# 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?** | | |