

Lesson Topic : Guided Reading - Let's Vote on It! (Play)	
Year Group : Year 5	
Learning Outcome	Be able to use prior knowledge to understand the text being read as well as summarising the key ideas in their own words.
Links with the New Zealand Curriculum 	Processes and strategies: • Selects and uses processing strategies and an increasing range of comprehension strategies with some understanding and confidence. • Think critically about texts with some confidence. Ideas: • Uses their personal experience and world and literacy knowledge to make meaning from texts • Makes meaning of increasingly complex texts by identifying main ideas
Key Competencies 	- Thinking: Students will need to think about what they know about voice in drama and use this to help understand the voice conventions in plays. Students will also need to think about the words they have been learning about this week in spelling and use this to understand how they are used in the context of the play. - Relating to others: Students will need to be able to relate to others by thinking about how the characters are feeling in the play and how they can show this through voice and actions. They will also need to be able to relate to each other to make sure they are reading the correct parts of the play and keeping with their character. - Participating and contributing: Students will need to participate in a guided reading session with the class they will all need to contribute through reading aloud their own part of the play. They will also need to answer questions as well as asking questions if they need clarity. Students will also need to participate with each other and contribute ideas as they complete the follow up activity. Students will also need to participate and contribute as a group when practicing the play throughout the week. - Managing self: Students need to be able to manage themselves in a group setting with others by making sure they are reading along with the text and know when their lines are coming up. They will also need to reread the text as a group to practice the play ready for our performances on Friday. They will also need to complete the follow up task by the end of the week or before we read the next text. The follow up task also requires students to complete the story web writing about the main characters, setting, problem and solution in the text.
Prior knowledge	Students will need to use what they already know about reading plays and utilize this in the guided reading session. Students will need to use prior knowledge of what the italics and parentheses mean in order to act out the play. We have been learning all about voice in drama this week for our overall theme so the students will need to use what they have learnt about voice in drama and show this while reading their play this week.



Students will also need to think about what they already know about voting and how voting works. They will also need to use prior knowledge of spelling words this week to be able to understand these words in the context of the play.

Activating Prior Knowledge

- Discuss some of the key voice techniques that we have been looking at in reading this week.
- Who are the main characters in this play?
- Look at the characters on page 25 and decide who is going to be who.
- What does voting look like?
- Why is voting important?
- Outline the key spelling words from this text - citizen, advisor, perhaps, splendid and muscles.

Lesson Sequence



Session Outline

Introducing the text

Before we begin reading we will discuss what the students already know about voice in drama and how we can use this in our play today. We will also discuss the learning intention and key vocabulary that we will come across when reading the text.

Key questions before we begin reading:

- Discuss some of the key voice techniques that we have been looking at in reading this week.
- Who are the main characters in this play?
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I will then have students use the contents page to find the play that we are reading so they are familiar with this and know how to use it.

Guided Reading

Students will each decide on a character that they will play for our play this week. Once the characters have all been shared out among the group the students will then begin a read through of the play, they will need to read along while others are reading so they know when to read their own part. I will ask the students questions throughout the play which have been outlined in detail in my [teacher notes](#). We will also discuss key vocabulary as we are reading and give the students the opportunity to reread parts of the text to make sure it makes sense and the students are aware of the learning intention.

After reading this as a group we will go over the task as a group. Students will need to go away and reread the play as a group keeping the same roles they had while reading in our session. Students will then need to complete the follow up task of the story web which outlines and describes the main characters from the play along with the setting. This task also asks them to describe the main events of the play with the problem, how the characters are feeling and the overall solution to the problem outlined at the beginning of the play.

	<table><tr><th>Student Activity</th><th>Teacher Activity</th></tr><tr><td> Learn: 1. Guided reading session focusing on finding the main ideas and summarising these in our own words. 2. Reading in their own parts of the play and understanding the play conventions. 3. Looking at topical and unfamiliar vocabulary and making meaning of these words in the context of the story. 4. Answer questions related to the text that they are reading. </td><td rowspan="3"> 1. Introduce the play “Let’s Vote on it” and link to prior knowledge about voice in drama and drama conventions that we have been learning about this week and previous weeks. 2. Assign students a character from the play that they will need to read aloud throughout the session. 3. Ask key questions related to the text and summarise key ideas as they are reading. 4. Continue steps 3 and 4 until we reach the end of the play. 5. Introduce the story web task and talk about expectations for the task. 6. Discuss how they will need to practice the play during the week in order to be ready to share with the class at the end of the week. 7. Oversee and facilitate when needed discussions with the small group when they are working on the task in their reading group. 8. Give the students the opportunity to share their play with the whole class at the end of the week. </td></tr><tr><td> Create: 1. Reread the text as a group and create a play to perform in front of the class on Friday. 2. Complete the story web task that is looking at the main ideas from the play. </td></tr><tr><td> Share: 1. Go through the task with the group and summarise the main ideas together. 2. Share the completed task on their blog. 3. Share their play with the whole class on Friday. </td></tr></table>	Student Activity	Teacher Activity	Learn: 1. Guided reading session focusing on finding the main ideas and summarising these in our own words. 2. Reading in their own parts of the play and understanding the play conventions. 3. Looking at topical and unfamiliar vocabulary and making meaning of these words in the context of the story. 4. Answer questions related to the text that they are reading.	1. Introduce the play “Let’s Vote on it” and link to prior knowledge about voice in drama and drama conventions that we have been learning about this week and previous weeks. 2. Assign students a character from the play that they will need to read aloud throughout the session. 3. Ask key questions related to the text and summarise key ideas as they are reading. 4. Continue steps 3 and 4 until we reach the end of the play. 5. Introduce the story web task and talk about expectations for the task. 6. Discuss how they will need to practice the play during the week in order to be ready to share with the class at the end of the week. 7. Oversee and facilitate when needed discussions with the small group when they are working on the task in their reading group. 8. Give the students the opportunity to share their play with the whole class at the end of the week.	Create: 1. Reread the text as a group and create a play to perform in front of the class on Friday. 2. Complete the story web task that is looking at the main ideas from the play.	Share: 1. Go through the task with the group and summarise the main ideas together. 2. Share the completed task on their blog. 3. Share their play with the whole class on Friday.	
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Resources	A copy of School Journal, Level 2, May 2020 for each student. Story Web Task Article Five Facts Research Presentation							
Reflection and Analysis								
	I think that this lesson went really well the students love reading plays and having a role to read in, I find that this also keep the students engaged and wanting to follow along with the text so that they are not missing their lines along with figuring out what is going on in the text. This group is really good at sharing out the roles of characters and are able to sort this themselves with not a lot of guidance which is really good. I did find that this group did need a lot of prompting when trying to find the main ideas of the stories which required a lot of teacher talking to try and get all of those ideas and and							

discussed. Using the whiteboard at the beginning of the lesson was really helpful to highlight the key words from the text and also show the students the learning intention, this also allowed me to refer back to this during the lesson.

I did find with this group that I will need to continue to work on helping the students find the main ideas from the story so this is a learning intention that we will be working on for the next few weeks so that the students are comfortable and confident with being able to find these keywords and main ideas independently. From this lesson I can see that I need to have a class reset and establish our group norms and the expectations of those students who are not working with me. There was a lot of wandering around from the other students and although most of them were on task having discussions around learning they will need to keep the volume down in order for all groups to work in the best learning conditions.

I found highlighting the keywords before reading really beneficial as the students were already exposed to this language and understood what most of these words meant which allowed them to understand this while they were reading. It was really great to have discussions around this and some of my students who are less likely to speak up were confident in being able to share and discuss these keywords.

Our extended discussions need some work as there was a lot of prompting during the follow up task where students needed lots of teacher input to understand the key main ideas of the play. Even establishing the main characters throughout the text will be an important thing for me to remember as we are reading next time.

Overall it was a really great lesson where pretty much everyone in the group contributed and shared their ideas. This group really loved the play and having their own roles to read during the lesson. I found this really easy to keep the learners engaged while they were reading as they were excited to see when their part was. I need to make sure that the students are still reading along with the other parts so they know what is going on in the play rather than just their own character in order to see the main idea of the text.