

STAGE NAME	STAGE AIM	WHAT HAPPENS	ANTICIPATED PROBLEMS AND AFFORDANCES
13:35 - Warmer T-S, S-T	To find out if sts have heard of Jungle book or Rudyard Kipling. To elicit the idea of protecting the ones you love.	T to show a picture from Jungle Book and ask sts if they recognise the picture? Where is it from? Can they tell me anything about the film/book? What's the message of the story? Does anyone know who wrote The Jungle Book? Try and elicit the idea of protecting the ones you love.	Sts may not have heard of Jungle book before. If this is the case I will introduce the story and explain a little of what it's about.
Introduction to author T-S	To give some background information about the author, when the poem was written & the connection to Sussex	T to show slide with a picture of Rudyard Kipling with information about his life and his connection with Sussex. T to talk through the slide	Possibility of losing sts interest. The added connection to Sussex usually helps although they a lot of sts aren't in the country. Connection to Wimbledon may help to keep interest for those interested in sports. Connection to school classes may keep interest
Initial thoughts T-S, S-T	To engage with sts feelings about poetry	T to ask sts what comes into sts heads when they hear we are going to be looking at poetry T to ask sts to type their answers into the chat	Sts may not be able to think of something or feel reluctant to say. T to encourage honesty.- Some sts may not have any experience of poetry
Lesson aims and objectives	To share the aims of the lesson in a clear format so sts are aware of what the lesson is about	T to go through aims and objectives on the presentation	

<p>Introduction to title of poem T-S, S-T</p>	<p>For sts to predict what the poem might be about from the title</p>	<p>T to show slide with the poem title “IF-“ T to ask sts what comes to mind when they see the title? Why are their speech marks around the word? T to link predicting with strategies</p>	<p>T to prompt if sts are unable to think of answers</p>
<p>Reading for gist T-S, S, S-T</p>	<p>Sts to read the text and get a general idea of what the poem is about in order to be able to answer 2 questions</p>	<p>T to introduce the reading of the poem and where it can be found (on a google doc on google classroom). T to introduce to gist questions: Who is the poem written for? Who is the speaker? Sts to read the poem</p>	<p>Sts need to be very clear about the document they are reading. T to show the document using the link from the presentation I decided not to set a time for this as some of the sts have identified feeling pressurised when reading under a time limit. T to turn off video to give sts space. If sts struggle with answers, T to assist with ideas</p>
<p>Elicit theme T-S, S-T</p>	<p>To elicit the general theme of the poem</p>	<p>T to show and ask the question “what is the speakers purpose?” T to elicit answers to get to ‘offering advice’. T to show picture of a male adult and male child to signify a father and son talking - the idea is to assist with eliciting advice</p>	<p>Sts may not get to the point of ‘giving advice’. As long as they understand the general idea, T can give them the words ‘giving advice’. T to take a view of this according to time and sts engagement.</p>

<p>Making connections T-S, S-S,</p>	<p>Scaffolding for next activity. An opportunity for sts to connect the idea of giving advice to their own lives. They will be in small groups in a breakout room which might encourage quieter sts to share information.</p>	<p>T to show slide with picture of a signpost. T to ask sts to think of a time they have received good or bad advice from someone. T to allocate sts into breakout rooms for discussion T to join breakout rooms to monitor</p>	<p>Sts may not be able to think of a time when they received any advice. The idea is that being in a small group, other sts ideas may help prompt them to remember. Alternatively they can sit and listen. T to try and encourage some ideas in the b/o room. Some sts may have more to say than others. At times sts go off track in b/o rooms. T to facilitate if needed. However, the idea is to give sts space and time to discuss more freely and explore their own ideas.</p>
<p>Learning strategies input T-S</p>	<p>To introduce more strategies to students to facilitate a deeper learning of the poem</p>	<p>T to show slide introducing strategies. T to show the text on google slides to talk through the activity and explain the different colours associated with strategies and lines in poem.</p>	<p>There is a lot of information on the google document which might be overwhelming for some students. The strategies are colour coded with the lines in the poem in order to make the material easier to navigate and understand.</p>

Scaffolding T-S, S-T	To check understanding of using the strategies with the poem	<p>T to start with the strategy 'connection'</p> <p>T to ask if sts know what the line form the poem means.</p> <p>T to ask if sts can think of a time in their own life this has happened.</p> <p>T to ask why we are trying to make connections?</p>	<p>Sts may find linking lines to their own life difficult - T to start with connection strategy .</p> <p>Sts have just done an activity connecting the poems theme of advice to their own lives so this might help with what is required at this stage.</p>
Strategies activity S-S	Sts to practise using the strategies in order to facilitate a deeper meaning of the poem	<p>T to put sts into break out rooms</p> <p>T to go around break out room to monitor and assist if needed</p> <p>T to check how much time sts need as they progress through the activity</p>	<p>T to monitor sts in breakout rooms and assist sts if needed.</p> <p>It is important to give sts space and time to explore this exercise to try and come to their own conclusions.</p>
Feedback S-T, T-T	To give sts the opportunity to feedback their answers from the activity	<p>T to close break out rooms</p> <p>T to ask sts to share their ideas and go through each question.</p> <p>For qu 2, T to elicit personification if sts don't come up with it.</p> <p>Qu3, T to elicit the idea of starting again when things go wrong, even though your tired</p> <p>Qu4, T to encourage sts to share their experiences of losing or what they see when thinking of losing</p> <p>Qu5, T to try and encourage a guess at authors experience</p> <p>Qu6, T to elicit not wasting any of your time</p>	<p>Sts may not want to talk or be reluctant to share ideas. T to nominate and encourage sts based on what was heard in the break out room.</p>

<p>Student feedback</p> <p>S-T, T-S</p>	<p>Find out sts opinions about the strategies</p>	<p>T to ask sts if they found the strategies helpful. If so which ones? If not, what do you use instead?</p>	<p>Sts may not know if they were useful or not. If so, T to come back to this during the next lesson when sts will be putting using pictures to show the poem</p>
<p>Connection to earlier stage</p> <p>T-S, S-T</p>	<p>Connecting back to an earlier stage in the lesson now that sts have more knowledge</p>	<p>T to ask sts if they know which lines from the poem are at Wimbledon. This came up in the introduction to author stage. T to try and elicit ideas and why sts think a particular line fits</p>	<p>If sts don't know, T to tell them the answer and show picture. Then see if they can make the connection</p>
<p>Overall feedback</p>	<p>Sts to feedback if they felt they had a better understanding of the poem</p>	<p>T to ask Sts their thoughts about the poem Do you like it? Why?/why not? What is your favourite part? Why? Do they feel they have a better understanding?</p>	<p>Sts may feel they cannot say if they don't like the poem. T to encourage honest within a safe environment that has hopefully been created. If no sts are happy to share their thoughts T can set up a Padlet for the next lesson where sts can share thoughts anonymously.</p>
<p>Next lesson</p>	<p>To give sts an idea of how they will use the poem in the next lesson</p>	<p>T to give an overview of what will happen in tomorrow's lesson using the poem</p>	
<p>Filler / homework</p>	<p>Extra questions for fast visitors</p>	<p>T to guide sts to extra questions to consider on google doc if they finish work early</p>	

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Optional extra /filler T-S, S-S Time is negotiable	To provide extra opportunities for sts to create their own recipe. This could also be homework or a warmer for tomorrow To offer opportunities for group collaboration	T to put sts into groups. Sts to come up with 5 ingredients for sts to create a recipe out of and present back to the class. Sts vote for the best recipe	Sts may not know how to create a recipe. T to offer the use of the internet to explore recipes OR see activity below
Optional filler T-S, S-S Time is negotiable	To provide extra opportunities for sts to create a fun recipe To provide opportunities for group collaboration	T to ask groups to choose 5 ‘strange’ ingredients from a list (or they can add their own) and create a recipe from this	This is an alternative to the above activity as the pressure to create something ‘real’ is not there
Homework T-S, S 1 min	To provide opportunities for sts to share their own recipes or those of others so it is personalised	T to create google slides doc and put onto google class. Sts to add a recipe to it. It can be one of their own, a family recipe or one from their host family	Sts may not be able to think of a recipe. They can have a look on the internet for one they like the look of

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