Manaiakalani Class OnAir 2019
Lesson Plan Number 6
Little Red Riding Hood
Clarelle Carruthers - Pt England School

Lesson Topic : Little Red Riding Hood	
Year Group : 3	
Learning Outcome	We are learning to sequence ideas to form a story. We are learning to listen carefully to the dictation to form sentences and then write them into our books.
Links with the New Zealand Curriculum 	**English Level 2:** **Language features-** Use language features appropriately, showing some understanding of their effects. • uses oral, written, and visual language features to create meaning and effect • uses a large and increasing bank of high-frequency, topic-specific, and personal-content words to make meaning **Structure-** Show some understanding of text structures. • understands that the order and organisation of words, sentences, paragraphs, and images contribute to text meaning
Key Competencies 	• **Thinking** - Children are thinking about the order of the story and the words that add detail. • **Using language, symbols and texts-** Children are learning new words that add detail and how these contribute to the story. • **Participating and contributing** - Learners help each other and work together. They listen and write and talk together about what they are hearing. • **Relating to others** -Children are learning that stories are communicated between people and that oral language can become written language. • **Managing self** -Learners will manage themselves to complete their writing task. We will set goals as a group and children will have the manage their time to achieve them.
Prior knowledge 	The children have been working on describing characters in their writing and reading activities. This provided them with knowledge of what description looks like and sounds like. They are now learning how this adds to a story.
Lesson Sequence 	**Session Outline** This focus of this session is was understanding the sequence of the story and talking the detail in the pictures that are related to the story. Then the learners completed a dictation that provided gifted language and help them build their understanding of story sequencing.

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Student Activity	Teacher Activity
Learn: 1: Watch videos then order and discuss the picture and where they fit in the story of Little Red Riding Hood. Share their ideas about the detail they see in the pictures. 2: Listen and write the story from the dictation. Use the gifted word and work out unknown words.	1: Support the discussion with questioning. Provide images to provoke discussion and engage everyone to engage in sharing. 2: Roam the classroom and support students by reading back their stories with them and suggesting they relisten to dictation. I also discuss the language with the learners to support their understanding and retention of new vocabulary. 3: Remind students of their time and learning goals. 4: Support creative choice in the digital learning object they create to support their writing. 5: Support with any blogging questions (These are limited now as learners and very familiar with this process).
Create: 3: Create their piece of writing. 4: Create a detailed image, animation or recording to accompany their writing.	
Share: 5: Blog their stories and read them to their peers.	

Resources	Slide

Reflection and Analysis

Lesson Content - The children love fairy tales and they provide a good lens for looking at narrative structure and detail.
Lesson Pacing - The lesson pacing did not at all feel right in this lesson. The learners to eager to write but I wanted to make sure they understood the purpose. I feel over did the talk time and for some this put them off and meant they needed a lot more support with their dictation.
Lesson Delivery -The dictation however allows for self pacing and takes away barrier to writing, especially for students who struggled to come up with or articled ideas on a new topic. It provides topic knowledge which can be drawn on later. I find this type of digital support really helps scaffold learners and provides time for me to give additional support to those who need it while still supporting all learners.

	Student Understanding- The children began to use the words as they were writing. Repeating them and talking about them. They could see how stories have a sequence. I think there's still a lot of vocabulary development to be done but this provided a good starting point. I need to make sure I am recycling the language I have gifted in this lesson in future**.**