**Individual Lesson Plan Format (Primary)**

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

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| **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 minutes  5 minutes  10 minutes  20 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** | | | | | | |