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

|  |
| --- |
| **Class/ Year level**: 7/8  **Teacher : Griffiths, Lunn and Kelly** |
| **Teaching goals:** * To teach students to identify key points of a text
* Teach students to find synonyms for words
* Provide the skills for students to extract linked key words from a text.
* Teach the skills required to transform summarized notes into original notes.
 |
| **Genre of writing (text type):** report |
| **Content:**  |
| **Name of Text: Pearly Whites** |
| 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 that might give you some extra clues as to what the article may be about? (May need to prompt them.)
 |
| 1. **Build background knowledge:** *to build understanding of the topic eg: discussion/ mind map etc*
* Discussion:
* What do you think ‘Pearly Whites’ are?
* Where else have you heard the phrase ‘Pearly Whites’?
* What do you know about where pearls come from?
* What do you know about oysters?
* Other ideas:
* Create a mind map on the board on what students know about pearls.
* Discuss other key words such as nacre, cultivate, sediment, reseeding, harvested.
 |
| 1. **Summarise the text:**

This text is about pearls and the way in which they are formed both naturally and artificially. The article explains the rarity of naturally occurring pearls and hence, the reason for pearl ‘seeding’. The second and third paragraphs explain the artificial process of creating pearls at a pearl farm. |
| 1. **Read the WHOLE text to the students.**
 |
| 1. **Select 1 dense paragraph to complete a detailed reading on:** Pearly Whites (Paragraph 2)
 |
| 1. **Move to Detailed Reading Template**
 |
| 1. **Questioning** *(used to highlight key words)*
2. In the opening sentence it describes a method Australians have been using. What is a ‘method’? Students highlight ‘using a method’ and write ‘way of doing’ above.
3. The passage says this method was ‘developed’ by the Japanese. What does ‘developed’ mean?

Students highlight ‘developed’ and write ‘thought of/created.’1. When did they start using this method? Students highlight: 1950s.
2. What is this method used for? Students highlight: cultivate pearls.
3. What does the word ‘cultivate’ mean? Students highlight cultivate and write ‘grow/make’ above.
4. Next the passage tells us how the pearls are made. Highlight the word incision. What does incision mean? Students highlight: incision and write ‘cut’ above.
5. Where is this incision/cut made? Students highlight ‘flesh of oyster’.
6. What is flesh? Where is the flesh of an oyster? Students highlight: flesh and write ; ‘meat/inside oyster’.
7. The next sentence says this process is called ‘seeding’. Students highlight: ‘process’ and ‘seeding’. What is a ‘process’? Students write: ‘steps’ above.
8. What happens in the seeding process? Students highlight: ‘bead of a mussel shell inserted’ and ‘with a small piece of another oyster.’
9. What happens after the ‘seeding’? Where is the oyster kept? Students highlight: ‘kept under water’ and ‘at a pearl farm’.
10. How long are the oysters kept this way? Students highlight: two years.
11. What else happens to the oyster during this time? Students highlight: ‘cleaned and turned’.
12. Something happens between three and six months after seeding. Students highlight: ‘three and six months after seeding’, ‘check oysters with X-Ray machines’.
 |
| 1. **Notes: (new sentences = new ⚫ key words within the sentence are joined by a ---).**
* 1950s---method developed---cultivate pearls.
* Incision ---flesh of oyster
* Process---seeding---bead of mussel shell---inserted---with piece of oyster.
* Kept under water---pearl farm---two years
* Regularly cleaned and turned
* Three and six months after seeding---check oysters with X-ray machines.
 |
| **Example of Joint Rewrite –** practice writing a new text before guiding the classIn the 1950s a method was developed to cultivate pearls. A cut is made in the flesh of the oyster and a bead of a mussel shell is inserted. A small piece of another oyster is also inserted. This process is called ‘seeding’. The oyster is kept at a pearl farm under water for two years where it is regularly turned and cleaned. The oyster is checked with an X-ray machine between three to six months after seeding. |
| **Comprehension Questions:** |
| **Literal (here**): *meaning is in the words (you can underline the words from the text)* |
| What is the method of cultivating pearls called?What two things are inserted into the oyster to start the process? |
| **Inferential (hidden):** *meaning is throughout the text or inferred meanings of metaphors, similes and idioms* |
| Under what conditions do the oysters need to be kept if an oyster is to grow? |
|  |
| **Interpretive (applied/ head/ heart):** meaning is beyond the text, in reader’s experience or knowledge of the topic |
| Why do you think this artificial process is necessary? |