

LESSON PLAN

Reading/English with a digital focus

Reading · Year 6 · 45 min

CURRICULUM ALIGNMENT

Aligns to The New Zealand Curriculum | Te Mātaiaho. English, Phase 2 (Years 4 to 6), Year 6 teaching sequence.

Reading: comprehension of digital texts, including identifying author purpose and evaluating how features of digital texts shape meaning.

[Te Mātaiaho: English 0](#)**LEARNING INTENTION**

Identify how features of digital texts shape the author's message

SUCCESS CRITERIA

- I can name at least two features of a digital text (such as hyperlinks, images, or headings).
- I can explain how a digital text feature helps the author communicate their message.
- I can identify the author's purpose in a digital text and support my thinking with evidence.
- I can compare how the same information might look different in a print text versus a digital text.

Lesson Structure

HOOK

- Two versions of the same article: one printed, one on screen.
- What is the same? What is different? Turn and talk.
- Which version was easier to read, and why?

TEACHING

- Digital texts use features print texts cannot: hyperlinks, embedded video, interactive headings.
- Each feature is a choice. The author made it to guide your reading.
- I notice this heading is a link. I wonder where it leads and why.
- Author purpose: to inform, persuade, or entertain. Digital features signal this.

PRACTICE

- One shared digital text on screen. Identify one feature together.
- What is this feature doing? What is the author trying to tell us?
- Thumbs up if you can name the author's purpose and one reason why.

CLOSURE

- Name one digital text feature from today's mahi.
- Could you explain what that feature does for the reader?
- Share: print or digital, which helped you more and why?

Task Details

TASK

- Open the shared digital text on your device or screen.
- Find and label two digital text features on your annotation sheet.
- Write one sentence: how does each feature help the author?
- Identify the author's purpose. Find one piece of evidence.

MATERIALS

Shared digital text displayed on classroom screen and/or 1 device per student or pair, printed annotation sheet (one per student) with labelled feature boxes and sentence starters, pencils

TEACHER ROLE

- Circulate during annotation. Prompt: what does this feature do?
- Check each student named two features before moving on.
- Pause the class if most students are stuck on author purpose.

ASSESSMENT NOTES

- Criterion 1: student annotation sheet names two or more features correctly.
- Criterion 2: sentence explains feature purpose, not just its appearance.
- Criterion 3: student identifies purpose with a text-based reason.
- Criterion 4: listen for print vs. digital comparisons during share back.

RESOURCES

 [readingenglish digital focus video](#)

 [readingenglish digital focus activities](#)

RELIEF TEACHER NOTES

- Annotation sheets are in the red tray on the teacher's desk.
- The shared digital text is bookmarked on the classroom screen browser.
- Most students need prompting to explain features, not just name them.
- Wrap up with the closure questions already written on the lesson plan.