

Demonstrates knowledge of relevant curriculum areas.



LESSON PLAN

Lesson Topic/Focus:	Drac and The Gremlin	Date:	19/11/2014
AusVELS Domain(s):	English	Year level(s):	1
AusVELS strand (s):	Reading and Viewing	Lesson duration:	
AusVELS sub-strand(s):	Language		
AusVELS Dimension(s) or Religious Education Guideline:	Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words.		

Learning Standard(s)/Outcome(s)/Objective(s):

Students will understand the importance of imagination and the impact that the use of descriptive language can have on how they perceive/imagine a story to look like.

At the conclusion of this lesson, the students will know/understand that:

The use of descriptive language and our imagination can change how we believe certain characters or things in a book what look like.

At the conclusion of this lesson, the students will demonstrate the skills/strategies of:

After having just heard the story students need to be able to draw a character from the book.

Assessment:

Students will draw each main character from the book, and write a sentence about the physical characteristics of each of them, which they can compare after seeing the books illustrations at the end of the lesson. Students write a self reflection of what they have learnt from the experience.

Teaching focus:

A. **the pre-service teacher's teaching skill for observation by Associate Teacher;**
-Classroom Management

or

B. **teaching skills that the pre-service teacher would like to personally develop.**
-Classroom Management (ensuring all students are kept on task).
-Questioning

Specific learning outcome.

Background to the learning:

A. References for teacher background knowledge

B. Identify students' current knowledge
-Students have been trying to use descriptive language in their writing.

Variety of assesment tools, used including self assessment.

Lesson resources:

-Drac and The Gremlin, by Alan Baillie
-Paper
-Coloured Pencils

Identifying students prior knowledge/needs.

Probing questions

Lesson content:

A. Introduction

Introduce students to the title of the story, Drac and The Gremlin. Ask students for ideas on what they believe the story could be about? What do they imagine? What is a gremlin? What/who do they think Drac is going to be? __5__ mins

B. Development

Ask students to find a place on the floor where they will be able to sit quietly, close their eyes and listen to the story. Explain to students that you will be reading a story to them, and you want them to get a picture in their heads of what is happening in the story. Explain to students when you finish the story, the students will have to go back to their seats and draw a picture of what they believe their chosen character looks like. __5__ mins

C. Consolidation, practice, extension

Teacher is to write a list of the main characters or places from the book, and students are to choose two of these and draw a picture of what they believe them to look like. Emphasise that there is no right or wrong answer. __15__ mins

- Drac
- Gremlin
- Warrior Queen of Tirmol Two
- White Wizard
- General Min
- Terrible Tongued Dragon

Students write a sentence using descriptive words to describe how they portray the character to be.

Ask students to bring their drawings to the floor, ask a few students to share their work. Then read the book letting students see the pictures this time. Discuss with students how much of an impact the use of descriptive words can have on our writing.

D. Closure

Students write a 1 paragraph self reflection of what they have learnt from the activity, discussing the importance of the use of descriptive language. __10__ mins

Clear instructions

Differentiated learning styles.

Self reflection assessment.

Students reflect on their learning.

