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| **Lesson Plan****Date:** 03/02/2017**Lesson Title:** Literacy – “Around the World”**CfE Experience & Outcome(s):**Indicate the relevant aspects of the outcome. This will support you to identify the focus of the lesson. * I can describe the major characteristic features of Scotland’s landscape and explain how these were formed. SOC 2-07a
* By comparing my local area with a contrasting area out-with Britain, I can investigate the main features of weather and climate, discussing the impact on living things. SOC 2-12a
* To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are. LIT 2-18a
* Throughout the writing process, I can check that my writing makes sense and meets its purpose. LIT 2-23a
* I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. I recognise the need to acknowledge my sources and can do this appropriately. LIT 2-25a
* 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
* I can convey information, describe events, explain processes or combine ideas in different ways. LIT 2-28a

**Rationale / Context:** The classroom teacher has been trying to boost the children’s general knowledge, especially on geography (capital cities etc). This lesson is intended to be an immersive and creative experience to bind knowledge to creativity and add an exciting element to the acquisition of general geography knowledge.**Prior Learning:** The children have previously been given homework on finding the capital cities of given countries. Children completed a topic on Scotland in Primary 4 and have briefly been looking at the country again during ‘Scottish Week’ in school. |
| **Learning Intention(s):** What are the pupils actually learning?Do not confuse this with the activity.We are learning to: find characteristics/features of different countries and compare them to Scotland’s characteristics/features through a short story. |
| **Success Criteria:**How will the pupils know they have achieved the learning? Consider how you will evidence this learning. I will know I have been a successful learner because:1. I can extract relevant geographical knowledge from a textbook and name up to 5 facts about a chosen country
2. I can compare my country’s characteristics/features to another country’s
3. I have an understanding of the term “culture”
4. I have written at least one page of creative writing that contrasts my country’s characteristics/features to another country’s
 | **Consider the four types of evidence:**Say **Write** Make DoYou do not need all types of evidence all of the time!Write:* A creative writing story
* Notes
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| **Assessment:**Who will you be focussing your assessment on? (Individuals, group, **whole class**?)The whole group will be assessed through the marking of their finished stories. They must name 5 facts (SC1), and have written at least one page (SC4). |
| **Resources:*** Harris, T. (1986) Worldwide Wonders. 1st ed. Illinois: Educational Insights (Accessed: 20 January 2017).
* Pencils and rubbers/erasers
* Jotters
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| **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.
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| **Activities****Introduction***30 minutes** Create circle time environment
* Discuss countries with children and ask them for any previous knowledge they may have
* Outline the task and ask if they have any questions before beginning
* Ask them to write the date and heading “Around the World” in their Literacy jotters

**Learning***30 - 45 minutes** The children will read sections of text about different countries (extracted from the textbook and created into handouts)
* After reading the text, they will use the “scanning” technique to extract 5 relevant facts about other countries from the text, writing these facts into their jotters (note-taking)
* Using these 5 facts, the children will write a short creative story on 5 children living in these 5 countries and what the children do
* I will travel the room to ensure that all pupils are on track
* If a child is sitting with their hands up, I will approach them and ask if they need assistance. If the question asked is likely to be asked by another child, I will address the answer to the whole class

**Plenary***15 minutes** I will give the children a chance to swap with a partner so that they can traffic light and assess each other’s work.
* The children will be called back to circle time and 3-4 children will be asked to share their short stories to the class
* The children will have a chance to share what they have learned and ask any questions
* I will summarise their learning and ask them for a Fist of Five response in relation to how they felt about doing the task
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| **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?Due to the length of time taken to complete the tasks last week, I allocated much more time to this task.Most children managed to finish their creative stories, though some will finish under the class teacher’s supervision on Monday (6th).There was only time for 2 children to share their stories, however they were quite nervous to tell the class what they had written.**Next steps for the pupils**How will the pupils progress further? What needs to be done to support those still developing?Appropriate next steps would be to develop their creative writing experience, so as to give the children confidence in sharing their stories.Their fact extraction skills were quick and (on average) on-target. This is most likely due to their experience doing so in their recent Egyptology topic – there is no need to develop this further.**Self-evaluation of Teaching and Learning**Select one specific area of the standard. How effective were you during this lesson? Were there any particular challenges or successes?*GTCS: Student teachers: ϖ know how to promote and support the cognitive, emotional, social and physical wellbeing of all learners in their care, and show commitment to raising these learners’ expectations of themselves;*I plan to help raise the children’s self-esteem regarding their creative writing. I felt that I did well to encourage during this lesson.Challenges – Motivation: the children were eager to start ‘golden time’, but I managed to motivate through the promise (and seeing-through) of “Dojo” points.Successes – The stories produced were of a high standard, and it was clear that the children put a real effort into this work.**Next Steps in your Teaching**What could you do to improve the lesson? Was there anything you would do again? Are there any techniques or strategies you might employ in future? What further reading or research will you do?To improve the lesson, I would like to add an arts element, if given the time. The children would be allowed to draw each of their ‘characters’ and their 5 countries in the background, with discernible features to distinguish which country each ‘character’ belongs to.If I could do it over, I would perhaps narrow it down to 3 or 4 ‘characters’/countries, to save time and help the children keep motivated.Techniques/strategies I would employ in the future – I was quite pleased with the outcome when I advised that “Dojo” points would be given; I would like to use this again in the future. I understand, however, that these points cannot be given too liberally, or they will lose their meaning.For a continued lesson, I would maybe research other ways to give lessons on the world around Scotland. I would like to broaden the children’s depth of knowledge on world events and geography. I would like to look into innovative and interesting/captivating ways to teach children about other civilisations. |