

Lesson Focus	Learning Area / Strand <i>English</i>	Implementation Date
Blogging Responding and replying	Year Level - 4	Duration 60 mins
Prior knowledge of learners <ul style="list-style-type: none"> Students have knowledge of noun groups, verb groups, text connectives, characterisation Students have knowledge of the structure of a Quest novel. 		
Lesson objective/s <i>By the end of this lesson, students should be able to:</i> <ul style="list-style-type: none"> Understand how to respond to a quest novel and analyse viewpoints in a model response. Understand the structure of a blog. 		
Links to Curriculum (identify relevant Strands and Content Descriptors) Language <i>Language for interaction</i> <ul style="list-style-type: none"> Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group (ACELA1488) Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489) <i>Expressing and developing ideas</i> <ul style="list-style-type: none"> Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisation, and letter combinations including double letters (ACELA1779) Recognise homophones and know how to use context to identify correct spelling (ACELA1780) Literature <i>Responding to literature</i> <ul style="list-style-type: none"> Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603) Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604) <i>Examining literature</i> <ul style="list-style-type: none"> Discuss how authors and illustrators make stories exciting, moving and absorbing, and hold readers' interest by using various techniques, for example, character development and plot tension (ACELT1605) Literacy <i>Interpreting, analysing and evaluating</i> <ul style="list-style-type: none"> Identify characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1690) Read different types of text by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example, monitoring meaning, cross checking and reviewing (ACELY1691) 		
Evidence of learning <ul style="list-style-type: none"> Students can relate responses about a quest novel to a model response. Students can identify the structure of a blog. Students can demonstrate that they can identify language features and respond to these with their own opinion. 		
Classroom Management Strategies <ul style="list-style-type: none"> Outlining outcomes of lesson Reminder of expectations: hand up, respectful of other student's contributions, one voice at a time Giving clear instructions "1, 2, 3...eyes on me" to gain attention prior to instructions/ use of ten essential skills Remind students of the whole class positive behaviour rewards system – Student of the day, top transitioner, group party 		
Resources <ul style="list-style-type: none"> IWB Rowan Of Rin novels (class set) Blogging PowerPoint English Books Blog Checklist 		
Differentiation strategies <ul style="list-style-type: none"> Allow longer processing time after posing questions. Provide explicit instruction to locate information, language features (Student C/like students), check for understanding through questioning and observations of concluding writing example. 		
Lesson Introduction <ul style="list-style-type: none"> Introducing the topic Engagement of the learners <p><i>Provides students with the purpose for this lesson</i></p>	<ol style="list-style-type: none"> Tell students the lesson objective; Understand how to respond to a quest novel and analyse viewpoints in a model response. Understand the structure of a blog (In English books). Tell students that they will use be analysing a model response of the Quest story; The Cauldron of Tamoui. Explain to students the significance of this lesson in regard to the monitoring task and summative assessment. Tell students they will be completing their own blog in tomorrow's lesson as well as responding to others' blogs. <ul style="list-style-type: none"> In the monitoring task they will use the structure of a blog to provide their opinion on what they have found interesting so far. They will analyse and interpret the language features of specific sentences/narrations to provide evidence of their 	

Students were shown monitoring tasks & summative task in first lesson - Introduction to Unit 2. Reiterated.

They will reply to other students' blogs. They will use the structure of a blog and will respond to the blogger's opinion and evidence. They will provide their own opinions to either agree or disagree and provide their own evidence to back up their opinion.

This also builds knowledge of the characters in the Quest novel which builds towards completing the summative task.

Instruct leaders to hand out the English books.

Lesson Body each lesson

6. Read the first two pages of the Cauldron of Tamoui (PowerPoint).

6. View the 'Blog PowerPoint' and deconstruct the structure (slide 2).

- Question to be responded to at the top. (What did you find interesting about the novel so far?)
- Structure: whose opinion, who is the blogger, what date and time blogged, body of blog.

7. View the blog PowerPoint and deconstruct the response to the question for the blog, (slide 3, relates to the Cauldron of Tamoui).

- Explain to students that the blog firstly requires an opinion in response to the question (What did you find interesting about the novel so far?). e.g. I liked the way, right from the first paragraph, how the author developed the setting by describing the land of Tamoui and the cauldron.
- Elaborate about the language features that which made you feel this way, e.g. I like how the author used noun groups to create imagery.
- Evidence of the language features that the author used to create this imagery, e.g. lost, magical cauldron, an enchanted forest, rightful owner.
- Opinion of what effect did it have/ how did this help me as I read, e.g. to help me visualise pictures in my mind. It made me want to keep reading so I could find out what was going to happen.

8. View the blog PowerPoint and deconstruct the structure (slide 4).

- Structure: who they are responding to, who is the reply blogger, time date and time reply blog posted, body of the blog.

9. View the blog PowerPoint and deconstruct the reply for the initial blog (slide 5).

- Explain to students that they will reply with their opinion in response to the blog they have received. e.g. Yes. I agree with you.
- Elaborate, respond to how the language features the blogger indicated made you feel, e.g. I immediately started visualising.
- Evidence, state what you are referring to, e.g. where the lost, magical cauldron could be in the enchanted forest and is the rightful owner Kadafin or Oshi.
- Opinion, tell the blogger how you felt about the Quest novel so far in response to their opinion, e.g. I wanted to keep reading too, I wanted to find out if the rightful owner finds the lost, magical cauldron.

Explain to students about being respectful when blogging in another student's book.

Lesson Conclusion

1. Concluding activities

2. Summarizing the lesson

10. Provide students with the 'Blog Checklist' and refer to the PowerPoint to locate the structure throughout the PowerPoint. This will aid students to identify the structure and to assist self-assessment when they are completing their own blogs.

11. Ask students to choose and read any page in chapter 1-3 and identify language features (noun groups, verb groups, cohesive devices) and write this passage down. Students are then asked to analyse these language features and provide an opinion, elaborate, evidence and an opinion, using the structure of the body of the blog.

Evaluation / Reflection

This was a very well modelled lesson; I believe it scaffolded students understanding of the structure of a blog. However Students 'B' and 'C' did not have a conceptual understanding of all language features. This highlights to me that I will need to provide more occasions/opportunities for practise with language features eg future lessons during grammar and oral reading lessons.

Explicit teaching
Modelling the 'what it looks like'

Explicit teaching 'the how'

Throughout lesson students were asked for their thoughts.

* I did need to write some sentence starters on the board to scaffold thinking.

aided me to redirect thinking

I provided examples of Student A provided lots of input. great examples

Student 'B' had some difficulty with language features but was good with opinion. Student C required one-to-one scaffolding