

Lesson Plan-

Lesson Topic/Focus: Dictation	Date: 21 June 2013
VELS Domain(s): English	Grade(s)/Year Level(s): 1/2
VELS Dimensions(s) or Religious Education Guideline: Writing- Literacy*	Duration of Lesson: 20mins
Standard(s)/Learning Outcome(s): Students will as a class identify the sentence structure and spelling.	
Assessment: (Indicators) Students will: <ol style="list-style-type: none">1. Spell words correctly2. Identify familiar phonograms3. Write a sentence from the dictation	
Teaching Focus for Pre-service Teacher: <ol style="list-style-type: none">A. A pre-service teacher's focus teaching skill for observation by the associate teacher. B. Teaching skills that the pre-service teacher would like to personally develop (selected with the associate teacher).	
Background to the learning: <ul style="list-style-type: none">- References for Teacher background.- <i>The Mixed Up Chameleon</i> by Eric Carle- Phonograms such as <i>ch, ar, th, ing, ea, ur, ed, ee.</i> - Identify pupil's current knowledge.- Students have understanding of sounds, spelling and sentence writing.	
Lesson Resources: <ul style="list-style-type: none">- Mobile Whiteboard and Markers.- Students writing workbooks	
Content of Lesson: A. Introduction 1 min Gather students on the floor.	

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3. Development 10 mins

Step 1: Using the mobile whiteboard, write the sentence: *When the chameleon was warm and had something to eat, it turned sparkling green.* Ask the students to spell a few words and the starting sounds of words as you go writing the sentence.

Step 2: Read the sentence together as a class.

Step 3: Let's look at some of the sounds in the words.

- Who can tell me where the sound **ch** is?
- Point to a sound, who can tell me what sound these two letters make.
- Identify the sounds **ch, ar, th, ing, ea, ur, ed, ee**. Notice where the sound is in the word e.g. beginning, middle or end and what sound it makes e.g. **th** makes thuh, **ur** makes urrr.

Step 4: Underline these phonograms.

Step 5: Read the sentence together as a class.

List some questions/instructions:

1. Hands up if you want to speak.

C. Consolidation and Practice 5 mins

Step 1: Turn around the whiteboard so that it is not facing the class.

Step 2: Ask the students to go to their tables and get out their writing books and grey lead pencils.

Step 3: Dictate the sentence slowly one word at a time.

Step 4: Afterwards, read the sentence slowly again, to make sure they haven't missed any words.

Step 5: Turn the whiteboard around again.

Step 6: Ask the students to correct their own work and remind them to put a tick for each letter correct.

Step 7: Go around to the students and correct their work as well.

D. Closure 5 mins

Direct students to pack up quickly and sit on the floor when ready.

Post Lesson Review and Evaluation:

- Student Achievement
- To what extent were outcomes achieved? How was this demonstrated by the students?

Teacher Effectiveness:

- What have you learnt from the lesson?
- What do you recommend for future lessons?
- Comment on your effectiveness in the light of the outcomes of the lesson and your self-development focus for the lesson, referring to both strengths and areas to be addressed.

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Associate Teacher Feedback:

There were many steps for you in this lesson Sarah. You remembered them well and you managed your way through them. Your timing of the lesson was as planned without going too long. You adapted well to the chn's feedback eg: the 'ar' discussion. Remember to try to be aware of what all chn are doing, by moving around the room. Some chn were falling behind + getting a bit lost. Overall though really well done. P. Wain

* Reread and edit text for spelling, sentence-boundary punctuation and text structure