**LESSON PLAN**

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| **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.*  *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**  “While we are on the Subject”  In groups of four-five students get together and brainstorm one question for the teacher to go and find the answer to before the next lesson. There can be one question per group. When you have agreed, write it on a piece of paper and give it to the teacher.  *Taken from Rocket Up Your Class by Dave Keeling.*  **Main Activity:**  “Expert Groups”  I n small groups students will need to be numbered consecutively. Once this has been completed all the 1s, 2s, 3s etc form new expert groups. At this group there will be 1 of the four articles from *Trash* to do a close reading of and answer questions to do with audience. Once this task is over the experts return to their original group and report back about their particular article.  **Conclusion** (wrap up)  *Reflection*  Using one article to start the teacher will begin to discuss the answers for each article. She will have the article and the questions resource up for display.  This will continue into the next lesson. | | Your challenge here is to think of a question related to the discussions in class about poverty and wealth. However these are your only guidelines and you can be as general as you like.  The teacher must closely formatively assess this process to ensure that each group is functioning well and going into appropriate depth with the article. She will also need to ensure that all group members are equally involved so that there are adequate experts.  The teacher will deliver extra copies of each article to the original groups so that as the experts report back the other members will have a chance to fill in. | |
| **Equipment**  Whiteboard/Smart Board/OHP  **Resources**  Resource C – Unpacking the Media  Recource C – Copies of the articles from *Trash* for each student to display in their work book. | | | | |
| **Teacher Evaluation**  *Student achievement – where to next?*  The teacher will continue the discussion about the articles in the next lesson and then set a task for the students to write their own article.  *Teacher practice – what have I learnt?*  *what will I change?* | | | | |