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| **Date:** 3/5/11 | **Year Level:** Grade 5 | **Lesson Duration:** 30 minutes |
| **Title of Lesson:** * Portfolio task (Simpson on his donkey)
* Dictation
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| **Learning Outcomes and Specific Purpose:*** For students to develop/further develop their dictation skills.
* Students to increase knowledge in spelling, punctuation and grammar.
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| **Links to VELS:** **Strand: Physical, Personal & Social Learning** **Domain:** * Personal Learning

**Dimension:** * Managing personal learning
* The individual learner

**Strand; Disciplinary Learning** **Domain:*** English

**Dimension:** * Reading
* Writing
* Speaking and listening

**Strand: Interdisciplinary Learning** **Domain:*** Communication
* Thinking processes

**Dimension:** * Listening, viewing and responding
* Reflection, evaluation and metacognition
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| **Prerequisite knowledge/concept/skills/vocabulary required:** * Students will need listening skills and writing skills
* Students will need prior knowledge of paragraphing, grammar, spelling and punctuation.

How does it link to previous lesson? * Previously I had briefed the children on paragraphing, and where they should go
* students are continuously developing their spelling and writing skills in previous lessons
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| **Grouping/s and Physical Space:** * Children will be grouped on the floor, then moved to their seats
* They will be working individually as this task requires excellent listening skills.
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| **Equipment/Resources required:** * Rubric for marking portfolio task
* Lap top with short piece of story to be read and dictated
* Students literacy books and pen
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| **Lesson Structure:** **Introduction:** Once students return from lunch I will bring them all to the floor, they will settle and I will explain the task that we are going to be doing. I will ask children what is dictation and how do we do this. I will explain the process and students will have the opportunity to ask questions if relevant. **Main component of lesson:** Once the students are aware of the task at hand, I will begin reading the piece of information slowly so the students can listen without writing for the first couple of times. Once I have read this twice, the students will be asked to return to their seats and get their literacy books out on a double page (so the rubric will be on the other side of this writing). I will read the information out, 4-5 words at a time depending on the difficultly of the words. Giving students sometime between readings I will explain to them that spelling is important for them to try hard at attempting to spell these words. I won’t be asking the students questions through this as this is a portfolio task and done individually. Once I have finished the third reading I will explain to the students that there is two paragraphs in this reading and that I will read through the information once more and the students needed to place a mark where they believe the first paragraph finishes and the next one starts.**Conclusion:** Concluding this reading, the students will see the correct piece of information and mark their spelling errors. There will be no conversations on this as it is a portfolio task to be marked by teacher. |
| **Monitoring of Student Learning:** This task will be assessed by the level of completion and spelling, grammar etc. There is a rubric marking guide that my mentor teacher has and this will determine the student learning. |
| **Self- Evaluation of Lesson:** I felt the lesson went well and my reading was clear for the students to understand and comprehend. After reading twice I felt it gave the children a clear understanding what the story was about and that they would be able to dictate my next reading. While students dictated, I allowed time for all students to keep up. The students were pleased with themselves once reading the information in comparison to theirs. I really enjoyed this lesson and thought it was a nice quiet activity that still required skills and knowledge. |
| **Supervisor Evaluation:** |