



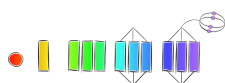
Lesson Topic : Literacy/ Oral and Written Language

Year Group :- Year 4/5

Learning Outcome

Be able to express ideas using topic related vocabulary.

Success Criteria Using [SOLO](#)



Uni structural	Multi structural	Relational	Extended abstract
What do you mean by the word 'habitat'	Read a passage on habitats to understand the topic better.	Look at pictures of different habitats and discuss what kind of vegetation and animals would be found there and why?	Use topic words to write about a habitat of your own choice.

Links with the [New Zealand Curriculum](#)



Express ideas on a range of topics.

Begins to add or delete details and comments, showing some selectivity in the process

[Key Competencies](#)



- **Thinking** - Thinking about the kind of vegetation and animals that would live in different habitats
- **Using language, symbols, and texts** - Using specific vocabulary to explain different habitats
- **Managing self** - contributing positively within a group.
- **Participating and contributing** - joining in the group discussion and using new words to explain the understanding of the topic.
- **Relating to others** - being polite and patient during group discussion and support each other's ideas when presenting.



Prior knowledge 	Students did not have prior knowledge about different habitats.										
Lesson Sequence 	<table border="1"> <tr> <th colspan="2" data-bbox="347 591 1493 692"> Session Outline This lesson demonstrates the unistructural and multistructural part of the lesson. </th></tr> <tr> <th data-bbox="347 692 919 759">Student Activity</th><th data-bbox="919 692 1493 759">Teacher Activity</th></tr> <tr> <td data-bbox="347 759 919 1184"> - Students discuss within groups about their understanding of the word habitat. - Students read the passage on habitats and highlight unknown words. - Children look at pictures and share their ideas with the class. </td><td data-bbox="919 759 1493 1184"> - Teacher introduces the word 'habitat' and encourages students to discuss about different habitats. - T shares a a reading passage with the students. - T shares pictures of different habitats and encourages students to talk about the kind of vegetation and life that could possibly be found in these habitats. </td></tr> <tr> <td data-bbox="347 1184 919 1431"> - Students learn new words. - Students use topic words to write a description about a habitat of their choice. </td><td data-bbox="919 1184 1493 1431"> - Students create a vocabulary book to help them learn new words. - Students use new topic words to write a description about a habitat. </td></tr> <tr> <td data-bbox="347 1431 919 1621"> - Students share their descriptions on the blog. - Students create presentations about different habitats. </td><td data-bbox="919 1431 1493 1621"> - T facilitates students </td></tr> </table>	Session Outline This lesson demonstrates the unistructural and multistructural part of the lesson.		Student Activity	Teacher Activity	- Students discuss within groups about their understanding of the word habitat. - Students read the passage on habitats and highlight unknown words. - Children look at pictures and share their ideas with the class.	- Teacher introduces the word 'habitat' and encourages students to discuss about different habitats. - T shares a a reading passage with the students. - T shares pictures of different habitats and encourages students to talk about the kind of vegetation and life that could possibly be found in these habitats.	- Students learn new words. - Students use topic words to write a description about a habitat of their choice.	- Students create a vocabulary book to help them learn new words. - Students use new topic words to write a description about a habitat.	- Students share their descriptions on the blog. - Students create presentations about different habitats.	T facilitates students
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Reflection and Analysis											
	Over all reflection After Jannie's staff meeting at our school I wanted to use an idea as a topic of discussion. So I introduced the word 'habitat'. The outcome was great as students had extensive discussions about different habitats. They used complete sentences to share their ideas. They also learnt a lot of new topic words that they used them in their oral										



and written language. After the lesson, I felt that the students were still hungry to find out more about the habitats in the world. During their library period, they asked for books on habitats and eagerly shared new knowledge. Children had become intrinsically motivated in a short period of time. I felt that I could have carried on with the topic for a week or two without my students getting bored.

What went well.

Lesson Content - The content of the lesson was very interesting for the children. They liked to learn about different habitats and their interest carried on much after we had learnt about habitats.

Student Understanding and outcome - Students understood about the topic and learnt lots of topic words to describe their learning

What still needs work.

I felt, I could have used some youtube videos to introduce the topic. My students however went on to their chromebooks to find about the different habitats and shared their knowledge freely with their classmates. Also I could have used books from the library to read them more about habitats. I also feel that I could have spoken a bit less and allowed them to explore the topic themselves a bit more.