языка – наличие общих свойств у единиц языка разного уровня.  Существуют также изменения **в** **организации учебного материала**. Теоретическими и методическими соображениями обусловлено изучение глагола сразу же после имени существительного.  Имя существительное и глагол – основные части речи. Они образуют предикативную основу предложения. Постоянное внимание к грамматической основе предложения позволяет изучать остальные части речи на синтаксической основе, а также обеспечивает более глубокое понимание строения предложения.  После глагола изучаются части речи, определяющие признак предмета (прилагательное), количество предметов и порядок предметов при их счете (числительное). Затем изучаются наречие, определяющее глагол, и независимые от других частей речи имена состояния (слова состояния, категория состояния).    **Программа рассчитана** на 210 часа (6 часов в неделю).  Контрольных диктантов / тестирований – 11  Контрольных изложений –2  Всего сочинений – 8, из них  Контрольных сочинений – 2**Требования к уровню подготовки учащихся.**  К концу 6 класса учащиеся должны уметь:  1.      Различать самостоятельные части речи по совокупности признаков и аргументировано доказывать принадлежность слова к той или оной части речи.  2.      Находить орфограммы в соответствии с изученными правилами.  3.      Различать лексические и функциональные омонимы с учетом значения и синтаксической функции слова.  4.      Использовать языковые средства, устраняя разнообразное повторение слов в тексте.  5.      Проводить морфемный и морфологический разбор изученных частей речи.  6.      Соблюдать литературные нормы употребления различных частей речи в устной и письменной формах речи.  7.      Строить тексты разных типов речи, учитывая при их создании роль изученных частей речи.  8.      Анализировать и создавать тексты изученных стилей.    **Содержание учебного курса**  **Повторение изученного в V классе**              Фонетика. Фонетическая транскрипция.              Графика.              Орфография. Правописание гласных и согласныхв корне слова. Правописание приставок. Правописание ь. Правописание о – ё после шипящих. Правописание гласных после Ц.              Морфемика.              Словообразование.              Лексикология. Слово и его лексическое значение. Однозначные и многозначные слова. Синонимы. Антонимы. Омонимы. Устаревшие слова. Заимствованные слова. Неологизмы.              Фразеология.  **Грамматика**              Разделы грамматики.  **Морфология**              Понятие о частях речи. Знаменательные и служебные части речи. Слово и его формы. Морфемный состав слов как один из ярких признаков частей речи.    **Знаменательные части речи**  **Имя существительное**              Понятие о существительном. Роль существительных в речи (в тексте). Правописание НЕ с существительными.              Нарицательные и собственные имена существительные. Специфика русских собственных имен (трехчленное имя человека).               Понятие о топонимике.              Одушевленные и неодушевленные имена существительные. Роль олицетворений в художественной речи.              Разряды существительных по значению (конкретные, вещественные, отвлеченные, собирательные). Особенности употребления их в речи.              Число имен существительных. Остатки двойственного числа в современном языке.               Род имени существительного. Колебания в роде. Современные нормы некоторых разрядов существительных. Переосмысление рода как художественный прием.              Падеж имен существительных. Способы определения косвенных падежей существительных: по вопросу, по предлогу.              Склонение существительных в единственном и множественном числе.              Правописание падежных окончаний. Разносклоняемые существительные.              Неизменяемые существительные. Нормы их употребления.              Словообразование существительных. Источники пополнения существительных с помощью приставок.              Переход прилагательных  в существительные.  Понятие о функциональных омонимах.  **Глагол**  Понятие о глаголе. Роль глаголов в речи (в тексте). Правописание НЕ с глаголами.  Инфинитив. Исторические изменения форм инфинитива.  Возвратные глаголы. История образования возвратных глаголов. Нормы употребления –ся- и –сь-. Правописание форм глагола на –тся- и –ться-.  Виды глагола. Употребление глаголов разного вида в описании и повествовании.  Составление текстов описательных и повествовательных типов речи. Противопоставление глаголов по виду как специфическое свойство славянских зыков. Богатство смысловых значений видовых форм.  Глаголы переходные и непереходные.  Наклонение глагола. Изъявительное наклонение. Времена глагола: настоящее, прошедшее и будущее. Происхождение формы прошедшего времени. Ее специфика в современном русском языке. Правописание форм прошедшего времени. Основы глагола: основа настоящего времени, основа инфинитива, основа прошедшего времени. Употребление в речи одних форм времени вместо других.  Спряжение глаголов. Правописание личных окончаний. Разноспрягаемые глаголы и их происхождение. Повелительное наклонение. Употребление форм повелительного наклонения в речи. Сослагательное наклонение. Безличные глаголы.  Словообразование глаголов. Образование глаголов с помощью приставок и суффиксов. Правописание суффиксов глаголов.  Редактирование предложений и текстов с неправильными глагольными формами.  Составление плана содержания  параграфов учебника и пересказ их с подбором собственных иллюстративных примеров.  **Имя прилагательное**  Понятие о прилагательном. Роль прилагательных в речи. Правописание НЕ с прилагательными.              Разряды прилагательных по значению. Полные и краткие прилагательные. Склонение прилагательных. История притяжательных прилагательных. Степени сравнения качественных прилагательных. Образование сравнительной степени. Образование превосходной степени. Нормы употребления степеней сравнения.              Словообразование прилагательных. Образование прилагательных с помощью суффиксов. Правописание суффиксов прилагательных. Образование прилагательных с помощью приставок. Образование прилагательных сложением слов. Их правописание. Употребление сложных прилагательных в речи.  **Имя числительное**              Понятие о числительном. Роль числительных в речи.              Разряды числительных по значению. Количественные числительные. Мягкий знак в числительных. Собирательные числительные. Дробные числительные. Порядковые числительные. Составление предложений и текстов с числительными. Образование слов других частей речи от числительных.              Склонение числительных всех разрядов. История некоторых числительных.  **Наречие**              Понятие о наречии. Разряды наречий по значению. Употребление наречий в речи. Правописание НЕ с наречиями. Степени сравнения наречий. Наречия как одно из средств связи частей текста.              Словообразование наречий. Особенности образования наречий. Образование наречий с помощью приставок и суффиксов. Правописание наречий. Переход существительных в наречия. Функциональные омонимы. Правописание наречий, имеющих функциональный омоним – существительное с предлогом. Переход прилагательных в наречия. Их правописание.  **Имя состояния**              Понятие об именах состояния. Разряды имен состояния по значению. Роль имен состояния в речи. Правописание НЕ с именами состояния. Функциональные омонимы: краткие прилагательные среднего рода, наречия, имена состояния. Составление текстов с использованием имен состояния.  **Повторение изученного в VI классе**                Систематизация изученного о существительном, глаголе, прилагательном, числительном, наречии, имени состояния.              Морфемный состав слов разных частей речи.              Синтаксическая функция слов разных частей речи как основа различения функциональных омонимов.              Правописание суффиксов существительных, прилагательных, наречий и глаголов.              Правописание окончаний существительных, прилагательных и наречий.              НЕ с существительными, прилагательными, наречиями, именами состояния.              Слитное, раздельное, дефисное написание слов разных частей речи.  **Формы и средства контроля**   |  |  |  | | --- | --- | --- | | **Тема** | **Вопросы для контроля** | **Формы  контроля** | | **Повторение изученного**  **в V классе** | Звуки речи. Словообразование слов. Написание гласных и согласных в корнях слов, правописание ь, о-ё после шипящих и ц, правописание приставок. Лексикология. Фразеология. | Тестирование | | **Имя**  **существительное** | Имя существительное как часть речи; общее значение, морфологические признаки; правописание гласных в падежных окончаниях существительных, о-ё после шипящих, гласные после ц. Проверка умения излагать услышанный текст, создавать  текст, употреблять существительные в тексте. | Контрольный диктант с дополнительным заданием, контрольное сочинение, контрольное изложение. | | **Глагол** | Глагол как часть речи; НЕ с глаголами, Ь в неопределенной форме глагола, а также в форме 2 л. ед.ч., Е-И в корнях с чередованием, гласные в безударных личных окончаниях глаголов, спряжение глаголов. | Контрольный диктант с дополнительным заданием | | **Имя**  **прилагательное** | Имя прилагательное как часть речи, правописание гласных в падежных окончаниях прилагательных, правописание кратких прилагательных с основой на шипящую, разряды прилагательных по значению, степени сравнения, НЕ с прилагательными, Н-НН в прилагательных. Проверка умения подробно излагать услышанный текст с опорой на простой план. | Тестирование, контрольное изложение | | **Числительное** | Имя числительное как часть речи, разряды числительных, склонение числительных. Проверка умения подробно излагать услышанный текст с опорой на сложный план. | Контрольный диктант с дополнительным заданием, контрольное изложение | | **Наречие** | Наречие как часть речи, разряды наречий, степени сравнения, правописание наречий. | Тестирование | | **Имена состояния** | Разряды имен состояния по значению. Проверка умения учащихся создавать текст по собственному и заданному плану. | Контрольный диктант с дополнительным заданием, контрольные сочинения (2) | | **Повторение изученного вVI классе** | Повторение и обобщение изученного в VIклассе. | Контрольный диктант с дополнительным заданием,  тестирование |        Учебно-методическое обеспечение    Для учащихся   1. Бабайцева В.В., Чеснокова Л.Д. Русский язык. Теория. 5-9 классы: Учебник для общеобразовательных учреждений. М.: Дрофа, 2008. 2. Русский язык. Практика. 6 класс: Учебник для общеобразовательных учреждений / Под ред. Г. К. Лидман-Орловой. М.: Дрофа, 2008. 3. Никитина Е. И. Русская речь. 6 класс: Учебник для общеобразовательных учреждений. М.: Дрофа, 2008.   Для учителя   1. Методические рекомендации к учебному комплексу по русскому языку. 6 класс / Под ред. С.П. Пименовой. М.: Дрофа, 2008. 2. Никитина Е. И. Уроки развития речи. 6 класс: Методическое пособие к учебнику «Русская речь». М.:Дрофа, 2008.  Русский язык. 6 класс.  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | № | Тема | Виды урока, основные виды деятельности учителя и учащихся. |  | |  | | Часы | Планируемая дата | Фактическая дата | примечания | | 1 | Богатство и выразительность русского языка. | Урок изучения нового материала. |  | |  | | 1 | 03.09 |  |  | | 2-3 | Повторим изученное в 5 классе по орфографии, морфемике. | Комбинированные уроки. | |  | |  | 2 | 04.09-05.09 |  |  | | 4 | Повторим морфологию. Имя существительное. | Комбинированные уроки. |  | |  | |  | 06 .09 |  |  | | 5-6 | Повторение и обобщение изученного по синтаксису и пунктуации. | Комбинированные уроки. |  | |  | |  | 06.09-07.09 |  |  | | 7 | Изложение «Малька провинилась». | Урок развития речи. |  | |  | | 1 | 10.09 |  |  | | 8 | Признаки текста. | Урок развития речи. |  | |  | | 1 | 11.09 |  |  | | 9 | Части речи. Самостоятельные и служебные части речи. | Урок-практикум. |  | |  | | 1 | 12.09 |  |  | | 10 | Входная контрольная работа | Урок контроля знаний. |  | |  | | 1 | 13.09 |  |  | | 11 | Слово и его формы. | Урок-практикум. |  | |  | | 1 | 13.09 |  |  | | 12 | Темы «широкие» и «узкие». | Урок развития речи. |  | |  | | 1. | 14.09. |  |  | | 13 | Понятие о существительном. Нарицательные и собственные имена существительные. | Урок изучения нового материала. |  | |  | | 1 | 17.09. |  |  | | 14 | Одушевленные и неодушевленные имена существительные. | Урок изучения нового материала. |  | |  | | 1 | 18.09. |  |  | | 15-16 | Род, число, падеж и склонение имен существительных. | Уроки изучения нового материала и закрепления знаний. |  | |  | | 2 | 19,20.09 |  |  | | 17-19 | Склонение существительных в единственном числе и множественном числе. | Комбинированные уроки. |  | |  | | 3 | 20,20,21.09 |  |  | | 20 | Разносклоняемые существительные. | Урок изучения нового материала. |  | |  | | 1 | 25.09. |  |  | | 21-23 | Словообразование существительных с помощью суффиксов. | Уроки изучения нового материала и закрепления знаний. |  | |  | | 3 | 27,27,28.09 |  |  | | 24-25 | Правописание суффиксов имен существительных. | Урок-практикум. |  | |  | | 2 | 01,02.10 |  |  | | 26 | Буквы о-е после шипящих в суффиксах имен существительных. | Урок изучения нового материала. |  | |  | | 1 | 03.10. |  |  | | 27-29 | Словообразование существительных с помощью приставок. | Уроки изучения нового материала и закрепления знаний. |  | |  | | 3 | 04.04,05.10 |  |  | | 30 | Образование сложных существительных. | Урок изучения нового материала. |  | |  | | 1 | 08.10. |  |  | | 31 | Контрольный диктант. | Урок контроля знаний. |  | |  | | 1 | 10.10. |  |  | | 32 | Сочинение | Урок развития речи. |  | |  | | 1 | 11.10. |  |  | | 33-36 | Понятие о глаголе. | Уроки изучения нового материала и закрепления знаний. |  | |  | | 4 | 11,12,15,16.10 |  |  | | 37 | Простой и сложный план | Урок развития речи. |  | |  | | 1 | 17.10 |  |  | | 38 | Инфинитив. | Урок изучения нового материала. |  | |  | | 1 | 18.10 |  |  | | 39 | Возвратные глаголы | Урок изучения нового материала. |  | |  | | 1 | 18.10 |  |  | | 40 | Правописание –тся и –ться в глаголах. | Урок-практикум. |  | |  | | 1 | 19.10 |  |  | | 41,42 | Изложение «Шорох листьев». | Урок развития речи. |  | |  | | 2 | 22,23.10 |  |  | | 43,44,45 | Виды глагола | Урок изучения нового материала. |  | |  | | 3 | 24,25,25.10 |  |  | | 46 | Наклонение глагола. Изъявительное наклонение | Урок изучения нового материала. |  | |  | | 1 | 26.10. |  |  | | 47 | Контрольное сочинение. | Урок контроля знаний. |  | |  | | 1 | 07.11 |  |  | | 48 | Времена глагола | Урок изучения нового материала. |  | |  | | 1 | 08.11 |  |  | | 49 | Прошедшее время | Урок изучения нового материала. |  | |  | | 2 | 08,09.11 |  |  | | 50,51 | Настоящее и будущее время | Уроки изучения нового материала и закрепления знаний. |  | |  | | 2 | 12,13.11 |  |  | | 52,53 | Контрольный диктант и его анализ | Урок контроля знаний. |  | |  | | 2 | 14,15.11 |  |  | | 54,55 | Лицо и число глагола | Урок-практикум. |  | |  | | 2 | 15,16.11 |  |  | | 56,57,58 | Спряжение глаголов | Комбинированные уроки. |  | |  | | 3 | 19.20.11 |  |  | | 59,60 | Контрольный диктант и его анализ | Урок контроля знаний. |  | |  | | 2 | 22,22.11 |  |  | | 61 | Разноспрягаемые глаголы | Урок изучения нового материала. |  | |  | | 1 | 23.11 |  |  | | 62,63 | Условное наклонение | Уроки изучения нового материала и закрепления знаний. |  | |  | | 2 | 26,27.11 |  |  | | 64,65 | Повелительное наклонение | Уроки изучения нового материала и закрепления знаний. |  | |  | | 2 | 28,29.11 |  |  | | 66,67 | Что такое эпиграф? Выборчное изложение. | Урок развития речи. |  | |  | | 2 | 29,30.11 |  |  | | 68,69 | Безличные глаголы | Урок изучения нового материала. |  | |  | | 2 | 03,04.12. |  |  | | 70 | Лексические средства связи предложений в тексте. Описательный оборот | Урок развития речи. |  | |  | | 1 | 05.12 |  |  | | 71 | Словообразование глаголов | Урок изучения нового материала. |  | |  | | 1 | 06.12 |  |  | | 72,73,74 | Правописание суффиксов глаголов | Уроки изучения нового материала и закрепления знаний. |  | |  | | 3 | 06,07,10.12 |  |  | | 75 | Официально-деловой стиль | Урок развития речи. |  | |  | | 1 | 11.12 |  |  | | 76,77 | Повторение | Уроки повторения и обобщения знаний. |  | |  | | 2 | 12,13.12 |  |  | | 78 | Подготовленный диктант | Уроки повторения и обобщения знаний. |  | |  | | 1 | 13.12 |  |  | | 79,80 | Повторим пунктуацию | Уроки повторения и обобщения знаний. |  | |  | | 2 | 14,17.12 |  |  | | 81 | Рассказ | Урок развития речи. |  | |  | | 2 | 18,19.12 |  |  | | 82,83 | Контрольный диктант и его анализ | Урок контроля знаний. |  | |  | | 2 | 20,20.12 |  |  | | 84,85 | Изложение «Воробей» | Урок развития речи. |  | |  | | 2 | 21,24.12 |  |  | | 86,87 | Понятие о прилагательном | Уроки изучения нового материала и закрепления знаний. |  | |  | | 2 | 25,26.12 |  |  | | 88,89 | Разряды прилагательных по значению | Уроки изучения нового материала и закрепления знаний. |  | |  | | 2 | 27,27.12 |  |  | | 90 | Полные и краткие имена прилагательные | Урок изучения нового материала. |  | |  | | 1 | 28.12 |  |  | | 91,92 | Склонение полных прилагательных | Уроки изучения нового материала и закрепления знаний. |  | |  | | 2 | 14,15.01 |  |  | | 93,94 | Контрольный диктант и его анализ | Урок контроля знаний. |  | |  | | 2 | 16,17.01 |  |  | | 95,96 | Творческое изложение «Совесть» | Урок развития речи. |  | |  | | 2 | 17,18.01 |  |  | | 97 | Притяжательные прилагательные с суффиксом *-ий*. | Урок изучения нового материала. |  | |  | | 1 | 19.01 |  |  | | 98 | Притяжательные прилагательные с суффиксами *-ин-(-ын-), -ов- (ев-)* | Урок изучения нового материала. |  | |  | | 1 | 21.01 |  |  | | 99,100 | Степени сравнения прилагательных | Уроки изучения нового материала и закрепления знаний. |  | |  | | 2 | 22,23.01 |  |  | | 101,102,  103 | Словообразование прилагательных с помощью суффиксов | Урок изучения нового материала. |  | |  | | 3 | 24,24,25.01 |  |  | | 104,105 | Выборочное изложение «Вот что значит увлеченность!». | Урок развития речи. |  | |  | | 2 | 28,29.01 |  |  | | 106,107,  108 | Словообразование прилагательных с помощью приставок | Урок изучения нового материала. |  | |  | | 3 | 30,31,31.01 |  |  | | 109,110 | Словообразование прилагательных с помощью сложения основ | Уроки изучения нового материала и закрепления знаний. |  | |  | | 2 | 01,02.02 |  |  | | 111 | Как создавать киносценарий? | Урок развития речи. |  | |  | | 1 | 04.02 |  |  | | 112,113 | Повторение | Уроки повторения и обобщения знаний. |  | |  | | 2 | 05,06.02 |  |  | | 114,115 | Повторим пунктуацию | Уроки повторения и обобщения знаний. |  | |  | | 2 | 07,07.02 |  |  | | 116 | Описание природы. Зима | Урок развития речи. |  | |  | | 1 | 08.02 |  |  | | 117,118 | Контрольный диктант и его анализ | Урок контроля знаний. |  | |  | | 2 | 11,12.02 |  |  | | 119.120 | Сочинение-описание по картине К. Ф. Юона «Русская зима. Лигачево» | Урок развития речи. |  | |  | | 2 | 13,13.02 |  |  | | 121 | Понятие о числительном | Урок изучения нового материала. |  | |  | | 1 | 14.02.02 |  |  | | 122,123 | Простые, сложные и составные числительные | Уроки изучения нового материала и закрепления знаний. |  | |  | | 2 | 15,16.02 |  |  | | 124,125 | Количественные числительные. Склонение количест­венных числительных | Урок изучения нового материала. |  | |  | | 2 | 18,19.02 |  |  | | 126,127,  128 | Собирательные числительные | Уроки изучения нового материала и закрепления знаний. |  | |  | | 3 | 20,21,21.02 |  |  | | 129,130 | Контрольная работа и ее анализ | Урок контроля знаний. |  | |  | | 2 | 22,25.02 |  |  | | 131,132 | Изложение «Снегири» | Урок развития речи. |  | |  | | 2 | 26,27.02 |  |  | | 133,134 | Порядковые числительные | Уроки изучения нового материала и закрепления знаний. |  | |  | | 2 | 28,28.02 |  |  | | 135 | Дробные числительные | Урок изучения нового материала. |  | |  | | 1 | 01.03 |  |  | | 136 | Повторение | Уроки повторения и обобщения знаний. |  | |  | | 1 | 04.03 |  |  | | 137,138 | Контрольная работа и ее анализ | Урок контроля знаний. |  | |  | | 2 | 05,06.03 |  |  | | 139,140,  141 | Понятие о наречии | Уроки изучения нового материала и закрепления знаний. |  | |  | | 3 | 07,07,11.03 |  |  | | 142 | Степени сравнения наречий | Уроки изучения нового материала и закрепления знаний. |  | |  | | 1 | 12.03 |  |  | | 143,144,  145 | Словообразование наречий с помощью приставок и суффиксов | Урок изучения нового материала. |  | |  | | 3 | 13,14,14.03 |  |  | | 146,147 | Контрольный диктант и его анализ | Урок контроля знаний. |  | |  | | 2 | 15,18.03 |  |  | | 148 | Описание помещения | Урок развития речи. |  | |  | | 1 | 19.03 |  |  | | 149 | Словообразование наречий с помощью приставок и суффиксов | Урок изучения нового материала. |  | |  | | 1 | 20.03 |  |  | | 150,151 | Словообразование наречий путем перехода слов из одной части речи в другую | Урок изучения нового материала. |  | |  | | 2 | 21,21.03 |  |  | | 152 | Описание одежды, костюма |  |  | |  | | 1 | 22.03 |  |  | | 153,154 | Слова состояния | Урок изучения нового материала. |  | |  | | 2 | 03,04.04 |  |  | | 155,156 | Рассказ на основе картины, включающий описание одежды, костюма. | Урок развития речи. |  | |  | | 2 | 04,05.04 |  |  | | 157,158 | Повторение | Уроки повторения и обобщения знаний. |  | |  | | 2 | 08,09.04 |  |  | | 159 | Повторим пунктуацию | Уроки повторения и обобщения знаний. |  | |  | | 1 | 10.04 |  |  | | 160 | Понятие о местоимении. Местоимение и другие части речи | Уроки изучения нового материала и закрепления знаний. |  | |  | | 1 | 11.04 |  |  | | 161,162 | Контрольный диктант и его анализ | Урок контроля знаний. |  | |  | | 2 | 11,12.04 |  |  | | 163,164,  165 | Личные местоимения | Уроки изучения нового материала и закрепления знаний. |  | |  | | 3 | 15,16,17.04 |  |  | | 166,167 | Притяжательные местоимения | Уроки изучения нового материала и закрепления знаний. |  | |  | | 2 | 9,10.04 |  |  | | 168 | Рассуждение в разных стилях речи | Урок развития речи. |  | |  | | 1 | 18,18.04 |  |  | | 169 | Возвратное местоимение | Урок изучения нового материала. |  | |  | | 1 | 19.04 |  |  | | 170 | Вопросительные местоимения | Урок изучения нового материала. |  | |  | | 1 | 22.04 |  |  | | 171 | Относительные местоимения | Урок изучения нового материала. |  | |  | | 1 | 22.04 |  |  | | 172 | Морфологические средства связи предложений в тексте. Местоимение | Урок развития речи. |  | |  | | 1 | 23.04 |  |  | | 173 | Неопределенные местоимения | Урок изучения нового материала. |  | |  | | 1 | 23.04 |  |  | | 174,175 | Отрицательные местоимения | Уроки изучения нового материала и закрепления знаний. |  | |  | | 2 | 24,24.04 |  |  | | 176,177 | Сочинение по картине В. М. Васнецова «Алёнушка» | Урок развития речи. |  | |  | | 2 | 25,25.04 |  |  | | 178,179 | Определительные местоимения | Урок изучения нового материала. |  | |  | | 2 | 26,26.04 |  |  | | 180,181 | Контрольный диктант и его анализ | Урок контроля знаний. |  | |  | | 2 | 29,29.04 |  |  | | 182,183 | Указательные местоимения | Урок изучения нового материала. |  | |  | | 2 | 30,30.04 |  |  | | 184 | Повторение | Уроки повторения и обобщения знаний. |  | |  | | 1 | 02.05 |  |  | | 185,186 | Контрольный диктант и его анализ | Урок контроля знаний. |  | |  | | 2 | 2,3.05 |  |  | | 187 | Повторим пунктуацию | Уроки повторения и обобщения знаний. |  | |  | | 1 | 4.05 |  |  | | 188-196 | Повторение | Уроки повторения и обобщения знаний. |  | |  | | 15 | 5,7,8,10,11,12,14,15,16,17,18,19,21,22,23.05 |  |  | | 197-210 | Резервные уроки | Уроки повторения и обобщения знаний. |  | |  | | 6 | 24,25,26,28,29,30.05 |  |  | |   http://www.openclass.ru/themes/theme011/images/line00.gif  »  Тэги к этому документу:   * [6 класс](http://www.openclass.ru/taxonomy_vtn/term/26273)      * [рабочая программа](http://www.openclass.ru/taxonomy_vtn/term/31294)      * [русский язык](http://www.openclass.ru/taxonomy_vtn/term/24378)      * [УМК Бабайцевой](http://www.openclass.ru/taxonomy_vtn/term/103436)   http://www.openclass.ru/themes/theme011/images/line00.gif  »   * [Войдите на сайт под своим логином](http://www.openclass.ru/user/login?destination=comment/reply/178109%2523comment-form) или [зарегистрируйтесь](http://www.openclass.ru/user/register?destination=comment/reply/178109%2523comment-form), чтобы оставлять комментарии |  | |  |  |  | | | |  | | --- | | http://www.openclass.ru/themes/theme011/images/spacer.gif | |  | | http://www.openclass.ru/themes/theme011/images/spacer.gif | |