



YEAR 2 HISTORY PROJECT

Lesson Plan

Tuesday 22 September 2014



Time	Curriculum Links	Activity	Differentiation
<p>9.00am-9.10am</p> <p>Whole class introduction</p>	<p>Distinguish between the past, present and future (ACHHS048)</p>	<p>TOPIC – PAST, PRESENT AND FUTURE Today we will be looking at our last slide on our keynote presentation. This will focus on using their knowledge of the past and present and predicting what the future of the school will be like. (Teacher to introduce lesson)</p> <ul style="list-style-type: none"> ❖ Begin the lesson with a whole class discussion. ❖ Teacher – Project visual clues about what the school was like in the past on the smart board. Use pictures scanned from archives. Discuss the features of the school and revise facts we have learnt about life at SSS in the past. ❖ Teacher – Next look at pictures of the school now. Discuss the features we have at our school now. Invite students to share their ideas. ❖ Teacher – Lastly pose the question: What will our school be like in another 30 years? Invite students to share their ideas. 	<p>Using visual prompts and discussion to cater for different learning styles.</p> <p>Give lots of examples in the whole class discussion to support students.</p> <p>Varied level of questions to cater for higher order thinking skills.</p>
<p>9.10am-9.25am</p> <p>Group work</p>	<p>Identify and compare features of objects from past and present (ACHHS051)</p>	<ul style="list-style-type: none"> ❖ Teacher – discuss the activities we will be focusing on in today's lesson: <ol style="list-style-type: none"> 1. Selecting images for the final slide (our drawings) 	<p>Students who have been working in our extension group are paired with another student in their group. They work together to record their ideas onto the last slide of the keynote presentation.</p>

	<p>General capabilities: personal and social learning – work collaboratively</p>	<p>2. Finishing the past, present and future slide. Using the information we have from the beginning of the lesson to use on our final slide.</p> <ul style="list-style-type: none"> ❖ Each group is given x2 computers. ❖ 2 people from the group are finishing the past, present and future notes on their keynote presentations. ❖ 2 people looking through Iphoto to select images (scanned drawings) they would like to include in their presentation. ❖ Early finishes can work on their palm cards. ❖ Teacher takes kids aside (in their pairs) to work on finishing their palm cards and helping edit for spelling and punctuation. ❖ Teachers move around the room and help with past, present and future notes on keynote. 	<p>Varied forms of demonstrating their learning through;</p> <ul style="list-style-type: none"> - Written (typing ideas onto the computer) - Oral (talking with their partner about ideas whole the other types) - Visual (drawing a picture of the future to include in their keynote)
<p>9.25am-9.30am Whole class reflection</p>	<p>Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS054)</p>	<ul style="list-style-type: none"> ❖ Teacher to stop class at 9.25am and ask students to save work, leave computers on the desk and meet on the mat. ❖ Before looking at some work, ask the students: Why do you think we have included a slide about the future? ❖ Talk to the class about having the parents come to our class this Thursday to see their learning journey and the work they have been doing on the history of the school. ❖ Invite a group that has finished to show the class. 	<p>Varied level of questioning Sharing ideas with others Seeing what others have done (explicit examples of what they need to do for Thursday presentation to parents)</p>