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| EduTextIDbwjpg | | | **EDC3100 Lesson Planning Template** | | | | | |
| **Year Level/s:**  4 **Date:** Monday 19th May 2014 **Learning area (subject):** Mathematics **Duration:** | | | | | | | | |
| What is the learning experience / broad issue / concept / focus of the learning from the unit that this lesson relates to? | | | | | | | | |
| Data collection and recording of data. | | | | | | | | |
| Lesson **Objective**: What specific part of Learning Experience does **this** lesson aim to develop? A good objective must indicate “Given what, Do what, How well?” | | | | | | | | |
| Select and trial methods for data collection, including survey questions and recording sheets. | | | | | | | | |
| **Know and Do:** By the end of the lesson what knowledge (content and understandings) and skills (processes) do students need to develop? | | | | | | | | |
| Students need to **know** ...  How to select and record data. | | | | | Students need to **be able to** ...  Select and record data using recording sheets. | | | |
| **Evaluation/Monitoring and Assessment:** | | | | | | | | |
| **Prior Knowledge: *(How will I find out what the students know and/or remember?)*:**    Students have already started work on the concept of data collection. Students will be asked to recall prior learning | | **Formative Assessment: *(How will I monitor student understanding along the way?):***   * Anecdotal * Observational * One to one conferencing | | | | **Summative Assessment:** ***(How will I provide concrete evidence of student learning?):***  Students are required to complete assessment tasks SP4; SP5; SP6 (pp. 80-83). Linthorne, C. (2011). *iMaths 4*. National Edition. Tracker book. Student Assessment and Problem solving tasks. (pp. 80-83). Buderim Qld; Firefly Education. Mentor Instructions. | | |
| **Resources needed:** |  | | | | | | | |
| **Teaching Strategies and Learning Steps What to say Organisation/Resources Individualising learning** | | | | | | | | |
| **Introduction: Key learnings and how they will be achieved**  Whole class participation***(Consider strategies, relevance, individual/group work, clarify student understandings of task, etc.)*** | | | | | | | | |
| **Time Allocation:** 20mins | | | | **Teachers will:** | | | | |
| **Students will:**  Recall from previous lessons, how to organise data.  Students are shown stimulus image on IWB. How would you organise the data shown?  <http://www.dreamstime.com/stock-images-farm-animals-front-white-background-image33476214>  Food source; two legs; feathered; furry; beaks; snout; Mouth; Does the animal produce food for me to eat or drink. | | | | *What key messages will I convey?*  Is there a single method to best categorise/ organise the data?  *What strategies will I use to do this?*  Engage student in discussion about how best to organise the animals in the stimulus image.  <http://www.dreamstime.com/stock-images-farm-animals-front-white-background-image33476214> | | | *What resources do I need?*  Lap top.  Smartboard.  Internet access. | *How can I make adjustments to meet individual student needs?*  Students may use a collection of toy animals to determine the best method of categorising / organising the farm animals. |
| **Lesson Body: - step by step outline of learning experience sequence *(Consider HOTS tasks, monitoring understandings, provision and use of resources, general student responsibilities etc.)*** | | | | | | | | |
| **Time Allocation:** 40mins | | | | **Teachers will:** | | | | |
| **Students will :**   * Make their way to the staff car park in an orderly and quiet manner. (*Alternatively, collect data, passing cars from inside fence line*). * Record the manufacturer name of each car in the car park and the quantity of the particular vehicle. **(How will you make sure you do not count the same vehicle more than once?)** * Collate the information gathered and construct a column graph of their findings in their grid book. | | | | *What strategies will I use to facilitate, guide and enable students to achieve the learning?*  Monitor student behaviour and assist with data collection where required. | | | *What resources do I need?*  Permission to enter Staff car park. (*Alternatively collect data of passing cars from inside fence line*)  Note pads  Grid books  Pencils  Erasers | *How will I know if students are achieving the learning objective/s?*  If the students are,   * Organising and recording data accurately. * Transferring data accurately onto the graph. * Students are able to explain data collected to peers. |
| **Conclusion:** R**eviewing learning/Summarising/Articulating where to next *(Strategies to capture learning that occurred and move thinking forward.)*** | | | | | | | | |
| **Time Allocation: 20 mins** | | | | **Teachers will:** | | | | |
| **Students will:**   * Students choose one category from the school tuck shop menu (Hot food, Sandwiches/wraps; Drinks; Snacks). Students construct a graph using the data in their given category. | | | | *How will I help students to synthesise learnings?*  Support and check for understanding | | | *What plans are in place for those who finish early?*   * Students use iPads/PCs to complete Scatter Graph activities at <http://www.mymaths.co.uk/samples/sampleLessonScatterGraphs.swf> | *What about those who need more time?*  Students who require more time will have an opportunity to complete the task during lunch break of before school tomorrow. |

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| **Reflection and Adjustments**  **Prac Course:** EDC3100 **Week:** 1 **Lesson No: Unit/ Topic Area:** | |
| **Did students learn what they were supposed to?** | **How could this lesson be improved for next time?** |
| ***(Self-evaluation of learning experience outcomes)***  The majority of students learned to collect data and then represent the data in a column graph with some assistance, which was the aim of the lesson.  Some students feigned learned helplessness. Some refused to do any work at all; they eventually did a little work but would have learned nothing at all. | ***(If I was to teach this lesson again what would I change and why?)***  I need to be more specific with instructions.  The lesson could have been better by differentiating more. I had the  students construct a table to record data and it may have been more  effective to print the table out. There was no benefit to have the  students construct the graph. The lesson was about collecting data.  I assumed they would be able to construct a simple graph. They  could, very easily with a little more guidance. There was no need to  construct a graph.  Behaviour management is a real issue although my mentor thought  Things were not that bad. |
| **What’s next?** | **How were authoritative pedagogies supported?** |
| ***(Points to inform subsequent lesson)***  Introduction of lesson.  Picture graph; suggestion. Use you tube video (https://www.youtube.com/watch?v=\_KGnYSMUW2Q) and pptx. to introduce concept.  Body of lesson  Students survey each other to see which subject they prefer at school and complete a picture graph based on the findings. | ***(e.g. Productive Pedagogies, Bloom’s Taxonomies, Habits of Mind)***(remember).  I did draw on prior learning to plan the plan and implement the lesson. In a previous lesson the students had constructed a bar graph using their spelling words tests as the data.  (understand).  What data can I draw from the stimulus image? How can I organise/ catagorise?  (Apply).  Construct a graph and collate the data (tally marks….).  (Analyse).  What can I determine from the data? What has the data told me?  (Evaluate).Is the data accurate?  (Create). From this data can you……? |

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| **Year Level/s: 4 Date: 20/05/2014 Learning area (subject): Mathematics Duration:** | | | | | | | | | | | |
| What is the learning experience / broad issue / concept / focus of the learning from the unit that this lesson relates to? | | | | | | | | | | | |
| Data collection and recording of data. | | | | | | | | | | | |
| Lesson **Objective**: What specific part of Learning Experience does **this** lesson aim to develop? A good objective must indicate “Given what, Do what, How well?” | | | | | | | | | | | |
| Select and trial methods for data collection, including survey questions and recording sheets. | | | | | | | | | | | |
| **Know and Do:** By the end of the lesson what knowledge (content and understandings) and skills (processes) do students need to develop? | | | | | | | | | | | |
| Students need to **know** ...  How to select and record data. | | | | | | Students need to **be able to** ...  Construct a column graph.  Organise and collect data.  Select and record data using recording sheets. | | | | | |
| **Evaluation/Monitoring and Assessment:** | | | | | | | | | | | |
| **Prior Knowledge: *(How will I find out what the students know and/or remember?)*:**    Recall lesson 1 data collection. | | **Formative Assessment: *(How will I monitor student understanding along the way?):***  Anecdotal  Observational  One to one conferencing  Review samples of student work. | | | | | | **Summative Assessment:** ***(How will I provide concrete evidence of student learning?):***  Students are required to complete assessment tasks SP4; SP5; SP6 (pp. 80-83). Linthorne, C. (2011). *iMaths 4*. National Edition. Tracker book. Student Assessment and Problem solving tasks. (pp. 80-83). Buderim Qld; Firefly Education. Mentor Instructions. | | | |
| **Resources needed:** |  | | | | | | | | | | |
| **Teaching Strategies and Learning Steps What to say Organisation/Resources Individualising learning** | | | | | | | | | | | |
| **Introduction: Key learnings and how they will be achieved *(Consider strategies, relevance, individual/group work, clarify student understandings of task, etc.)*** | | | | | | | | | | | |
| **Time Allocation: 20 mins** | | | | | **Teachers will:** | | | | | | |
| **Students will:**  Students participate in a survey of their peers to collect and organise data.  A sample of stimuli to choose from;   * Favourite colours. (Blue, red, yellow, green) * Favourite TV shows. (1., 2., 3., 4) * Favourite flavours of ice cream. (Choc-chip, strawberry, rainbow, toffee)   Select 4-5 points of interest in a category.   * One student to model data collection and organisation with assistance from teacher. * Students provide data for collection from stimulus. * Repeat with each of the four points of interest.     Students compare and correct where necessary after reviewing teacher model. | | | | *What key messages will I convey?*  Engage students into the lesson by drawing on the previous learning. i.e. Column graph constructed using spelling test scores.  *What strategies will I use to do this?*  Draw on prior learning to plan the plan and implement the lesson. (Remember).  In a previous lesson the students had constructed a bar graph using their spelling words tests as the data.  (Understand).  Upon completion of student participation teacher to display completed graph. | | | *What resources do I need?*   * Copy of previous learning. Graph. * IWB * PC/ Mac. Cables. | | | *How can I make adjustments to meet individual student needs?*  Confident and capable students model for students with learning difficulties.  The more capable learners swap with others to complete data collection and organisation with assistance of teacher if required. | |
| **Lesson Body: - step by step outline of learning experience sequence *(Consider HOTS tasks, monitoring understandings, provision and use of resources, general student responsibilities etc.)*** | | | | | | | | | | | |
| **Time Allocation:30** | | | | | **Teachers will:** | | | | | | |
| **Students will :**  (Apply).   * Students conduct a survey amongst their peers. Groups of 4-6 students per group. * Collect and organise data. * Construct a column graph from survey data.   (Analyse).  What can I determine from the data? What has the data told me? | | | | | *What strategies will I use to facilitate, guide and enable students to achieve the learning?*  Play Move to Learn video on IWB, Stop halfway through (2½ mins).  Poll students. Who wants to watch the rest?  How do we get accurate results?  Poll your peers. Record data. Construct a column graph to represent data. | | | | *What resources do I need?*   * Copy of previous learning. Graph. * IWB * PC/ Mac. Cables. * Move to Learn video. | | *How will I know if students are achieving the learning objective/s?*  If the students are,   * Participation levels are high. * Organising and recording data accurately. * Transferring data accurately onto the graph.   Students are able to explain data collected to peers. |
| **Conclusion:** R**eviewing learning/Summarising/Articulating where to next *(Strategies to capture learning that occurred and move thinking forward.)*** | | | | | | | | | | | |
| **Time Allocation:** | | | | | **Teachers will:** | | | | | | |
| **Students will:**  (Evaluate)  Is the data accurate? Can a peer read and understand your data? | | | | | *How will I help students to synthesise learnings?*  Assist students where necessary to explain data collected to peer group. | | | | *What plans are in place for those who finish early?*  Students who finish early are to commence SP Organising Data. (p. 144) iMaths 4 National Edition. Student Book. Mentor teacher instruction. | | *What about those who need more time?*  Students will be able to complete the task whilst others are completing (p. 144) in textbook.  Mentor teacher instruction. |

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| **Reflection and Adjustments**  **Prac Course: EDC3100 Week: 2 Lesson No: Unit/ Topic Area:** | |
| **Did students learn what they were supposed to?** | **How could this lesson be improved for next time?** |
| ***(Self-evaluation of learning experience outcomes)***  This lesson was a lot better than previous lesson.  The learning outcomes were reached and there was even time for a minor assessment of learning at the end.  Students who are normally disengaged were engaged and this blew me away.  Without any encouragement they went about their work, completed the set task efficiently and neatly.  I used Learn To Move as the carrot. After the introduction, I played the video part the way through and had the students conduct a survey amongst their classmates. Who wants to see the rest of the video now or at the end of the lesson? Off you go, survey your peers and organise the data. | ***(If I was to teach this lesson again what would I change and why?)***  Specific instructions are still lagging.   * Silence is required * Work on your own. * Use your ruler * Draw a neat table. * I need to model instructions more explicitly. |
| **What’s next?** | **How were authoritative pedagogies supported?** |
| ***(Points to inform subsequent lesson)***  Picture graphs.  Positive behaviour recognition.  Less negative behaviour recognition.  Activities that engage are gold. | ***(e.g. Productive Pedagogies, Bloom’s Taxonomies, Habits of Mind)*** (Remember).  I did draw on prior learning to plan the plan and implement the lesson. In a previous lesson the students had constructed a bar graph using data collected in car park.  (Understand).  What data can I draw from the stimulus image? How can I organise/ catagorise?  (Apply).  Construct a graph and collate the data (tally marks….).  (Analyse).  What can I determine from the data? What has the data told me?  (Evaluate). Is the data accurate?  (Create). From this data can you……? |

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| EduTextIDbwjpg | | | **EDC3100 Lesson Planning Template** | | | | | | | | |
| **Year Level/s: 4 Date: 20/05/2014 Learning area (subject): Mathematics Duration:** [[1]](#footnote--1) | | | | | | | | | | | |
| What is the learning experience / broad issue / concept / focus of the learning from the unit that this lesson relates to? | | | | | | | | | | | |
| Geometric reasoning. | | | | | | | | | | | |
| Lesson **Objective**: What specific part of Learning Experience does **this** lesson aim to develop? A good objective must indicate “Given what, Do what, How well?” | | | | | | | | | | | |
| Compare angles and classify them as equal to, greater than or less than a right angle. | | | | | | | | | | | |
| **Know and Do:** By the end of the lesson what knowledge (content and understandings) and skills (processes) do students need to develop? | | | | | | | | | | | |
| Students need to **know** ...  How to compare and classify angles as equal to, greater than or less than a right angle. | | | | | | Students need to **be able to** ...  Compare and classify angles as equal to, greater than or less than a right angle. | | | | | |
| **Evaluation/Monitoring and Assessment:** | | | | | | | | | | | |
| **Prior Knowledge: *(How will I find out what the students know and/or remember?)*:**  How is “Angle” similar or different to “Angel?”  What is an angle?  Where can you find an angle?  What does an angle look like? | | **Formative Assessment: *(How will I monitor student understanding along the way?):***  Observational.  Participation in whole class discussion.  Students record lesson information on graphic organizer handout. | | | | | | **Summative Assessment:** ***(How will I provide concrete evidence of student learning?):***  Students are to identify and classify a series of angles within a range of geometric shapes provided. | | | |
| **Resources needed:** |  | | | | | | | | | | |
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| **Teaching Strategies and Learning Steps What to say Organisation/Resources Individualising learning** | | | | | | | | | | | |
| **Introduction: Key learnings and how they will be achieved *(Consider strategies, relevance, individual/group work, clarify student understandings of task, etc.)*** | | | | | | | | | | | |
| **Time Allocation: 15 mins** | | | | | **Teachers will:** | | | | | | |
| **Students will:**  Participate in whole class warm up.  Last person standing game.  Multiplication challenge.  Students participate in whole class discussion. What is different about ANGLE & ANGEL images in PowerPoint. | | | | *What key messages will I convey?*  Warm up.  Last person standing.  Everyone who participates earns 2 bonus Class DoJo points.  Show images and engage students in discussion. What are the differences? | | | *What resources do I need?*   * Classroom * Students. * PowerPoint presentation | | | *How can I make adjustments to meet individual student needs?*  Simple multiplication questions for ESL student. Visual aids. Extended wait time.  I will come back to you in one minute. | |
| **Lesson Body: - step by step outline of learning experience sequence *(Consider HOTS tasks, monitoring understandings, provision and use of resources, general student responsibilities etc.)*** | | | | | | | | | | | |
| **Time Allocation: 30 mins** | | | | | **Teachers will:** | | | | | | |
| **Students will**:  Make card to record information about angles.   * Straight * Right * Obtuse * Acute   Students record   * definition of and * parts of an angle on their card. Ray, Arm, Vertex..... | | | | | *What strategies will I use to facilitate, guide and enable students to achieve the learning?*  Model how to make card.  Model how to record diagrams and information.  Model how and where to record information.  Engage students in discussion. What is an angle? What are the parts of an angle called. | | | | *What resources do I need?*   * IWB * PC/ Mac. Cables. * PowerPoint presentation, (Angles) * Handout of Angles card to make. | | *How will I know if students are achieving the learning objective/s?*  Observe students have correctly recorded information as modeled and correct where necessary. |
| **Conclusion:** R**eviewing learning/Summarising/Articulating where to next *(Strategies to capture learning that occurred and move thinking forward.)*** | | | | | | | | | | | |
| **Time Allocation: 30mins** | | | | | **Teachers will:** | | | | | | |
| **Students will:**   * Manipulate interactive clock on IWB * Complete handout: Identify and label angles in diagrams. * Demonstrate understanding using IWB tools. | | | | | *How will I help students to synthesise learnings?*  Facilitate discussion.  Use IWB as carrot for students to participate. Students demonstrate understanding to peers through use of IWB. Teacher asks a number of students to set time to ....... and class use individual whiteboards to draw and label angle the clock hands have made. | | | | *What plans are in place for those who finish early?*  Students who finish early are to commence SP Organising Data. (p. 144) iMaths 4 National Edition. Student Book.  Mentor teacher instruction. | | *What about those who need more time?*  Students will be able to complete the task whilst others are completing (p. 144) in textbook.  Mentor teacher instruction.  Teacher checks for understanding/ individual whiteboards. |

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| **Reflection and Adjustments**  **Prac Course: EDC3100 Week: 2 Lesson No: Unit/ Topic Area:** | |
| **Did students learn what they were supposed to?** | **How could this lesson be improved for next time?** |
| ***(Self-evaluation of learning experience outcomes)***  This lesson was on a par with previous lesson.  The learning outcomes were reached.  I tried desperately to draw thoroughly disengaged student in, however to no avail.  I lost the students nearing the end. The length of lesson made it boring for the students; lesson was too long. | ***(If I was to teach this lesson again what would I change and why?)***  Specific instructions are still in need of work, however  Behaviour was managed so much better this time around. Instructions were  clear, concise and ONE at a time! Worked really well.   * Silent treatment/ I will wait! * Move your name! * Positive/ negative. * Positive (broadcast it!!!). * Stop, pencils down, eyes on me. I will know you’re ready when….. |
| **What’s next?** | **How were authoritative pedagogies supported?** |
| ***(Points to inform subsequent lesson)***  Behaviour management still needs work but much better. | ***(e.g. Productive Pedagogies, Bloom’s Taxonomies, Habits of Mind)***  (Remember).  I did draw on prior knowledge to plan and implement the lesson. What do the students know already?  (Understand).  What are the differences between Angle and Angel?  (Apply).  Discuss with peer group.  (Analyse).  How, When, Where, Why is this important to me?  (Evaluate). Can I use this information? Where can I see angles? |

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| EduTextIDbwjpg | | | **EDC3100 Lesson Planning Template** | | | | | |
| **Year Level/s:** 4 **Date:** Prac placement 19/05/2014- 06/06/2014 **Learning area (subject):** English**:** Language; Text structure and organisation. **Duration:** | | | | | | | | |
| What is the learning experience / broad issue / concept / focus of the learning from the unit that this lesson relates to? | | | | | | | | |
| Understand how texts are made cohesive through the use of linking devices including pronoun reference and [text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) connectives [(ACELA1491)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1491)  Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech[(ACELA1492)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1492) | | | | | | | | |
| Lesson **Objective**: What specific part of Learning Experience does **this** lesson aim to develop? A good objective must indicate “Given what, Do what, How well?” | | | | | | | | |
| Effective use of commas, subordinates, tiny conjunctions. | | | | | | | | |
| **Know and Do:** By the end of the lesson what knowledge (content and understandings) and skills (processes) do students need to develop? | | | | | | | | |
| Students need to **know** ...  How to improve meaning of their sentences. | | | | | Students need to **be able to** ...  Correctly use commas, subordinates, tiny conjunctions to improve meaning. | | | |
| **Evaluation/Monitoring and Assessment:** | | | | | | | | |
| **Prior Knowledge: *(How will I find out what the students know and/or remember?)*:**  KWL chart. What do you know; want to know; about commas, subordinates, tiny conjunctions? | | **Formative Assessment: *(How will I monitor student understanding along the way?):***  What have I learnt about commas, subordinates, tiny conjunctions? | | | | **Summative Assessment:** ***(How will I provide concrete evidence of student learning?):***  Students are editing a story for their English assessment set by the Mentor teacher. | | |
| **Resources needed:** |  | | | | | | | |
| **Teaching Strategies and Learning Steps What to say Organisation/Resources Individualising learning** | | | | | | | | |
| **Introduction: Key learnings and how they will be achieved *(Consider strategies, relevance, individual/group work, clarify student understandings of task, etc.)*** | | | | | | | | |
| **Time Allocation: 20 mins.** | | | | **Teachers will:** | | | | |
| **Students will:**  Offer students an opportunity to read an unedited poorly composed text with a puppet. (Big Mouth Bob, handout).  Watch clever comma video. Whole class discussion around tiny conjunctions, clever commas and subordinates. | | | | *What key messages will I convey?*  Use a puppet to read an unedited poorly composed text.  Question students about the meaning within the text/ why was it difficult to read, comprehend for meaning?  Where to place commas, tiny conjunctions and subordinates to help improve meaning in a sentence.  *What strategies will I use to do this?*  Show clever comma video, engage students in discussion of video. | | | *What resources do I need?*   * IWB * Mac/ PC * Clever comma video. * Cables. | *How can I make adjustments to meet individual student needs?*  ESL student may require captions. Have captions turned on. |
| **Lesson Body: - step by step outline of learning experience sequence *(Consider HOTS tasks, monitoring understandings, provision and use of resources, general student responsibilities etc.)*** | | | | | | | | |
| **Time Allocation: 40mins** | | | | **Teachers will:** | | | | |
| **Students will :**   * Edit text that provided via power Point PowerPoint. * Rewrite corrected text in Orange dot English books. * Margin; Date; Heading. | | | | *What strategies will I use to facilitate, guide and enable students to achieve the learning?*  Teacher to model and verbalise thinking/ edit text for students.  Now we do the next one together.  The next two are for the students to edit on their own. Teacher to roam and check for understanding | | | *What resources do I need?*  IWB  PowerPoint. | *How will I know if students are achieving the learning objective/s?*  Roam and check for understanding. |
| **Conclusion:** R**eviewing learning/Summarising/Articulating where to next *(Strategies to capture learning that occurred and move thinking forward.)*** | | | | | | | | |
| **Time Allocation: 20 mins.** | | | | **Teachers will:** | | | | |
| **Students will:**  A selection of students will demonstrate how to edit text for their peers using lesson developed in IWB. (Edit text, Stephen Druery)  Students use puppet to reread correctly edited text.  Students cut out, fold and colour fan. (Handout, tiny conjunctions)  For; And; Nor; But; Or; Yet; So | | | | *How will I help students to synthesise learnings?*  teacher to engage students in discussion regarding improved text.  Teacher will assist learners with IWB and editing of text. | | | *What plans are in place for those who finish early?*  Continue to edit assignment. | *What about those who need more time?*  Students may ask peers for assistance. May continue to edit as the student helpers edit text for class. |

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| **Reflection and Adjustments**  **Prac Course: EDC3100 Week: 2 Lesson No: Unit/ Topic Area:** | |
| **Did students learn what they were supposed to?** | **How could this lesson be improved for next time?** |
| ***(Self-evaluation of learning experience outcomes)***  Students enjoyed the video.  Mentor teacher suggested I stop the video periodically and highlight teaching points. This did not work well. To distracting for students focus was broken; | ***(If I was to teach this lesson again what would I change and why?)***  Next time I will play video all the way through and 2nd time break it  down into teaching points, otherwise video worked well. |
| **What’s next?** | **How were authoritative pedagogies supported?** |
| ***(Points to inform subsequent lesson)***  Time ran out so we have to edit assignment text as a class and individually next lesson then conduct lessons covering Independent and Dependent clauses. | ***(e.g. Productive Pedagogies, Bloom’s Taxonomies, Habits of Mind)***  (Remember).  I did draw on prior knowledge to plan and implement the lesson. What do the students know already? Current English assignment  (Understand).  Puppet demonstrates poorly unedited text.  Watch and discuss video content, three major points. Tiny conjunctions; Subordinates; Clever commas.  (Apply).  Edit text with reference to above.  (Analyse).  Has the text been improved? How did these features improve the text?  (Evaluate). Can I use this information? Can I see these features in my assignment? |

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| EduTextIDbwjpg | | | **EDC3100 Lesson Planning Template** | | | | | |
| **Year Level/s:** 4 **Date:** Prac placement 19/05/2014- 06/06/2014 **Learning area (subject):** English**:** Language; Text structure and organisation. **Duration:** | | | | | | | | |
| What is the learning experience / broad issue / concept / focus of the learning from the unit that this lesson relates to? | | | | | | | | |
| Understand how texts are made cohesive through the use of linking devices including pronoun reference and [text](http://www.australiancurriculum.edu.au/Glossary?a=E&t=text) connectives [(ACELA1491)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1491)  Recognise how quotation marks are used in texts to signal dialogue, titles and quoted (direct) speech[(ACELA1492)](http://www.australiancurriculum.edu.au/Curriculum/ContentDescription/ACELA1492) | | | | | | | | |
| Lesson **Objective**: What specific part of Learning Experience does **this** lesson aim to develop? A good objective must indicate “Given what, Do what, How well?” | | | | | | | | |
| Identify and use independent and dependent clauses. | | | | | | | | |
| **Know and Do:** By the end of the lesson what knowledge (content and understandings) and skills (processes) do students need to develop? | | | | | | | | |
| Students need to **know** ...  How to identify independent and dependent clauses. | | | | | Students need to **be able to** ...  Correctly, edit independent and dependent clauses using commas, subordinates, tiny conjunctions to improve meaning. | | | |
| **Evaluation/Monitoring and Assessment:** | | | | | | | | |
| **Prior Knowledge: *(How will I find out what the students know and/or remember?)*:**  Recap tiny conjunctions (FANBOYS) commas and subordinates. | | **Formative Assessment: *(How will I monitor student understanding along the way?):***  Edit independent and dependent clauses to improve meaning? | | | | **Summative Assessment:** ***(How will I provide concrete evidence of student learning?):***  Students are editing a story for their English assessment set by the Mentor teacher. | | |
| **Resources needed:** |  | | | | | | | |
| **Teaching Strategies and Learning Steps What to say Organisation/Resources Individualising learning** | | | | | | | | |
| **Introduction: Key learnings and how they will be achieved *(Consider strategies, relevance, individual/group work, clarify student understandings of task, etc.)*** | | | | | | | | |
| **Time Allocation: 15 mins.** | | | | **Teachers will:** | | | | |
| **Students will:**  In pairs recall what they remember about FANBOYS, Subordinates and Commas. Record thinking and share with class. | | | | *What key messages will I convey?*  FANBOYS, Subordinates and Commas help sentences make sense. | | | *What resources do I need?*   * IWB/ Lesson developed by Stephen Druery. * Mac/ PC | *How can I make adjustments to meet individual student needs?*  ESL student Will require assistance of teacher aid. |
| **Lesson Body: - step by step outline of learning experience sequence *(Consider HOTS tasks, monitoring understandings, provision and use of resources, general student responsibilities etc.)*** | | | | | | | | |
| **Time Allocation: 30mins** | | | | **Teachers will:** | | | | |
| **Students will :**  Follow along as teacher models independent and dependent clauses.  Students will edit independent and dependent clauses with assistance of teacher to improve meaning.  Students will edit independent and dependent clauses independently to improve meaning. | | | | *What strategies will I use to facilitate, guide and enable students to achieve the learning?*  Teacher will model and verbalise thinking for the students; how to identify and edit independent and dependent clauses.  Teacher will assist students to identify and edit independent and dependent clauses.  Teacher will monitor students as they independently identify and edit independent and dependent clauses. | | | *What resources do I need?*  IWB/ lesson independent and dependent clauses. | *How will I know if students are achieving the learning objective/s?*  Roam and check for understanding. |
| **Conclusion:** R**eviewing learning/Summarising/Articulating where to next *(Strategies to capture learning that occurred and move thinking forward.)*** | | | | | | | | |
| **Time Allocation: 15 mins.** | | | | **Teachers will:** | | | | |
| **Students will:**  A selection of students will demonstrate on the IWB how to edit independent and dependent clauses for their peers. | | | | *How will I help students to synthesise learnings?*  Teacher will assist students with use of IWB and assist students with editing if required.  Teacher to engage students in discussion regarding improved text. | | | *What plans are in place for those who finish early?*  Continue to edit assignment as per Mentor teacher instructions. | *What about those who need more time?*  ESL student will require assistance of teacher aide*.* |

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| **Reflection and Adjustments**  **Prac Course: EDC3100 Week: 2 Lesson No: Unit/ Topic Area:** | |
| **Did students learn what they were supposed to?** | **How could this lesson be improved for next time?** |
| ***(Self-evaluation of learning experience outcomes)***  I struggled with behaviour management in this lesson.  Not enough public exhibition of on task students and positive behaviour. Too much focus on negatives! | ***(If I was to teach this lesson again what would I change and why?)***  The structure of the lesson was sound however more attention to  positive behaviours required on my behalf. |
| **What’s next?** | **How were authoritative pedagogies supported?** |
| ***(Points to inform subsequent lesson)***   * Noun groups * Verb groups * Improve meaning of assignment text. | ***(e.g. Productive Pedagogies, Bloom’s Taxonomies, Habits of Mind)***  (Remember).  Recap; Tiny conjunctions; Subordinates; Clever commas. Prior knowledge used to plan and implement the lesson. What do the students know already? How can they use this information? Current English assignment  (Understand).  Independent and dependent clauses.  (Apply).  Edit text with reference to above.  (Analyse).  Has the text been improved? How did these features improve the text?  (Evaluate). Can I use this information? Can I see these features in my assignment? If not can I use them to improve meaning? |

1. [↑](#footnote-ref--1)