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| **LESSON PLAN 1** | | | |
| **The Hidden Forest by Jeannie Baker**  This story is about a boy called Ben who holds little regard for sea life. When his fish trap is tangled in the kelp his friend Sophie helps him to free it and so takes Ben under the sea where he discovers the enchanted world of the kelp forest and its inhabitants. Ben’s experience turns him from fear and exploitation to exploration, wonder and delight in what he finds. | | | |
| **Subject** | **The wonders of ocean plants (kelp)** | **Date** |  |
| **Class** | Mid to Upper primary | **No of Periods** | *1* |
| **Strand** | Life and Living – impact of environment on life | **Sub Strand** |  |
| **Learning Intention or Outcome** | Students will develop an understanding of how kelp contributes to healthy oceans and health earth  Students will write an acrostic poem that demonstrates their understanding of the importance of kelp (sargassum) | | |
| **Indicators** | Students will identify significant learning using relevant vocabulary | | |
| **Success Criteria** | Students will be aware of kelp in their ocean and how it functions  Students will identify common items that use and contain kelp | | |
| **Prior Knowledge**– How will you link the lesson to students’ prior knowledge?  Students will be familiar with plants in their ocean. | | | |
| **Introduction “I DO”** – Teacher instruction  Teacher will:  Slide 1 – pose the questions ‘what is a forest?’ and ‘what is an ocean forest?’  Slide 2 – explain what the lesson will be about and what students will be doing  Slide 3 - Introduce students to new vocabulary. Ask students to offer some examples from their own community to further explain the vocabulary. Ask students to explain what they know about kelp.  Slide 4 - Discuss with students the facts presented on the slide. Ask students to suggest what kelp can be used for  Slide 5 - Ask some students to read this slide for the class. Play short video. Engage students in a discussion of the content of the video. Encourage students to use new vocabulary when engaging in discussion  Slide 6 - Pose the questions ‘what will this book be about?’ ‘What do you see on the book cover?’ Play video for students. Engage students in a discussion about what happened in the story.  Slide 7 - **An acrostic poem is a poem in which letters of each line combine to spell out a word, or phrase when read vertically**. Explain what an acrostic poem is. Discuss the acrostic poems on the slide. Focus on the relationship between the vertical word and the poem words  Slide 8 – Ask students to suggest some words that begin with the letters in the word ‘sargassum’. Encourage students to suggests words that tell something about ‘sargassum’.  Instruct students to work with a partner to brainstorm lists of words that they could use in their acrostic poem. This could be done on scrap paper.  Slides 9 – instruct students to work with their partner to create an acrostic poem.  Encourage students to share their completed acrostic poem with the class. Students may like to illustrate their acrostic poem and display their work in the classroom | | | |
| **Activities “YOU DO”** – Challenging meaningful independent tasks  Students will:  Slide 1 – respond to teacher questions  Slide 2 – gain an understanding of what the lesson is about  Slide 3 – provide examples of experiences in their own community that further explains new vocabulary  Slide 4 – suggest what kelp can be used for. This could include what they already know and also what they think it could be used for  Slide 5 – selected students to read this slide for the class.  - watch short video  - participate in a discussion about the content of the video . Students will use new vocabulary when engaging in discussion  Slide 6 – Make predictions and respond to the questions ‘what will this book be about?’ ‘What do you see on the book cover?’  - watch video of the story  - engage in a discussion that reflects on the key elements of the story  Slide 7 – list to teachers explanation of an acrostic poem  Slide 8 - suggest some words that begin with the letters in the word ‘sargassum’. Students will suggest words that tell something about ‘sargassum’.  - work with a partner to brainstorm lists of words that they could use in their acrostic poem. This could be done on scrap paper.  Slide 9 - work with their partner to create an acrostic poem.  - share their acrostic poem with the class  - illustrate their acrostic poem and display their work in the classroom | | | |
| **Assessment for learning:** How will you check of students’ understanding during the lesson?  Teachers will:   1. Check in with students during the course of the lessons and provide support and guidance. 2. Make anecdotal notes in regard to work that students are producing eg challenges that students may have with the task, strengths of work being produced. | | | |
| **Teacher Reflection**  What worked well?  What would you like to change next time? | | | |

**Follow up/extension ideas**

**Class**

1. Read their acrostic poems to other classes
2. Present their acrostic poems at a school assembly
3. Invite an aqua farmer to come and speak with them about sargassum farming

**Whole school**

1. Participate in World Ocean Day on June 4