

Lesson Plan

Date:	Class: Year 2	Subject: English
Learning Intention: I am learning to understand that poets use sound and word patterns in poems to influence reading poetry		Success Criteria: <ul style="list-style-type: none"> • Identify sound and word patterns in poems • Read or recite a poem using sound and word patterns for effect

Commented [LS1]: AAP: I am learning to identify and use rhyme

Lesson Structure

Stage	Teacher	Students	Key Strategies/Adjustments
Opening	<p>Read the first verse of a poem about a familiar object – model volume, pace and tone. Present poem on board with visual supports and point under words whilst reading</p> <p>Read poem again and ask students to listen for the poetic features covered in previous lesson – provide list of features and visual cues</p>	<p>Listen to the poem</p> <p>Identify the title, what the poem is about, nouns/noun groups, and verbs, and state whether they like the poem and why with support of visual cues and sentence starters</p>	<p>Modelling</p> <p>Multimodal representations</p> <p>Visual cues</p> <p>Guided reading</p> <p>Prompting</p>
I Do <i>(Modelled)</i>	<p>Introduce the concept of alliteration – provide a student friendly definition and use think alouds to identify an example in the poem</p> <p>Introduce the concept of rhyming – provide a student friendly definition and use think alouds to identify an example in the poem</p>	<p>Watching, listening and providing choral responses as the teacher identifies and produces sounds</p>	<p>Student friendly definition</p> <p>Modelling</p> <p>Think alouds</p> <p>Highlighting</p>
We Do <i>(Guided/Shared)</i>	<p>Record co-constructed Frayer Models for addition to the learning wall</p> <p>Highlight words as they are identified by students – use consistent colour coding throughout the unit to identify different poetic features</p> <p>Provide focused explanation and explicit modelling as required</p>	<p>Provide responses to construct a class Frayer Model for alliteration and rhyming</p> <p>Identify examples of alliteration and rhyming in the presented poem</p>	<p>Cooperative learning</p> <p>Frayer Models</p> <p>Feedback and correction</p> <p>Highlighting</p> <p>Focused teaching</p>
You Do <i>(Independent)</i>	<p>Present the second verse of the poem</p> <p>Provide focused and intensive teaching</p>	<p>Identify examples of alliteration and rhyming via one of the following means:</p> <ul style="list-style-type: none"> - Typed sheet highlighted individually - Typed sheet highlighted with a partner - Listening to a recording and verbalising stating - At guided group with teacher 	<p>Choice</p> <p>Multimodal</p> <p>Variety of scaffolds</p> <p>Cooperative learning</p>
Closing	<p>Highlight found examples on the board and capture highlighted poem for learning wall</p>	<p>Share found examples of alliteration and rhyming</p>	<p>Learning wall</p>
Wrap-up	Exit routines		

Commented [LS2]: Proloquo2Go: Teacher to model key words on device

Commented [LS3]: AAP: Student to indicate if they like or dislike the poem and/or parts and objects within the poem

Commented [LS5]: AAP: Identify key sounds and words on Proloquo2Go and/or point to them represented on the board in word and picture form

Commented [LS4]: Proloquo2Go: Teacher to model key sounds and words on device

Commented [LS6]: AAP: Targeted questioning

Commented [LS7]: AAP: Indicate if words rhyme and match rhyming words using picture cards

Commented [LS8]: AAP: Share example of matched pairs