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| **Year Level**  **Learning Experience Plan One – History – Tune in Phase** | | **Time Frame** | **Focus** | | | | **Implementation Date** | | **Key Learning Area** |
| Year 3 | | **History**  11:40 - 1:15  *1 hr 35 mins* | **Key Inquiry Question: How is ANZAC Day important to Australia’s History?**  TELSTAR Inquiry Model: Phase One – Tune in.  Implemented through the guiding question of: How can a book teach us about the war? | | | | Initial weeks of Term Four 2014 | | History |
| ***NOTE:*** *The following curriculum document has been used in the planning of this lesson: Australian Curriculum (P-10)* | | | | | | | | | |
| **Prior knowledge: LMQ1** - What does the learner already know? (Links to prior knowledge & interests including diagnosis of previous learning experiences) | | | | | | | | | |
| Students know:   * The features of a book. * How the features of a book enhance the story or content. * What words can be associated with the subject of war. * How to construct a prediction on a given topic. | | | | | | | | | |
| **Learning outcomes/standards**: **LMQ2** – Where does the learner need/want to be?  (Knowledge & understanding & skills to be acquired or further developed. Draw upon relevant content descriptions from curriculum document to inform specific outcomes/standards for this learning experience. Foreground achievement standards that will inform assessment. Use descriptors appropriate for phase of learning & curriculum. QSA, 2011, defines curriculum as “the sum total of the learning and development experiences that are offered by a school, formally and informally, in class and out of class”.) | | | | | | | | | |
| Knowledge & understanding: ***Student will know*** (declarative)   1. How to decompose a story to find the meaning behind the words, allowing for further clarification to be sourced. 2. The format of a story: introduction, body and conclusion. 3. How to link personal prior knowledge of Australia’s involvement in war to real-life contexts like the significance of a materialistic object like a tree. 4. How to identify the difference between the writing and illustrations of a story and how they are used together to tell the reader the story both written and visually. 5. How an everyday object like a tree, is connected to Australia’s history in the war. 6. How Australia’s history and involvement in war has effects on today’s living and lifestyles. 7. How to work effectively and efficiently with peers to achieve a common goal. 8. How to demonstrate respect to the classroom, teacher and peers. 9. How to participate in class discussions appropriately and in a timely manner. | | | | Skills: ***Student will do*** (procedural/do)   1. Demonstrate the developing understanding of Australia’s history and involvement in war. 2. Identify key aspects of the story which can be related to students’ prior knowledge of the subject area. 3. Critically analyse the images seen to assess and justify their use in the overall visualisation of the story. 4. Demonstrate the ability to participate in class activities and work with peers without disrupting the class. 5. Clearly demonstrate the ability to follow instructions. 6. Clearly demonstrate respect and how to be polite, not only to the teacher but to everyone when they are speaking. | | | | | |
| **Learning processes: LMQ3** - How does the learner best learn? | | | | | | | | | |
| DoL1 Focus - What Attitudes and Perceptions will be the focus of this LEP and how will I support individual learners? (Including differentiated teaching for student diversity.)   * Relate the questions asked to something familiar to ensure the learner has an understanding of the task. Ask questions like **“What is your favourite book/story?” “*What are the features of a book?”*** *or* ***“What is included in a story?”*** Give the students an example of where you have – relating the context to real life in another example. * Support the individual learning types and styles of each learner by having, visual, auditory and kinaesthetic activities as well as providing encouragement and praise when the correct result is achieved. * Cater for the three general categories of DoL 5; critical, creative and self-regulated thinking by changing or adjusting each activity to suit the learning requirements of students with learning difficulties or disabilities. | | | | DoL5 Focus - What Habits of Mind will be the focus of this LEP and how will I support their development?  I will support the student development by;   * ***Clearly defining the purpose*** of the lesson, ensuring the students know what is expected of them through the use of the **WALT** and **WILF** strategies. * ***Reinforcing*** the use of the I do, We do, You do strategy – Providing detailed demonstrations. * ***Clearly establishing questioning cues*** to generate focus to the lesson and allow for student’s personal development through the use of peer and class discussions. | | | | | |
| **Time** | **Learning procedures**  **LMQ5** - What will constitute the learning journey?  **LMQ6** - Who will do what?  (Include adjustments in the learning experiences to accommodate learner difference.) | | | | **Dimensions of Learning (DoL) focus.**  including teaching strategies to be used | **Resources**  **LMQ4** - What resources do I have at my disposal? | | **Assessment & feedback**  **LMQ7** - How will I check to see the learner has achieved the learning outcomes? (See also the QSA *Assessment Bank*.)  **LMQ8 -** How will I inform others?  (Include moderation of teacher judgments of standards if necessary.) | |
| 2 mins  3 mins  5 mins  25 - 30 mins  ***#1 -> 5 mins***  ***#2 -> 5 mins***  ***#3 -> 10-15 mins***  ***#4 -> 5 mins***  25 - 30 mins  ***3 mins***  20 mins  ***#1*** *-> 5 mins*  ***#2*** *-> 3 mins*  ***#3*** *-> 10 mins*  ***#4*** *-> 2 mins*  2 mins | ***HISTORY***  **Phase 1** Introduce, engage, focus, advance organiser, review prior knowledge, *‘hook’*   1. Ask the students to prepare their History books for the lesson, while ensuring that there should be a margin with the short date written inside. 2. **Set Up:**    1. Be prepared to introduce the activity and what is happening to the students    * Today we are looking at the question of ‘How can a book teach me about war?’ To answer this question we are going to start reading a new book which will be our main focus for history this term. The book is called “Memorial”.    * Ask the students to write a prediction on what they think the theme of the story is through the information on the front cover.    * ***\*\*\* Implement the WALT and WILF strategies \*\*\****      + **WALT** – We are learning to understand the features of a story and how they can be used to encourage us to extend and refine our knowledge of the subject area.      + **WILF** – I am looking for students to be able to connect their prior knowledge of books and how they are written, to the book in focus for the term. Then use this knowledge to determine the underlying theme of the book; War.   **Phase 2** Developskills & knowledge**,** build, practice, acquire, integrate, extend, refine   * What do I want to get from today, what is my goal? I want to see that the students have developed the ability to analyse each component of the text and its structure, ultimately allowing students to determine why each component has been used by the author to portray the given message.  1. Recap – Question and Answer written on the board.   Assessing students’ Prior Knowledge through the question; What do you know about books?   * + What are the features of a book?   + What do all books have?   + What is the name given to the person who writes the book?   + What is the name given to the person who draws the pictures in the book?   **Activity One:** Reading the story to the students   1. Before reading the story, ask the students to write their prediction of the theme of the book based on what they can see on the front cover, into their history books. When written, share their prediction with the person beside them. Ensuring that each student is asked questions by their partner similar to the following;    * Why do you think this is what the story is about?    * What did you see on the cover that helped you establish this prediction? 2. When students have shared their predictions with their partner, generate a class discussion about what the students predict to be theme of the story. While students are sharing their predictions, record key components discussed on the board, creating a whole class prediction.  |  |  |  | | --- | --- | --- | | * + Ypres | * + Vietnam | * + Shrine of Remembrance | | * + 1918 | * + Memorial | * + Lest We Forget | | * + Reveille | * + Shrapnel | * + Statue of the unknown soldier |  1. Read the story to the students, paying attention to, and emphasising specific words and phrases like those below, that will determine if students’ individual or the whole class prediction was correct;  * Take pauses while reading to ask questions like the those below about what can be seen in the book, allowing for analysis of students understanding of the book. * Why are the pictures in dark/bright colours? What does this tell us? * If the book had only had pictures, would we still be able to understand the story?  1. After reading the book, the theme of the text should be distinguished as being about war. Given this both the student’s individual and whole class predictions should be clearly classified as correct or incorrect.   **Activity Two:** Connecting the dots   1. Assess students Prior Knowledge through the use of a class set of iPads, where students can create a mind map, either individually or in pairs depending on the availability of iPads, on their knowledge of what War is through the Popplet app on the iPad. If the app hasn’t been purchased or installed, it can be accessed by either of the following links;    * <http://popplet.com/app/#/demo>    * <http://popplet.com/>   Inform students that they have **10 minutes** to complete the task.   1. When students have completed their maps, ask each student to share one item from their mind maps, enabling the construction of a whole class mind map on the whiteboard. 2. When completed ask students to put the cover on their iPad and pass it on towards the person on their left so that they can be collected by a student, ensuring that there is minimal noise.   ***\*\*Merging activity\*\****  While the iPads are being collect by a student, ask another student to give each student a copy of the KWL Chart worksheet. During this time, draw a basic KWL Chart onto the whiteboard with either one or two dot points for both the Know and Want sections of the chart.  **Activity Three:** KWL Chart   1. Provide a brief explanation of what a KWL Chart is to ensure each student is aware of what is required of them for this activity. 2. Ensure that the students are aware that the KWL Chart will be filled out on the subject of war and needs to be glued into their History books. 3. Once glued in, inform students that they have 10 minutes to complete the **Know** and **Want to know**, sections of the KWL Chart. 4. Inform the students that both the **Know** and **Want to know,** sections of the KWL Chart will be added to during the term, and that the **‘What I have learnt’** section of the chart will be completed at the end of the term.   **Phase 3** Conclude, culminate, draw together, review & summarise key learnings, checks for learning, consolidation, homework/review tasks.  Ask the students;   * ***Did we achieve the WILF?*** * Did the students enjoy the activities that were done? * Did they have fun? * Did they learn something new? Etc. | | | | **Phase 1:**  **DoL 1**   * Be clear about expectations and task requirements   **DoL 1**   * Perceive tasks to be valuable and interesting   **DoL 3**   * Use teacher-structured and Student-structured tasks   **Phase 2:**  **DoL 2**   * Help students construct meaning for vocabulary terms * Create opportunities for students to discover or figure out the new information for them-selves.   **DoL 5**   * Demonstrate Critical, Creative and Self –Regulated Thinking   **Activity One:**  **DoL 1**   * Be clear about expectations and task requirements   **DoL 2**   * Help students construct meaning for vocabulary terms * Create opportunities for students to discover or figure out the new information for them-selves.   **DoL 3**   * Use teacher-structured and Student-structured tasks   **Activity Two:**  **DoL 1**   * Be clear about expectations and task requirements   **DoL 2**   * Help students construct meaning for vocabulary terms * Create opportunities for students to discover or figure out the new information for them-selves.   **Activity Three:**  **DoL 1**   * Be clear about expectations and task requirements.   **DoL 2**   * Help students construct meaning for vocabulary terms   **DoL 5**   * Demonstrate Critical, Creative and Self –Regulated Thinking   **Phase Three:**  **DoL 5**   * Demonstrate Critical, Creative and Self –Regulated Thinking | * Student’s History books and associated materials * Access to a copy of the text ‘Memorial’ by Gary Crew * Whiteboard and associated materials * Student’s History books and associated materials * Whiteboard and associated materials * Access to a copy of the text ‘Memorial’ by Gary Crew * Class set of iPads with either access to the Popplet app or the internet to access the Popplet website * Whiteboard and associated materials * KWL Chart Worksheets * Student’s History books and associated materials | | * Ask questions like:   + Are you excited?   + What do you already know about books? * Ask if there is anything the students find confusing about the activity, if so resolve the students confusion   + Is there something you are having trouble with?   + Why are you finding it hard? * Walk around the room to assess student’s work and gain a visual understanding of the necessity for further student clarification or guidance on the given activity * Walk around the room to assess student’s work and gain a visual understanding of the necessity for further student clarification or guidance on the given activity * Be aware that lower levels of completed work may be seen in the books of a student (s) who;   + Have English as a second language (ESL)   + Have learning difficulties like Autism or Asperger’s etc. * Ensure that the rules associated to the use of iPads in the classroom are being upheld. * Ask if there is anything the students find confusing about the activity, if so resolve the students confusion   + Is there something you are having trouble with?   + Why are you finding it hard? * Ask if there is anything the students find confusing about the activity, if so resolve the students confusion   + Is there something you are having trouble with?   + Why are you finding it hard? * Collect students History books to assess gained knowledge and levels of work completed. * Be aware that lower levels of completed work may be seen in the books of a student (s) who;   + Have English as a second language (ESL)   + Have learning difficulties like Autism or Asperger’s etc. | |
| ***\*\*\* Never forget to tell the students that they are doing a good job, encouragement always makes you feel better \*\*\**** | | | |
| **Reflection: LMQ9** - Why has the learner (achieved/) not achieved the learning outcomes (standards)?  (Feedback to the student & teacher about what is needed to inform future learning - what worked and what didn’t. Were the knowledge & understanding & skills achieved?  Learning diagnosis including individual learning issues that need to be addressed.) | | | | | | | | | |
| The Learning Experience Plan above has not been implemented at this current point in time. The second Learning Experience Plan of this inquiry, the “Phase Two – Explore” Lesson Plan will focus on building the students’ knowledge of what war is, in specific relation to the ANZAC’s of WW1 and what the acronym ‘ANZAC’ stands for through the use of YouTube clips and class resources like flash cards and posters. | | | | | | | | | |