**LESSON PLAN**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subject**  **English** | | **Class**  **Year 10** | **Unit**  **Trash** | **Topic**  **Media Articles** |
| **Achievement Objective(s)**  **Level 5: Reading, Writing and Presenting.**  Purpose and Audience: Students will show an understanding of how to shape texts for different audiences and purposes.  Students will recognise and understand how texts are structured for a range of purposes, audiences and situations.  Language features: Students will select and use a range of language features appropriately, showing an understanding of their effects. Students will use an increasing vocabulary to make meaning. | | | | |
| **Learning Outcome(s) and/or Learning Intentions**  *What should the students learn?*  *Students will learn how different media articles are written with a particular audience in mind.*  *Students will recognise text features which formalise writing.* | | | **Assessment and/or Success Criteria**  *How do we know what we have learnt?*  *Students will annotate the media articles from Trash identifying key text features. (Found in the middle of the novel)*  *Students will write their own media article on a different event from one of the four media outlets presented in the novel. This will show an understanding of the particular angle these media outlets have taken.* | |
| **Key Competency Focus**  *The main focus*  In this lesson the main focus is **Using Language, Symbols and Texts** to look at the way the articles are working from *Trash* and for the students to write their own. | | | | |
| **Time** | **Student Learning Activities** | | **Teacher Activities/Actions** **and brief rationale** (*Including Focus Questions)* | |
|  | **Starter**  *Engaging students’ interest*  *Finding out existing knowledge and skills*  *Making it relevant*  **Do Now**  Recap on the findings on all four articles from the expert groups in the previous lesson.  **Main Activity:**  From the perspective of one of the media outlets from the four articles in *Trash* write your own recount of when Jun-Jun/Rat steals the money from Father Julliard and the Mission school’s safe.  If you would prefer to write it about a different event – talk to the teacher about it.  You account can be written – but if you would like to extend this – you can write it for news broadcast, radio broadcast, social media etc. If this is your plan approach the teacher and ‘sell’ your idea.  You will need to hand in a copy of your own media article for marking.  **Conclusion** (wrap up)  *Reflection*  Share with the class – what angle are you taking?  Why?  How does your article support or fracture the issues to do with world poverty that we are discussing. | | The Teacher will model answers if necessary and probe for deeper understanding now that the whole class is together.  Consider:  What were the key aspects of this event?  Whose perspective are you taking?  What is your angle?  Which party do you empathise with the most?  This task will take approximately two lessons. Students should be encouraged to ‘think outside the box’ and be creative with their article. For example, the finished products could be ‘published’ and bound as a magazine.  The teacher will give her answers to “While we are on the subject” from the previous lesson. | |
| **Equipment**  **Resources**  Access to ICT resources for published copies.  Resource C needs to remain on hand. | | | | |
| **Teacher Evaluation**  *Student achievement – where to next?*  *Teacher practice – what have I learnt?*  *what will I change?* | | | | |