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| **Lesson Plan** | | **Date: 7.12.11** | | **Class: 6S** |
| **Curriculum Focus:**  **Literacy**: The children will all be creating a newspaper report based on their learning throughout the session. Whilst they are writing this, they will practising their literacy skills such as spelling, grammar and punctuation. They will look at non-fiction sources of information, scanning texts to find information and obtaining specific information through detailed reading. They will be drawing on conventional features of a newspaper article. | | **Previous learning**  This lesson takes place in the Cross-Curricular week with an Olympiad theme focusing on Equal Opportunities and Change. All week the children will have been participating in activities related to the Olympics.  **Pupils to address from previous lesson:**  In previous Literacy lessons, the children have looked at the features of newspaper articles whilst studying journalistic writing. In this lesson, presentational concepts/ideas will be reinforced and the CT will direct them as to how to set up the correct layout (Projector). They must remember where to position the title and headings and how to type up their work in the columns format.  **Olympiad Theme: Equality**  The focus point for this lesson is inequality through racism. Owens competed in the Berlin 1936 Olympics. Racism endemic in the United States of America. Although an Olympic gold medal winner, he was obliged to take the service lift as he was black.   * Refer to Hitler, World War II History | | |
| **Learning Objective(s):**  **To carry out research on a successful Olympian.**  **After carrying out research, to produce a newspaper article using ‘Publisher.’**  **To be able to work in groups and create your own image of Jesse Owens or another famous Olympian for your own work using a digital camera.** | | **Success Criteria:**  I can carry out my own research and make my own story based on what I have read.  I know what period of time Jesse Owens lived and can make connections with other events in History.  I can use what I have learnt and present it in a certain way for others to read using ICT skills.  I can make my own photographic image to match my piece of work.  I understand how useful digital media is and how to use it for a target audience. | | |
| **Reference to documents:**  **Key Stage Two English:**  3a, 3b, 3c, 3d  4b  5e  5f  9a, 9b, 9c  **Key Stage Two ICT:**  1a, 1b  2a  3a  4a, 4b  **Key Stage Two History:**  1a  4a  5a, 5c  8b  **Key Stage Two PSHE & C:**  4d  **Every Child Matters:**  Make a positive contribution  Enjoy and achieve  Achieve economic and social well-being | **Cross curricular links:**  English is a vital way of communicating in school and in everyday life. Pupils develop skills in speaking, listening, reading and writing which is then applied when studying the rest of the curriculum.  Through the focus of literacy, the stimulus of the lesson is **History** as they are carrying out research on a successful athlete in Olympic History.  They are learning primarily about one important role model and will develop an awareness that the Olympics has a past, present and future. The Olympics provides a forum for change and discussion.  Other Olympians/ Paralympians may also be investigated, providing both male and female role models.  The whole session takes place in the ICT suite where their research will be found on the internet sites, their work will be presented on Publisher and their image will be a primary source using a camera provided.  In this session, the children will be made aware that ICT is useful for a variety of concepts in everyday life which is being modelled through school where ICT tools support their work in other subjects.  (Discuss this throughout the session). | | **ICT application:**  The whole lesson will take place in the ICT suite. They will carry out further research on the internet and then present their newspaper article on ‘Microsoft Publisher.’  They will then use digital cameras to take images and then will insert this to their piece of work. | |
| **Teacher Input Learning Styles – V A K**  In this lesson, the children will be researching a very significant and successful athlete in Olympic History. At the beginning of the lesson a short power point will be delivered to the class where Jesse Owens’ achievements and biographical facts will be delivered.  Tell the children that Jesse Owens was born in 1913 and competed in 1936 - 20th Century so they are aware of what period of time they are looking into. This enables them to describe and make links with the Olympics then and now.  The children will be told to imagine they were an editor/reporter during the period of time Jesse Owens lived.  Discuss the role of a newspaper reporter and the style of writing. | | | **Key Questions**  What century did Jesse Owens live?  Can anybody tell me where Berlin is?  What can we remember about writing in a style of a newspaper reporter?  How do we position our writing?  What person are we writing in?  What is the purpose of the headline?  What is the purpose of the photo you will be taking?  Is racism still an issue that affects us today?  **Vocabulary**  Headlines  Facts and Opinions  Quotations  Photos  Captions  Past tense | |
| **Activities: (differentiation, Learning Styles- V A K**  After the presentation, the children will then carry out further research on the internet where two focus websites will be written on the board.  Using the information they have learnt and researched, they will then create a newspaper article either on Jesse Owens or another famous Olympian. They will write down in their books three interesting facts which they can share with the class.  **Differentiation**: Higher ability children will carry out research on another famous Olympian and form a newspaper article on them. Their biographical/general facts should be integrated in to their article. (Show example from a newspaper).  They will also be encouraged to include quotations from imaginary people (based on what they have learnt about fact and opinion).  Those of lower ability will focus on what they have learnt about Jesse Owens and form a newspaper article. They will be given a template (saved on the hard drive) to type up their story easily.  After they have completed this task, the children will be put in small groups where they will be given a digital camera. The children will take it in turns to take a picture of one another posing like Jesse Owens or the chosen Olympian. They will be asked to take a maximum of three images per person so they can compare each and decide which one to use to illustrate their work. They can discuss this with their peers and adults in the room.  **Focus Sites:**  [www.jesseowens.com](http://www.jesseowens.com)  [www.jesse-owens.org](http://www.jesse-owens.org)  [www.olympics30.com](http://www.olympics30.com) | | | **Key Questions**  What have you found out about your chosen Olympian?  What had made this Olympian so successful, what did they achieve?  Does your title match your article? How can you make it grab the audience’s attention?    How can your picture represent this Olympian?  How close are you going to capture the picture?  What is your opinion on this information?  How can you use this information and turn it into a story?  **Vocabulary**  Third person  Past Tense  Use of direct speech.  **Misconceptions**  Children may not be aware of racial inequality. This example shows that it occurred fairly recently (show timeline). It affected aspects of many areas of everyday life that we take for granted.  They may not be aware of racial inequality that occurs today, locally and globally. | |

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| **Plenary:**  The children will now compare and decide with a partner which image they would like to use. They will then insert this to their article and position it where appropriate. (Lower ability will have a photo box in their template).  The CT will demonstrate this short task on the interactive whiteboard whilst the other two adults assist the children and make sure they are on track.  The partners will then share their interesting facts from the Olympian they researched and the CT will select a few to share theirs with the whole class. | **Key Questions**  Which image seems to be of better quality?  Which one looks more interesting?  Can you add a caption?  Tell me the name of your Olympian and an interesting fact.  **Vocabulary**  Achievement  Success  Sporting activity |
| **Planned Use of other Adults**  One TA – Provide extra support for those with lower ability and SEN  Work Experience Student – To support those of middle ability and direct them in choosing specific information to present in a report.  Both of these adults will monitor the group work and make sure the cameras are being used correctly and safely.  The CT will be observing and helping the whole class | |
| **Resources**  6 Digital Cameras | |