

ENGLISH LESSON PLAN

Literature and Context

LITERACY

- Comprehend Texts
- Navigate, read and view learning area texts
- Recreate texts imaginatively using drawing, writing, performance and digital forms of communication

CREATIVE AND CRITICAL THINKING

- Identify and clarify information and ideas
- · Consider alternatives
- · Apply logic and reasoning

IN THIS LESSON students will use Minecraft to recreate the world of a text read in class.



Minecraft: Pocket Edition

iBooks

Book Creator

Introduce the Topic

First we are going to select a text applicable to the class curriculum. Depending on student ability, this will either be a chapter book or a single short story text. The iBooks Store has some visual and engaging choices for students to read or listen to on their iPad, making use of the

In tanks, vintage cars. But after he lost his job at the car factory it became the biggest thing in his life. To be fair, he was brilliant. Give him a brick and a rubber band and hed have it looping the loop before you could say. Chocks away? But it didn't seem right semethow. It was a hobby for little boys and weind blokes who still lived with their mums.

I uses not the balcory eating a sandwich. Red Leicester and gooseberry jam. I took a mouthful and chewed, it was good but not a patch on strewberry jam and Choddar. That was my best yee.

I spent a lot of time on the balcory. The flat was tiny, Sometimes it felt like living in a submarine. But the balcory was amanting. The wind. The sky. The light. You could see the 747's circling slowly in the stack, waiting for a space on the runway at Heathrow. You could watch police cats weaving their way through the timy streets like toys, their stack, waiting for a space on the runway at Heathrow. You could watch police cats weaving their way through the timy streets like toys, their stacks, waiting for a space on the runway at Heathrow. You could see the park too. And on this particular morning you could see the park too. And on this particular morning you could see the park too. And on this particular morning you could see the park too. And on this particular morning you could see the park too. And on this particular morning you could see the park too. And on this particular morning you could see the park too. And on this particular morning you could see the park too. And on this particular morning you could see the park too. And on this particular morning you could see the park too. And on this particular morning you could see the park too. And on this particular morning you could see the park too. And on this particular morning you could see the park too. And on this particular morning you could see the park too. And on this particular morning you could see the park too. And on this particular morning you could see the park too. And on this particular morning you c

accessibility provisions that accompany texts read in iBooks. As a whole class, read a chapter from the text. If you are seeking to encourage independence in non-readers, you can utilise VoiceOver to read aloud from iBooks on the iPad.



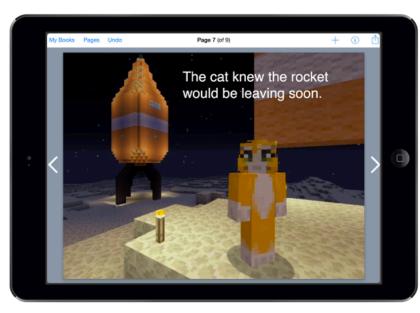
Build Understanding

While the text is being read, students can create visual notes in app Paper, depicting what they hear in the text so they have a reference for when they create the world in Minecraft.



Apply Learning

Students reference the visual notes they have taken, and set about creating the world from the text. Provide a modeled rubric of elements from the text that should be included. After creating the world in Minecraft, students take screenshots and recreate components of the



narrative in <u>Book Creator</u>. Visually model the process of storyboarding. Allow students to extend upon the text narrative with their own creative ideas, constructing events that develop key events and characters.