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| **Year: 5/6****Resources: 1a, 1b,** | Image result for the literacy shed**Lesson objective: I am learning to develop an understanding of character.****Lesson Number: 1** |
| **Book Title & Author: The Nowhere Emporium by Ross Mackenzie****Publisher and Year: Floris Books 2016****Hardback or Paperback: Paperback Edition: 8**  |
| **Hook into Session/****Opening Activities** | \*Before beginning this lesson, please ensure that the children have read chapters 1-3. You may wish to copy resource 1a on to A3 paper to allow children plenty of room for their answers.Display the statement ‘**Daniel is terrified of Spud Harper and his gang**.’ Allow children time to discuss in pairs to what extent they agree or disagree with this statement. They should refer to evidence from the text to support their answer. (*Written answers could be displayed upon a whole-class scale from ‘strongly disagree to strongly agree’.)**What are the children’s first impressions of Daniel? Do they think he will make a good main character? Why? Why not? Can they compare him with another key character in a novel they have read? What are the similarities and differences?* |
| **Lesson Input** | Explain that in this lesson the children will build and develop an understanding of Daniel’s character. They will make notes of the ways in which the author is able to convey his character so that they can use these techniques in their own writing. Display **resource 1a**. Explain that this will be a one page representation of the children’s understanding of Daniel so far. They should add additional fast facts of their own choosing along with answering those detailed already. Complete an action-insight example with them so that they fully understand what is required. *(e.g. action: Daniel returned the stolen items from Spud’s gang to the other children. Insight: Daniel has good morals and is prepared to help others even when endangering himself.)* Also explain that they must write an explanatory sentence about the character trait conveyed in each quote they have selected. |
| **Independent Activities** | **Simplify** Teacher to provide this group with copies of key paragraphs/pages (e.g. page 11; pages 14-15; 3rd paragraph on page 26) and spend some time highlighting key information and vocabulary with the group; also supporting them in understanding which section of the table these would link to, before leaving them to complete **resource 1a** independently. | **Expect**Using chapters 2 & 3, complete **resource 1a**. | **Extend**  Using chapters 2 & 3, complete **resource 1a**. They must categorise the words they choose for the last box by selecting appropriate grammatical headings. They could also colour code the words to show whose words they are (Daniel’s/ narrators/ shopkeepers/ Spud’s) Also challenge them to include a quote (in the quote section of the table) from all 4 of these voices. |
| **Plenary** | Ask the children to discuss the question: ‘In what way did you learn the most about Daniel in these two chapters?’. Now display **resource 1b**. As a class, circle or highlight the three methods of conveying character which the children believe were most effective. Display this for the remainder of the unit and refer to it during the next three sessions. |
| **Further Teaching Points** | Create an actions and insights class display (or individual charts which the children are responsible for) for Daniel and for Lucien Silver which can be added to throughout the unit. Read to the bottom of page 79 before lesson 2. |

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| **Year: 5/6****Resources: 2a, 2b, 2c, 2d, 2e** | Image result for the literacy shed**Lesson objective:**  **I am learning to plan a suspense narrative considering the writing of Ross Mackenzie.****Lesson Number: 2** |
| **Book Title & Author: The Nowhere Emporium by Ross Mackenzie****Publisher and Year: Floris Books 2016****Hardback or Paperback: Paperback Edition: 8**  |
| **Hook into Session/****Opening Activities** | Display **resource 2a**. What could the Wonder be called? Ask each child to quickly note down 5 – 10 possible names (ideas). Share and discuss. How do the children think Daniel would react to this note? Explain that although he was hesitant, he wanted to follow Ellie’s request as he felt that he owed it to her. Now tell the children that today they will be planning the adventure Daniel has when he goes into the unnamed Wonder which Ellie has dared him to try. Their task will be to write the short chapter of Daniel’s time in the Wonder using suspenseful writing where the reader will grow very worried about Daniel’s safety at the climax. Now look at an example of Ross Mackenzie’s suspense writing together: Read **page 165** to the class (start at ‘**The Click’** and read to the end of the page). Children should have copies of this section of the text. Explain that this is a great example of the climax of a suspenseful story but that it is missing the build-up. How is the suspense conveyed? Make a class list of ideas such as: powerful simile (discuss how the gun shot simile is a way of alluding to something sinister); powerful metaphor; short sentences like racing thoughts; expanded noun phrases to convey horror; hopeless thought. Highlight and annotate these key features. (Children should have access to these whilst planning and writing their own Wonder story – particularly lesson 4.) |
| **Lesson Input** | Look at **resources 2b and 2c**. Discuss what Wonders these could represent (underwater world; life-size game of chess; land of dinosaurs; books which spill real stories/characters/worlds; flying machine; apothecary). Take time to enjoy discussing the possible adventures which could be had in each of these Wonders but also what hidden danger could be present in each to challenge Daniel. (e.g. oxygen tank could run out when locked in underwater world and must find key or you must win the chess game to be able to exit or a volcano erupts in the land of dinosaurs). Children can select one of these Wonders or another of their own choice for their writing. Before beginning their planning, they must be able to clearly explain how Daniel is in danger in their Wonder and how he is able to overcome it and escape. |
| **Independent Activities** | **Simplify**Children complete **resource 2d**. This should be a series of bullet points alternating between action and description. See first section of **resource 2e** for clarification. **Resource 2e** could be used for this group if it would benefit them to have the beginning section of the story planned.  | **Expect**Children complete **resource 2d**.This should be a series of bullet points alternating between action and description.*\*Note that the sentences in blue at the bottom of each section detail the focus for that part of the story which is covered in the teaching in the next three lessons.* | **Extend**Children complete **resource 2d**. This should be a series of bullet points alternating between action and description. |
| **Plenary** | Children should work in partners to discuss and edit their plans. They must ensure that they have a comprehensive plot with plenty of opportunity for detail and description. Can they tell their story orally to their partner with their plans as prompts? Now work in pairs to name the Wonder each partner has created. |
| **Further Teaching Points** | Consider suspenseful stories that the children already know or read some short suspenseful stories together. Now ask the children to plan backwards from these stories.Read to the end of chapter 17. |

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| **Year: 5/6****Resources: 3a, 3b** | Image result for the literacy shed**Lesson objective:**  **I am learning to write a suspense narrative using stylistic devices to convey setting.****Lesson Number: 3** |
| **Book Title & Author: The Nowhere Emporium by Ross Mackenzie****Publisher and Year: Floris Books 2016****Hardback or Paperback: Paperback Edition: 8** **Literacy Shed Clip Link (if necessary):** |
| **Hook into Session/****Opening Activities** | Read **resource 3a** together. Do the children understand what has happened in the 3rd paragraph? (Daniel has fallen into the painting which has become animated around him) *What might this wonder be called? What could be the danger here?* Explain that although this piece of writing is descriptive, the description does not clearly signpost to the reader how they should be feeling or where the story might be headed. Ask the children to imagine that there is something deeply disturbing about the painting and that Daniel will soon discover it and wish to escape. The children must decide what the danger is (you may wish to make this decision as a whole class or allow children to do so independently/pairs/small groups). Can the children identify which words within this short story opener are actually missed opportunities to convey the danger? (lots of adjectives; some adverbs but also some of the verb choices). Now look at **resource 3b** together. Challenge children to find alternative vocabulary for all the pink words. Extend children could also look to replace the gold words and phrases. Read again with children’s vocabulary choices and discuss the impact. Ensure the children understand that it is not necessary to include so many clues as in this example - where they have been exploring the technique (quality over quantity). |
| **Lesson Input** | Display the sentence: *‘Two glowing dots appeared on the figure’s face, burning orange like cigarette ends.’* (**page 148**) What does Ross Mackenzie want us to think about this character who is being described? How does the simile ensure we are nervous of this character? What alternative simile can you think of which would completely transform the effect of this sentence?  Explain that today the children will be writing the first part of their story and must focus carefully on word choices which allude to something sinister; warning the reader of the dangers ahead. The warning is essential to building suspense as the worry about what is coming is often much scarier than the danger when it actually arrives. They must remember to ensure that they convey the magic and spectacle of their ‘Wonder’ but this should be peppered with hints of danger. |
| **Independent Activities** | **Simplify**Children use their plans and a thesaurus to write the first part of their story. Give this group the challenge of including 4 adjectives/adverbs which allude to something sinister. | **Expect**Children use their plans and a thesaurus to write the first part of their story which includes carefully selected vocabulary alluding to something sinister.  | **Extend**As in ‘Expect’ but children should also aim to theme their vocabulary choices to match the danger in their story. |
| **Plenary** | Display the editing questions in resource 3c. Children use these to edit and improve the first section of the story. |
| **Further Teaching Points** | Children could fully rewrite and then complete the story from resource 3b with particular focus on careful vocabulary choice to give the reader mounting clues to the danger ahead.Read to the end of chapter 25 |

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| **Year: 5/6****Resources: 4a** | Image result for the literacy shed**Lesson objective:**  **I am learning to write a suspense narrative using short sentences, rhetorical questions and ellipses.****Lesson Number: 4** |
| **Book Title & Author: The Nowhere Emporium by Ross Mackenzie****Publisher and Year: Floris Books 2016****Hardback or Paperback: Paperback Edition: 8**  |
| **Hook into Session/****Opening Activities** | Hand out copies of **page 165** (from lesson 2); **pages 11-12**; **page 248** (From *‘Daniel, that man’s a monster*… to … *wee visit to the room of secrets’* – if children have copies of the whole page then it will give away some of the story.)These are all exciting and tense moments in the novel. Are there ways in which the children can identify that this is the case without even reading the words but just by scanning the text? (e.g. use of ellipses; rhetoric and spoken questions; multiple commas in sentences; fragmented sentences; short episodes of speech). Now study the pages more closely ensuring children can identify and explain the use of short sentences, rhetorical questions and ellipses (used for thoughts trailing off or interruption or words intentionally left unspoken). What else do you notice? (Ideas often not developed; sentences echo the pace of the character’s thoughts; lack of conjunctions etc.) Discuss.Look at **resource 4a** (An example of today’s learning). Can the children work in pairs or small groups to write in the suspense features as indicated? Share and discuss ideas. Display a completed example of this for children to refer to during their independent writing time. |
| **Lesson Input** | Explain that the children’s task today is to write the second part of their suspense story. Like the example they have just added to, they must build tension by conveying Daniel’s realisation of his situation and reach the climax of the story: where the danger is revealed. Children should start by drafting and redrafting the last sentence of this section until they have a powerful climatic sentence that clearly conveys the danger Daniel is in. e.g. ***‘He shook the door furiously, panic rising like a tidal wave in his chest, but there was no hope of escaping without the key and he was almost out of air.’*** Now they should complete their independent writing with the aim of finishing at this sentence. \**ensure children have the extracts from the start of this session available to them*  |
| **Independent Activities** | **Simplify**Children write the second part to their story using their plans. This should end with their redrafted sentence. They must include suspense techniques particularly rhetoric questions and short sentences.  | **Expect**Children write the second part to their story using their plans. This should end with their redrafted sentence. They must try to include a variety of suspense techniques and convey a quickening of pace to match Daniel’s frantic thinking. | **Extend**As with ‘Expect’ but also give the children a copy of the last paragraph of page 23. Can the children find an appropriate place within their own story writing today to include some omnipotent narrator commentary as in this extract? |
| **Plenary** | After some personal editing time, children should consider the last sentence of their independent writing from lesson 3 and their first sentence from this lesson.Are they happy with the way these sections flow together? Look at some examples from around the class and improve together. |
| **Further Teaching Points** | Collect examples of the way in which ellipses are used in a variety of class novels. Categorise and explain these uses. Create a guide to effective use of ellipses containing favourite examples cited from their sources.Read to the end of chapter 32. |

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| **Year: 5/6****Resources: 5a** | Image result for the literacy shed**Lesson objective:**  **I am learning to write a suspense narrative using expanded noun phrases to convey character, action and setting.****Lesson Number: 5** |
| **Book Title & Author: The Nowhere Emporium by Ross Mackenzie****Publisher and Year: Floris Books 2016****Hardback or Paperback: Paperback Edition: 8** **Literacy Shed Clip Link (if necessary):**  [**https://www.literacyshed.com/23-degrees-5-minutes.html**](https://www.literacyshed.com/23-degrees-5-minutes.html) |
| **Hook into Session/****Opening Activities** | Watch to 1:15 of ‘23 degrees 5’ on mute. Children must make lists of adjectives for both setting and character. Allow the children a further 5 minutes to add additional adjectives with the use of a thesaurus. Now explain to them that their focus is word choice- rather than using every word which fits, they must select their **top 2 only** for each category. Watch the clip again to support the children in deleting all but 2 character adjectives and 2 setting adjectives. Children must use their 4 carefully selected words to write a sentence containing two expanded noun phrases e.g. ‘**The determined, weary explorer forged through the frigid, unrelenting snow**.’ Now look at some examples of effective expanded noun phrases from the novel (e.g. **pages 13, 17, 52-53, 70**). Imagine deleting one word from each expanded noun phrase. How does this impact the reader’s understanding?  |
| **Lesson Input** | Explain that today the children will be completing their suspense stories with a focus on use of expanded noun phrases to convey character, action and setting. It is extremely tempting when writing the climax and resolution of a story to neglect the detail because of the intensity of the action - however this has the effect of distancing the reader from the story. In order to allow ourselves time to convey the detail, we are going to use a technique that Ross Mackenzie used himself. We are going to pause time. Look at copies of **page 27** with the children and highlight the sentences relating to time slowing and then returning to normal. Notice how Daniel is able to look about and describe the sounds of the car and the face of the driver etc. when time has slowed. Allow children time to work in pairs to draft and redraft the first sentence of the third section of their story – conveying to the reader that time has appeared to slow. Children copy this out and then begin their independent learning (from their plans). |
| **Independent Activities** | **Simplify**Use expanded noun phrases to describe in detail what Daniel can see/ hear / smell etc. Children could then copy RM’s sentences to speed up time again ***‘Someone pressed the play……..back to life.’*** And return to the action of their story. They should end the story as Daniel flies back through the door. | **Expect**Use expanded noun phrases to describe in detail what Daniel can see/ hear / smell etc. Children could then recreate their own version of RM’s sentences to speed up time again ***‘Someone pressed the play……..back to life.’*** And return to the action of the story ensuring regular use of expanded noun phrases. They should end the story as Daniel flies back through the door. | **Extend**Use expanded noun phrases to describe in detail what Daniel can see/ hear / smell etc. Children could then recreate their own version of RM’s sentences to speed up time again ***‘Someone pressed the play……..back to life.’*** And return to the action of the story. They should end the story as Daniel flies back through the door. They should use expanded noun phrases and stylistic devices (e.g. similes and personification) throughout. |
| **Plenary** | Provide children with copies of **resource 5a**. They should use this checklist to assess and improve their whole piece. |
| **Further Teaching Points** | Children may wish to redraft their whole piece to improve their use of suspense techniques, or the story could be rewritten from a different perspective (e.g. Lucien Silver, watching it happen in the pages of his book). Ensure the children have read the entire novel before beginning lesson 6. |

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| **Year: 5/6****Resources: 6a,** | Image result for the literacy shed**Lesson objective:**  **I am learning to build a character profile.****Lesson Number: 6** |
| **Book Title & Author: The Nowhere Emporium by Ross Mackenzie****Publisher and Year: Floris Books 2016****Hardback or Paperback: Paperback Edition: 8** **Literacy Shed Clip Link (if necessary):** |
| **Hook into Session/****Opening Activities** | What does Lucien Silver think about?Allow children 20 minutes to select and copy out quotes from the text which refer to the different things that occupied Lucien Silver’s thinking whilst he was alive (the quotes selected should relate to him in the novel e.g. his words or actions or something another character or the narrator has said about him). Now categorise these and share the categories as a class (e.g. magic, imagination). Do some of the categories overlap? How might they be combined? Or clearly separated?Which category would have dominated his thinking the most/ least?  |
| **Lesson Input** | Explain to the children that over the next 5 lessons they will be focussing on Lucien’s character and ultimately writing a biography of his life. Along with knowing the facts of his life, it is important that they understand him at a more personal level.Today they will be representing their understanding of his character by creating his brain! Show **resource 6a**. (Children will need copies of this resource on A3 ideally). They must divide the brain into sections relating to the categories they identified earlier (the size of the category must relate directly to its importance). They must then give each category a title and fill it with relevant quotes from the text. |
| **Independent Activities** | **Simplify**Children create Lucien Silver’s brain by dividing it into categories and filling each category with relevant quotes.  | **Expect**Children create Lucien Silver’s brain by dividing it into categories and filling each category with relevant quotes. | **Extend**Children create Lucien Silver’s brain by dividing it into categories and filling each category with relevant quotes. Can the children find any quotes from Lucien himself which convey his attitude towards life and could therefore be used within the biography? |
| **Plenary** | Allow children 5 minutes to reflect on their brains and to develop questions they would like to ask Lucien about his priorities / attitudes. Use hot seating to explore these questions.  |
| **Further Teaching Points** | Create a ‘wordle’ to represent the words most used by Lucien. Read to the end of chapter 9 (page 144) before session 7. |

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| **Year: 5/6****Resources: 7a, 7b** | Image result for the literacy shed**Lesson objective:**  **I am learning to make notes and organise and develop ideas through research.****Lesson Number: 7** |
| **Book Title & Author: The Nowhere Emporium by Ross Mackenzie****Publisher and Year: Floris Books 2016****Hardback or Paperback: Paperback Edition: 8** **Literacy Shed Clip Link (if necessary):**  |
| **Hook into Session/****Opening Activities** | Give the children a copy of **resource 7a** copied onto A3, in small groups (additional copies will be needed later). Explain that the space before the margin is for dates and that in this activity, you do not expect them to be able to remember exact dates but that they can guess if they wish. The margin line represents the length of Lucien Silver’s life from his birth to his death. The horizontal lines are for his life events. What kind of events would we detail in a timeline of a famous person? (birth, schooling, career, marriage etc.). Now challenge children to quickly add as many life events as they can remember to their shared timeline **from memory only**.  |
| **Lesson Input** | What would help the children to do this more accurately? (Using the novel). Discuss where in the novel they would need to look for this information (flash-back chapters 4,8,12,18,23,26,29. Also chapters 34,37 and pages 225-227). Explain that today, their task is to gather the events of Lucien’s life from the novel as accurately as possible including dates where available. Children can choose to work independently or in pairs to complete this information gathering (most will probably require a new copy of **resource 7a**).  |
| **Independent Activities** | **Simplify**Children complete **resource 7b (answers on 7c)** by studying chapters 4, 8, 12, 18, 23, 26 and 29. | **Expect**Children complete **resource 7a** by studying chapters 4, 8, 12, 18, 23, 26 and 29 remembering that the date and location of the events is mostly in the chapter heading. Each chapter could be condensed to one or two sentences of fact. Allow space between each event for additional information to be added later. | **Extend**As in ‘Expect’ but also challenge children to skim read through passages where Ellie talks about her dad to discover if there is additional information which can be gleaned. |
| **Plenary** | Read **pages 225 -227** with the whole class and support them in adding the filler information to their timelines (e.g. Silver received years of teaching and punishment from Sharpe whilst living in his Edinburgh mansion after being taken from the asylum). Also read **chapters 34 and 37** and support children in condensing those chapters into key facts. |
| **Further Teaching Points** | Read and annotate (key features) a variety of biographies. Children could collect examples of phrases which convey an expert / omnipotent tone and could be used in their own biography writing. |

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| **Year: 5/6****Resources: 8a, 8b, 8c, example biography texts**  | Image result for the literacy shed**Lesson objective: I am learning to plan a biography which uses formal tone.****Lesson Number: 8** |
| **Book Title & Author: The Nowhere Emporium by Ross Mackenzie****Publisher and Year: Floris Books 2016****Hardback or Paperback: Paperback Edition: 8** **Literacy Shed Clip Link (if necessary):**  |
| **Hook into Session/****Opening Activities** | Look at **resource 8a**. These sentences are all written using the active voice. Can the children explain and evidence this? (The subject of the sentence is the one performing the action stated by the verb). Can anyone provide a reworked example of one of these sentences where the focus of the sentence is on the object experiencing the action instead (passive voice). Work through one or two examples together (answers on **resource 8b**) and then ask the children to complete the rest independently. Now view **resource 8b** together. Which sentences do the children think sound effective in the passive voice for biography style writing? Which ones do not? Add one or two passive sentences to the timeline from yesterday |
| **Lesson Input** | Today the children will use the timeline notes they made yesterday to plan their biography and write their opening paragraph. Provide them with an opportunity to look at some good quality biography texts in order to give them an idea of how they are structured and written. This could include some online examples. Children could choose to split his life into chronological chunks e.g. childhood; partnership with Sharpe; creating the Emporium etc. (Simplify group) or as a non-chronological report e.g. career; family; the ‘Book of Wonders etc. |
| **Independent Activities** | **Simplify**With support, children choose approximately 4 subheadings which their timeline events of Lucien’s life will fit into. They should mark (colour code) these on their timeline. Now look at **resource 8c.** Use these ideas (question and 5 W’s) to draft an introduction to Lucien Silver’s biography. | **Expect**Children choose approximately 4 subheadings which their timeline events of Lucien’s life will fit into. They should mark (colour code) these on their timeline. Now look at **resource 8c**. Use these ideas (question and 5 W’s) to draft an introduction to Lucien Silver’s biography. | **Extend**Children choose 4 or more subheadings which their timeline events of Lucien’s life will fit into. They should mark (colour code) these on their timeline and insert appropriate quotes from Lucien, Daniel, Ellie and Sharpe to include. Now look at **resource 8c.** Use these ideas (question and 5 W’s) to draft an introduction to Lucien Silver’s biography.  |
| **Plenary** | Give out copies of **resource 8d**. Explain to the children that the verbs listed here are informal and ones which the children may find very useful in their biography writing. However, the children should be aiming for a formal, expert tone therefore it would be useful for them to have a bank of several, more formal synonyms to use for each of these verbs. Allow some time for children to research these and add them to their copies of the table. |
| **Further Teaching Points** | Children could build a bank of questions which they would like to ask Lucien Silver to support them in writing about his life. Swap these questions with a partner and answer them as Lucien.  |

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| **Year: 5/6****Resources: 8c, 9a** | Image result for the literacy shed**Lesson objective: I am learning to write a biography using adverbials for cohesion.****Lesson Number: 9** |
| **Book Title & Author: The Nowhere Emporium by Ross Mackenzie****Publisher and Year: Floris Books 2016****Hardback or Paperback: Paperback Edition: 8** **Literacy Shed Clip Link (if necessary):**  |
| **Hook into Session/****Opening Activities** | Display **resource 8c**. Which biography would the children like to extend as a class? (Matilda’s or Harry Potter’s?) Now model how to begin the first section of the biography (Childhood) with the use of adverbials for cohesion (**resource 9a**). Children should have a copy of **resource 9a** so that they can contribute ideas. (e.g. *‘Much of Harry’s childhood was spent behind closed doors. Occasionally, the Dursleys had no choice but to take Harry with them on an outing. Despite this treatment, Harry remained resolutely kind and good natured. In stark contrast, Harry’s portly cousin, Dudley exuded cruelty and menace…..’*)  |
| **Lesson Input** | Remind the children that when they are writing today, they are the expert on Lucien Silver and if there is some information they are missing, rather than avoid using it, they should make it up to fit what they know about him.Their aim is to complete their biography. |
| **Independent Activities** | **Simplify**Children write their biography, using their timeline plans, formal word bank and **resource 9a**. They should begin by redrafting their opening paragraph from lesson 8. | **Expect**Children write their biography, using their timeline plans, formal word bank and **resource 9a**. Children should also have access to their brain profiles and aim to convey Lucien’s key character traits clearly within their biography. They should begin by redrafting their opening paragraph from lesson 8. | **Extend**As in ‘Expect’ but children also pepper their writing with quotes from Lucien, Daniel, Ellie and Sharpe. Quotes could be directly taken from the novel or thoughtfully invented. |
| **Plenary** | How have the children closed their biography? Do they need a final sentence to clearly end the piece? Model a closing sentence for Matilda/Harry Potter which begins with the word ‘Today’ (e.g. *‘Today we might find Harry living a simple life with his family, perhaps the life that his parents, who made the ultimate sacrifice for him, had dreamed he might one day have.’*) |
| **Further Teaching Points** | Consider and explore the use of an omnipotent tone within biography writing with phrases such as *‘had he known what was to come next*’ and *‘it would perhaps have been some comfort to him if he had known…’* |

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| **Year: 5/6****Resources: 8d, 9a, 10a, 10b, 10c, 10d** | Image result for the literacy shed**Lesson objective:**  **I am learning to assess the effectiveness of my writing and make changes to enhance effects and clarify meaning.****Lesson Number: 10** |
| **Book Title & Author: The Nowhere Emporium by Ross Mackenzie****Publisher and Year: Floris Books 2016****Hardback or Paperback: Paperback Edition: 8** **Literacy Shed Clip Link (if necessary):** |
| **Hook into Session/****Opening Activities** | Allow the children 15 minutes to proofread their biographies and make improvements based upon their own learning goals/targets. Children may need some support with this.  |
| **Lesson Input** | Divide the classroom into 4 editing stations and allow children 10 minutes at each station. **Resources 10a, 10b, 10c and 10d** should be displayed on each station as instructions.1. Formal voice station (resources needed: green highlighters, thesauruses, completed formal word banks- **resource 8d**)
2. Detail and description station (resources needed: thesauruses)
3. Adverbials for Cohesion Station (resources needed: **resource 9a**, yellow highlighters)
4. Punctuation station
 |
| **Independent Activities** | **Simplify**Visit each editing station to improve biography writing.  | **Expect**Visit each editing station to improve biography writing.  | **Extend**Visit each editing station to improve biography writing.  |
| **Plenary** | Children review the two extended pieces of writing they have produced in this unit. What technique have they most enjoyed using? What element of their writing are they most proud of? What do they think will be useful to them in future writing? Children could respond to these questions orally as part of a class discussion or with written answers in their books. |
| **Further Teaching Points** | Could the children imagine what the future may hold for Daniel and produce a biography for his life as they imagine it? |