

Part A – Whole Session Plan

Day/Date: Thursday

Session: 2nd Session (2 ½ hours)

<p>Transition into the classroom</p>	<p>Lesson Topic: Retells</p> <ul style="list-style-type: none"> • After lunch, students line up downstairs with Prep students in the front, then year one and year two students behind them. • Tell students that, when you tell them, they are to safely and quietly make their way upstairs, put their lunchboxes and hats away, and meet you on the carpet sitting quietly and ready to learn. • Wait and scan the students to make sure they understand your expectations before telling them to go. 				
<p>Learning Area: English</p>					
<p>Lesson 1</p>	<p>Timing</p> <p>Intro: 20 minutes</p>	<p>Learning goals/objectives</p> <p>By the end of the lesson students will;</p> <ul style="list-style-type: none"> - recall what a retell is - have started the retell task 	<p>Lesson outline</p> <p>Introduction:</p> <ol style="list-style-type: none"> 1) Moves the peg of the first student to sit properly and pay attention 2) Strategically move students who you know are likely to misbehave around each other to prevent poor behaviour 3) Describe what is expected of the students for this lesson; <ul style="list-style-type: none"> - they are to choose a story they will do the retell on - they will then draw and write the parts of the story, in order, into the retell table given to them. 4) Remind misbehaving students that their pegs could be moved shortly 5) Reminds students that they have done retells before 6) Begin with reading the story <i>Blossom Possum</i> from yesterday, asking students questions as she-reads 	<p>Resources</p> <ul style="list-style-type: none"> - Retell sheet (a group of 8 boxes that allow students to write/draw the retell from beginning to end) - Blossom Possum story (for example) - Class books (for students to choose from) 	<p>Classroom management strategies</p> <p>Use of extrinsic motivation (class reward system)</p> <p>Moving students to ensure misbehaviour isn't a factor</p> <p>By explaining what is expected, students know what they are going to do.</p> <p>Reminding students that misbehaviour will have the consequence of moving their peg down (self-regulation)</p> <p>Linking to prior knowledge</p>

	<p>- What is the setting? Who is Blossom Possum?</p> <p>7) Explain the different parts of the story as you read – intro, body/problem and conclusion</p> <p>8) Explain more of the task to the students, listing the different stories each grade is allowed to do;</p> <ul style="list-style-type: none"> - Preps have a selection of three stories - year ones and two have a few more choices with higher level stories <p>9) Explain that shortly, students will be moving into their rotations;</p> <ul style="list-style-type: none"> - Prep will be starting with you next door to do their own retell - Year 1 will start on the computers doing reading eggs - Year 2 will be working on soundwaves with the teacher aide <p>10) Hint that students who are sitting straight will be moving first, e.g. (Year one are all sitting up straight, well done, etc.)</p> <p>11) Move one year-level group at a time, ensuring they are seated before moving the next year level.</p> <p>Each group will have a teacher or teacher aide with them to keep behaviour controlled.</p>	<p>Using a familiar story helps students pay attention to other details they will be asked.</p> <p>Linking to prior knowledge of the sequence of s story</p> <p>Differentiation;</p> <ul style="list-style-type: none"> - by giving prep students three to choose from ensures they will have a simple story to retell - Year one and two are allowed to choose a range of higher level stories <p>Moving each year level one at a time helps students running a stampede to get to where they are going.</p> <p>Using body proximity to control behaviour.</p>
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		<p>Conclusion: 18) Select three students (one from each year level) to keep their work out and ask everyone to sit quietly at their desks.</p>	<p>Giving a time limit – focuses students on the task as they know they don't have long left to finish. Wait and Scan – Essential Skill.</p>	

			<p>19) Ask two students who are sitting up straight and doing the right thing to move their peg if students continue talking or not paying attention.</p> <p>20) Ask those three students with their work to stand at the front of the class and show everyone what they did.</p> <p>21) Explain to the class that they are to give these three their full attention as they are talking, otherwise they will move their pegs down.</p> <p>22) Get each of these students, in turn, to read out their story to the class using the retell page they made</p> <p>23) Make sure to thank each student for showing their work to the class before asking them to put their work away.</p>	<p>Extrinsic motivation – by moving student pegs, other students will want the opportunity to do so as well and will copy those student’s behaviours.</p> <p>Giving instruction and setting expectations of behaviour.</p> <p>Self-regulation – students are to do the right thing or there will be a consequence.</p> <p>By thanking the students, they will feel more valued to be in the classroom.</p>
<p>Transition</p>	<ul style="list-style-type: none"> • Use parallel acknowledgement to refocus student behaviour; ‘ ___ is sitting up straight and listening, good job’ • Explain to the students that they will now be starting science, so they will need their listening ears on so they are ready to learn. • Ask students to quietly walk over to the carpet and sit down, making sure to emphasise no running or noise as they do so. • If any student is too rowdy or runs to the carpet, get them to move their pegs down and sit back at their desk before asking them to move correctly again. • Once all students are seated, move any students around that could misbehave by being next to certain people. 			

Learning rea: Science	Lesson Topic: Soil erosion			Classroom management strategies	
Lesson 2	Timing 10 min	Learning goals/objectives By the end of the lesson students will; - Understand the importance of soil - Be aware of ways in which to conserve soil - Understand the different layers of soil	Lesson outline Introduction: 1. Discuss with the students why they think soil is important to have on farms - why? (is needed for plants to grow, allows grass to grow for animal farms etc.) 2. Ask students if they know just how much soil there is on earth (can we grow food anywhere on earth?) 3. Move onto the floor with the students and direct them to move into a position where they can see. Explain that you're going to use a sharp knife for this activity and that all students close to you must keep their hands in their lap 4. Take the apple and knife and ask the students to use their imagination, and think of this apple as Earth. 5. Ask the students how much water there is on Earth (roughly $\frac{3}{4}$) – cut the apple into quarters and explain that we can't grow plants on water, which means we only have this much land on earth. 6. Ask the students if we can plant food anywhere on earth. (no – we can't grow plants everywhere) – cut the quarter apple in half and explain that one slice represents areas we can't grow food (deserts, ice lands, swamps etc.) 7. Cut the remaining slice into four equal pieces – one piece represents areas too rocky to farm food, one represents land that is too wet to farm, and one represents land that is too hot to farm.	Resources Video's; - <i>Soil erosion causes & soil conservation – video for kids – Video</i> https://www.youtube.com/watch?v=FzV7fVmHPZs - Soil conservation website (if students can't think of ways to conserve soil) - http://www.ecoallstar-kids.com/Soil.aspx - <i>Erosion and Soil video</i> - https://www.youtube.com/watch?v=i4m4HVXMG168 Apple & Knife	Classroom management strategies Classroom discussions – one voice at a time. Asking questions – hands up and no calling out. Giving direct instruction – Essential Skill Engage children – getting them to use their imagination as they watch what you do. Engage students not paying attention by directing questions towards them so they can re-gain focus. This activity can be linked to students – they need this soil to eat, and if they can't eat, what will happen? It will

	<p>Body: 40 min</p>	<p>8. Explain that this last piece represents all the land that can be used for farming.</p> <p>9. Ask the students if they know how much of the soil can be used to plant (the top part) – carefully cut the skin off this last piece of apple.</p> <p>10. Show this piece of skin to the students and tell them that of <i>all</i> of Earth – this is how much land we have that we can grow food on successfully.</p> <p>11. Ask the students to think about what this means as they move to face the board.</p> <p>Body:</p> <p>12. Explain that they are going to watch a video that explains a bit more as to why we can't use all of the soil under our feet – set expectations so they are ready to listen; sitting quietly, watching the board and hands to yourselves.</p> <p>13. Watch <i>Soil erosion causes & soil conservation</i> – video for kids starting from 4:18min -At 4:33min explain that one inch is roughly 2.5cm (not very much) - Pause at 5:57 and explain that we will be watching this experiment a little later to understand what is happening. - stop at 6:16min</p> <p>14. Ask the students if they can think of any other ways to prevent corrosion (planting seeds in open spaces, not watering too much, wind breaks) – pose questions to help students think of answers; 'what happens when it floods? Everything gets washed away, so what happens if we water plants too much?' or 'has anyone seen some farms planting</p>		<p>make them feel more strongly about the subject and want to learn how to help.</p> <p>Setting expectations – Essential Skill</p>
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	<p>really big bamboo plants? What do you think that does? – Write these answers on the board (If students are having trouble thinking of ways, visit Eco All-Star Kids website and read some of their methods.</p>	<p>Using ICT to keep student interest and engagement.</p>
	<p>15. Ask the students which method they think is the most important – ask them why?</p>	<p>Aiding students with answers – if they don't know something, students are more likely to disengage. So by phrasing questions to make them think, they're less likely to disengage with the learning.</p>
	<p>16. Explain to the students that in a moment they will return to their desks to do some work in their science books. When they get there they will open to a new page in their books and draw the earth (as best they can) on the page. Next to it, they will draw a circle showing how much of that land can be used to plant food (don't tell them it will be small – this will check for their understanding) So it could be really small if they think it's a very small amount, or it could be big if they think it's going to be big. Then, beside this they will answer two questions; <i>What ways can we conserve our soil?</i> And <i>Why is important to conserve our soil?</i></p>	<p>Giving examples and setting expectations – students will know what they are doing and what is expected of their behaviour.</p>
	<p>17. As they work, ensure there is (if possible) an adult at each year level group to control behaviour</p>	<p>Using teacher proximity to keep students on task.</p>
	<p>18. As the students work on the task, go around and talk to students who seem to be struggling with the task – scaffold their learning with questions that will help them get to an answer</p> <p>19. When it gets close to 10 minutes until the bell, use the clapping technique to gain student attention and direct them to pack away everything on their desks</p>	

	Conc.: 10 min		<p>before moving quietly onto the carpet, facing the board and ready to learn</p> <p>Conclusion:</p> <p>20. Explain to the students that they are going to watch the experiment from the video we watched at the beginning of the lesson. Explain that you'll be asking questions during the video so they need to be paying attention.</p> <p>21. Play the video <i>Erosion and Soil</i> and pause the video when questions are asked about what they think will happen – ask students what they think is happening.</p> <p>22. After the video, ask students – why is soil important? Why do we need to protect it?</p>		Giving instructions - telling the students what they need to do.
Transition out of the classroom	<ul style="list-style-type: none"> • Begin by using parallel acknowledgement, and sending these students out to second break. “ ___ is sitting quietly, you can go to lunch”. • Make sure to send students out slowly and one at a time to avoid any rushing or running into each other. 				