**Individual Lesson Plan Format (Primary)**

**Class/Group: …………P.7…………… Lesson: …………Literacy……………… Date: …25/1/16……..…**

|  |
| --- |
| **Previous Experience*** **Learning about the use of adjectives and similes**
 |
| **Working towards outcomes of a Curriculum for Excellence*** **ENG-27a- I am learning to use language and style in a way which engages and/or influences my reader.**
 |
| **Literacy/Numeracy/ICT/HWB** (where appropriate): |
| ***Learning Intentions*** | ***Success Criteria*** |
| * **To use adjectives and similes correctly to create an atmosphere within our writing.**
* **To look at how descriptive language can be used to create an effective opening to our spooky stories.**
 | * **To write an opening to a scary story which contains both adjectives and similes.**
* **To build an atmosphere using descriptive writing.**
 |
| **Resources** | **IWB,**  |
| **Timing** |  | ***Assessment methods*** |
| 5 minutes5 minutes10 minutes20 minutes 10 minutes  | **Setting the context/Beginning the lesson (Introduction)**Looking at the images on the power point and answering the questions. Recap similes and adjectives.**Teaching the learning intentions (Development)** Come up with a list of adjectives and similes which can be used in a spooky story.Complete a series of sentences with adjectives and similes from the list. Write an opening for their scary story using at least two similes and four adjectives. (Show example)**Ending the lesson (Plenary)**(If they have finished early they can illustrate their stories.)Read some volunteers out, get the class to count how many adjectives and similes they have in their work. (Includes numeracy) | Have the pupils managed to engage in a class discussion in which they were all given a chance to speak?Have the class been able to identify what a simile and an adjective are- if not do not carry on.Have the class come up with at least 6 correct examples of each?Have the class been able to complete at least three of the sentences with different examples?Have the class written at least a paragraph length story introduction containing the minimum number of adjectives and similes while maintaining the correct writing style?Can the pupils listen to each-others stories without interrupting? Can the pupils identify similes and adjectives without seeing them written down? |
| **Success Criteria Results** | **Next steps for the children** |
| * Have the pupils written story introductions using both adjectives and similes?
* Have the pupils managed to keep to the correct genre of writing?
* Have the pupils used a range of adjectives and similes rather than simply repeating ones they have already used.
 | * Do the same task but using different adjectives and similes to create a completely different atmosphere within their stories.
* Use another classmates descriptions to try and draw an image which can be used to illustrate their story. (Do it anonymously)
 |
| **EVALUATING MY PRACTICE** |
| **Going well (what worked and why?)** | **Areas for development (what didn’t work and why?)** |
| **Next Steps for Me** |