## Lesson Plan

**Date:**  
**Class:** Year 4  
**Subject:** English

| Learning Objective: I am learning how authors use various language features to involve readers in character development and plot tension. | Success Criteria:  
- Identify examples of language features used by an author  
- Describe the effect these language features have on the reader  
- Rewrite a text by adding in language features that will enrich meaning |

### Lesson Structure

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<thead>
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<th>Stage</th>
<th>Teacher</th>
<th>Students</th>
<th>Key Strategies/ Adjustments</th>
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| **Opening**  
(Review/Preview) | Review a chapter from the class novel that has a plot tension – record student responses using a graphic organiser  
Summarise the chapter into a short paragraph | Brainstorm key events  
Recall any pivotal points in the plot | Cooperative learning  
Prompting/questioning  
Graphic organiser  
Summarising key ideas |

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| **I Do**  
(Modelled) | Recalls four thoughts and feelings felt when reading the chapter and lists them on the board with visuals  
Selects examples of words/sentences from the chapter that support two of the feelings listed – linking them visually | Watching and listening | Think alouds  
Visuals  
Graphic organiser  
Visuals/diagrams  
Highlighting and matching |

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| **We Do**  
(Guided/Shared) | In pairs use the text (various representations and complexities) to find examples that support the other feelings listed – highlighting key words and phrases in a graphic organiser  
Identify any additional thoughts and feelings with supporting examples from the text | Cooperative learning  
Peer tutoring  
Multimodal text  
Varying text complexity  
Graphic organiser  
Highlighting  
Critical thinking  
Group discussion  
Prompting/questioning  
Modelling |

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| **You Do**  
(Independent) | Provide additional scaffolding and modelling  
Review another chapter from the book – identify four examples of language that create a feeling, identify the language feature type and record the effect it has on the reader | Scaffolds  
Choice  
Assistive Tech  
Multimodal text  
Varying text complexity |

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| **Closing**  
(Review/Preview) | Present an example of the language from the second chapter  
Cooperatively identify the language feature type and the effect that it has on the reader | Visuals  
Prompting  
Targeted questioning |

| Wrap up | Exit routines |

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<Commented [SL(1)]: AAC: I am learning to use text structure, grammar and new vocabulary to develop characters and plot tension.  
ILG: I am attending to a familiar text and refusing or rejecting a text based on my feelings.>

<Commented [SL(2)]: AAC: Provide a visual retell of the chapter so prompt recall of what happened  
ILG: Attend to the visual retell. Respond to whether they like the story or not.>

<Commented [SL(3)]: AAC: Provide some identified key vocabulary. Student to Match the key vocabulary with feelings.  
ILG: Student attends to the reading of a small section of the chapter supported by visual representations.>

<Commented [SL(4)]: AAC: Provide a multimodal version of a paragraph from the text. Student to identify two key words and what effect they have on the reader.  
AAC: Student indicates if they like the text using visual supports of common emotions.>