







Lesson Topic :-								
Year Group :- 5 and 6								
Learning Outcome	WALT use specific/technical vocabulary in writing.							
Links with the <u>New Zealand Curriculum</u> 	English Level 3 <ul style="list-style-type: none"> • seeks feedback and makes changes to texts to improve clarity, meaning, and effect • is reflective about the production of own texts: monitors and self-evaluates progress, articulating learning with growing confidence. • uses a range of vocabulary to communicate meaning • organises written ideas into paragraphs with increasing confidence • organises and sequences ideas and information with increasing confidence • uses a variety of sentence structures, beginnings, and lengths. 							
<u>Key Competencies</u> 	<ul style="list-style-type: none"> • Thinking - think about words you know that you can use your writing. • Using language, symbols, and texts - be able to record my ideas (some students use voice typing, some type, some hand-write). • Managing self - stay focused on the task so I can complete it. • Participating and contributing - share my ideas with the group and learn from others, help others understand the new words we learn. • Relating to others - work together as a group to build the tent, share ideas so everyone can complete their writing. 							
Prior knowledge 	Students have been learning about recounts and mostly understand the structure (e.g. what paragraphs are and how they work). We have written a few recounts this term. Previously students learnt about recounts at the beginning of Term 1.							
Lesson Sequence 	<table border="1"> <thead> <tr> <th colspan="2">Lesson outline</th></tr> <tr> <th>Student Activity</th><th>Teacher Activity</th></tr> </thead> <tbody> <tr> <td>• Put up the tent together.</td><td rowspan="2">Facilitate conversation about what happened, help students navigate Padlet, record ideas, help students reform sentences with more specific vocab.</td></tr> <tr> <td>• Share ideas and contribute to group discussion.</td></tr> </tbody> </table>	Lesson outline		Student Activity	Teacher Activity	• Put up the tent together.	Facilitate conversation about what happened, help students navigate Padlet, record ideas, help students reform sentences with more specific vocab.	• Share ideas and contribute to group discussion.
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	<ul style="list-style-type: none"> • Write recount. • Use checklist to proofread work. <ul style="list-style-type: none"> • Share our video on our blog.
Resources	Recount check-list (this was co-constructed in Term 1 with the class). Tent/camping equipment
Next Steps	Continue working on specific/technical vocabulary.
<h2 style="text-align: center;">Reflection and Analysis</h2>	
	<p>What went well.</p> <p>Student Understanding and Lesson Content :- Students knew enough of recount structure that we didn't need to discuss it at all really. They asked for guidance as to what part of the experience should go into which paragraph, and remembered what goes in an intro/conclusion. This allowed us to really focus on the vocab and sequencing of events.</p> <p>Lesson Pacing :- Students had around 45 minutes to write. This was a shorter lesson, and their writing is shorter in length then it normally might be but that's okay because the focus was the vocab they used.</p> <p>What still needs work.</p> <p>Other :- A couple students didn't participate in the conversation although they did put some ideas into the Padlet. I think if I had encouraged the different kids to share aloud, the conversation would have been more equal, rather than dominated by myself and Timote.</p>