**Lesson planning Performa-** copy and use for each text

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| **Class/ Year level**: 7/8  **Teacher :** Griffiths, Lunn and Kelly |
| **Teaching goals:**   * To teach students to identify key points of a text * To extend students vocabulary (synonyms) * Provide the skills for students to extract linked key words from a text. * To teach the skills required to manipulate written language from the original text and summarized notes into an original and individual re write. |
| **Genre of writing (text type):** Report |
| **Content:** |
| **Name of Text: Animals in Armour** |
| **1. Prepare students for Reading:**   * Have students look at the title and pictures on the page. * What is the heading? * What are the pictures of? * What do you think this article may be about? * Have students skim the words from the text.   - Are there any key words that are jumping out at you that might give you some extra clues as to what the article may be about? May need to prompt them |
| **2. Build background knowledge:** *to build understanding of the topic eg: discussion/ mind map etc*   * Discussion: * What are arthropods? Armour? What might this mean in relation to the text? * What do you know about fossils? Where/ How do they form? * Other ideas: * Create a mind map on the board on what students know about arthropods. * Discuss other scientific words such as exoskeleton, extinct, trilobites |
| **3. Summarise the text:**  This text is about arthropods. Some examples of arthropods include insects, spiders, lobsters. The second paragraph then explains how long they have existed, where they live and their skeleton type. The remaining paragraphs looks at a type of creature named the tri-lobed named because of their exoskeleton divided into 3 parts.  **4. Read the WHOLE text to the students.** |
| **5. Select 1 dense paragraph to complete a detailed reading on:** Animals in Armour (Paragraph 1 & part 2). |
| **7. Move to Detailed Reading Template** |
| **8. Questioning** *(used to highlight key words)*   1. In the opening sentence it lists a number of animals that are all arthropods. What are the anthropods? **Students highlight:** Insects, spiders, crabs, scorpions, lobsters, millipeads, barnicles   Discuss: What are scorpions/ lobsters/ barnicles? What do they look like? Where do they live? What is a millipead? Why is it called this?   1. Next, there is a word that means ‘to be a part of’ What is the word that means this? **Students highlight:** belong. Lets write ‘be apart of’ above the word belong. 2. There are 2 words that mean a large collection? **Students highlight:** Major group. Are there any other words we can think of that mean major/ collection? Lets write them above the word(s). 3. Next, there is a word that is a grouping of all living creatures? Can anyone see what that word is? **Students highlight** Animals. 4. And what are the animals this text is referring to? **Students highlight:** Arthropods.And who can tell me what are some examples of arthropods again? 5. The text gives a definition for the word arthropods, what is the two-word description it gives? **Students highlight:** Jointed foot. Discuss the term ‘jointed’ 6. In the second paragraph there is a word that indicates the animals lived along time ago, what is that word? **Students highlight:** existed.What is another word for existed? Lets write it above the word. 7. How long ago did they exist? **Students highlight:** Millions of years ago. 8. How many arthropods? **Students highlight:** Some. And what lived? **Students highlight:** Arthropods live**.** 9. Where did the arthropods live? **Students highlight:** sea, land, some fly, fossils. What are fossils? Lets write a small description above the word fossils. 10. What do all arthropods have? **Students highlight:** All arthropods, jointed legs, segmented body, exoskeleton, outer armour.   What does the word segmented mean? Lets write this above the word. Discuss the word exoskeleton. Does the arthropod really have armour on it’s outside? What does this term mean? |
| **9. Notes:** *(new sentence= new key words within the sentence are joined by a ---).*   * Insects, spiders, crabs, scorpions, lobsters, millipeads, barnicles---- belong---major group---animals---anthropods----jointed foot. * Existed---millions of years. * Some anthropods live----sea---land---fly---very few---found as fossils. * All anthropods---jointed legs, segmented body---exoskeleton, or outer armour. |
| **Example of Joint Rewrite –** practice writing a new text before guiding the class  Arthropods have been in existence for millions of years. An arthropod is characterized by their sectioned bodies, jointed leg formation and their external skeleton commonly referred to as an exoskeleton or outer armour. Insects, spiders, crabs, scorpions, lobsters, millipeads and barnicles are all examples of arthropods and they can be found in a range of environments including on land, out at sea or in the sky. Less commonly, arthropods can be found as fossils. |
| **Comprehension Questions:** |
| **Literal (here):** meaning is in the words (you can underline the words from the text) |
| What are some examples of arthropods?  What are 2 characteristics of arthropods? |
| **Inferential (hidden):** *meaning is throughout the text (students need to search in various parts of the text) inferred meanings of metaphors, similes and idioms* |
| What examples of arthropods live:   1. In the sea: 2. On land: 3. In the sky: |
| **Interpretive (applied/ head/ heart)**: meaning is beyond the text, in reader’s experience or knowledge of the topic |
| Explain why you think the term armour was given to describe an arthropods exoskeleton? |