

Date	Class level Third Class and Fourth Class	Subject English
<b>Strand</b> Oral Language	<b>Strand Unit</b> Receptiveness to language. Competence and confidence in using language. Developing cognitive abilities through language. Emotional and imaginative development through language.	
<b>Title</b> Marine TV and reporting on Marine Pollution		
<b>Objective(s)</b> The aim of the lesson plan is for the children to learn how to use key media questions: Who? What? Where? When? Why? How? The children will discuss cause and effect in relation to processes and events and predict possible outcomes. They will also explore reactions to ideas through improvisational drama.		
<b>Skills Required</b> Reading; Listening; Understanding; Developing Imagination, Creativity and Confidence in using oral language; Attention, Memory, Logic and Reasoning Auditory Processing, Visual Processing and Processing Speed.		
<p><b>Learning objectives</b></p> <p>The child should be enabled to:</p> <p>Learn how to use basic key questions: Who? What? Where? When? Why? How?</p> <p>Discuss cause and effect in relation to processes and events and predict possible outcomes.</p> <p>Explore reaction to ideas through improvisational drama.</p>	<p><b>Learning activities</b></p> <p><b>Talk and Discussion:</b> Teacher plays an array of TV segments based on the theme of marine litter in our oceans.</p> <p><i>Please note that videos are not attached as material available online is constantly changing and being updated.</i></p> <p><i>However we would recommend the following websites for video material on Marine litter, marine pollution and marine debris</i></p> <ul style="list-style-type: none"> <li>- "Ocean Today" produced by NOAA in America. This site has a selection of videos in the section on "Fix our Ocean".</li> <li>- "Two minutes on Oceans with Tim Toomey" produced by the United Nations Education Programme.</li> <li>- BBC news. Search Marine Litter as a topic to find up to date material</li> <li>- Vimeo. Search marine litter, marine pollution or marine debris</li> </ul>	

	<p>Pupils listen to the specific language structures that characterize this type of spoken text. Pupils are told to process the information given under the 5W's and H headings: who, when, where, what, why and how. Remember: "Why" is what makes the story.</p> <p><b>News Report:</b> The children work in groups to create a news report style oral presentation about marine litter and pollution using the 5W's and H.</p> <p>In order to engage the children more with the task a cut out box can be used as a television screen.</p> <p>It would be beneficial to record the reports if filming equipment is available in the school. This will enable the children to engage in self-assessment.</p> <p><b>Resources</b></p> <p>Filming equipment if available.</p> <p>Cardboard Television screen.</p> <p>Internet access to locate news reports / videos about marine litter.</p>
<p><b>Differentiation</b> Higher and Lower order questioning. Differentiate group activities and roles to account of individual needs, by support, task. Mixed ability pairing.</p>	
<p><b>Assessment</b> Teacher Observation and Questioning.</p>	
<p><b>Linkage and Integration</b> Geography: The students discuss local locations where they have observed litter or pollution. Science: The students discuss how long they think it might take for different types of pollution to break down in the environment (bio-degrade). Do they know any examples of natural materials that can litter vs. man-made litter or pollution? SPHE: The students use the think/ pair/ share technique to come up with ways they can help reduce litter and pollution.</p>	