**LESSON PLAN**

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| **Subject**  **English** | | **Class**  **Year 10** | **Unit**  **Trash** | **Topic**  **Book Trailer Analysis** |
| **Achievement Objective(s)**  **Level 5: Listening and Viewing**  Purpose and Audience: Students will show an understanding of how to shape texts for different audiences and purposes.  Ideas: Student will show an understanding of ideas within, across and beyond texts.  Language features: Students will understand how a range of text conventions work together to create meaning and effect. Students will understand how a range of text conventions work together to create meaning and effect. | | | | |
| **Learning Outcome(s) and/or Learning Intentions**  *What should the students learn?*  *Students will learn how to identify conventions used within the trailer for the book Trash by Andy Mulligan.* | | | **Assessment and/or Success Criteria**  *How do we know what we have learnt?*  *Students will construct a thought-organiser for the trailer for the book. This will be displayed in their workbook. Students will be able to identify visual and aural features.* | |
| **Key Competency Focus**  In this lesson the main focus is **Using Language, Symbols and Texts** to look at the way trailers are constructed to prepare and entice audiences towards a text. | | | | |
| **Time** | **Student Learning Activities** | | **Teacher Activities/Actions** **and brief rationale** (*Including Focus Questions)* | |
|  | **Starter**  The focus of this lesson is to consider what the book *Trash* might be about.  **Main Activity**  To continue this investigation we are going to analyse the book trailer for this novel. (See resource B). Using the thought organiser provided watch the trailer a few times through and fill in the different categories.  Once you have filled in your thought organiser join up with another pair and begin to answer the questions that follow.  **Conclusion** (wrap up)  *Reflection*  Hot – Seat  One student needs to offer to be “Andy Mulligan” in the Hot Seat.  The rest of the class asks him questions about the book and the actor is encouraged to speculate about some answers. | | The teacher displays the book cover on a screen and questions initial thoughts about the book. (See resource E)  What can you see?  Who can you see?  The teacher prompts class discussion around what we might find inside the book *Trash*.  Students need to be encouraged to work in pairs or small groups for this exercise to encourage deeper questioning. The ‘What questions have you got’ column in the thought organiser needs to be emphasised as this is something the students can return to as they begin to read the novel.  The teacher needs to be formatively assessing as this task progresses to assess where the students are at with their knowledge of visual-based texts. She will be monitoring if this task needs to be bought back and worked on as a group with her modelling some of the potential answers.   * How can this process help us to understand what we are about to read? * What are you about to read? * What do you think the tone of *Trash* is having seen this trailer? * What ideas do you have about Character? Setting? Narrative? * When else could you use a Thought Organiser in this way?   This should be a brief but fun exercise to recap the discussion of the class thus far. Answers in this exercise can be reflected upon later on. | |
| **Equipment**  Data projector.  Power point presentation with Youtube clip of Book Trailer. (Second half of resource E)  **Resources** | | | | |
| **Teacher Evaluation**  *Student achievement – where to next?*  *Teacher practice – what have I learnt?*  *what will I change?* | | | | |