




<p>Year: 2</p> <p>Literacy Shed clip and link: http://www.literacyshed.com/something-fishy.html</p> <p>Clip: Something Fishy</p>	<p>Lesson objective:</p> <p>To be able to retell a story using a visual text map.</p> <p>Lesson One</p> 		
<p>Resources</p>	<p>A4/A3 plain paper</p>		
<p>Hook into Session/ Opening Activities</p>	<p>Begin playing the film. Pause at 0:40 seconds. Allow children to discuss initial responses to the film and then ask probing questions (look for children to justify answers where possible). When and where does the story take place? What do you think about the main character and why is she there? How is the character feeling? What does this tell you about the time of day? What lured her to look at the washing machine? What do you think will happen next? Look for predictions about plot from the children. Discuss the title 'Something Fishy' to prompt children. Remind children of story structures (problems, events happen and are resolved) with a shared story mountain on flipchart or whiteboard – you could note down some of the children's predictions – problems/resolutions – at this time. Play the rest of the film. Did anybody predict correctly?</p>		
<p>Lesson Input</p>	<p>Tell the children they are going to be creating a visual text map (story map) to retell the story. Ask the children to retell the story to their talk partner and then together begin to scaffold/create a visual text map together. Remind children to only pick out the key parts of the story – they don't need to include everything! This will help with their summarising skills.</p> <p>Children who are not confident can refer back to this shared write when working independently.</p> <p>Ask the more confident children for full sentences when they explain what is happening in each scene (encourage these children to write their sentences underneath their pictures). E.g. The tired girl is sitting in the launderette waiting for her washing to finish.</p>		
<p>Independent</p>	<p>Simplify</p> <p>Children use the shared write to create a visual text map. Children should include key parts of the story using pictures (words/sentences if confident).</p>	<p>Expect</p> <p>Children independently retell the story on a visual text map using pictures and sentences.</p>	<p>Extend</p> <p>Children independently retell the story on a visual text map using pictures and sentences. Children should be encouraged to use sequencing (time) conjunctions at the beginning of sentences. (first, then, after that)</p>
<p>Plenary</p>	<p>Children are given time to present the maps they have produced. Children should become familiar with the story. They could work in partners and explain each other's. Some children perform in front of the class.</p>		
<p>Further Teaching Points</p>	<p>Look at some of the examples from the extended children. Reiterate the effectiveness of sequencing language (first, then, after that). Gather a range of these and write them on large paper/whiteboard.</p>		

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<p>Resources</p>	<p>2a, 2b</p>		
<p>Hook into Session/ Opening Activities</p>	<p>N.B You may wish to revisit adjective, noun and verb definition before this session.</p> <p>Can the children remember what happened in the film 'Something Fishy' without any adult prompt? Re-watch the film all the way through. Explain to the children that they are going to be working towards writing a setting description of the underwater world inside the washing machine.</p> <p>Play from 0:52-1:17 (you may wish to show this several times). Explain that these will be the scenes and creatures we will use to help us. What do the children notice? What are things made out of? Gather ideas together. Pause the film where necessary. E.g. Fish are made of socks, turtles made of hats. You could perhaps provide images of these things for the children to annotate.</p>		
<p>Lesson Input</p>	<p>Explain to the children that they will be gathering vocabulary and phrases to help them with their writing tomorrow. The focus will be creating expanded noun phrases and choosing effective verbs to describe. (Recap on what these are if necessary).</p> <p>Model with the children how to do this – pause film on 0:58. Tell the children you are going to focus on the seaweed. First, we must think about what it is made from. Can we think of an adjective to describe it? Can we come up with an expanded noun phrases to describe it? E.g. Tall, metal seaweed made from tokens. Still focusing on the seaweed can we think of a verb which effectively describes what it is doing (action)? E.g. Growing towards the light on the surface. You could repeat this scaffolding with other objects/creatures – use images/stills from the film to prompt ideas and discussion</p> <p>Show children resource 2a, 2b and explain they can use this sheet to help them if they need it.</p>		
<p>Independent</p>	<p>Simplify</p> <p>Children gather vocabulary to describe the underwater world. They focus on creating expanded noun phrases – moving onto verbs if confident.</p> <p style="text-align: center;">Resource 2a</p>	<p>Expect</p> <p>Children gather vocabulary to describe the underwater world. They focus on creating expanded noun phrases and choosing appropriate verbs to describe.</p> <p style="text-align: center;">Resource 2b</p>	<p>Extend</p> <p>Children gather vocabulary to describe the underwater world. They create expanded noun phrases and choose appropriate verbs to describe – adverbs and adverbial phrases could be included.</p>
<p>Plenary</p>	<p>Children are given the opportunity to look at their peers' work. Children should be encouraged to improve their vocabulary where necessary and 'borrow' favourite words and phrases from others. These can be recorded on their sheets/books.</p>		
<p>Further Teaching Points</p>	<p>Look at DAWAVERS http://www.literacyshedblog.com/dadwavers-blog/dadwavers</p> <p>Discuss the effectiveness of starting sentences in different ways DA (description and action) in preparation for tomorrow's session.</p>		




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<p>Resources</p>	<p>3a</p>		
<p>Hook into Session/ Opening Activities</p>	<p>Watch the film from 0:52-1:17. Chose some good verb choices from yesterday's work and ask children to act out the action. E.g. Gliding through the water. Can the children pretend to glide through the water? Flitting towards the surface. Do the children understand what this means and can they show it?</p>		
<p>Lesson Input</p>	<p>Recap the features of a setting description and discuss using the senses to describe. Remind children of the grammar focus from the previous session. Tell them they've done most of the hard work! Show an exemplar description (3a). Discuss the example together and pick out the features used in the description. Can you shut your eyes and imagine being there? Have they used expanded noun phrases and a range of verbs? (Children who are not confident independently might use the example to help). Can the children play around with the word order? Look together at the fact that we can say <i>Shoals of stripy, colourful sock fish dart up and down</i> but equally we could begin with the word <i>Darting</i> and say <i>Darting up and down are shoals of stripy, colourful sock fish</i>. Give the children another example to try and manipulate.</p>		
<p>Independent</p>	<p>Simplify <i>With adult support if necessary</i> children write a setting description using their senses and including expanded noun phrases.</p>	<p>Expect Children write a setting description using their senses and including expanded noun phrases and effective verbs.</p>	<p>Extend Children write a detailed setting description using a variety of senses. Children include expanded nouns phrases, some adverbs/adverbial phrases. Children use the DA in DADWAVERS for effect.</p>
<p>Plenary</p>	<p>Children read their description out loud whilst other members of the class shut their eyes and imagine. Can the children pick out their favourite bits? This could be used as an opportunity to provide children with instant verbal feedback.</p>		
<p>Further Teaching Points</p>	<p>Some children may have used sentences such as I can see, I can smell, I can hear – it is important to teach children that unless specified then setting descriptions are not written in role and 'I' should not be used.</p>		





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<p>Resources</p>	<p>Tables should be grouped into different editing stations – adults could be positioned at trickier stations such as ‘Do my sentences make sense?’ station and ‘Up-levelling vocabulary’ station. 5a, 5b, 5c, 5d (suggested)</p>		
<p>Hook into Session/ Opening Activities</p>	<p>Explain that the classroom has been split into different stations. Children will be allowed to move around the room and edit/improve their work depending on their feedback. Different coloured pens could be used to show edits. Ask the children to spend time reading their own work and looking at teacher feedback to decide upon what they think are their key areas to work on.</p>		
<p>Lesson Input</p>	<p>Model how to move around the room – encourage children to think about their feedback. Show children how to make edits. If a sentence needs to be rewritten show them the expectations of how to do it. Model how to scan for missing punctuation and adding it in. Recap on using dictionaries and word banks. Remind the children about re-ordering sentences to make them more interesting and discuss how the children might do this with some examples taken from their work.</p>		
<p>Independent</p>	<p>Simplify With adult support children can make some edits to spelling and punctuation. Children should re-read their writing to check it makes sense.</p>	<p>Expect Children make assured revisions: responding to feedback. Children move around the stations editing and improving their work asking for help when needed.</p>	<p>Extend Children make assured revisions: responding to feedback. Children think about all aspects of their work.</p>
<p>Plenary</p>	<p>Show an exemplar of edited work. Ask children to identify why the writing is now improved. This could be done multiple times throughout the session.</p>		
<p>Further Teaching Points</p>	<p>Children could keep a book of spellings they now know after editing. Children should use these spellings in future work.</p>		




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<p>Resources</p>	<p>A range of non-chronological report examples needed. <i>This could be books/leaflets/fact files about various animals to engage the children.</i> <i>You might photocopy some of the pages for children to highlight and write on.</i></p> <p>6a, 6b</p>		
<p>Hook into Session/ Opening Activities</p>	<p>Group your tables into different areas for working and exploring non-chronological reports. Examples should stimulate the children and make them want to find out more about different animals. You might want a mini-beasts/insects area, African animal area, sea creature area etc. Let the children go and explore the different texts and support where needed.</p>		
<p>Lesson Input</p>	<p>Explain to the children that they will be creating their own non-chronological report based on the creatures seen in 'Something Fishy'. Ask the children if they know what features we need to include in a non-chronological report. Children may offer some ideas here. E.g. pictures, facts. Begin to note them down in a shared checklist.</p> <p>Once the children are out of initial ideas tell them we need to be able to pick out all the features of a non-chronological report to be able to write one. Explain that they will become detectives who will find all the features needed using the examples they have on their tables.</p> <p>Model what you are looking for by holding up 2 or 3 different examples. Draw out common features that each of the examples has. Can children spot that each example has titles, sub titles, facts, pictures, diagrams, captions etc. <i>If you have photocopies available you might model highlighting these features and annotating them.</i></p> <p>Model how to begin making a checklist using the resource 6b if needed. <i>Children who are less confident will be given a list and can tick off when they find a feature (resource 6a)</i></p>		
<p>Independent</p>	<p>Simplify Children use their checklist to tick off when they identify a feature using the examples.</p> <p style="text-align: center;">Resource 6a</p>	<p>Expect Children use the examples to create a non-chronological report checklist. Children should identify most common features.</p> <p style="text-align: center;">Resource 6b</p>	<p>Extend Children use the examples to create a non-chronological report checklist. Children should identify common features. Can children identify features that are not so common? Why aren't they always included?</p>
<p>Plenary</p>	<p>Gather ideas together and create a shared check list. Did children manage to get all the features? Add any that have been missed to your class checklist. Discuss each feature and why it has been included.</p>		
<p>Further Teaching Points</p>	<p>Explore the difference between pictures and diagrams. Which will we need to include and why?</p>		

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<p>Resources</p>	<p>Computers if available – not necessary.</p> <p>Texts with information about sea creatures – octopus, shark, turtle, fish</p> <p>7a, 7b</p>		
<p>Hook into Session/ Opening Activities</p>	<p>Ask the children which animals we saw in the clip ‘Something Fishy’, you may need to replay the clip. Gather the children’s responses – shark, octopus, fish, turtles.</p> <p>Ask the children what they already know about these creatures. Are their responses facts or would they need to check to make sure what they are saying is true?</p>		
<p>Lesson Input</p>	<p>Explain to the children that they will be researching these creatures so that they can write about them in the future sessions. They will be planning for their non-chronological report.</p> <p>Discuss with the children what they would like to find out – classification (reptile, fish etc.) appearance, diet, movement, habitat, and interesting facts.</p> <p>Model how to collect facts using the resources you have provided. Scaffold how to enter this information on the planning sheet 7a. Children who are more confident may research more animals.</p> <p>Children who are less confident can match the information given about green turtles – resource 7b.</p>		
<p>Independent</p>	<p>Simplify</p> <p>Children match the information about the green turtle to the headings.</p> <p>Resource 7a/b</p>	<p>Expect</p> <p>Children research facts about sea creatures out of ‘Something Fishy’. They can find information matching the titles.</p> <p>Resource 7a</p>	<p>Extend</p> <p>Children research facts about 2 or more sea creatures out of ‘Something Fishy’. They can find information matching the titles.</p> <p>Resource 7a</p>
<p>Plenary</p>	<p>Children share what they have discovered with each other and swap ideas.</p>		
<p>Further Teaching Points</p>	<p>Begin to explore the technical language the children discover during this session. You could discuss the reasons for a glossary in fact books. Begin to create your own glossary.</p>		

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<p>Resources</p>	<p>8a, 8b</p>		
<p>Hook into Session/ Opening Activities</p>	<p>Continue to ask children what they found out in the previous session - perhaps choose some children that researched different creatures or something out of the ordinary i.e. seaweed. Children should report their findings in front of peers and read aloud their writing clearly.</p>		
<p>Lesson Input</p>	<p>Explain that during the session the children would be using their research to begin writing their non-chronological reports.</p> <p>Show the exemplar of an introduction to a sea life non-chronological report (see resource 8a). Discuss what needs to be included and pick out the features/sentence structures used.</p> <p>Next, show the children how to change their research into a report – discuss using sub headings, changing research into sentences, including technical language and organising writing into paragraphs of information. This should be done together on a flipchart/board for children to refer back to.</p>		
<p>Independent</p>	<p>Simplify</p> <p>Children write an introduction to their report using the exemplar to support. Children begin writing up their research – <i>adult support may be needed.</i></p> <p style="text-align: center;">Resource 8a</p>	<p>Expect</p> <p>Children write an introduction to their report including correct features. Children begin writing up their research.</p> <p>Use 8b for vocabulary if necessary</p>	<p>Extend</p> <p>Children write an introduction to their report including correct features. Children begin writing up their research. Children should think about the layout of their reports and grouping their information correctly.</p> <p>Use 8b for vocabulary if necessary</p>
<p>Plenary</p>	<p>Children use their checklists from a previous session to begin ticking off what they have included. Feedback could be given at this point (peer, teacher) so that children are able to continue tomorrow.</p>		
<p>Further Teaching Points</p>	<p>Children find it hard to write brief introductions which don't include too much information. Make sure introductions are written correctly before allowing children to move on.</p>		

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<p>Resources</p>	<p>9a.</p>		
<p>Hook into Session/ Opening Activities</p>	<p>Show some of the examples from yesterday. Recap on the check list. Who managed to tick some features off? What do we need to remember today? Ask the children to read their work from yesterday. Are there any immediate issues that they notice? Does it make sense? Could they make a word swap for a more challenging piece of vocabulary? Is it interesting and does it hook the reader in?</p>		
<p>Lesson Input</p>	<p>Show the shared write from yesterday and recap changing research into non-chronological report. Children should have completed their introductions and have begun their different animal sections. Model for the children how to write about the green turtle. Show the children how to create short paragraphs, or perhaps just a sentence or two about the elements researched. Look at the language used and how to remain formal throughout. Show the children 9a as an example. Look at the layout and the level of detail in the paragraphs.</p> <p>Children should now continue writing their reports – remind children about layout. Children might include labelled pictures to support their writing.</p>		
<p>Independent</p>	<p>Simplify</p> <p>Children finish off their Green Turtle report section – a labelled picture can be included.</p>	<p>Expect</p> <p>Children finish their first section and begin another section including the correct features if confident. Labelled pictures should be included.</p>	<p>Extend</p> <p>Children finish their first section and begin other sections which include the correct features. Labelled pictures should be included. Children should also consider layout and organisation of ideas.</p>
<p>Plenary</p>	<p>Children use their non-chronological report features checklist to assess their work/peer assess work. Children could present their work, reading aloud using the correct intonation.</p> <p>Feedback can be given here for the editing session – this might be verbal or through a mark.</p>		
<p>Further Teaching Points</p>	<p>Statement sentences can be revised and applied to the non-chronological reports.</p>		

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<p>Resources</p>	<p>Tables should be grouped into different editing stations – adults could be positioned at trickier stations such as ‘Do my sentences make sense?’ station and ‘Up-levelling vocabulary’ station. 5a, 5b, 5c, 5d (suggested)</p>		
<p>Hook into Session/ Opening Activities</p>	<p>Explain that the classroom has been split into different stations. Children will be allowed to move around the room and edit/improve their work depending on their feedback. Different coloured pens could be used to show edits. Ask the children to spend time reading their own work and looking at teacher feedback to decide upon what they think are their key areas to work on. Look for a good balance of facts. Are there any areas that the children feel like they did not get enough time to add their information to?</p>		
<p>Lesson Input</p>	<p>Model how to move around the room – encourage children to think about their feedback. Show children how to make edits. If a sentence needs to be rewritten show them the expectations of how to do it. Model how to scan for missing punctuation and adding it in. Recap on using dictionaries. Remind the children about re-ordering sentences to make them more interesting and discuss how the children might do this with some examples taken from their work.</p>		
<p>Independent</p>	<p>Simplify With adult support children can make some edits to spelling and punctuation. Children should re-read their writing to check it makes sense.</p>	<p>Expect Children make assured revisions: responding to feedback. Children move around the stations editing and improving their work asking for help when needed.</p>	<p>Extend Children make assured revisions: responding to feedback. Children think about all aspects of their work.</p>
<p>Plenary</p>	<p>Show an exemplar of edited work. Ask children to identify why the writing is now improved. This could be done multiple times throughout the session.</p>		
<p>Further Teaching Points</p>	<p>Children could keep a book of spellings they now know after editing. Children should use these spellings in future work.</p>		