

| Lesson Plan | English | Whole Class | | |
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| Class: 1/2D | Topic: Literacy | Week: 1 | Date: 30 April 2009 | |
| <p>Anticipated Outcomes: RS1.6 Draws on an increasing range of skills and strategies when reading and comprehending texts. RS1.8 Identifies the text structure and basic grammatical features of a limited range of text types. TS1.1 Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in s RS1.5 Reads a wider range of texts on less familiar topics with increasing independence and understanding, making connections between own knowledge and experience and information in texts. WS1.9 Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers.</p> | | | | |
| Activity/purpose/class structure | Indicators | Resources | Assessment | IOT elements |
| <p>1. Introduce text: Whole Class</p> <ul style="list-style-type: none"> Show the cover and ask students to predict what the book is about from the image and title <p><u>Questions</u></p> <ul style="list-style-type: none"> - Who has a garden at their home? - Have a look at the cover of this book. What do you think it's about? (Who and what). What sort of a person do you think Amelia is like? Do you think her garden will be like your garden? | <ul style="list-style-type: none"> • predicts what a text is about from its cover and title | Text: Amela Ellicott's Garden (Statford & King) | | 1.1.2 Demonstrate research-based knowledge of the pedagogies of the content/ discipline(s) taught. 3.1.2 Plan and implement coherent lessons and lesson sequences that are designed to engage students and address learning outcomes. |
| <p>2. Read the text - Whole class</p> <ul style="list-style-type: none"> Read the text and pause intermittently to ask questions. Ask children to pay attention to the places and people and what kinds of words describe them. <p><u>Questions</u></p> <ul style="list-style-type: none"> - How do you know this book was written a long time ago? (pictures are brown, like old photographs) - Who is Mustafah? - (On Tony page) - what is happening in this picture - is it set in the same place - if Tony looked out his window, is this what he would see from his apartment block in Sampson Street? - What is different on this page to the rest of the book (Amelia has some new friends, she has invited people over to her place) | | | Participation in class discussion | 4.1.3 Listen to students and engage them in classroom discussion. |

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| <p>3. Work with the text - whole class</p> <ul style="list-style-type: none"> • Create a mind-map on the board using the information from the text. <p><u>Questions</u></p> <ul style="list-style-type: none"> - I want you to try and remember some of the places that we read about in the book? (Sampson St? (... Apartment block, Amelia's place) - Who lives there? (Apartments: Tony Timponi, Adrian Popa, Lin Li, Martinovitch children, Nicole Butau. Amelia's place - amelia and chickens) - Now i have some words here that describe the people and places you have just told me. Let's put them into the circles where they belong. Each of them describes one of the people or places (blu-tack them up onto the blackboard mind-map, have students to stick them for engagement) <p>Point out nouns- Block of flats, garden, chicken Pronouns - sampson Street, Amelia Ellicott Technical terms - Bantam (chicken)</p> | <p>TS1.1</p> <ul style="list-style-type: none"> • gives a simple description of familiar people, places, things <p>RS1.5</p> <ul style="list-style-type: none"> • participates in class/group brainstorming activities to cluster and categorise ideas and facts following the reading of texts <p>RS1.8</p> <ul style="list-style-type: none"> • identifies noun groups in texts, eg 'the sunny day', and discusses the effect of their use in comparison to using a noun only • identifies words that name people, places and things and knows these are called nouns | <p><u>Block of flats:</u> On Sampson Street Three-storeys high Lots of people live there</p> <p><u>Amelia's place:</u> On Sampson Street There is a garden There is a chicken house There is a pink, rose bush The lawn has weeds</p> <p><u>Amelia Ellicott:</u> Is proud of her chickens Lives alone Owns a pet cat</p> <p><u>Chickens</u> Bantams Eat corn Coloured are sunshine and marigold</p> | <p>Participation in class discussion and creation of mind-map</p> | |
| <p>4. Activity (whole class- does not have to follow sequentially)</p> <p>Students plant their own garden - whole class</p> | | <p>Plants & garden equipment</p> | | <p>3.1.4 Demonstrate knowledge of a range of appropriate and engaging resources and materials to support students' learning.</p> |
| <p>5. Writing activity (individually- does not have to follow sequentially)</p> <p>Students record information about their garden in a mind-map style, given a proforma (Alternative: students write a factual recount of planting the garden)</p> | <p>TS1.1</p> <ul style="list-style-type: none"> • listens for and responds to information from a news event or classroom event • gives a brief, simple oral information report on familiar topics <p>WS1.9</p> <ul style="list-style-type: none"> • uses a framework to make notes, eg matrix, flowchart, semantic map | <p>(Mind-map proforma for writing the description about their garden.)</p> | <p>Mind-maps / factual recount written by students</p> | <p>3.1.5 Demonstrate knowledge and use of a range of strategies to assess student achievement of learning outcomes.</p> |
| <p>6. Optional activity - Recount factual text- Small groups</p> <ul style="list-style-type: none"> • Students are given a factual text about a plant type to read, based on one of the plants the class planted in their garden. • Construct a simple information report based on how to care for that plant, given a proforma. | <p>WS1.9</p> <ul style="list-style-type: none"> • writes short recounts of personal experience | <ul style="list-style-type: none"> • Plant factual text •Mind-map proforma for writing the information report. | <p>Information Reports written by students</p> | <p>4.1.4 Use student group structures as appropriate to address teaching and learning goals.</p> |
| <p>7. Evaluation of lesson sequence</p> <p>Were tasks appropriate for different abilities/students needs in class? Where to now for each group?</p> | | | | <p>3.1.10 Demonstrate an understanding of the principles and practices for using student assessment results to reflect on lesson sequences and inform further planning of teaching and learning.</p> |

Block of flats:
On Sampson Street
Three-storeys high
Lots of people live there

Amelia's place:
On Sampson Street
There is a garden
There is a chicken house
There is a pink, rose bush
The lawn has weeds

Amelia Ellicott:
Is proud of her chickens
Lives alone
Owns a pet cat

Chickens
Bantams
Eat corn
Coloured are sunshine
and marigold

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My place



The people who live
at my place are...

Draw a picture

Next to my house there is...

Draw a picture

Our neighbours are...

Draw a picture

In my garden there is....

Draw a picture

The things I like to do best
at my place are....

Draw a picture



Name of plant: _____

Type of plant: _____

What does it look like?

Draw a picture

Does it flower? _____

Does it produce fruit? _____

How to take care of this
plant: _____

Name of plant: _____

Type of plant: _____

What does it look like?

Draw a picture

Does it flower? _____

Does it produce fruit? _____

How to take care of this
plant: _____
