

### Lesson Plan

<b>Date:</b>	<b>Class: Year 4</b>	<b>Subject: English</b>
<b>Learning Objective:</b> I am learning how authors use various language features to involve readers in character development and plot tension.		<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>Identify examples of language features used by an author</li> <li>Describe the effect these language features have on the reader</li> <li>Rewrite a text by adding in language features that will enrich meaning</li> </ul>

**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.

Lesson Structure			
Stage	Teacher	Students	Key Strategies/ Adjustments
<b>Opening</b> <i>(Review/Preview)</i>	Review a chapter from the class novel that has a plot tension – record student responses using a graphic organiser	Brainstorm key events Recall any pivotal points in the plot	Cooperative learning Prompting/questioning Graphic organiser
	Summarise the chapter into a short paragraph		Summarising key ideas
<b>I Do</b> <i>(Modelled)</i>	Recalls four thoughts and feelings felt when reading the chapter and lists them on the board with visuals	Watching and listening	Think alouds Visuals
	Selects examples of words/sentences from the chapter that support two of the feelings listed – linking them visually		Graphic organiser Visuals/diagrams Highlighting and matching
<b>We Do</b> <i>(Guided/Shared)</i>		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	Cooperative learning Peer tutoring Multimodal text Varying text complexity Graphic organiser Highlighting
	Once the list of feelings has been completed from the I do and We do section, work cooperatively to classify the examples by language features and identify the effects on the reader	Identify any additional thoughts and feelings with supporting examples from the text	Critical thinking Group discussion Prompting/questioning Modelling
<b>You Do</b> <i>(Independent)</i>	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
<b>Closing</b> <i>(Review/Preview)</i>	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
<b>Wrap up</b>	Exit routines		

**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.