

LESSON PLAN

Class: Year 6
Subject: English
Topic: Creative Writing – Composition
Duration: approx. 1 hour
Prepared by: Ms Sarah Jane Pulis

Title: **Caught in the Rain**

Linked to: *Il-Klima* (Social Studies)

Class Profile:

The majority of my students use Precision first, closely followed by Sequence. Two students avoid using Precision. This task is a challenge to those with high Technical and low Precision scores and to the four students who avoid using Confluence.

Educational Objectives:

By the end of the lesson, the pupils:

- a) should be able to write a composition of approx. 120 words, with the title: Caught in the Rain (Skill)
(Sequence/Precision/Confluence)
- b) should be able to do a P.M.I. about a rainy day. (Skill)
(Sequence/Precision/Technical/Confluence)
- b) should be able to understand how adjectives, adverbs of sequence and suitable vocabulary/expressions, enhance their writing by adding detail. (Understanding)
(Sequence/Precision)
- c) should learn new vocabulary relating to inclement weather. (Knowledge)
(Sequence/Precision/Technical/Confluence)

Remote Preparation:

Students have been learning about various weather conditions throughout the week, as topic of the week is, *Il-Klima*.

Resources:

- Power Point Presentation: Caught in the Rain (S/P/T/C)
- Photos (downloaded from internet) showing damage caused by heavy downpour
- Flashcards with new vocabulary and expressions
- Word Search
- Crossword Puzzle
- Sentences to put in order to form a short story
- Paper boat model and typed instructions
- Umbrella
- Charts about: Adjectives/Feelings/Expressions
- Our four friends: Geru (S); Fina (P); Faru (T) and Zringi (C)
- Students' personal power cards
- Word walls
- Internet Use

Method:

- Whole class/Group work/pair-work/individual
- Role playing
- Brainstorming

Development:

Step 1: Whole class

Resource: Umbrella (T)

I hold up my umbrella and open it and ask students what it reminds them of.

Step 2: Whole class

Resource: Paper boat model (T)
Typed instructions on how to
A blank A4 paper

- ❖ Students handle real model (T)
- ❖ Students observe how model is made by following steps (S/P/T)

I ask students whether they have ever made a paper boat and whether they have ever played with it. If in the affirmative, when did they play with it?

Next, I ask for a volunteer to make one out of the blank A4 paper. It could be one with a high Technical score or another with a low Technical score who wants to take up the challenge.

At the end of slide 11, ask: Do you like rainbows? Why? (C) Encourage children to be creative by asking other questions such as, what do you think there is at the end of the rainbow? (a treasure?)

Step 4: Role-playing (C)
Pair-work

Resources: Students' Personal Power Cards
Word Walls

❖ Role-playing requires imaginative and improvisation skills (C)

I ask students to consult their personal power cards. I also tell them to consult the Word Walls to see which pattern is ideally suited to this activity. I ask, 'Which pattern does this task require that we use? Let's look at the word walls. Who avoids this pattern? Who's going to find this task difficult? Who uses Confluence first? How would you go about this activity? '

Once we establish it is suited to those with a high score in Confluence, I add that it could provide a challenge to those with a low score (less than 16) in this pattern. I suggest that we could have one volunteer with high Confluence and another student who avoids this pattern. I leave it up to the students to decide whether to take up the challenge or not.

Once the volunteers come forward, I tell them to take the parts of an adult (a parent, perhaps) and a child, who get caught in the rain while on an errand and get stuck in one place.

Perhaps it would be more interesting to choose two pairs of 'actors' to role-play the same scene. All students could have different patterns and we could compare and contrast their interaction .

Step 5: Group Work

Resources: Story to be put in order (S)
Wordsearch (P)
Crossword Puzzle (T)
Internet Use (P)

While the pairs are preparing their parts to act, the other groups work on the different activities which are designed for their particular Learning Patterns.

I allow 10 to 15 mins. for all activities to be completed. Then students share with the whole class what their activity was about.

USING THE INTERNET (P):

Whoever finishes before the allotted time, can go on a class computer and click on Google Search and write *storm pictures* in the search engine.

Then they right click on the picture and save.

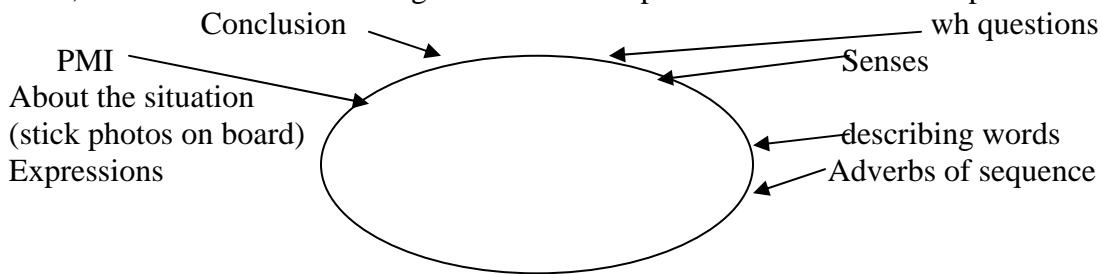
Next, they open Print Shop and import the picture.

Afterwards they write a few sentences about the picture they downloaded.

Step 6: Whole class
Brainstorming (P/C)

Resources: photos
flashcards
worksheet

At this stage, I draw a web on the board and write the title in the centre. With the whole class, we do some brainstorming on how the composition should be developed.



Conclusion:

Once the planning of the composition is over, I distribute the worksheet, *Caught in the Rain* and allow 30 minutes for the children to complete the task in hand.