

Lesson Topic : Reading: Making a plant	
Year Group : 3	
Learning Outcome	• We are learning to read carefully. • We are learning about plants.
Links with the New Zealand Curriculum 	English Level 2 Processes and strategies: Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas. • selects and uses processing strategies and an increasing range of comprehension strategies with some understanding and confidence • thinks critically about texts with some confidence • monitors, self-evaluates, and describes progress with some confidence. Ideas: Show some understanding of ideas within, across, and beyond texts. • uses their personal experience and world and literacy knowledge to make meaning from texts Science Level 1/2 Nature of Science • <i>Investigating in science:</i> Extend their experiences and personal explanations of the natural world through exploration, play, asking questions, and discussing simple models. Planet Earth and beyond • <i>Earth systems:</i> Explore and describe natural features and resources.
Key Competencies 	• Thinking - Children will think about tasks and consider how they will approach with less teacher support. • Using language, symbols and texts- Children use the information to help them create. • Participating and contributing -Children will work with their families to ask questions and find resources for their creations. • Managing self - Children manage themselves to complete online tasks. • Relating to others- Children may see others responses on their blogs. They will still have the connection with their teacher's voice. They are learning to respond to comments on their blogs.
Prior knowledge	Children have been learning about plants, the outdoor and things that live throughout their online learning. They have explored their outdoors in other tasks taking photos, making videos and talking with their family about what they see. They have a basic

	knowledge of the structure of a plant. Roots, leaves, flowers, fruit which they will apply to this new learning.								
Lesson Sequence 	<table><tr><td colspan="2">Session Outline This lesson provides an overview of the teacher's design process for distance reading and how this is carried out by learners.</td></tr><tr><th>Student Activity</th><th>Teacher Activity</th></tr><tr><td>Learn -Watch the video get instructions and support. -Read the text. -Collect object that might make a plant.</td><td rowspan="3">Planning Teacher selects text that connects to the theme. She makes sure texts span the levels in the classroom from Level 4-Level 26. This does not mean there is a text at each child's exact level but that they can access a text that still supports and challenges them. Texts are supported by ready to read audio clips so that they are accessible by all. Teach then plans a create task that links to all texts and is fun and creative for all learners. Teacher makes a video explaining all instructions for the children and families. In the video the teacher models the create task so that the learners can see what is expected of them. Teacher is accessible via email, form and text contact for any questions. Question time is also provided in the Google Meet. Connecting The teacher is available for parents and children through email. The teacher actively comments on children blog posts to provide feedback on their learning.</td></tr><tr><td>Create -Learners create a plant using objects from their house or garden. They then share this on their blog as a photo or video with a description of what they made.</td></tr><tr><td>Share Learners share this learning on their blogs.</td></tr></table>	Session Outline This lesson provides an overview of the teacher's design process for distance reading and how this is carried out by learners.		Student Activity	Teacher Activity	Learn -Watch the video get instructions and support. -Read the text. -Collect object that might make a plant.	Planning Teacher selects text that connects to the theme. She makes sure texts span the levels in the classroom from Level 4-Level 26. This does not mean there is a text at each child's exact level but that they can access a text that still supports and challenges them. Texts are supported by ready to read audio clips so that they are accessible by all. Teach then plans a create task that links to all texts and is fun and creative for all learners. Teacher makes a video explaining all instructions for the children and families. In the video the teacher models the create task so that the learners can see what is expected of them. Teacher is accessible via email, form and text contact for any questions. Question time is also provided in the Google Meet. Connecting The teacher is available for parents and children through email. The teacher actively comments on children blog posts to provide feedback on their learning.	Create -Learners create a plant using objects from their house or garden. They then share this on their blog as a photo or video with a description of what they made.	Share Learners share this learning on their blogs.
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Reflection and Analysis									
	Lesson Content - The content is designed to be open, and of high interest to the learners. It connected to learning we had done in the past and this meant								

students had material to support them. These children love creating and they love science so this lesson was a bit of a hit.

Lesson Pacing - Learners and families can work at their own pace to complete the learning. It was interesting looking at the blog posts seeing the level of thought behind each plant that was created. As a teacher I can guess how much time and support was required.

Lesson Delivery - From what I can tell and feedback I have been given the videos make content highly accessible for the children and mean many can do a significant amount with little parent support. I think the modelling really helped the kids to get excited about the task and know what to do.

Student Understanding- The blogs have shown a good level of student understanding. Children all created something slightly different from different materials.