Lesson plan 6.2

An example of a lesson plan using scaffolding strategies to facilitate students’ comprehension of an informational text.

**Time/length:** 40 minutes

**Topic/focus:** Identifying main ideas

**Subject:** English

**Year Level:** 8

**Context:** Students are near the beginning of a sequence of lessons exploring ideas in texts about the relationship between humans and the natural environment. In subsequent lessons students will explore ethical issues arising from their reading.

EQUIPMENT/RESOURCES

Copies of the passage ‘The Unwanted Amphibian’ from a website

SYLLABUS OBJECTIVE

* Apply increasing knowledge of vocabulary, text structures and language features to understand the content of texts (ACELY1733)

LESSON OUTCOME

* Identify main ideas in the text.

ASSESSMENT OF LESSON OUTCOMES

* Contribution to class discussion
* Answers to focus question

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| Time | Steps |
| **5 minutes** | **Engagement**   * Ask students to write down their most favourite and least favourite animal on different coloured paper. Whiteboard suggestions and discuss reasons. * Introduce ‘one of the most hated animals in Australia’ – people deliberately run over them, stomp on them, spear and even play cricket with them. * Read examples from website. * Ask students to guess the creature.   **Activate existing knowledge**   * Answer: cane toads. Ask students to suggest why people might hate them so much. * Intro passage: We are going to read a passage to find out why cane toads are so unpopular. |
| **10 minutes** | **Scaffolding**  **Background knowledge**   * Remind students about amphibians: live in water and on land; life cycle – egg, tadpole, adult * Elicit or explain Hawaii: in northern hemisphere, Pacific Ocean * Elicit or explain Caribbean: islands between North and South America   **Vocabulary**  Quickly run through the following terms and definitions which have been placed on the board prior to the lesson so students can refer to them while reading.   * Larvae: worm stage of insects * Eutrophic: water rich in nutrients thus promoting plant life but depleting oxygen, because when plants decay micro-organisms feeding on them consume oxygen * Toxic/toxin: poisonous, poison * Metamorph: halfway between tadpole and frog * Silver bullet: sure way to kill something * Cataclysmic: disastrous   **Text type**  Explain web page: put out by a volunteer group – offers facts and but also opinions  **Text structure**  Whiteboard headings and tell students where to write the headings on the passage:   * Origins: Where they came from * Habits and characteristics * Problems * Possible solutions to problems |
| **10 minutes** | **Set reading purpose**  To find out why cane toads are so unpopular and what we can do about them.  **Reading**  Teacher reads first page aloud. Students read second silently. |
| **10 minutes** | **Exploration**  Students jot answers to focus question when finished. Teacher monitors. |
| **5 minutes** | **Sharing**  Class discussion of answers. |