**The University of Manchester - Daily Lesson Plan**

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| **Class** | **Yr 5 but easily adapted to yr2,3,4** | **Date** |  | **Week no.** |  | **Lesson Context** | **Lesson …... of …….. lessons**  **(show where this fits in the teaching sequence)** |
| **Subject area** | | English based on class cross-curriculum boat journeys round the world topic; continuing to talk about the boat journey in Gaiman’s dangerous alphabet.  (lesson planning example loosely based on teaching grammar session in English, week beg 16.9.19) | | | | | |
| **Lesson Objective** | | To build nouns, adjectives, verbs and adverbs together logically to write a poem  **NC statutory requirements in Yr 5-6 section for reading and writing:** *(NB trainees look for dialogic teaching language in the NC like this – useful for your assignment 1)*   * provide reasoned justification for their views * noting and developing initial ideas * selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * preparing poems to read aloud… | | | | | |
| **Success criteria: (**differentiated where appropriate) | | * I can share and explain my ideas (about “a boat in the dark”) Following last week’s lessons focus monitor on Tim and Bianca. * I can label my picture with nouns and adjectives; verbs and adverbs * I can extend my ideas and my vocabulary to write a poem | | | | | |
| **Are there any specific safety aspects to consider** e.g. specific equipment, moving tables, outdoorspace?  Resources to get ready | | No specific different classroom safety issues for this lesson.  Gaiman: Dangerous alphabet picture from B is for boat pushing off in the dark.  Get a couple of copies of the book from the library to stretch Maya; Greta and Axel later on in task.  Plain paper: Half size A4? Less scary than A4? | | | | | |

***PLEASE ADD MORE SECTIONS BELOW, IF NEEDED***

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| **Lesson section and timings**  e.g. introduction (whole class or specific groups), focus group teaching input, independent work, end of lesson | **Lesson development**  (use the planning bookmark to ensure that all aspects of an effective lesson are considered and planned) |
| **Whole class structure – discussion; drawing; teacher modelling; labelling picture; sharing ideas; using labelled picture for poem.**  *Formative assessment – just do nouns and adjectives with Tim and Bianca if necessary.*  *TA to work with Giles to prompt his drawing. She can label for him.* | As a whole class, talk about the boat journey that we read in Gaiman’s Dangerous alphabet yesterday.  “*Talk to your partner about which pictures you remember from the book?”*  *“Tell them why you chose this picture?” “Make sure you listen carefully as I am going to ask you which one your partner chose.”*  Feedback from a few children “Which picture did X remember?...Why”  *“Now you are going to draw your own picture of any boat “pushing off in the dark”. “Draw whatever this phrase makes you think? What kind of boat? Where is it? Why is it dark? Are there any people in your picture? Add as much detail to your picture as you can to make it show your ideas”* Don’t rush this  *“Tell your partner what your picture is all about“*  Step 1 Model labelling the nouns in the picture. “*My boat is a large car ferry that crosses the North Sea so I’m going to start by labelling the funnel, the hull, the foghorn*…*“I want you to label as many things in your picture as you can*.” Remind children to use the specific boat topic words that have come up so far in our topic. Vocab wall etc  Step 2 model adjectives “*Now I want you to note on your picture and more detail about the items that you have labelled*”  *“Share your ideas so far with your partner. Ask you partner to explain what they have labelled and to tell you a bit about where the boat is going/ coming from.”*  Step 3 Same process to model verbs *“Now you are going to jot down on your picture any words that tell us what is happening.” What is the boat doing? What are the people doing?”*  *Step 4 model adding adverbs “Finally pop on any words that give us more information about how or where your actions are taking place. Remember you can use groups of words like “away from the quay”; “under the bridge” as well as single words.*  *“Share you picture and your ideas with a different person on your table. Ask them questions about their boat journey and their picture.*  Finally model how to take word groups from the picture to make a poem.  *Huge hull moves slowly*  *Pushing the wake against the quay*  *Excited passengers wave and shout loudly on the top deck…*  Give time for children to write.  Plenary – let children go round and see each other’s pictures and poems.(we’ll use these again for next lesson) |

**Assessment and evaluation of progress achieved (after lesson)**

Assess children’s progress against your lesson SC, to inform you of their progress and achievement of the L.O

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| **Success criteria**  *(cut and paste from S.C box above)* | **Names of those below (-) or exceeding (+)** | **Action required? (Now what?)**  What do you need to do to respond to your assessment and children’s emerging needs? Changes to planning (show on weekly plan)? Targeted intervention? Change of group? Change of support? |
| * I can share and explain my ideas (about “a boat in the dark”)   Focus on Tim and Bianca | (-) |  |
| (+) |  |
| * I can label my picture with nouns and adjectives; verbs and adverbs | (-) |  |
| (+) |  |
| * I can extend my ideas and my vocabulary to write a poem | (-) |  |
| (+) |  |
| (+) |  |