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| **Lesson Plan**  **Date:** 13/01/17  **Lesson Title:** Literacy (spelling)  **CfE Experience & Outcome(s):**  Indicate the relevant aspects of the outcome. This will support you to identify the focus of the lesson.   * I can spell most of the words I need to communicate, using spelling rules, specialist vocabulary, self-correction techniques and a range of resources. LIT 2-21a * I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. LIT 2-24a * By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a   **Rationale / Context:**  To enable the children to work on their ‘soft g’ sounds (which they had decided they wanted to work on).  **Prior Learning:**  This is a task that the children do regularly (at least once a week), so they were used to the format of the lesson. The teacher makes sure to regularly change the key of what each roll of the dice means. This helps keep children interested and engaged. | |
| **Learning Intention(s):**  What are the pupils actually learning?Do not confuse this with the activity.  I can spell ‘soft g’ words correctly. | |
| **Success Criteria:**  How will the pupils know they have achieved the learning? Consider how you will evidence this learning.  I can write and say the spelling of ‘soft g’ words correctly and have recorded this in my spelling jotter. | **Consider the four types of evidence:**  Say Write Make Do  You do not need all types of evidence all of the time! |
| **Assessment:**  Who will you be focussing your assessment on? (Individuals, group, whole class?) | |
| **Resources:**  Class whiteboard  Individual whiteboards  Whiteboard pens  Spelling jotters | |
| **The Learning Journey**   * You may wish to consider this section as a step-by-step guide. How will you implement the lesson? * Think about what **you** will do, and what the **pupils** will do. * Teaching points should include the precise information you want the learners to know or respond to. Please highlight teaching points within the learning journey. * Please show **when** the key teaching points will be addressed. Refer back to LI and SC. * Indicate your timings. | |
| **Activities:**  **Introduction**   * Board was filled out before the lesson * Ask children to look at front of class and remind them of the words they all collaborated on yesterday * Address the task and outline each step for the children * Ask group leaders to come to the front and pick-up spelling jotters whiteboards for everyone at the group (pens are already in the centre of the tables) * Advise the children how long they have for the task and ask them to start   **Learning**  The children were asked the previous day if there were any ‘soft g’ words they had problems spelling (e.g. “sausage”, “gym”, “manage” etc.). Every child had the chance to contribute at least one word.  During this lesson, with the words written on the board, they were all – individually - given dice. They would roll the dice and depending on the number they rolled, they would select 3 words from the board and write them in their spelling jotters in a certain way.  1 - RAINBOW  2 – UpPeRcAsE/lOwErCaSe  3 – Backwards  4 – Pyramids:  B  BA  BAC  BACK  5 – Alphabetically  6 – Vowels written in BLUE  After 15 minutes of this task, with most of the children having completed every word on the board, they were split into groups of 4. Each child was given a whiteboard and were told to test each other on their spelling of the words (without looking at jotters/whiteboards). The child who was asked would have to write down and vocally spell out the word a peer had asked. The whiteboard was then rotated around the group if the child spelled the word correctly.   * Alert the children when they are half-way through their allotted time * When the spelling jotter section is done, ask children how they found the task (thumbs up/down) * Advise them how long they have for their whiteboard task * Split the children into groups of 4 * Tell the children to start the task * Tell the children when they are half-way through their allotted time * Ask jotter monitors to collect the jotters at their tables, open at the relevant page, and bring them (& the whiteboards, wiped clean) to the front/desk   **Plenary**   * Ask the children how they found the lesson * Ask were areas of complications arose * Ask them if there was anything they would do differently next time * Ask if there were any words that weren’t on the board that they would like to know the spelling of | |
| **Consider the Design Principles**  Challenge and Enjoyment Breadth Progression Depth Personalisation and Choice Coherence Relevance | |
| **Reflections**  **Assessment of pupils’ learning**  Did the pupils achieve the desired learning? How do you know? Were there any particular challenges or successes? Did anything surprise you?  The pupils achieved the desired learning because the spelling jotters were marked and were all of a high standard.  Particular challenges arose from the children throwing the dice too harshly and spending quite a lot of time retrieving dice from under the tables. The teacher addressed this and asked the children to be more careful.  I was surprised by how engaged the children became during this task and I believe that the dice element of this lesson helped transform the task from boring to entertaining/engaging.  **Next steps for the pupils**  How will the pupils progress further? What needs to be done to support those still developing?  The pupils could be asked to select the top 5 words that they had the most trouble spelling correctly and write a short-story (1-2 paragraphs) for homework that included these 5 words. | |