

### Entry Level – 3.3 – Lesson Plan – Planning an Introduction

<b>Lesson Objective and Assessment Criteria covered</b>	<p><b><i>Lesson Objective: To plan and practise how to introduce our reading.</i></b></p> <ul style="list-style-type: none"> <li>• Entry Level 1: Give the title and author of the book with a reason for choice.</li> <li>• Entry Level 2: Give the title and author of the book and explain which character they would like to talk to.</li> <li>• Entry Level 3: Give the title and author of the book and take half a minute to introduce your reading, clarifying the context of the chosen pages.</li> </ul>
<b>Delivery</b>	<p><b><i>This lesson, with the accompanying ‘EL – 3.3 – Lesson PPT – Planning an Introduction’, aims to help learners to develop a suitable introduction to their reading.</i></b></p> <p><b><i>Thinking about books</i></b>  This first task aims to get learners thinking about and talking about books – even ones they might not have read. Encourage learners to think about the reasons we like or don’t like certain stories or characters.</p> <ol style="list-style-type: none"> <li>1. Depending upon their level and ability, you can use the prompt questions on slides 1, 2, or 3 to guide your learners’ thoughts about the book covers on slides 4-7.</li> <li>2. There are a range of book covers – encourage learners to describe what they like or don’t like about them, to analyse the colours and images, to predict what they might be about. Learners can work individually, in pairs, in groups or this can be a whole class discussion.</li> </ol> <p><b><i>Judging an introduction</i></b>  Using the ‘<b><i>EL – 3.3 – Activity – Sample Introduction Scripts</i></b>’ and/or videos in the PowerPoint, guide learners to assess what is successful and what could be improved in each example. Learners can read and annotate these scripts, they can perform them for one another as examples, or you could demonstrate them yourself as an exemplar to the whole group.</p> <ol style="list-style-type: none"> <li>1. Learners watch/read the first introduction. Discuss together what went well for this learner and what could be improved. For example: <ol style="list-style-type: none"> <li>a. The learner gives the title of the book, but not the author.</li> <li>b. The learner has mentioned character and made a comment about them. They could have given more detail.</li> <li>c. The learner makes some eye contact with the audience but doesn’t maintain it.</li> </ol> </li> </ol>

	<p>2. Learners watch/read the second introduction. Discuss together what went well for this learner. You can still pick out areas for improvement, too.</p> <ol style="list-style-type: none"> <li>The learner gives lots of detail about their book, but they could give more of their own opinions.</li> <li>The learner is confident and clearly knows their book really well.</li> <li>They could have ended their introduction in a more original way.</li> </ol> <p><b>Preparing your own introduction</b> Finally, learners use these ideas and examples to help to plan their own introduction. Remind learners that although we have provided some sentence starters and examples, we really want their introductions to be original and personal to them – so use them as guidelines and inspiration points, rather than a scaffold.</p> <p><b>Further Support:</b> Encourage learners to use the '<b>EL – 3.3 – Activity – Sentence Stems</b>' to support their contributions to discussions.</p> <p><b>Extension Activity:</b> Learners can practise introducing their books to one another, then offer each other feedback on what they have done well and what they can still improve.</p>
<p><b>Additional Resources</b></p>	<p><b>EL – 3.3 – Lesson PPT – Planning an Introduction</b>  <b>EL – 3.3 – Activity – Sample Introduction Scripts</b>  <b>EL – 3.3 – Activity – Sentence Stems</b></p>