# Lesson/Activity Planner

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| **Name:**  | **Date:**  | **Subject: English**  | **Whole Class/Small Group – Whole Class**  | **Year Group: 1** |
| **Professional Development Focus (PDF):** **Keeping students engaged by ensuring the lesson is progressing at a good pace and clarifying their tasks** | **What have you learnt in relation to your own professional development?** |
| **Any other Implications for your teaching from previous evaluations and feedback****I need to ensure that I model for the children using the ‘I do, we do, you do’ approach.** |
| **Learning outcome related to the EYFS/NC:** **(This may be the same for several lessons)****Pupils should be taught to:*** **read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings**
* **add prefixes and suffixes using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]**

**Place of this lesson/activity within the sequence of lessons****Lesson 1 of -ed suffix (grammar)** |
| **Learning Objective for this lesson/activity (with context if appropriate):****Learning to write sentences in the past tense (using -ed) without changing the root word** | **Success Criteria****Pupils can add the suffix -ed to turn a verb into the past tense** **Pupils can tell the difference in sounds of words ending with -ed****Pupils understand that an action is happening in the past when -ed is added****Pupils can write a sentence with a past tense word**  |
| **Key Vocabulary:** *(consider how you will introduce this, display this and assess its use)***Past tense, verb, action, suffix, happened, lick, licked, burn, burned, start, started, work, worked, yell, yelled, hunt, hunted, sound, shout, shouted** | **Resources:** (Include health and safety issues, outdoors if appropriate)**Whiteboards and markers****PowerPoint****Worksheet** |
| **Potential Misconceptions/Errors*** **mispronouncing the sound made when added the -ed suffix, e.g., pronouncing “yelled” as “yellt” or “yell-id”**
* **misspelling words due to pronunciation e.g., “walkt” instead of “walked”**
* **changing the root word e.g., “huned” instead of “hunted”**
 | **Pupils’ Prior Learning for this lesson****Knowledge of verbs being action words** |
| **Who will you focus your assessment on and how will this be done?** **All students through their whiteboard work, peer and classroom discussions, direct questioning, observation, and evaluation of their work** |

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| **Lesson/activity outline -** Think about the inclusivity of your lesson and how you are meeting the needs of **all** pupils. |
| **Learning episode & Time***(for example, retrieval,**exposition, repetition, practice)* | **What are you as a teacher doing?***Key teaching points**Formative assessment including key questions* *How will you manage transitions between the different elements of your lesson which may include children moving around the room?* | **What is the learner doing?***Consider challenge for all which may include adaptations for those working towards to those working mastery (consider scaffolds and resources/equipment)**Will the children be working independently, in pairs, groups?* | ***What is/are your additional adult(s) doing?**** *how will you ensure all pupils are supported in their learning?*
 | **Overall Assessment of Learning** |
| Introduction (10-15min)  | **Read the words with the children and discuss what happens when -ed is added.** **Discuss as a whole class.****Check that students can hear the difference between the end sounds.****Lick -> licked. ‘-ed’ makes ‘t’ sound****Burn -> burned. ‘-ed’ makes the ‘d’ sound****Start -> started. ‘-ed’ makes ‘id’ sound** | **Students discuss in pairs/with others in the group on the carpet****Students drawing on their whiteboards** | ***Ensure all children have a partner to discuss with******Ensure all students have their whiteboards/pens or are sharing with someone that has*** |  |
| Exposition/New Learning (15-20 min) | **Explain to the students that we use the ‘-ed’ suffix to show that something has happened in the past.** **We call this the past tense****I do: show turning verbs into the past tense adding ‘-ed’ suffix****Discuss whether it makes a ‘t’, ‘d’, or ‘id’ sound****Work -> worked****Yell -> yelled****Hunt -> hunted****We do: show verb ‘shout’. How would we turn it into the pas tense? Add ‘-ed’.****Model writing ‘shouted’. Does it make a ‘t’, ‘d’, or ‘id’ sound?****Then put it into a sentence.****Model writing a sentence – I shouted at my mum.****Give each students a ‘Find Your Partner Word Card’ and ask them to find their partner in the room, then to work together to make up a sentence using their verb in the past tense (can be done verbally or using whiteboards)****Use a 5 mins timer to allow students time to write a sentence****Explain the activity before students head off to their tables**  | **Students discuss in pairs/with others in the group on the carpet****Students are answering questions when asked** **Students asked to write/discuss their sentence creation through the ‘Find Your Partner Word Card activity’ using their whiteboards** | ***Ensure all children have a partner to discuss with******Ensure all students have their whiteboards/pens or are sharing with someone that has******Ensure all students have a Find Your Partner Word Card*** |
| Activity (15 min)  | **You do: Print off the following worksheets:****Mild on Green****Spicy on Yellow****Hot on Orange****Slice them up and leave on tables****Students choose their challenge and write the sentence in the past tense****Do not stick in the sentences** **Mild – students write the correct tense verb into the sentence****Spicy students turn the verb into the past tense and complete the sentence****Hot – students turn the verb into the past tense and write their own sentences** | **Students work independently at their tables. They may choose to discuss the answers with their table/peers** | ***Ensure all students have a worksheet and their stationary******Help students with choosing the correct tense verbs and sentence creation*** |
| **What did the children learn?****How do you know?****Which teaching strategies worked most effectively in this lesson/activity?****Which teaching strategies were less effective in this lesson/activity?****Why do you think this was the case?** | **What are the implications, for you as a teacher, for the next lesson/activities?** |