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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 | | |
| **Learning Outcomes and Specific Purpose:**   * For students to develop/further develop their dictation skills. * Students to increase knowledge in spelling, punctuation and grammar. | | |
| **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 | | |
| **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 | | |
| **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. | | |
| **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 | | |
| **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:** | | |