

Lesson Topic : Distance Learning	
Year Group : Year 7 and 8	
Learning Outcome	We are learning to use descriptive language
Links with the New Zealand Curriculum 	constructs texts that show an awareness of purpose and audience through deliberate choice of content, language, and text form
Key Competencies 	Thinking Students will use the exemplars that we have been reading recently and consider the effect of language features and descriptive language. They will then use these skills in their writing. Using Language, Symbols and Texts The students will use their knowledge of language features and notice aspects of the text that they enjoy for their writing. They will show awareness of their audience through the deliberate choice of vocabulary and language.
Prior knowledge 	The students have been working on language features and descriptive writing since last week. We have recently been discussing poetry and why word choice is so important.
Lesson Sequence 	1. Watch the prompt video from Mrs Stone introducing the task 2. Consider the texts that we have been reading recently and take inspiration from our most recent survival style texts. 3. Create a short response to the prompt 4. Share it on your blog

	<table border="1"> <thead> <tr> <th data-bbox="341 192 919 271">Student Activity</th><th data-bbox="919 192 1506 271">Teacher Activity</th></tr> </thead> <tbody> <tr> <td data-bbox="341 271 919 555"> Learn: 1. Watch the intro video from Mrs Stone and explore the slides 2. Consider the texts that we have been recently reading and the authors use of language features/ descriptive language </td><td data-bbox="919 271 1506 1104" rowspan="3"> 1. The day before the work goes up, film an introduction video explaining the task. This can be short and simple, but it helps the students to see their teachers face. 2. If possible, arrange a time to video chat with the students so they can share their ideas and ask questions. This can also be done via email 3. Comment on the students blog - you may want to have a 'blog log', turn in sheet or have students fill out a google form when they are posting. </td></tr> <tr> <td data-bbox="341 555 919 808"> Create: 1. Your own response to the slides - a short diary entry, narrative or description </td></tr> <tr> <td data-bbox="341 808 919 1104"> Share: 1. Share your creation on your blog </td></tr> </tbody> </table>	Student Activity	Teacher Activity	Learn: 1. Watch the intro video from Mrs Stone and explore the slides 2. Consider the texts that we have been recently reading and the authors use of language features/ descriptive language	1. The day before the work goes up, film an introduction video explaining the task. This can be short and simple, but it helps the students to see their teachers face. 2. If possible, arrange a time to video chat with the students so they can share their ideas and ask questions. This can also be done via email 3. Comment on the students blog - you may want to have a 'blog log', turn in sheet or have students fill out a google form when they are posting.	Create: 1. Your own response to the slides - a short diary entry, narrative or description	Share: 1. Share your creation on your blog
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Resources	Slides, intro video,						
Reflection and Analysis							
	Lesson Content - At first I was giving the students far too much content! I definitely took a few days to work out how much to give. I am currently making the main task quite short and simple, but giving options for those who are eager to do more. Lesson Pacing - This definitely needs to be differentiated - there are some students who are trying to stick to the school day and others who want to do a little work each day to feel connected or feel they have achieved something. Lesson Delivery - I had a great time filming this particular session - but I didn't need to do quite so much. 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.						