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| **DIFFERENTIATED LESSON PLAN** |
| **Year Level:** Stage OneYear One **Length of Lesson:** 100 mins**Curriculum Area:** HSIE/English | **Theme/Topic:** Everyone Needs a Home **Lesson Title:** A House is a House for Me |
| **Background Information: Where does your lesson fit into your overall unit planning?** This lesson is 2nd in a unit about shelters. Students have been introduced to different shelters that people live in. This lesson introduces the timeless story; A House is a House for Me by Mary Ann Hoberman, which poetically describes all different ‘houses’ for people, animals and things. The story is used to stimulate students’ imaginations about houses and homes. **Big Idea:**This unit links both the HSIE and the English KLA’s. Students are expected to develop an understanding of rhyming words and think in an abstract and poetic way about different houses. Students will partake in many group activities that lead to proficiency in understanding the meaning of the text. Students will manipulate the words to independently write their own poem. At the end of this learning sequence students will understand the need for shelter in regards to different weather conditions, different cultures and different needs. They will appreciate that plants, animals and humans all need a shelter and will choose an animal and investigate what it uses as a shelter. The students will then identify the different types of shelter found in their local community and will then create a labelled diagram of their home showing how it acts as a shelter for them. Students will move on to investigate some of the different types of houses found around the world and will then design and make a shelter suited to a particular environment. Finally the students will discuss how we alter the environment to create our shelters and will work in groups to identify ways that we can keep this to a minimum.  |
| **Background Assumptions of the class and (case study) student:**This lesson assumes that students have some knowledge of different types of houses. They are used to workshop learning where students make choices that guide themselves to the final product. Michaela loves rhyming words and the story chosen to support the content fosters this interest. Her major challenges come from the fact that she likes to struggle through her own work, therefore scaffolding and observation of her is required. Along with the rest of the class, Michaela has shown she benefits from group work that allows students to converse and work together. She is functioning below a year one level and has problems connecting the literal meaning with the words on the page. The core group of students can self correct their own work and successfully use all cues in order to create meaningful texts. They are producing work at an average level and when interacting with the A1 students they tend to dominate. The advanced group of students are working beyond expectations. They always finish work well ahead of the core and A1 students and therefore are usually left doing meaningless tasks.  |
| **Learning Expectations (Outcomes):** *What skills, knowledge, attitudes/values do you expect your students to learn?* |
| **Academic:****ENS1.6** Demonstrates an understanding of the relationship between environments and people**ENS1.5** Compares and contrasts natural and built features in their local area and the ways in which people interact with these features**RS1.6** Draws on an increasing range of skills and strategies when reading and comprehending texts.**RS1.8** Identifies the text structure and basic grammatical features of a limited range of text types.**WS1.9** Plans, reviews and produces a small range of simple literary and factual texts for a variety of purposes on familiar topics for known readers. | **Social:*** Recognises the different environmental and cultural factors that impact a person or animals shelter
* Appreciate different cultures through exploration of their customs focusing specifically on their shelters and dwellings
* Interact with classmates in a positive manner
* Display a sense of respect when completing group activities
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| **Assessment Strategies:** *How will you assess the learning expectations?*pict Observation pict Learning Log/Journal pict Presentation/Performancepict Anecdotal Notes pict Self-assessment pict Audio/Video/Technological Presentationpict Work Samples pict Peer-assessment pict Projectpict Interview/Conference pict Rubric pict Oral Reportspict Checklist**Indicators:** * Students will be able to write their own short poem following the structure of Hoberman’s story – thinking as abstractly as they will allow themselves too.
* Students will illustrate their poem and read aloud to contribute to the class video clip of different houses
* Students will contribute to discussion of the purpose of a shelter and why it is necessary
* Students will acknowledge the different factors that lead people, animals and things to have all different kinds of shelters
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| **Accommodations/Adjustments:** **Content** In Part A of the lesson, the content has been modified to focus on all students. Students are placed in their co-operative learning groups, defined by their interests and ability. The choice cards allow students to select the content that they think they are able to complete and therefore work at their own level. All students are however completing activities that require an understanding of the text. In Part B the content has not been differentiated as all students are writing their own poem. Fast finishers are given relevant pre-organised activities allowing them to extend their learning and challenge themselves **Process** The process has been modified so that students can take alternative paths to manipulate the ideas embedded within the text. Provided with choice based on multiple intelligences, students are able to select their own methods in order to gain knowledge. All students when completing the their tasks will work with the same ideas however the way in which they show knowledge will vary throughout the class. In Part B students are all scaffolded through the reading of the text and the group activities, all leading to the construction of their own poem. Students are able to complete this activity at their own ability level; they are only restricted by their imagination.**Product** The end product of the students work will vary as students are provided with activity choice cards as they explore language and meaning within the text in Part A of the lesson and in Part B students can write a statement and draw a picture as to whatever standard they feel they can, however all will achieve the same goal of being able to recognise a place as a house for a person, animal or thing as Hoberman’s story stimulates. Students are motivated and engaged as they have been provided with choice in this lesson which will lead to a different end product but a high standard of work should be achieved by students of all interests and abilities. |

#### Explicit Teaching: Differentiated

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| **Time** | **Teaching Strategies and Sequences** | **Materials/****Resources**  |
| 9:209:3510:50 | **Introduction:**Reading:Students partake in Paired Reading of their home reader from the night before.They will then swap their home reader and read to a parent helper. The teacher takes a group of 4 or 5 students for a guided reading session. This allows for continuous and consistent assessment. Focus will be on deducing meaning and making inferences based on the text. *Books change depending on the group, their level and their previous weeks assessment results. Please refer to program.*After students have swapped their book they will do Silent Reading with a story of their choice from the class library.Whole Class Discussion:Bring class together on the floor. Introduce the book - ‘A house is a house for me’ by Mary Ann Hoberman. Discuss what we know about houses and shelters using the format of a KWL Chart (Appendix A). After looking at the pictures, add what we want to learn from the book. Highlight that students are to listen carefully to the vocabulary used in the text. The KWL Chart will support the teachers modelling of the process of reading for a purpose. Students are encouraged to listen for the answers to fill in the last column from the KWL Chart.Read the story a second time highlighting all the rhyming words, students can clap, wiggle their fingers or put up their hand when they hear a pair of rhyming words. | Parent Helper’sReading Books‘A house is a house for me’ by Mary Ann HobermanKWL Chart |
| 10:0010:0510:2510:45 | **Body:** Demonstrate to students the abstract thinking about houses. Discuss some examples to ensure they have an understanding. Allow students to finish your sentence: A kennel is a house for a \_\_\_\_; A \_\_\_\_ is home to a bee; etc. Students will complete tasks in the form of a workshop. Students will be split into interest and ability groups and given a series of ‘choice cards’ (Appendix B) that draw from Gardner’s multiple intelligence theory. Students will choose to complete the activities in pairs or their small groups.After exploring the language and meaning of the text, through the various activities, students will work independently to write their own poetic statement to contribute to a class book of ‘houses’. Stimulate students to visualise a person, animal or thing. Where do they live? Students will fill in: A \_\_\_\_ is a house for \_\_\_\_ and a house is a house for me (Appendix C). Their writings and drawings can be as abstract and imaginative as they like or they may choose to copy something from Hoberman’s story.As students finish their work they can take a photo of their illustration and record themselves reading their story. All pictures and recordings will be collaborated to create a class ‘house is a house for me’ video clip. This will create a great resource of students’ newfound understanding of abstract ideas of a ‘house’.Fast Finishers – Will assist in the construction of the video clip or go back to their choice cards and complete another activity. | Choice cardsDigital cameraVoice recorderComputer with movie making program |
| 10:55 | **Closure:**Bring class back together to recapitulate the content that has been covered. Fill in the last column of the KWL Chart with all students gained knowledge and understanding. Motivate them to stay tuned for the final product of their video clip. | KWL Chart |