

Year1/2 Lesson Plan

Learning Area	Year	Time/Session	Date
Literacy/Information Technology	Year 1/2	50 min Session	13 th April 2011

Topic/Lesson Title

Story time with Ben the mouse.

Children will use predictions and worksheets to help them analyse text and understand the concepts presented in the story.

PREPARATION

Rationale:

Children extend literacy comprehension by creating their own story as a picture prediction and through listening to an interactive online story; then completing a series of activities including comprehension, sequencing and literacy activities.

Links to the ACARA Curriculum

The Australian Curriculum Assessment and Reporting Authority (ACARA, 2010) states in ACELY1659 and ACELY1660 that by the end of year 1 students English achievement standard should be at a level where they recognise the different purposes of texts. Students can accurately use text structure; letter's, words and sentences to create fact and fiction original works. Students can accurately use pictures to support their text. Students can accurately recall ideas from texts they have listened to or read and retell the main ideas of the story.

DEVELOPMENTAL DOMAINS

Social/Emotional	Physical	Cognitive	Language
- Interaction and communication skills. - Self-confidence.	- Computer Use. - Fine motor skills. - Spatial Awareness.	- Identifying. - Listening. - Develop skills of organising and sequencing. - Developing thought processes	- Reading. - Writing. - Speaking.

Children's prior knowledge/experiences

- Students are familiar with basic computer use

- Previous literature experience

Objectives:

- Students will use the interactive lesson to help them sequence events and complete various activities. These activities will help them build accurate and anecdotal meaning about key events and ideas in stories.

Preparation/Resources

- Computer/ headphones per child
- Projector to show front cover.
- Worksheets printed
- Pencils
- Whiteboard, Whiteboard Markers

LESSON PROCEDURE

Introduction:

Minutes: 15

- Choose to complete either the predictions worksheet or have a class discussion.
- Give out the work sheet or sit the children on the mat.
- Show the children the cover of the book and discuss with the group what they think today's story will be about. (Write all predictions on the board).
- Read the children the title of the book and blurb.

Ben Cleans Up; Ben and his friend Pete discover that their favourite beach has been polluted and they decide to do something about it.

- Discuss further predictions with the children.

Computer start up:

Minutes: 5

- Assist each student with starting their computer and logging in.
- Assist each child in accessing the internet and the Animal Reading Playground Website.
- Discuss the website with the children and direct them to the students section.

Main Body of the Lesson:

Minutes: 20

- Use the Projector to show the children how to access the interactive story from the Animal Reading Playground website.
- Tell the children to put on the headphones and listen carefully to the story. (Tell them to put their hands up when they are finished) Children should be finished around the same time, advanced students may continue with the activity.
- When all the children are finished ask them to return to Animal Reading Playground website and return to mat.
- Talk to the children about the story and answer any questions the children may have.
- Children need to complete either the story recount or comprehension activity sheet by answering the questions, ask the children to hand up their answers for marking.

Formative Assessment

Walk the room and:

- Observe the children's mouse control. (fine motor skills).
- Observe the children's concentration whilst listening to the story.
- Observe the children using the computer.
- Observe the children's typing skills.
- Ask random children questions such as;
 - What has happened so far in the story?
 - What do you think is going to happen next?
 - Where do you think the animals will take all the rubbish?
- Provide the children with small clues and feedback if needed. (providing the opportunity for scaffolding)

Evaluation

- Discuss the activity and ask the children questions in a group environment.

(Please see Debrief and Transition)

Debrief and Transition

Minutes: 10

- Children move on to a group extension activity. (This allows for the teacher to concentrate on struggling students)
- Did the students find the story enjoyable? What did they enjoy most?

- Did they think the story was too long?
- What did the students think of the main characters in the story?
- Who was their favourite character and why?
- Did they learn anything from the story? e.g. recycling.
- Do the students think there is recycling going on in their school? How could they add to or change it or start one?

Extensions/modifications Activities:

- Adjust the lesson sheets according to difficulty level required by the children.
- Extra Worksheets (if needed)
- Sort the items into their recycling piles:

Give the children a list of random items in no particular order, ask the children to put them into categories.

Follow Up Lesson/s

- Create a Poster/Collage:

Create a recycling class poster; with pictures cut out from magazines. Sort the different recyclables into columns on the poster. These items can be sorted into Papers, Plastics, Aluminium/foils, Glass etc

- Design a class compost system:

Get children to research different compost systems on the internet.

What designs do they think are best?

Which compost system works better?

How would students go about building one?

What Materials are needed?

How do they think a compost system would work in their environment?

What can you put in a compost system?

- Follow up lessons could include a field trip to the local recycling plant.
- Implement a classroom recycling system. (cans/bottles, worm farm etc.)

Review and Reflect in terms of: Use of space, time and people.

Effectiveness of learning experiences and resources to achieve objectives.