

LESSON PLAN			
Class: English	Class teacher:	TAs:	
Learning outcome: To use information gathered from the text to draw/write about key characters. To use symbols to recall packages of text.			
Organisation			
Children	Staff	Children	Staff
Initials here	Initials here	Initials here	Initials here
Introduction – 15 min			
<p>WALT – To recall information from our story To use information to create and label pictures from our story</p> <p>WILF – To answer questions about our story To create our own mixed up chameleons To add symbols labels to share information from the story To write labels to share information from our story</p> <p>Introduce WALT and WILF, recap what we are looking at this half term and what we have covered so far this week with our story.</p> <p>Using ppt to shared read the story of ‘The Mixed up Chameleon’ – LR using iPod to answer questions about pages of the story, AH and JW using PECS boards to create ‘I see’ statements (AH supported with toy animals and from choice of two, poss. extend to colour attributes too), rest using symbols in the story to support answering questions (using a mixture of open and closed questions).</p> <p>Check what WILF we have achieved; recap what we are looking for in next part of the session. Depending on levels of attention, provide instructions for work task within group, then finer details once at work areas; if unsettled move straight to work areas and each group lead provide instructions there.</p>			

Main activity – 25 min		I = Independent, S = Support
Purple		Silver
<p>Group 1 pupil initials here (staff Initials here)</p> <p>Objective: To add labels to a picture from our story</p> <p>Activity: S</p> <p>Using image sheet of mixed up animals, refer to whole image on support sheet and make a choice from two symbols to add to label (pupil initials here).</p> <p>Using sheet of animals, add symbol labels from choice of two, extend to match initial letters (pupil initials here).</p> <p>Extension activities:</p> <p>Mark-making activity on animal sheets. Then finding animals under shaving foam in trays in the choose room.</p>	<p>Group 2 pupil initials here (staff Initials here)</p> <p>Objective: To add labels to images linked to our story</p> <p>Activity: S</p> <p>Using cut up pieces of animal pictures, create their own mixed up chameleon. Can they recall from the story which animals were which parts? Then add symbol label to match. (On A3 paper.)</p> <p>Extension activities:</p> <p>Add overwriting for one of the animals. Then to small world animal toys in the choose room, adults facilitate role play of the story.</p>	
<p>Group 3 pupil initials here (staff Initials here)</p> <p>Objective: To add labels to images linked to our story</p> <p>Activity: I (ad hoc S – attention)</p> <p>Using cut up pieces of animal pictures, create their own mixed up chameleon. Can they recall from the story which animals were which parts? Then add symbol label to match. (On A3 paper.)</p> <p>Extension activities:</p> <p>Add overwriting for a couple of the animals (pupil initials here).</p> <p>Engage with adult looking through the book in calm corner in choose room.</p>	<p>Group 4 pupil initials here (staff Initials here)</p> <p>Objective: To write labels for images created linked to our story</p> <p>Activity: S</p> <p>Using cut up pieces of animal pictures, create their own mixed up chameleon. Can they recall from the story which animals were which parts? Talk with an adult about what label to add – find from visual dictionary style prompt sheet (pupil initials here), copy (pupil initials here), instruct adult for overwriting.</p> <p>Extension activities:</p> <p>Small world animal toys in the choose room in a tough spot tray, adults facilitate role play making up own animal stories.</p>	

Plenary
<p>Bring group back together from downtime/extension activities (enables all to finish at own rates and to share feedback marking with the children).</p> <p>Children to share their pictures and talk about the animals they used to make their chameleon – answering questions about the labels to prompt discussion with the group.</p> <p>Guide children through achievement, assess against the WILF – use two stars and a wish and faces slide on SMART to structure children’s self-assessment (<i>pupil initials here</i>). Rest of group supported with face fans to recognise their achievement in the session.</p>
Assessment
<p>Annotations to planning to inform for next week – inc. feedback from TAs.</p> <p>Marking with two stars and a wish – achievements and next steps (whole team marking and children’s self-assessment).</p> <p>Ongoing assessment of children through session and reminding of lesson objectives and achievement against these – feeding back to children regularly and in child speak.</p>