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|  **Year Level:** **Teacher:** | **Unit Name:** | Unit Timeframe:  |
| **Achievement Standard:** (highlight aspects assessed in the unit) |
| **Learning Intention:** | **Success Criteria:** |
| **Summative Assessment:** | **Formative Assessment:** |
| **Lesson Planning Considerations** |
| **Badge Tick1 with solid fillHigh Impact Teaching Strategies:****Strategy 1: Setting Goals -** Lessons have clear learning intentions with goals that clarify what success looks like. **Strategy 2: Structuring Lessons -** A lesson structure maps the teaching and learning that occurs in class**Strategy 3: Explicit Teaching -** When teachers adopt explicit teaching practices they clearly show students what to do and how to do it.**Strategy 4: Worked Examples -** A worked example demonstrates the steps required to complete a task or solve a problem. **Strategy 5: Collaborative Learning -** Collaborative learning occurs when students work in small groups and everyone participates in a learning task.**Strategy 6: Multiple Exposures -** Multiple exposures provide students with multiple opportunities to encounter, engage with, and elaborate on new knowledge and skills.**Strategy 7: Questioning -** Questioning is a powerful tool and effective teachers regularly use it for a range of purposes. **Strategy 8: Feedback -** Feedback informs a student and/or the teacher about the student’s performance relative to the learning goals. **Strategy 9: Metacognitive Strategies -** Metacognitive strategies teach students to think about their own thinking.**Strategy 10: Differentiated Teaching -** Differentiated teaching methods are used to extend the knowledge and skills of every student in every class, regardless of their starting point.  https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/hits.aspx | **Circles with arrows with solid fillGradual Release of Responsibility Model\*** used: For example:1. Establish **Learning Intention** and **Success Criteria**
2. Collaborative Learning **(We do)** eg. Warm up/activate prior knowledge
3. Demonstrating Instruction **(I do – Teacher)** eg. Demonstrating task using questioning
4. Collaborative Learning **(We do)** eg. Think/Pair/Share, partner work, small groups
5. Practising Learning **(You do)** + Coaching and Facilitating (additional support)
6. Collaborative Learning (**We do)** eg. Work collaboratively on differentiated tasks
7. **Feedback** – Review **Learning Intention** and **Success Criteria** with students

 \*Steps can be adjusted according to student needsFisher and Frey 2008 |
| **Incorporating ICTs:**The SAMR model is a simple way to evaluate how you incorporate technology within your classroom.Utilise Apple native apps and other apps within the SAMR model (shown) to move from curriculum enhancement to curriculum transformation.**Apple native** **apps** e.g. Pages, Keynote, iMovie, Garage Band, Notes, **Other apps** e.g. Showbie, Book Creator, Stop MotionSAMR example:S – Substitution – Type notes within Pages appA – Augmentation – Student chooses a preferred app to record note M – Modification – Students collaborate with their writing on ShowbieR – Redefinition – Teacher accesses student work through Showbie | **Age Appropriate Pedagogies Approaches** used:* **Inquiry Learning** – Beginning with a question, problem or idea, children plan and carry out investigations, propose explanations and solutions, and communicate their understandings in a variety of ways
* **Event Based** – Children plan and enact events in real-life contexts drawing on their ideas and experiences to connect knowledge and practice.
* **Project Approach** – An in-depth exploration of a topic with an emphasis on children creating a specific outcome (e.g. artefact, poster or presentation)
* **Explicit Instruction** – A structured and systemic approach to teaching academic skills guided by a stated purpose, explanation and demonstration, and supported by practice and feedback.
* **Juggler with solid fillPlay Based Learning** – Children actively and imaginatively engage with people, objects and the environment to enact ideas, create worlds, and re-create experiences, promoting holistic development and oral and narrative competencies.
* **Direct teaching/instruction** – A step-by-step lesson by lesson approach to teaching which is scripted and follows a pre-determined skill acquisition sequence.
* **Blended Approach** – Combines elements of more than one approach.
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| **HOOK:** (Spark to engage learners) | **Link to real world/Purpose:** (Learning makes connections to the real world) |

** LESSON SEQUENCE**

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| **Lesson Focus**  | **Lesson Strategies** | **Planned Differentiation** ie. ICPs, extension, identified needs | **Resources** |
| **Student/s** | **Adjustment Strategy** |
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