

Writing - Explanation

WALT	Lesson	Notes
<p>Structure: Identify the structure of explanation writing</p>	<p>Read the PM explanation segment. Discuss what they can see in an explanation. Talk about title, intro, examples, evidence, conclusion/summary. Split into groups and give them the challenge of writing an introduction. Make sure it is a statement or question introducing the topic rather than starting to list examples. 'What makes a good dessert'. Come back and in a circle and share their intros. Give feedback verbally.</p>	
<p>Ideas: Use conjunctions to link ideas</p>	<p>Ask for two volunteers. Give each volunteer a separate sentence (eg 'The cat sat on the mat' and 'He was tired'). Explain that you would like to put the two sentences together to make one long sentence but to do this you need to add a word that will join the sentences together. Show the children the following conjunctions - and, so, because, if, however, although. Ask them to pick the conjunction that best fits the sentence so that it still makes sense. After the children have chosen the conjunction, show them how to rewrite the new sentence with the correct conjunction and punctuation (eg 'The cat sat on the mat because he was tired.'). Get students to independently complete the bitesize work sheet and fast finishes can play balloon joining on the web site. Get pohutukawa to work with the teacher. Nikau could be introduced to more complex conjunctions. Could play the connectives game, pg 24, Jumpstart.</p> <p>http://www.bbc.co.uk/schools/teachers/ks1_lessonplans/english/conjunctions.shtml</p>	<p>Follow the teaching session up with a writing session.</p> <p>Students write the body of their explanation following their intro that was written last time. Give feedback relating to conjunction use.</p>
<p>Ideas: Expand on ideas by adding detail</p>	<p>Use the body writing from the writing session. Photocopy each students work or type each students work and cut up each example they give of good desserts. Tell students they now need to add more description and detail. Stick each example sentence from last time in their books with space underneath for students to expand on. Remind them of using conjunctions.</p>	<p>Work with Kauri and Rimu</p>

Writing - Explanation

WALT	Lesson	Notes
<p>Ideas: Offer personal opinion and judgement with reasoning</p>	<p>Complete a sheet outlining likes/dislikes and reasoning. Write the final summary of what makes a good dessert.</p>	<p>Work with Nikau</p> <p>* Sheet to be made</p>
<p>Organisation & Language: Become aware of writing for an audience</p> <p>Attempt to plan before writing</p>	<p>Start water unit writing. Each writes a water related topic linked to science unit.</p> <p>- How the water cycle works</p> <p>Discuss the importance of using special topic words. Brainstorm science words that would be useful in these topics. Remind students of the science word wall.</p> <p>Model a planning template before they start writing their new topic. Give out for students to complete independently.</p>	<p>Complete as a whole class but work with Nikau and Rimu to include topic vocab.</p> <p>Follow up with a writing session where they can write their intro.</p>
<p>Spelling: Spell HFWs correctly</p>	<p>Complete Jumpstart activity 'right from wrong', pg 1</p> <p>Teach how to play 'Word Blocks', pg 10, Jumpstart so they can play independently as fast finishes.</p>	<p>Whole Class</p>
<p>Vocab: Use interesting vocab</p>	<p>Complete 'Boring Sentences', pg 40, Jumpstart as a class. Students then get given a sentence to improve in mixed ability groups. Make sure each group has someone from the top group and bottom. Share new sentences with the class.</p>	<p>Whole class but work with Nikau and Rimu to extend.</p> <p>Pohutukawa will need examples and support.</p> <p>Follow up with a writing session where they can write their body and conclusion.</p>

Writing - Explanation

WALT	Lesson	Notes
Edit and proof read our work	Students refer to their group writing goals displayed on the wall. What do they need to do in their own writing now to improve it and achieve these goals?	Meet with a group a day to conference and feedback/feed forward relating to goals.