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|  | **Campbell House School Teaching and Learning Program** | | | | | | | | | | | | | | | | |
| **Title/Type of Unit: English – ‘I have an opinion’**  **Duration: 8 – 10 Weeks** | | | | | | | | | | | | | | | | |
| **Syllabus Outcomes**  **Stage** | *A student will:*  EN4-1A - Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.  EN4-2A - Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies.  EN4-4B - Makes effective language choices to creatively shape meaning with accuracy, clarity and coherence.  EN4-5C - Thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts.  EN4-6C - Identifies and explains connections between and among texts.  EN4-7D - Demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it. | | | | | | | | | | | | | | | | |
| **Connectedness**  **Why does this learning matter?** | **Students learn to:**  Respond to and compose a range of texts, including:   * spoken texts (class discussions, role-plays, debates) * print texts, visual texts and media texts (reviews, media articles, shared class text) * multimedia and digital texts (blogs, multimedia presentations, shared class text). | | | | | | | | **Students learn about:**   * Appropriate ways to voice their opinion, Through the choice of persuasive texts explored and class text shared, students will also experience texts drawn from: * everyday and workplace texts * a wide range of cultural, social and gender perspectives, popular and youth cultures * an appropriate range of digital texts, including film, media and multimedia. | | | | | | | | |
| **Background and Key Ideas** | In this unit, students develop appropriate interaction skills when communicating their opinions to others. They explore a range of persuasive texts to develop an understanding of how language can be used to persuade. Students learn to present opinions that differ from those of others, and are provided with opportunities to appropriately share their opinions.  When undertaking this unit, it is important to take into account the individual communication strategies used by students. Students’ responses may be communicated through:   * gestures and/or facial expressions * use of visual aids or symbols, such as a communication board * assistive or augmentative technology * varying degrees of verbal or written expression.   The activities presented may need to be adapted to allow students to respond using their individual communication strategies. | | | | | | | | | | | | | | | | |
| **Literacy Continuum** | Reading Texts | Comprehension | | | Vocabulary Knowledge | | Aspects of Writing | | | Aspects of Speaking | | | Phonics | Phonemic Awareness | | | Concepts About Print |
| E:\Final V1\Final sq NO border\Sq Technology no bdr.jpgLiteracy Aspect: All  Element:  Teaching activities linked to program to increase learning: All lessons | | | | | | | | | | | | | | | | |
| **Numeracy Continuum** | Counting Sequences | | Counting as Problem Solving | | | Pattern and Number Structure | | Place Value | | | | Multiplication and Division | | | Fraction Units | | Length, Area and Volume |
| Numeracy Aspect: Counting sequence  Element:  Teaching activities linked to program to increase learning: | | | | | | | | | | | | | | | | |
| **Quality Teaching** | | | | | | | | | | | | | | | | | |
| **Intellectual Quality** | | | | **Quality Learning Environment** | | | | | | | **Significance** | | | | | | |
| * IQ1 Deep Knowledge * IQ2 Deep Understanding * IQ3 Problematic Knowledge * IQ4 Higher-order Thinking * IQ5 Metalanguage * IQ6 Substantive Communication | | | | * QLE1 Explicit Quality Criteria * QE2 Engagement * QE3 High Expectations * QE4 Social Support * QE5 Students’ Self-regulation * QE6 Student Direction | | | | | | | * S1 Background Knowledge * S2 Cultural Knowledge * S3 Knowledge Integration * S4 Inclusively * S5 Connectedness * S6 Narrative | | | | | | |
| **Teaching and Learning Lesson Overview** | | | | | | | | | | | | | | | | | |
| **The Elements of Learning & Achievement**    F:\Mock ups\Square elements\Numeracy.jpg          E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | **Week 1:**   |  |  | | --- | --- | | **Content** | **Resources** | | **Monday –**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  ***Communicating with others***  Engage students in a variety of activities to promote interaction. Activities should focus on skills of interaction, such as personal space, turn-taking, using non-verbal language.  Explore appropriate interactions across a variety of contexts.  Activities may include:   * identifying different contexts for group interaction, eg home, playground, public transport, classroom * exploring how group interaction behaviours may differ according to context * participating in role-plays based on teacher-prepared scenarios * developing social stories to illustrate appropriate group interaction behaviours.   As a class, prepare a list of appropriate group interaction behaviours for the classroom. |  | | **Tuesday**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  ***Expressing an opinion***  Introduce and discuss the purpose of the unit – students will learn to communicate a developed opinion or point of view in a variety of contexts.  In what sort of situations might we express an opinion? As a class, brainstorm different examples of situations where people express an opinion, eg discussing a TV show watched, communicating about a favourite movie/song/personality/band, deciding which movie to go and see, deciding what to eat or where to go for a meal. | Mindmap software, such as:   * [Inspiration](http://www.inspiration.com/) * [bubbl.us](https://bubbl.us/) | | **Thursday**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teachers’ choice.  Impromptu opinions – have a set of cards representing various objects/people/places/activities that students are familiar with, such as food items, family members, school/home/bedroom, reading, listening to music or playing basketball. Visual images and symbols may be used. Students select or are given one of the items and are asked to immediately share an opinion on that item. Some students may need to select from a set of words/statements to express their opinion.  What did students notice about the words used to express opinions? Students make a list of words, eg *I like*, *I think, I believe, my favourite, I prefer*. This can be displayed as a word wall in the classroom. | Visual cue cards | | **Friday**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  As a class, view an episode of a TV show where people express opinions, such as a talk show, a competition show where contestants are judged, or a show reviewing particular products (eg movies, computer games). Which opinions did they like/agree with? Why or why not? Responses may include:   * making gestures and/or facial expressions * indicating symbols to express emotions/preferences * using augmentative and alternative communication systems * responding ‘yes’ or ‘no’ to questions about whether they liked the judge’s opinion * giving oral and/or written explanations.   Identify aspects of body language, including facial expressions, that support the speaker’s opinion, eg smiling, laughing, frowning, clapping. | Various TV shows, such as:   * Can of Worms * X Factor * MasterChef * Dancing with the Stars * At the Movies * X-Play * The Loop | | **Student Differentiation:** | |   **Week 2:**   |  |  | | --- | --- | | **Content** | **Resources** | | **Monday –**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  ***Subjective and objective language***  Explore subjective (opinion) and objective (fact) language. Model an example of each, eg:   * ‘I liked the song the contestant sang.’ * ‘The contestant sang a song by Michael Jackson.’   Examples can also be taken from the TV episode viewed previously.  Ask students to identify which sentence presents someone’s opinion and which does not.  How can we tell the difference between subjective (opinion) and objective (fact) statements?  Students identify the words in the example of an opinion that indicate that it is an opinion. Draw students’ attention to particular language features, eg:   * subjective language (opinion) often uses the first person (‘I’) * subjective language (opinion) uses words that show a person’s thoughts or feelings (‘I liked …’).   Provide students with a range of subjective (opinion) and objective (fact) statements. Today’s activity is:   * responding with a gesture or facial expression when an opinion statement is read. * Teacher reads out opinion statements and students respond. | Subjective and objective language Snap cards | | **Tuesday –**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  ***Subjective and objective language***  Revise with students how can we tell the difference between subjective (opinion) and objective (fact) statements?  Today’s activity to consolidate the students learning on this is:   * labelling or colour coding statements that are ‘fact’ and those that are ‘opinion’   Play go fish with the students, place all cards on the tank, one by one students pull out a card and decide whether it is a fact or opinion card. | Subjective and objective language Snap cards | | **Thursday –**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  ***Subjective and objective language***  Revise with students how can we tell the difference between subjective (opinion) and objective (fact) statements?  Today’s activity to consolidate the students learning on this is:   * matching statements to the headings ‘fact’ and ‘opinion’   Cut and paste the statements into the correct column. | Subjective and objective language Worksheet  Scissors  Glue | | **Friday –**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  ***Subjective and objective language***  Revise with students how can we tell the difference between subjective (opinion) and objective (fact) statements?  Today’s activity to consolidate the students learning on this is:   * playing ‘fact/opinion Snap’, where a match is made when two students place fact statements or opinion statements on top of each other. | Subjective and objective language Snap cards | | **Student Differentiation:** | |   **Week 3 –**   |  |  | | --- | --- | | **Content** | **Resources** | | **Monday –**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  ***Justifying our opinion***  Provide students with two examples of opinions, one that does not include a reason or justification and one that does, eg:   * ‘I enjoy playing basketball.’ * ‘I enjoy playing basketball because I like the people on my team.’   Which statement gives us more information?  Students identify the word used in the example to introduce the reason. What are some other words that can be used (eg because, so, since, the reason)?  Provide opportunity for guided practice of including reasons for opinions. Students to complete the following worksheet.   * matching opinion with reasons and completing the statement by inserting the transition word/reason | Worksheet – providing reason | | **Tuesday –**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  Present students with a range of scenarios in which they are required to present and justify an opinion. Scenarios could include:   * communicating with a friend about their favourite song/band/movie/book/sport * negotiating an activity with the teacher * judging contestants on a TV show.   Students could respond by: (observe which option students choose)   * using gesture/facial expression to indicate an opinion as well as indicating a reason to match the opinion * selecting from a set of word/symbol cards to represent opinions or reasons * using assistive and augmentative technology * expressing ‘yes’ or ‘no’ as a variety of opinions and reasons are presented * oral and/or written explanations. |  | | **Thursday –**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  ***Differing opinions***  What happens when someone has an opinion or point of view that is different from ours? Can students remember any times when they have had an opinion that was different from someone else’s? Did they express their opinion? How did it make them feel?  Students reflect on the TV episode they watched earlier. How did people express different opinions? Students identify language used, eg ‘I disagree …’, ‘I didn’t think …’.   * Discuss with students whether a person’s opinion or point of view can be wrong. How should we respond if someone has an opinion that is different from ours? |  | | **Friday –**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  ***Differing opinions***  Provide students with examples of scenarios where people have different opinions. Some scenarios should model appropriate and others inappropriate ways of disagreeing. Students identify which scenarios model appropriate responses and which model inappropriate responses. If possible, students articulate why the responses are inappropriate, eg the person cut the other person off and didn’t listen, the person was very aggressive, the person put the other person down.  Discuss the importance of being able to express our opinions without hurting others, and not making others feel bad if they have an opinion different from our own. Is it appropriate, for example, to attack someone on social media just because you disagree with them? It may be appropriate for students to undertake some activities around the appropriate use of social media.  For each of the inappropriate scenarios presented previously, students express how the people in the scenario would feel. This may be done by selecting from or matching a set of emotion cards or symbols. |  | | **Student Differentiation:** | |   **Week 4 –**   |  |  | | --- | --- | | **Content** | **Resources** | | **Monday –**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  ***Differing opinions***  How can we appropriately present a different opinion and accept other people’s opinions? Activities could include:   * rewriting inappropriate responses to make them appropriate * role-playing inappropriate responses and then repeating the role‑play using more appropriate responses.   Introduce students to ‘I’ statements. This can be an effective way to express an opinion, especially in relation to someone else’s actions. By using ‘I’ statements, students can express a different opinion without judging the person they are disagreeing with. Model some ‘I’ statements that could be used for different scenarios. Provide opportunities for students to engage in guided practice of developing their own ‘I’ statements. This could be done through role-play. | [Communication and feelings – Using ‘I’ statements](http://www.didax.com/newsletter/pdfs/ConflictRes_2-5223.pdf)  [I statements](http://parentingwisely.com/media/uploads/cms/pdf/I%20messages.pdf) | | **Tuesday –**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  ***Persuasive texts***  Explore a persuasive texts, such as:   * digital and print movie reviews * blogs * media articles * discussions   For the text(s) selected, identify:   * structural features * the main opinion/point of view * simple persuasive language. | [*At the Movies with Margaret & David*](http://www.abc.net.au/atthemovies/review/) | | **Thursday –**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  ***Persuasive texts***  Explore a persuasive texts, such as:   * digital and print movie reviews * blogs * media articles * discussions   For the text(s) selected, identify:   * structural features * the main opinion/point of view * simple persuasive language. |  | | **Friday –**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  ***Persuasive texts***  Explore a persuasive texts, such as:   * digital and print movie reviews * blogs * media articles * discussions   For the text(s) selected, identify:   * structural features * the main opinion/point of view * simple persuasive language. |  | | **Student Differentiation:** | |   **Week 5 –**   |  |  | | --- | --- | | **Content** | **Resources** | | **Monday –**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  ***Persuasive texts/Writing***  Students jointly construct a persuasive writing piece, focusing on a familiar topic. Appropriate scaffolds/templates will need to be used to guide construction.  Explicit teaching on how to write a persuasive writing piece will need to be taught first.  *Note: Blogs are a good way to model previously learned skills in appropriately expressing different points of view. A class blog can be established and a common topic can be set. Encourage students to enter responses to the blog, expressing their point of view on the topic and responding to the points of view of others. Responses posted by the teacher at various intervals can provide good models for students.* | Scholastic persuasive writing scaffolds  Blog sites, such as [Edublogs](http://edublogs.org/) | | **Tuesday –**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  ***Persuasive texts/Writing***  Using scaffolds students jointly construct a persuasive writing piece, focusing on a familiar topic. | Scholastic persuasive writing scaffolds | | **Thursday –**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  ***Persuasive texts/Writing***  Using scaffolds students jointly construct a persuasive writing piece, focusing on a familiar topic. | Scholastic persuasive writing scaffolds | | **Friday –**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  ***Persuasive texts/Writing***  Studentsindependently construct a persuasive writing piece, focusing on a familiar topic. |  | | **Student Differentiation:** | |   **Week 6 –**   |  |  | | --- | --- | | **Content** | **Resources** | | **Monday –**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  ***Presenting your opinion***  Select a text that can be shared as a class, such as a film or TV show, short story, novel, song or poem. After reading, viewing and/or listening to the text, explore students’ opinions on the characters, events and/or settings. Activities could include:   * using gesture/facial expression to indicate preference * selecting a preferred character, event or setting from a list * identifying a preferred character, event, or setting and justifying their choice * creating a visual representation of their preferred character, event or setting and explaining why they have chosen this. |  | | **Tuesday –**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  Organise students into groups based on their preferences from the previous session, eg all students who preferred a character in the same group.  As a group, students provide a list of reasons why this is their preferred character, event or setting. Groups take turns to present one justification for their preference. Encourage students to use appropriate language when expressing a difference of opinion and to support their reasons with examples. As a class, students can vote for the most persuasive group. *(Alternatively, this could be done as a class debate.)* |  | | **Thursday –**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  Students prepare a presentation to the class to share their overall opinion of the text. This may be done through:   * selecting a variety of symbols/images to demonstrate their opinion of the text * creating a multimedia presentation of their opinion of the text * writing a persuasive response and sharing it with the class through an oral reading or podcast (the reading may be done by the student or another nominated person). | Presentation tools, such as:   * PowerPoint * Photo Story * Movie Maker * Animoto   Audio software, such as:   * Audacity * GarageBand   Webserver for publishing podcasts, such as [Blogger](http://www.blogger.com/) | | **Friday –**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  Students continue with/complete their presentation from the previous lesson, and present to the class. | | **Student Differentiation:** |  |   **Week 7 -**   |  |  | | --- | --- | | **Content** | **Resources** | | **Monday –**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  ***Presenting your opinion – week 2***  Pick something different from the previous week, and have students think about picking a different way to express their opinion.  Select a text that can be shared as a class, such as a film or TV show, short story, novel, song or poem. After reading, viewing and/or listening to the text, explore students’ opinions on the characters, events and/or settings. Activities could include:  • using gesture/facial expression to indicate preference  • selecting a preferred character, event or setting from a list  • identifying a preferred character, event, or setting and justifying their choice  • creating a visual representation of their preferred character, event or setting and explaining why they have chosen this. |  | | **Tuesday –**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  Organise students into groups based on their preferences from the previous session, eg all students who preferred a character in the same group.  As a group, students provide a list of reasons why this is their preferred character, event or setting. Groups take turns to present one justification for their preference. Encourage students to use appropriate language when expressing a difference of opinion and to support their reasons with examples. As a class, students can vote for the most persuasive group. (Alternatively, this could be done as a class debate.) |  | | **Thursday –**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  Students prepare a presentation to the class to share their overall opinion of the text. This may be done through:   * selecting a variety of symbols/images to demonstrate their opinion of the text * creating a multimedia presentation of their opinion of the text * writing a persuasive response and sharing it with the class through an oral reading or podcast (the reading may be done by the student or another nominated person). | Presentation tools, such as:   * PowerPoint * Photo Story * Movie Maker * Animoto   Audio software, such as:   * Audacity * GarageBand   Webserver for publishing podcasts, such as [Blogger](http://www.blogger.com/) | | **Friday –**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  Students continue with/complete their presentation from the previous lesson, and present to the class. | | **Student Differentiation:** | |   **Week 8 -**   |  |  | | --- | --- | | **Content** | **Resources** | | **Monday –**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  ***Presenting your opinion – week 2***  Pick something different from the previous week, and have students think about picking a different way to express their opinion.  Select a text that can be shared as a class, such as a film or TV show, short story, novel, song or poem. After reading, viewing and/or listening to the text, explore students’ opinions on the characters, events and/or settings. Activities could include:  • using gesture/facial expression to indicate preference  • selecting a preferred character, event or setting from a list  • identifying a preferred character, event, or setting and justifying their choice  • creating a visual representation of their preferred character, event or setting and explaining why they have chosen this. |  | | **Tuesday –**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  Organise students into groups based on their preferences from the previous session, eg all students who preferred a character in the same group.  As a group, students provide a list of reasons why this is their preferred character, event or setting. Groups take turns to present one justification for their preference. Encourage students to use appropriate language when expressing a difference of opinion and to support their reasons with examples. As a class, students can vote for the most persuasive group. (Alternatively, this could be done as a class debate.) |  | | **Thursday –**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  Students prepare a presentation to the class to share their overall opinion of the text. This may be done through:   * selecting a variety of symbols/images to demonstrate their opinion of the text * creating a multimedia presentation of their opinion of the text * writing a persuasive response and sharing it with the class through an oral reading or podcast (the reading may be done by the student or another nominated person). | Presentation tools, such as:   * PowerPoint * Photo Story * Movie Maker * Animoto   Audio software, such as:   * Audacity * GarageBand   Webserver for publishing podcasts, such as [Blogger](http://www.blogger.com/) | | **Friday –**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  Students continue with/complete their presentation from the previous lesson, and present to the class. | | **Student Differentiation:** | |   **Week 9 – Focus on writing**   |  |  | | --- | --- | | **Content** | **Resources** | | **Monday –**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  *Persuasive Letter*   * Students write a letter to a friend in which they relate what they have learnt about the theme ‘opinions’ they have been studying in class. They provide details about the theme, the texts they have studied and the activities they have competed.  Students express an opinion about which text they think was best suited to the theme they studied and why. |  | | **Tuesday –**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  *Informative text - review*   * Students have explored the ways in which texts can have multiple purposes. During this unit they have studied the language features required to inform and persuade an audience. Students plan, draft and write a review of a film. |  | | **Thursday –**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  *Informative texts - description*  Students draft and write a factual description based on a visual image.   * Students select a photograph, artwork or other visual image * They make notes on the details in the image and create a draft description * Students write a factual description |  | | **Friday –**  Open the session by reading a short story to the students – focus: Modelled reading and comprehension. Book – Teacher’s choice.  ***Script writing***   * Students imagine that they have won a competition to be a guest on a television talk show. They write the script of an interview about whether they enjoyed the novel they have been reading in class or not and give reasons why. Students write in script format and include questions they might be asked and the answers they would give. |  | | **Student Differentiation:** |  | | | | | | | | | | | | | | | | **The Australian General Capabilities**  Aboriginal and Torres Strait Islander histories and cultures boriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia sia and Australia's engagement with AsiaSustainability ustainability  Critical and creative thinking ritical and creative thinking  Ethical understanding thical understanding  Information and communication technology capability nformation and communication technology capability  Intercultural understanding ntercultural understanding  Literacy iteracy  Numeracy umeracy  Personal and social capability ersonal and socail capability  Civics and citizenship ivics and citizenship  Difference and diversity ifference and diversity  Work and enterprise ork and enterprise | |
| **Special Needs Adjustments** | | | | | | | **School to Work** | | | | | | | | | | |
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| **Assessments. Type. Weight. Due Date** | | | | | | | | | | | | | | | | | |
| Evidence of student learning can be gathered through:   * observation of students’ interaction skills, including the use of appropriate conventions when interacting * identifying and using appropriate non-verbal language to communicate * observation of students expressing an opinion/preference * identification of subjective and objective statements * identification and use of persuasive language * identification and use of skills for appropriate negotiation and collaboration * responding to and composing persuasive texts * students’ presentation of their opinion in relation to a shared class text. | | | | | | | | | | | | | | | | | |

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| **Teacher Evaluation**  **Comments / Variations** | |
| Guiding Questions  What worked well?  What needed to be changed?  What do I think the students gained from this lesson?  How well did this unit match the Elements of Learning and Achievement?  What did I learn?  How will I use this experience to extend my practice in the future? | |
| **Date Commenced**: | **Date Finished**: |
| **Teachers Signature**: | **Assistant Principals Signature**: |