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| **LESSON PLAN 1** | | | |
| Journey of a Sea Turtle by Mark Wildon is a story of survival. It follows the journey of an Australian sea turtle hatchling, from the beach of her birth and the predators there, to the dangers she faces at sea. | | | |
| **Class** | Mid primary | **No of Periods** | *1* |
| **Strand** | Listening  Speaking  Reading  Writing  Science | **Sub Strand** |  |
| **Learning Intention or Outcome** | Students will provide a conclusion to the story Journey of a Sea Turtle | | |
| **Indicators** | Students will demonstrate how a story has a conclusion | | |
| **Success Criteria** | Students will provide their own thoughts as to how the story may end | | |
| **Prior Knowledge**– How will you link the lesson to students’ prior knowledge?  Students will have some understanding of hazaards that marine life encounter  Students will have sone understanding of the life cycle of an turtle | | | |
| **Introduction “I DO”** – Teacher instruction  Teacher will:  Slide 1 – introduce students to the lesson. Pose the questions: ‘what is happening in this image?’‘what do you know about the life cycle of a turtle’?  Slide 2 - explain what students will be doing during the lesson  Slide 3 – explain the new vocabulary and ask students to provide further explanations from their own experiences  Slide 4 - read the statement to students. Ask students to explain why so many turtles survive to adulthood, do they know of other animals that have a similar survival rate  Slide 5 - ask students to explain what is happening to the turtles in the images. Ask students to relate this to marine animals in their local area. Are there similarities? How could these situations be prevented?  Slide 6 – ask students to provide descriptions for these images eg ‘The hatchlings/turtles are … because …’ The environments are … because …’ Encourage students to justify their responses and provide personal perspectives  Slide 7 – ask students to predict what this story might be about and what might happen in the story  Slide 8 - 22 – provide opportunities for students to share the reading of the story. As they pages are turned take opportunities to stop and reflect on what is happening and discuss the content of the images  Slide 23 – ask students to predict what will happen next? How will the story end? What things may be beyond the reef? Ask students to provide explanations for their predictions.  Slide 24 – explain the worksheet to students (which they will be completing individually). They will write and illustrate their prediction for the ending of the story. When students have completed the task ask individuals to share their work with the class.  SLIDE 25 - DON’T SHARE FINAL SLIDE UNTIL AFTER STUDENTS HAVE FINISHED THE WORKSHEET  Explain that this what the author thought was beyond the reef. Discuss this conclusion with students and explain that there can be many ways to conclude stories depending on the thinking and experiences of the readers | | | |
| **Activities “YOU DO”** – Challenging meaningful independent tasks  Students will:  Slide 1 – respond to teacher questions  Slide 2 – understand the learning intentions of the lesson  Slide 3 – provide personal understandings of new vocabulary within the context of their own experiences  Slide 4 - provide explanations to explain why the survival rate of turtles is so low. Compare this to some animals that they know  Slide 5 – respond to teacher questions providing insights from their own experiences  Slide 6 - provide descriptions of the images using Sentences such as The hatchlings/turtles are … because… “The environments are … because …’ Students will draw on personal experiences to respond and explain  Slide 7 – make predictions about the story and what might happen in the story  Slide 8 - 22 – participate in some of the reading of the story. Discuss different pages of the story and explain what they see and how they are interpreting the story  Slide 23 – Respond to teacher questions. Provide explanations for their responses eg. I think this because …  Slide 24 – Complete the worksheet by writing and illustrating their response. Upon completion of the worksheet Individuals will share their work with the class  Slide 25 – engage in a discussion about the ending that the author provided | | | |
| **Checking for understanding:**  Teachers will:   1. Note how students are able to provide explanations to their responses to questions 2. Engage in conversations with students as they complete the worksheet by asking students to explain their ideas of how the story will end | | | |
| **Teacher Reflection ޓީޗަރުގެ ބަޔާން**  What worked well?  What would you like to change next time? | | | |

**Follow up/extension ideas**

**Class**

1. Display student work around the school

2. Present their work to other classes. To do this they would need to explain the story and the task that they undertook

3. Visit their local beach and collect any hazards that marine life may encounter. Sort the collection into categories eg. Fishing line, plastic bags, disposable cups

4. Present a short segment at a school assembly explaining the hazards that marine life encounter

5. Speak with their parents or friends who gain a livelihood from marine sources e.g fisherman, and discuss with them what they do with their equipment and how they prevent equipment from becoming waste in the ocean

**Whole school**

1. Encourage students to collect rubbish from their local beaches any time they visit them