

What Does an Interactive Lesson Look Like?

Amanda Smith, South Wigston Community College

1.

The Context

The detailed lesson given as an example here comes from a series of lessons which teach the objective *Reading 7 – To compare the presentation of ideas, values or emotions in related or contrasting texts.*

These lessons form the bridging project done with Year 9 after SATs and before they move to Upper school.

The outcome of the series of lessons is a comparative essay, analysing two newspaper articles about the execution of Timothy McVeigh, for the Oklahoma bombings, but this essay is developed over the course of eleven lessons.

Medium term plan

Lesson 1.

Writing to Inform. Using Literacy Objectives 2, examine an article from The Guardian, written to inform about Buy Nothing Day.

Lesson 2.

Writing to argue. Using Literacy Objectives 2, examine two articles about watching television.

Lesson 3.

Review what has been done so far and set objectives.

Lesson 4.

Presentation by pupils on a newspaper article they have found and analysed.

Lesson 5.

Look at the techniques used by writers to put across ideas in newspaper articles.

Lesson 6.

Look in detail at the articles on Timothy McVeigh.

Lesson 7.

Continue to look at the articles in detail.

Lesson 8.

Complete the grid showing the differences between the articles.

Lesson 9.

Work on the active and passive voice.

Lesson 10.

Begin writing the essay. (The Interactive example)

Lesson 11.

Drafting essay.

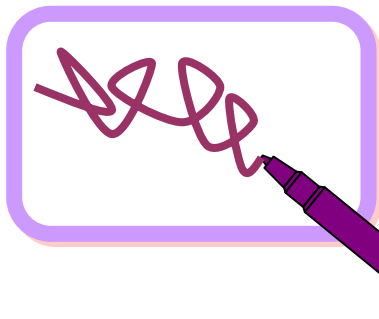
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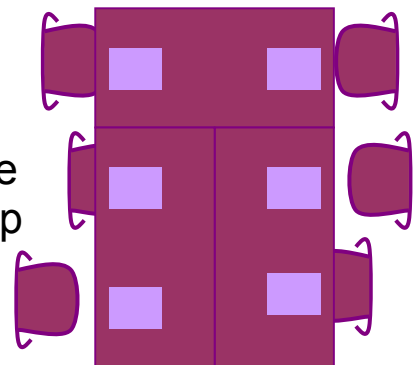
Preparation & pre-preparation

Training

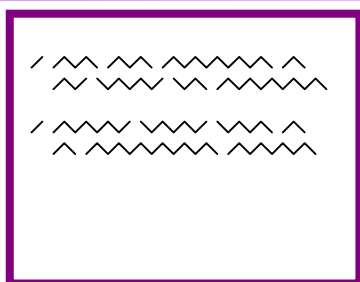


Even in year 9 pupils are used to the idea of whiteboards. They have them on the tables and use them for starter activities, drafting sentences, drafting paragraphs, 'Show Me' activities to answer questions, planning and so on.

Pupils are all aware that there will be guided groups during the lesson and used to looking at the board to see who will be in The Group by The Door. The management of this group has been planned and pupils on the list will sit on the tables closest to the door, which are moved into a group when the guided session starts.



Starters

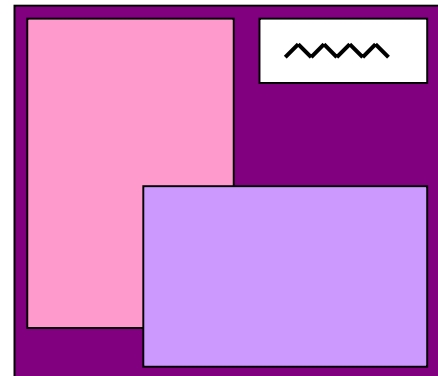


The starter is written on the board before the lesson starts and the pupils immediately come in and start working on it. The teacher reminds pupils what it is as they come in, clarifying any queries. Administration

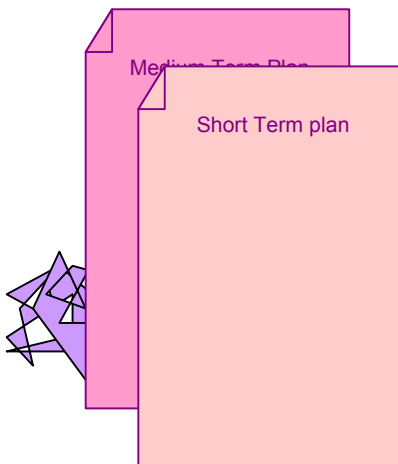
for the lesson is done while the class is doing the starter.

Wall displays

Used interactively. Examples of the articles are displayed on the walls so that they can be referred to throughout lessons. Also other displays are referred to, e.g. one on writing a discursive essay which was done earlier in the year, and one on connectives for different purposes.



Planning



Using the medium and short term plans to inform preparation for the lesson, but remaining flexible so that you ensure that the learning has taken place.

Being prepared to adjust the short term plan depending on what happened in the lesson before, maybe adding in activities to reinforce the learning or recap on areas which need to be covered in more detail.

Classroom



Objective written on whiteboard and broken down so that the particular aspects for the lesson can be seen.

In this case Reading 7 –
Compare the presentation of ideas, values or emotions in related or contrasting texts: Planning, paragraph organisation, formal language.

Reading 7 - Compare the presentation of ideas, values or emotions in related or contrasting texts: Planning, paragraph organisation, formal language

Classroom (Continued)

- ✓ Essay title written on sheet of sugar paper and displayed on one side of the whiteboard: Compare the way journalists have presented their ideas in the articles about the execution of Timothy McVeigh
- ✓ Formal language sheet of sugar paper on other side of whiteboard, ready to write up the points made by pupils for the type of language to be used in the essay.
- ✓ Flipchart set up with First part of essay plan to be completed with rest of plan during the lesson as the pupils plan the work.
- ✓ Pupil whiteboards, pens and cloths on tables ready for each pupil to use in starter activity and throughout the lesson.
- ✓ OHP ready with transparencies of the teacher's start to the essay for shared work.
- ✓ List of names – the group by the door – on board ready for the guided group. Pupils sit in those places at the start of the lesson.

Compare the way journalists have presented their ideas in the articles about the execution of Timothy McVeigh

Reading 7 - Compare the presentation of ideas, values or emotions in related or contrasting texts: Planning, paragraph organisation, formal language

Formal Language:
+ Impersonal tone
+ Passive voice
+ Standard English

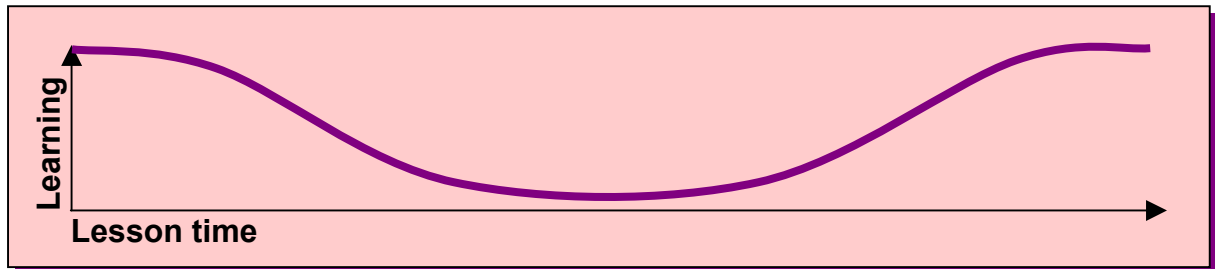
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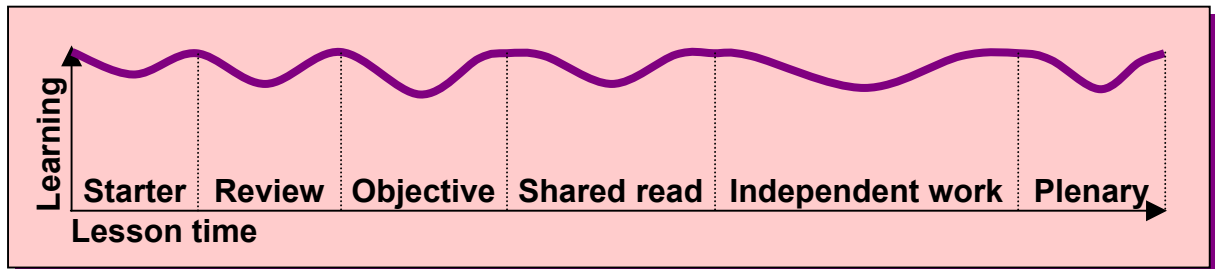
3.

Chunking up the lesson

Research on learning styles has shown that we tend to learn what comes first and what comes last in a lesson – the Primacy / Recency Effect. In between there is a dip. This can be represented as a graph:



To maximise the learning taking place it is important to maximise the number of sections there are in a lesson so that the Primacy / Recency Effect takes place not just once but a number of times:



This further allows for different kinds of activities to be used that will address the varying learning styles of the pupils in the class:

- Shared reading
- Shared writing
- Guided reading
- Guided writing
- Speaking and listening
- Teacher explanation
- Teacher questioning
- Teacher review and recap
- Independent reading
- Independent writing

Breaking lessons into manageable sections is a good strategy to support the learning of boys.

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4.

Strategies being learnt & practised

Speaking and Listening:

Pair work – teacher has organised the class seating arrangements so that pairs suit the activities – pairs can be boy/girl, able/less able, peers, friends etc.

- ✓ In all activities pupils can discuss in pairs to rehearse their ideas before having to commit themselves individually.
- ✓ Planning for the essay, the starter, was done as pair work, but written individually.

Tell the person next to you – preparation for replying to questions, for example, 'What does this introduction do? Tell the person next to you.' It means that all pupils have the chance to try out their ideas before answering in the forum of the whole class. All pupils have to speak and come up with an answer. It is the oral equivalent of 'Show Me' on whiteboards.

Time Out – Similar to above. If the teacher thinks that the question they have asked requires thought before it can be answered they call Time Out for 30 seconds so that pupils can think about what they would want to say.

Questioning – requires thought as to the questions to be asked. Open questions allow pupils to respond using higher order thinking skills. Questions such as *What makes you think that? Can you explain why?* allow analysis; questions such as *What is your opinion? What evidence do you have to support your view?* Allow synthesis of ideas; Questions such as *Which is better? Does it work?* Allow evaluation.

- ✓ No hands rule so that all pupils have to think of a response as they may be asked
- ✓ Pupils need time to formulate a response to teacher questioning.

Reading strategies:

- ✓ Continuous reading of the articles to compare
- ✓ Skim reading of the articles to find out what they are about
- ✓ Scanning to find details and examples
- ✓ Text marking – highlighting and annotating the articles to show features of word and sentence level grammar and the layout of the newspaper
- ✓ Retrospection – looking back at the articles for further meanings, developing the ability to infer and deduce
- ✓ Re-presenting the text in different forms – using a grid format to compare the two articles

Writing strategies:

- ✓ Planning using different formats – mind maps, spider diagrams, bullet points
- ✓ Pooling ideas for a class plan on flipchart
- ✓ Paired writing of sentences – topic sentences and paragraphs
- ✓ Independent writing of paragraphs
- ✓ Drafting
- ✓ Editing
- ✓ Word and sentence level work – passive sentences to create the impersonal voice, connectives for comparison such as whereas, on the other hand, however etc, standard English conventions
- ✓ Teacher modelling of good examples
- ✓ Shared writing by whole class
- ✓ Guided writing to support a small group while independent Writing is taking place with the rest of the class

Interactive teaching strategies:

- ✓ Using white boards
- ✓ Speaking and listening activities – Tell the person next to you, try out ideas
- ✓ Using OHP for shared reading and writing with teacher annotating texts or writing class paragraph
- ✓ Teacher modelling examples of reading and writing
- ✓ OHP used by pupils to show examples of work for shared analysis
- ✓ Using wall displays interactively
- ✓ Teacher questioning
- ✓ Guided work (reading and writing) with small groups of selected pupils
- ✓ Pupils doing activities not just listening to teacher explanation
- ✓ Prepared worksheets on active/passive voice and a grid for comparison of the texts
- ✓ Teacher defining terms and explicitly showing where strategies are being used
- ✓ Breaking up lessons
- ✓ Reviewing and recapping
- ✓ Related starter activities
- ✓ Plenary at end of lesson but also part way through
- ✓ Using objectives – breaking the objective down so that it can be taught explicitly
- ✓ Moving from shared to scaffolded (supported work) to independent work
- ✓ Flexibility to change what needs to be done – next lesson need to spend more time on topic sentences

Same objective but today broken down to look at:

- Planning
- Paragraph organisation
- Formal language

Preparation of the classroom and of resources

Short Term plan for Lesson 10

Year 9

Objective: Reading 7 – Compare the presentation of ideas, values or emotions in related or contrasting texts.

Resources: whiteboards, flipchart, copy of essay on OHT

1. Starter – pairs use whiteboards to plan the essay. Get feedback from pupils and put together a class plan on the flipchart.

2. Review what we have done so far and what we are building towards.

3. Set objective.

4. Shared reading – Read and examine an example of a start to this comparative essay, examining it at word and sentence level. Make a list as we go along of what language features to include in our essay.

- Topic sentences
- Appropriate connectives – while, whereas
- Impersonal language
- Passive sentences
- Standard English

5. Independent – pairs write a paragraph comparing the use of emotive language. Guided group do the same together.

6. Plenary – hear examples

Review / mini plenary part way through

Chunking up the lesson to maintain maximum learning

Styles of learning - shared, guided, independent, pairs, groups,

Detailed word and sentence level work

Teacher assessing pupil work throughout. Peer assessment of work also going on.

Reading and writing being supported

Compare the way journalists have presented their ideas in the articles about the execution of Timothy McVeigh.

This essay will be comparing the presentation of the authors' ideas and values in three related newspaper articles reporting the execution of Timothy McVeigh in 2001. Timothy McVeigh was executed for the Oklahoma Bombings which took place in 1995. An initial reading indicates that The Guardian article is biased against the death penalty, while The Daily Mail and The Daily Mirror articles are biased towards it. This bias can be identified in many ways.

Firstly, layout is used by the editors of all the articles to back up their opinions about whether or not it was right to execute McVeigh. The Daily Mirror makes use of a large eye-catching headline: 'Three final defiant glares.' This focuses attention on the journalist's negative interpretation of McVeigh's final actions. On the other hand, The Guardian makes use of a smaller headline: 'A glance, a nod, silence and death.' This factual language makes McVeigh's actions sound more innocent. In addition to this, whereas The Mirror makes use of photographs of child victims and victims' relatives in distress, The Guardian uses a small picture of McVeigh himself. While The Mirror is clearly reminding its readers of the anguish caused by the blast, The Guardian is focusing on the execution itself and down playing the reason for it. In this way The Mirror is reinforcing the idea that McVeigh deserved to die. However, The Guardian is questioning the use of the death penalty.

Compare the way journalists have presented their ideas in the articles about the execution of Timothy McVeigh.

Topic sentence

Impersonal voice

This essay will be comparing the presentation of the

Linked to the objective

authors' ideas and values in three related newspaper

articles reporting the execution of Timothy McVeigh in

Adding detail

2001. Timothy McVeigh was executed for the Oklahoma

Bombings which took place in 1995. An initial reading

Explaining what the essay will be about in brief

indicates that The Guardian article is biased against the

comparative connective

death penalty, while The Daily Mail and The Daily Mirror

Leads into the next paragraph which will explain the bias

articles are biased towards it. This bias can be identified

in many ways.

Teacher questions

- 1. What does this paragraph do?*
- 2. What evidence can you find that it uses the impersonal formal style?*
- 3. Highlight the comparative connective in this opening paragraph.*

Topic sentence introduces layout as the theme for the paragraph
Cohesive connective

Firstly, layout is used by the editors of all the articles to

POINT

back up their opinions about whether or not it was right

EVIDENCE 1

to execute McVeigh. The Daily Mirror makes use of a

Use and layout of quotation

large eye - catching headline: 'Three final defiant glares.'

EXPLANATION

This focuses attention on the journalist's negative

Comparative connective

interpretation of McVeigh's final actions. **On the other**

EVIDENCE 2

hand, The Guardian makes use of a smaller headline: 'A

EXPLANATION

glance, a nod, silence and death.' This factual language

makes McVeigh's actions sound more innocent. **In**

POINT 2 with EVIDENCE

addition to this, **whereas** The Mirror makes use of

use of commas to delineate clauses

photographs of child victims and victims' relatives in

distress, The Guardian uses a small picture of McVeigh

EXPLANATION

himself. **While** The Mirror is clearly reminding its readers

vocabulary choices

of the anguish caused by the blast, The Guardian is

focusing on the execution itself and down playing the

Paragraph conclusion - summary

reason for it. In this way The Mirror is reinforcing the

idea that McVeigh deserved to die. **However**, The

Guardian is questioning the use of the death penalty.

Teacher questions

- 1. On your whiteboards write down the connectives used in this paragraph. Show me.*
- 2. How is the paragraph structured? Time out to discuss in pairs then take responses.*
- 3. On your whiteboards find two examples of passive sentences. Show me.*
- 4. Rewrite the sentence starting with 'While' to place the connective in the middle of the sentence on your whiteboards. Show me.*
- 5. Choose three words in this paragraph which you think are effective and explain why in pairs.*

Anyone wishing copies of this series of lessons or the newspaper extracts used in them, please contact a member of the KS3 Literacy Team.