



TGP12 TUTOR LEARNING INITIATIVE FOR 2022

YEAR 7 TUTOR LEARNING PLAN

Date of plan starting	Date of review
11 July 2022	

7C Student Names	7E Student Names	7F Student Names

YR 7 INFORMATION WRITING & ORAL PRESENTATION

VCAA LEARNING OUTCOMES

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
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Writing

Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas to a specific audience ([VCELY387](#))

Creating texts: Use a range of software, including word processing programs, to create, edit and publish written and multimodal texts ([VCELY390](#))

Speaking and Listening: Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing, using body language, voice qualities and other elements to add interest and meaning ([VCELY396](#))

EAL: Level B2 Reading and Viewing: Communication, VCEALC345

Read simple, unfamiliar, informative, imaginative and persuasive texts, with support.

EAL: Level B3 Writing: Communication, VCEALC455

Writing a range of texts covering topics across the curriculum areas, incorporating information from different sources.

EAL: Level B3 Speaking and Listening: Linguistic Structures and Features Text structure and organisation: Phonology, VCEALL422

Use pronunciation and a range of non-verbal features to convey meaning and enhance communication.

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YR 7 INFORMATION WRITING & ORAL PRESENTATION

LEARNING INTENTIONS & SUCCESS CRITERIA (1)



We are learning about informative texts

- I understand what an informative text is
- I can explain the purpose of an informative text
- I can identify each element of an informative text in a sample

We are learning how to conduct research

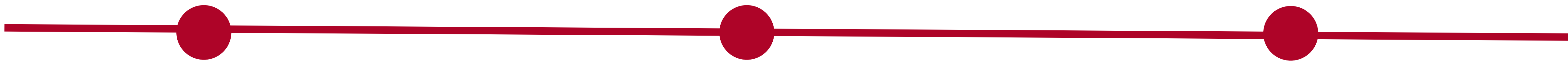
- I understand the purpose of doing research
- I can choose reliable sources
- I can paraphrase the information I find

We are learning how to write an informative introduction

- I can write an introduction that includes an engaging opening statement, a summary of the topic, and an outline of the main points to be covered.

YR 7 INFORMATION WRITING & ORAL PRESENTATION

LEARNING INTENTIONS & SUCCESS CRITERIA (2)



We are learning how to write an informative body paragraph

- I can follow TEEL structure to form the main body paragraph

We are learning how to write an informative conclusion

- I can rephrase my main points
- I can conclude with a powerful statement

We are practising our research skills

- I have researched information from two reliable sources
- I have recorded each source in my bibliography.

YR 7 INFORMATION WRITING & ORAL PRESENTATION LEARNING INTENTIONS & SUCCESS CRITERIA (3)



We are writing our information reports

- I understand what is expected of me in order to complete the CAT
- I have followed all the writing process steps in order to craft an information report

We are learning about effective oral presentation skills

- I can explain the importance of four essential oral presentation skills

We are practising our research skills

- As a team, we have delegated roles for completing the research
- I have recorded each source in my bibliography

We are developing our oral presentation

- We have paraphrased the research into an effective presentation

THE INQUIRY QUESTION

What difference do LEARNING INTENTIONS and SUCCESS CRITERIA make to a student's motivation for and engagement in learning?

PROGRESS REPORT RUBRIC

Learning Outcomes

Consistently demonstrates an outstanding understanding of the coursework. Extensions tasks requested and completed during class and as homework. Meeting VCAA requirements.

Completion of Homework

Completed all teacher-directed and self-guided revisions above requirements by due dates.

Readiness to Learn

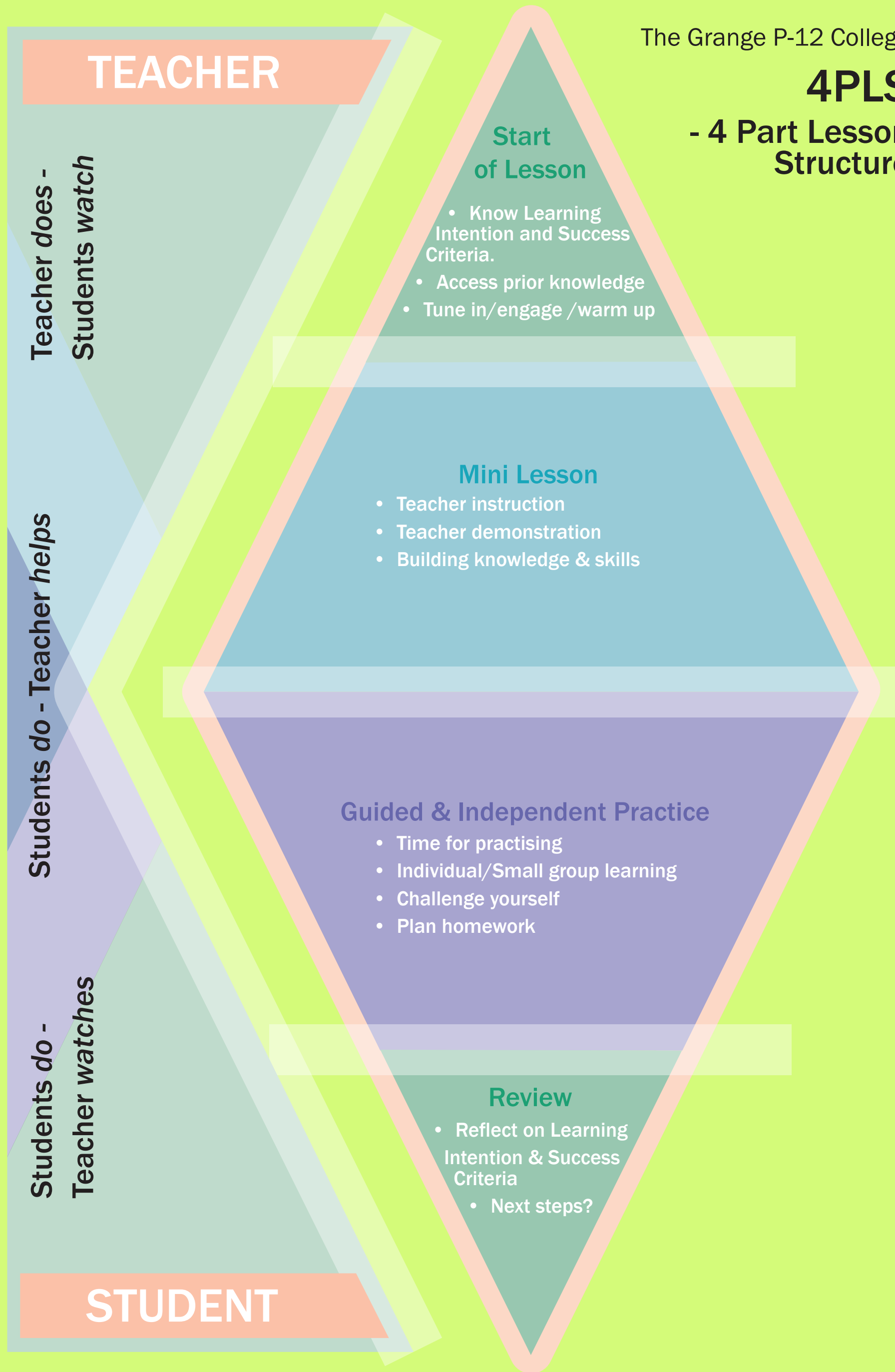
Arrives to class on time with all equipment. Learning content is organised neatly in one workbook.

Active participation in class

Leads by example and is a positive classroom influence as student proactively participates in lessons by demonstrating and engaging in self-directed learning. Consistently follows College routines and demonstrates the College values within the classroom of Respect, Learning and Working Together.

4PLS

- 4 Part Lesson Structure



THE INQUIRY QUESTION

What are the most effective strategies to foster metacognitive processes that improve my students' participation in small group classroom discussions within the Grange's 4-Part Lesson Structure?

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
1	Whole-Class: Jigsaw warm-up to highlight the purpose of informative styles of writing.						
2	FIVE TLIs: work with on 'searching' via Google, School/ local library, State/National library						
3	FIVE TLIs: What would you research? Why?						
4	FIVE TLIs: Reviewing 'the truth' about the truth.						

Start of the lesson - tune in, access prior learning, know learning intention and success criteria

20-MINUTE JIGSAW WARM-UP

1. Divide the class into five groups about an A3 sheet which is set out like a broadsheet newspaper front page
2. The page already has TWO examples that highlight the purpose of the broadsheet.
3. Allow students to write AT LEAST ONE headline showing their knowledge about the kinds of information communicated on the broadsheet.
4. Allow students 5 minutes on a broadsheet before moving on to another in the following JIGSAW pattern

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5
ALL 1s	ALL 2s	ALL 3s	ALL 4s	ALL 5s
ALL 5s	ALL 1s	ALL 2s	ALL 3s	ALL 4s
1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3, 4, 5

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Content Of The Broadsheets

Truth	Revelation	Principle	Discover	Prediction
<i>Telling the truth with objectivity and uncompromising attention to the facts.</i>	<i>Saying how things really work and the consequences of not knowing the facts</i>	<i>Stating the value of human life and the benefits of sharing a common view</i>	<i>Sharing what really happened so that everyone knows the truth.</i>	<i>Saying what's likely to happen based on what you've seen, heard and understood</i>
The Case of Galilei Galileo vs The Flat Earth Believers	The Case Of Eliminating Cholera	Universal Declaration of Human Rights	Everyday Detective Work	The echo chamber in which beliefs are amplified or reinforced by repetition inside a closed system and insulated from rebuttal.
The Truth About Smoking Tobacco	Smithsonian Museum Of National History: Human Evolution	Convention on the Rights of the Child	Nuremberg Trials For War Criminals	Reporting on Race in a Digital Era

Mini-lessons - explicit teaching, teacher demonstration and building skills and knowledge

Searching For Information

Taking the topics on the five broadsheets as points of interest and important conversations on searching and researching for information.

<https://www.google.com/insidesearch/searcheducation/index.html>

1. The Google Search

2. Searching school & local

3. Searching State and National libraries

Working with the Destiny Platform
Creating cards and info pages

What's in it for me?
Use – From Theatre Programmes To The Future Of Work

Guided and independent practise - time to practice, individual and small group work, challenging work, planning homework

Weekly Challenge

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STRENGTHS OF THE LEARNER

My literacy strengths and interests so far?

As a literate person, what do you love doing? What is something you feel proud of/have achieved this month/term/the past year?

My Reading (ie.independent reading, class reading)

My Writing (ie.creative writing, persuasive writing, text responses)

My Speaking & Listening (ie.formal presentations, debates and discussions)

CURRENT CHALLENGES

Like all learners, I recognise that I need to improve in the following areas:

My Reading (for example, I need to increase my comprehension skills)

My Writing (for example, I need to improve my spelling and build my vocabulary)

My Speaking & Listening (for instance, I need to gain confidence in presentations)

MY GOALS

What I most want to improve on in **PERSUASIVE WRITING AND SPEECH PRESENTATION** is:

In My Reading

In My Writing

In My Speaking & Listening

MONITOR & EVALUATE

Review goals and strategies

Student comments

Tutors comments

Student
Signature

Tutor
Signature

Assistant Principal
Signature