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	English Level 2:	
Curriculum	 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	
CR HARA	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.	

	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.	1: Support the discussion with questioning. Provide images to provoke discussion and engage everyone to engage in sharing. 2: Roam the classroom and support attudents by reading back their stories.	
	2: Listen and write the story from the dictation. Use the gifted word and work out unknown words.	students by reading back their stories with them and suggesting they relisten to dictation. I also discuss the language with	
	Create: 3: Create their piece of writing. 4: Create a detailed image, animation or	the learners to support their understanding and retention of new vocabulary.	
	recording to accompany their writing.	3: Remind students of their time and learning goals.	
	Share: 5: Blog their stories and read them to their peers.	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).	
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.

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

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.