





Lesson Topic :											
Year Group : 5-6											
Learning Outcome	WALT- Take a position on a topic, provide evidence on why you took that position. Main goal is to give students to opportunity to think critically about a topic.										
Links with the New Zealand Curriculum 	<p>Processes and strategies</p> <p><i>Students will:</i></p> <p>Integrate sources of information, processes, and strategies with developing confidence to identify, form, and express ideas.</p> <p>Purposes and audiences</p> <p>Show a developing understanding of how texts are shaped for different purposes and audiences.</p>										
Lesson Sequence 	<table border="1"> <thead> <tr> <th colspan="2">Session Outline</th></tr> <tr> <th>Student Activity</th><th>Teacher Activity</th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Students are introduced to the lesson. They explore the multimodal text types. (All students are able to explore as their are videos, low level texts and higher level texts) </td><td> Teacher introduces lesson. Should pets be allowed to ride public transport? Decode Vocabulary Public Transport - Explain to them they will have multiple texts types to explore to help them form their opinions. </td></tr> <tr> <td> <ul style="list-style-type: none"> Students gather information about why they choose that position. They create a video explaining their thinking. (In pairs, or by themself) </td><td> They need to collect evidence as to why they have taken that position. Support groups by asking prompting questions Why do you think... What if.... Do they mean.... </td></tr> <tr> <td> <ul style="list-style-type: none"> Students share their views on their blogs. </td><td></td></tr> </tbody> </table>	Session Outline		Student Activity	Teacher Activity	<ul style="list-style-type: none"> Students are introduced to the lesson. They explore the multimodal text types. (All students are able to explore as their are videos, low level texts and higher level texts) 	Teacher introduces lesson. Should pets be allowed to ride public transport? Decode Vocabulary Public Transport - Explain to them they will have multiple texts types to explore to help them form their opinions.	<ul style="list-style-type: none"> Students gather information about why they choose that position. They create a video explaining their thinking. (In pairs, or by themself) 	They need to collect evidence as to why they have taken that position. Support groups by asking prompting questions Why do you think... What if.... Do they mean....	<ul style="list-style-type: none"> Students share their views on their blogs. 	
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Reflection and Analysis	
	<p>Lesson Content :- The lesson content was a great way to open students up to arguments and thinking about perspectives. I wanted my whole class (Year 4-6) to be able to participate and interact with the content. Which was successful.</p> <p>Lesson Pacing :- The lesson pace was good, students may have needed more time to form strong arguments. I also ran out of time to explore others perspectives and biased texts- which will help them develop their critical literacy skills.</p> <p>Lesson Delivery :- The delivery of the lesson was adequate. This was my first time exploring the use of an argumentation board. It was also great to get to delivery the lesson to the whole class.</p> <p>Student Understanding :- Students were all able to provide a response to should pets be allowed on public transport. This was our first</p> <p>Student Outcomes : The videos the students created showed that some of them were able to gather evidence from multiple sources. Others were able to retell facts/ opinions they had heard from others. The next step will be to help the students to look at other perspectives and judge them for bias.</p>