**Topic seven task edn2104 – Alun Hixson**

**Example Lesson Plan Summary:**

This resource explores the informative aspects of non-fiction texts. Students explore elements such as content-specific vocabulary, classifying information, and report writing. The Wolf Presentation is well illustrated, allowing visual learners to connect and engage in the content.

**Australian Curriculum Links:**

* Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454)
* Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660).
* Describe some differences between imaginative informative and persuasive texts (ACELY1658)
* Develop and explore informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)

**Assessment:**

* **Formative:** Questions and feedback to ensure ongoing engagement and understanding

**Summative**: Marking rubric aligned to Australian Curriculum Outcomes attached

**My Lesson Plan Summary:**

This resource will explore the informative aspect of a non-fiction text about ‘Tidalick’ the frog, which is a dream time story based on aboriginal culture. The students will explore essential things such as vocabulary which is specific to the book, be able to recall information from the book, report writing and different sounds represented in the story, and at the end to be able to tell the moral of the story. The book about ‘Tidalick’ the frog has colorful pictures which will cater for those students who are visual learners, this will help develop engagement in the activity for those students. I believe it is important for young students to learn about different cultures, because Australia is a very multicultural country and so through introducing a book which is based on an aboriginal dream time I am also developing students’ knowledge of culture and acceptance of different cultures.

As a teacher I will cater for all my student’s needs, my classroom will be inclusive and require all students to participate in order to learn the key fundamental skills, which will be taught. I believe that a mixed ability classroom setting and cooperative learning strategies that are incorporated in classrooms can have a significant effect on a child’s developmental phase. As a future teacher, I would try to make my teaching as responsive as possible to meet the learning needs of all the students in the classroom, by frequently evaluating students learning through conducting interactive activities from which students can have the opportunity to modify their understanding and apply their learning through group and individual activities.

**Australian curriculum links:**

* Understand that a sound can be represented by various letter combinations [(ACELA1825)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1825)
* Identify visual representations of characters’ actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words [(ACELA1469)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1469)
* Discuss the characters and settings of different texts and explore how language is used to present these features in different ways [(ACELT1591)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1591)
* Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=audience), purpose, [context](http://www.australiancurriculum.edu.au/glossary/popup?a=E&t=context) and cultural background [(ACELA1460)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELA1460)
* Compare opinions about characters, events and settings in and between texts [(ACELT1589)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACELT1589)

(Acara, 2016)

**My Assessment:**

Formative assessment: The Use of the interactive board to find animated video version of ‘Tidalick’ the frog story, students to recall information on the story that they have learnt. This will enable all students to participate.

The use of observation sheets while students are engaging in group activities to ensure that students develop interaction and communication with their peers.

Conduct a feedback at the end of class, through questioning, to see if students have understood the lesson, and if they enjoyed the lesson.

Key ideas they have learnt in class group discussion so students do not feel left out.

Summative assessment: The marking rubric will be aligned to the Australian curriculum.

Written story about an animal associated in the story, and why they have chosen that animal, and the moral of the story e.g. “Don’t be greedy”.

Help students identify parts of their learning that need progress and improvement, this could be determined by a test at the end of the learning, this could then help the teacher address the problem early, so students can develop and improve on their learning.