

Lesson Topic : Reciprocal Reading/ Language Features	
Year Group : Year 7 and 8	
Learning Outcome	We are learning to identify and explain the effects of language features in a text We are learning to share our ideas about a text
Links with the New Zealand Curriculum 	selects and uses appropriate processing and comprehension strategies with increasing understanding and confidence
Key Competencies 	Thinking The students will use their knowledge of language features and reciprocal reading to make sense of the texts
Prior knowledge 	The students have been working on language features for over a week. We have looked at poetry, descriptions and narratives The students have now had six weeks of reciprocal reading.
Lesson Sequence 	1. Watch the video as a reminder of similes and metaphors 2. Read the poem as a class and discuss the poets use of language features 3. Use reciprocal reading to unpack the poem and narrative 4. Choose a create activity from the list provided 5. Share your creation on your blog

	<table border="1"> <thead> <tr> <th data-bbox="347 206 919 271">Student Activity</th><th data-bbox="927 206 1493 271">Teacher Activity</th></tr> </thead> <tbody> <tr> <td data-bbox="347 282 919 622"> Learn: 1. Watch the video to remind yourself of similes/ metaphors 2. Read the poem with the class - discuss the language features and their effects 3. Use reciprocal reading to unpack the poem 4. Read the narrative independently </td><td data-bbox="927 282 1493 678" rowspan="3"> 1. Facilitate a class discussion around the poem - a red, red rose by robert burns 2. Support the students in their reciprocal reading lesson of Because I could not wait for Death by Emily Dickinson participate as a learner. 3. Meet with the group to discuss the narrative 4. Support the students to select a create activity - discuss their ideas and negotiate if they would like to do something different 5. Comment on student blogs once they are complete </td></tr> <tr> <td data-bbox="347 633 919 880"> Create: 1. Choose a create activity from the slides </td></tr> <tr> <td data-bbox="347 891 919 1126"> Share: 1. Share your creation on your blog </td></tr> </tbody> </table>	Student Activity	Teacher Activity	Learn: 1. Watch the video to remind yourself of similes/ metaphors 2. Read the poem with the class - discuss the language features and their effects 3. Use reciprocal reading to unpack the poem 4. Read the narrative independently	1. Facilitate a class discussion around the poem - a red, red rose by robert burns 2. Support the students in their reciprocal reading lesson of Because I could not wait for Death by Emily Dickinson participate as a learner. 3. Meet with the group to discuss the narrative 4. Support the students to select a create activity - discuss their ideas and negotiate if they would like to do something different 5. Comment on student blogs once they are complete	Create: 1. Choose a create activity from the slides	Share: 1. Share your creation on your blog
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Resources	Slides						
Reflection and Analysis							
	Lesson Content - It was great to start off with a relatively challenging text as a class (we watched the actor recite it which the students enjoyed). As it was a short poem it enabled us to discuss the effects of language features in context, but in a short amount of time that was still engaging. The poem that we focussed on in the video was pretty challenging, but I was impressed at how well my students rose to the challenge. I then gave them a text (Across the Sea - Hone Rata) that was far simpler for them to unpack Lesson Pacing - The lesson was much faster this time than in our first reciprocal reading session! We got through a decent amount of content in 20 minutes. Lesson Delivery - Student Understanding- Thanks to the videos, Google Meet and emails, the students generally understand the tasks they are given. More important here is that the students feel as 'normal' and happy as possible.						