





Lesson Topic : Letter and Art-Oh the place you'll go	
Year Group : 3	
Learning Outcome	<ul style="list-style-type: none"> • We are learning to Write a letter. • We are learning to use the sentence types we discussed yesterday. • We are learning to create a piece of art to show the people we are grateful for.
Links with the New Zealand Curriculum 	<p>The Arts Level 2</p> <p>Developing practical knowledge</p> <ul style="list-style-type: none"> • Explore a variety of materials and tools and discover elements and selected principles. <p>Communicating and interpreting</p> <ul style="list-style-type: none"> • Share the ideas, feelings, and stories communicated by their own and others' objects and images. <p>Health Level 2</p> <p>Relationships with other people C1 Relationships Identify and demonstrate ways of maintaining and enhancing relationships between individuals and within groups.</p> <p>English Level 2</p> <p>Processes and strategies Students will: Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • shows some understanding of the connections between oral, written, and visual language when creating texts <p>Purposes and audiences Show some understanding of how to shape texts for different purposes and audiences.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • constructs texts that demonstrate a growing awareness of audience and purpose through appropriate choice of content, language, and text form • expects the texts they create to be understood, responded to, and appreciated by others • develops and conveys personal voice where appropriate.

	<p>Structure Organise texts, using a range of structures.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • begins to use a variety of sentence structures, beginnings, and lengths. 						
<p><u>Key Competencies</u></p> 	<ul style="list-style-type: none"> • Thinking - Children will reflect on their life journey and who has helped them become the person they are today. • Using language, symbols and texts- Children will express their feelings and ideas through visual art and written letters. • Participating and contributing- Children will actively share their ideas with the whole class so that others can build on and develop them. • Managing self - Children manage themselves to complete their art and writing. • Relating to others- Children will look at their art and the art of others and talk about the differences and why they occurred. They will also talk about the relationships that help them each day as they write their letters. 						
<p>Prior knowledge</p> 	<p>These children have all the knowledge they could possibly need about those who love them and they love and this came through in their letters. I provided knowledge of a letter format but again this was not new to them. They had knowledge of warm and cool colours from a previous art lesson.</p>						
<p>Lesson Sequence</p> 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th data-bbox="343 1149 919 1391" style="text-align: left; padding: 5px;"> Session Outline This session looks at two parts of an almost day long project. We had reading before we started writing and maths between writing and art for a short time. First it shows the modelling and discussion before writing and how this supported learners to have ideas and an audience for their writing. The second part use the instructions and process of creating the piece of art and how this connected to the writing. </th><th data-bbox="919 1149 1497 1391"></th></tr> <tr> <th data-bbox="343 1391 919 1458" style="text-align: left; padding: 5px;"> Student Activity </th><th data-bbox="919 1391 1497 1458" style="text-align: left; padding: 5px;"> Teacher Activity </th></tr> <tr> <td data-bbox="343 1458 919 2036" style="background-color: #e0f2f1; padding: 5px; vertical-align: top;"> Learn -Listen to the story “oh the places you’ll go” and discuss it. -Look closely at the example and discuss what they notice. -Talk about what a letter needs. -Discuss the example picture and the colours it has and why. -talk about people and our relationships with them -Write a letter, add detail and edit it. </td><td data-bbox="919 1458 1497 2036" style="padding: 5px; vertical-align: top;"> Teacher planning: Create examples for students of letter and art. Take pictures of children pointing for their balloons. Come up the questions and prompts. Before Writing: Clearly state the reason for the art and writing. Prompt children to think about and talk about people who are important for them. Discuss the example, specifically what is the structure of a letter? How do we address a letter? What could we say in our letters? During Writing: </td></tr> </table>	Session Outline This session looks at two parts of an almost day long project. We had reading before we started writing and maths between writing and art for a short time. First it shows the modelling and discussion before writing and how this supported learners to have ideas and an audience for their writing. The second part use the instructions and process of creating the piece of art and how this connected to the writing.		Student Activity	Teacher Activity	Learn -Listen to the story “oh the places you’ll go” and discuss it. -Look closely at the example and discuss what they notice. -Talk about what a letter needs. -Discuss the example picture and the colours it has and why. -talk about people and our relationships with them -Write a letter, add detail and edit it.	Teacher planning: Create examples for students of letter and art. Take pictures of children pointing for their balloons. Come up the questions and prompts. Before Writing: Clearly state the reason for the art and writing. Prompt children to think about and talk about people who are important for them. Discuss the example, specifically what is the structure of a letter? How do we address a letter? What could we say in our letters? During Writing:
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	<div style="background-color: #e91e63; color: white; padding: 5px;"> <p>Create -Create a meaningful letter for a person or people who are important to them. -Create art that shows the names of those important to them.</p> </div> <div style="background-color: #9575cd; color: white; padding: 5px;"> <p>Share Share their letter and art on their blog. Read their letter to others in the class and at home. Share their art on the classroom wall.</p> </div>	<p>Check in with each learner to ask who they are writing to. Prompt them with the powerful why question. Can you tell me more about how they help you? What else do they do for you? Praise them as they share meaningful reasons that they are grateful for those in their life.</p> <p>After Writing: Provide opportunities to share and talk about each other's letters. Encourage students to make statements about each other's writing, I like the way you... why did you say.....?</p> <p>Before Art: Show the example and discuss the elements of the picture and specifically link back to the idea of warm and cool colours.</p> <p>During Art: Support students in their creation. Provide clear instructions about the use of equipment. Carefully dip the brush in the wash followed by the paint. Make sure your brush is cleaned between each colour. To change the brightness of a colour use more water.</p> <p>After Art: Help students to take photos and share them on their blogs. Display the art around the room.</p>
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Reflection and Analysis

	<p>Lesson Content - The book was a useful resource to connect the lessons and ideas but I felt some of the children didn't connect with it the way I did as a child. The letter writing was so powerful. I cried tears of joy reading their letters. They had such a personal voice and you could tell they were putting love into every word. They really were grateful and respectful of those who have helped them. The art was more challenging as it had so many parts but they loved it and just lost focus when they needed to wait for others.</p> <p>Lesson Pacing - The fact that learners were so engaged in their letter meant that I did not have to focus on motivating at all. It was like my classroom turned</p>
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into a writer studio and all the children were crafting something they were so proud of and excited to share. The pace of the art was more challenging just due to having so many moving parts but in the end it looked really effective. We also had the issue of a rain shower as we were drying the art.

Lesson Delivery - I still think I talk too much and more group talk could have helped. This lesson was filmed just after moving back to larger group tables after level 2 so we were still in a routine of being independent and not working with our friends too much.

Student Understanding- The children showed understanding of gratitude beyond what I had expected. I think due to so much time in Lockdown with their families they had a higher level of respect and gratitude than I would have got with this lesson in term 1.