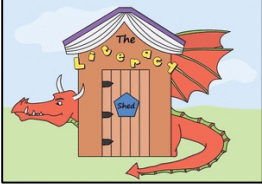
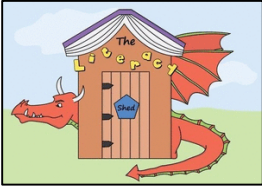
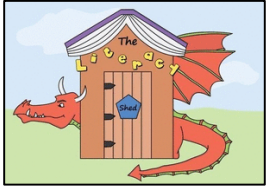
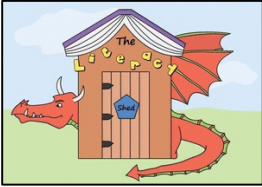
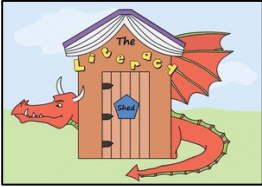


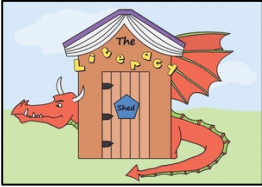
<p>Year: 5/6</p> <p>Resources: 1a, 1b, 1c, 1d, 1e, 1f, Examples of newspaper orientations.</p>		<p>Lesson objective:</p> <p>To understand the features of a report</p> <p>To create an orientation and suitable heading</p>		
<p>Literacy Shed clip and link:</p> <p>http://www.literacyshed.com/the-lighthouse.html</p> <p>The Lighthouse- Lesson 1</p>				
<p>Hook into Session/Opening Activities</p>	<p>Using a selection of screen shots from the animation 'Lighthouse' ask the children about the order they should appear in, what do the children predict the narrative would be? What happens? Who are the characters? Now watch the clip. Stop when the candle blows out. Can the children make predictions as to what might happen next? Continue to watch to the end. Were their predictions accurate? Were they surprised? Give out the resource 1a and allow the children some time to sort the information into the table. Watch the clip for a second time. The children should include any information that they think is relevant.</p>			
<p>Lesson Input</p>	<p>Point out that the children will be spending the rest of this week reporting on the incident. Ask the children why might this be newsworthy? The children's first job is to write their orientation and headline. Show the children the list of headlines in resource 1b and the list of types of headline in resource 1c. Can they match them up? Give the children talking time to do this in pairs or threes. Can the children think of any of their own as they discuss the headlines in the resource? Make a note of these to be used in the plenary. Next discuss what an orientation contains? Show the children resource 1d. The children need to understand that it needs to grab attention and be no longer than 2 sentences to summarise the story. Can the children identify in each, which of the 5 Ws are present. Not all of the 5 Ws have to be covered. Discuss with the children what the main points of the lighthouse story are, what do we need the reader to know. Show the children resource 1e and ask the children to talk in their pairs about which is best and why? Show the children how they can be a little more general with their comments and then move towards the specific in the article. Using 1d and 1e, can the children identify any language they think would be suitable.</p>			
<p>Independent Activities</p>	<p>Simplify</p> <p>Give the children several examples of orientations to use for reference. Children to write their orientation for the lighthouse story.</p> <p>As extension, give the children 1f. How many questions relating to the picture can they come up with?</p>	<p>Expect</p> <p>Children to write their orientation for the lighthouse story.</p> <p>As extension, give the children 1f. How many questions relating to the picture can they come up with?</p>	<p>Extend</p> <p>Children to write their orientation for the lighthouse story. Encourage precision vocabulary choices and a journalistic voice.</p> <p>As extension, give the children 1f. How many questions relating to the picture can they come up with?</p>	
<p>Plenary</p>	<p>Children to all produce a headline for their story. Give the children a post-it note to write down 3 possibilities. Ask the children to work in pairs to discuss their ideas and support their peers with their final choice.</p>			
<p>Further Teaching Points</p>	<p>Can the children find and bring in examples of orientations for stories of local interest?</p>			

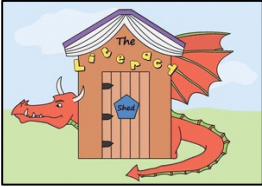
<p>Year: 5/6</p> <p>Resources: 2a, 2b, 2c</p>		<p>Lesson objective:</p> <p>To use dramatic techniques to explore events</p> <p>To use direct speech</p>		
<p>Literacy Shed clip and link:</p> <p>http://www.literacyshed.com/the-lighthouse.html</p> <p>The Lighthouse- Lesson 2</p>				
<p>Hook into Session/Opening Activities</p>	<p>Write on the board LIGHTHOUSE KEEPER, VILLAGERS, SHIP'S CREW. Watch the clip again Ask the children to work in pairs to come up with as much information about that person/people as they can. They can infer and deduce information. Next tell the children that today they are going to be members of the press and will interview these characters. Give the children a few minutes to write down some questions they would like to ask these characters about the incident.</p>			
<p>Lesson Input</p>	<p>Next ask the children to take on different roles around the classroom. Each table needs to have one person who is the lighthouse keeper and then several crew members and villagers. Explain that they are going to move around the classroom for around ten minutes to collect information about what went on that night. Model this for the class by selecting some children who would be confident to perform. Show the children that asking a closed question will lead to a restricted answer, whereas an open question leaves more scope for the children to elaborate. Ask the children to look at the questions they formulated earlier and to select six to ask, two to each of the three people they speak to. They need to talk to the lighthouse keeper, a villager and a crew member. Remind the children that they want to find out information which will be interesting for the reader. Give out resource 2a. Children should complete this by moving around the class to ask each of the questions. Next look at resource 2b. These are examples of quotes. Demonstrate how to do this through modelling. Look at the use of quotation marks.</p>			
<p>Independent Activities</p>	<p>Simplify</p> <p>Children to write their information from the lesson into a series of quotes which could be used in their report.</p> <p>Use resource 2c to support the children.</p> <p>As an extension, give out appropriate newspapers and ask the children to look for quotes.</p>	<p>Expect</p> <p>Children to write their information from the lesson into a series of quotes which could be used in their report. Encourage the children to try to use person first then quote second. E.g. A spokesperson for the palace said, 'We will be closing the castle wall while we investigate.'</p> <p>As an extension, give out appropriate newspapers and ask the children to look for quotes.</p>	<p>Extend</p> <p>Children to write their information from the lesson into a series of quotes which could be used in their report.</p> <p>Expect that the children should be using a mixture of quotation styles.</p> <p>As an extension, give out appropriate newspapers and ask the children to look for quotes.</p>	
<p>Plenary</p>	<p>Use a visualiser, iPad or similar to show some examples of the children's work. Talk through them together. Look at the punctuation. Is it accurate? Use the checklist in 2c to help.</p>			
<p>Further Teaching Points</p>	<p>Can the children find examples of quotes in newspaper reports and bring them in to add to a working wall?</p>			

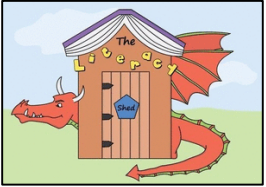
<p>Year: 5/6</p> <p>Resources: 3a, 3b, a selection of news stories.</p>	<p>Lesson objective:</p> <p>To understand and appropriately use formal language</p> 		
<p>Literacy Shed clip and link:</p> <p>http://www.literacyshed.com/the-lighthouse.html</p> <p>The Lighthouse- Lesson 3</p>			
<p>Hook into Session/Opening Activities</p>	<p>On two large sheets of paper write FORMAL and INFORMAL. Stick them onto two opposite walls. If this is not possible the children could do this from their seats with a whiteboard. Show the children a series of formal and informal sentences. E.g. <i>Due to unforeseen circumstances, tonight's performance will be cancelled. We're having a bit of trouble with snow so the school's going to be shut today.</i> Give the children some which simply contain contractions to add an element of challenge. Show the sentence on the board and ask the children to go and stand by the formal or informal sign. Support any misconceptions as the children move through the task and challenge the children to explain their choices.</p>		
<p>Lesson Input</p>	<p>Ask the children the question- what is formal language? Ascertain that it is the language we use in professional, official and impersonal situations. It is used when we need to be serious, when we don't know our audience personally and when the topic is of importance. Can the children come up with ideas for when formal language would be important? What do we think the features are? There are no contractions, colloquialisms, idioms or clichés. It avoids the first person, uses the passive voice more often, it uses precise language, statistics are often used, it uses Standard English and is often made up of complex sentences. Next show the children the resource 3a. Discuss each of the lines and ask can the children complete the last 4 examples.</p>		
<p>Independent Activities</p>	<p>Simplify</p> <p>Give the children appropriate articles from newspapers to locate the formal language examples.</p>	<p>Expect</p> <p>Give the children appropriate articles from newspapers to locate the formal language examples.</p> <p>Can the children write the informal version of the vocabulary/sentence?</p>	<p>Extend</p> <p>Give the children newspaper letters page. Resource 3b. The children need to change these letters from informal to formal. They will also need to look at the punctuation used.</p>
<p>Plenary</p>	<p>Look together at some of the formal language found in the newspapers by two of the groups. Do all of the children agree it is formal? Look at one of the letters from the extension group. How have they changed it? Do we agree it is now formal?</p>		
<p>Further Teaching Points</p>	<p>In preparation for the next lesson the children could find examples of formal and informal language and bring it in for the working wall.</p>		

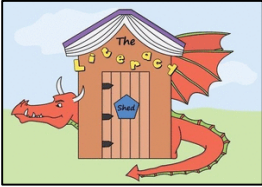
<p>Year: 5/6</p> <p>Resources: 4a, 4b, 4c, 4d</p>	<p>Lesson objective:</p> <p>To note and develop initial ideas</p> 		
<p>Literacy Shed clip and link:</p> <p>http://www.literacyshed.com/the-lighthouse.html</p> <p>The Lighthouse- Lesson 4</p>			
<p>Hook into Session/</p> <p>Opening Activities</p>	<p>Watch the clip again and this time ask the children to jot down the key facts that would be important in responsible journalism. Explain that the detail we might use in a piece of narrative is not necessarily relevant in report writing. It is important that we stick to the facts and report accurately what happened. Witnesses might provide additional information. The children should record the facts of the evening in a list or as additional information into their 5Ws sheet. Ask the children to feedback and ensure there are no misconceptions. Show or explain the information in resource 4b which will be of importance for their report.</p>		
<p>Lesson Input</p>	<p>Look at the example in Resource 4a. Ask the children to comment upon what they learn in the first paragraph. We do not learn all of this information from the clip and so some of this has to be added by the writer. Explain that in professional journalism this would not be invented by the journalist. The paragraphs should develop the 5ws, though the children should not restrict themselves to writing the paragraph solely about one of the Ws each time. They should also be made aware that they may have more information to add into some paragraphs. Together, as a shared write, construct the next paragraph. Show the children the information in resource 4c or other suitable information. Tell the children that this is the information that I have decided will go into paragraph two. Explain also that some of the information may be relevant to the story but gives contextual information. E.g in a report about an earthquake it might be relevant to include information about any previous earthquakes which had occurred, and their magnitude. Construct the paragraph together. Focus on verb forms, chosen for effect, particularly when moving from the reported events to contextual information.</p>		
<p>Independent Activities</p> <p>NOTE</p> <p>The children can plan their work in whatever form they wish. The bullet planner is one suggestion and should be the medium through which to record their ideas. Other fast visual planners may be explored.</p>	<p>Simplify</p> <p>Bullet point plan the report ensuring all 5Ws are covered. Leave section for re-orientation. Begin to construct the first paragraph. The orientation should have been constructed on Monday.</p> <p>Children may need additional adult support to help structure their paragraph.</p>	<p>Expect</p> <p>Bullet point plan the report ensuring all 5Ws are covered. Leave section for re-orientation. Begin to construct the first paragraph. The orientation should have been constructed on Monday.</p>	<p>Extend</p> <p>Bullet point plan the report ensuring all 5Ws are covered. Leave section for re-orientation. Begin to construct the first paragraph. The orientation should have been constructed on Monday.</p> <p>Greater focus should be placed upon contextual information and shifts in tenses/verb form.</p>
<p>Plenary</p>	<p>Give out the selection of images in resource 4d. Can the children decide upon the caption they would write to go with each of the images?</p>		
<p>Further Teaching Points</p>	<p>Can the children find any examples of contextual information within newspaper articles? Could children find out the history of lighthouses?</p>		

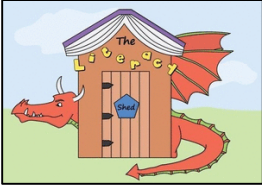
<p>Year: 5/6</p> <p>Resources: 5a, wordbanks for some children if necessary</p>		<p>Lesson objective:</p> <p>To write a report with a suitable ending</p>		
<p>Literacy Shed clip and link:</p> <p>http://www.literacyshed.com/the-lighthouse.html</p> <p>The Lighthouse- Lesson 5</p>				
<p>Hook into Session/ Opening Activities</p>	<p>Watch the clip again and stop at 0:46s. Tell the children that you will play the clip again and that this time you would like the children to note down any preposition phrase that springs to mind as they watch the clip e.g. on the clifftop, above the village, inside the houses. Ask them to write down as many as they can. Next see if the children can find a partner who has the same preposition phrase as them. Ask the children to move around the room to find a partner with the same preposition phrase. How could they make them different? Remind the children to use factual adjectives and not overly descriptive adjectives e.g. along the coastline could become- along the dangerous stretch of coastline or along the rocky coastline or along the coastline dotted with villages. Look at how each has been expanded.</p>			
<p>Lesson Input</p>	<p>Discuss how the starter might be useful in the children's writing today and share some good examples. Give the children some examples which would suit narrative and not non-fiction because of their adjective use. Look at the differences between the two. Next discuss the reorientation at the end. Explain this as the ending of the piece. It brings the story up to date and often moves from the past tense to the present. Look together at the reorientation Members of the local community are now assisting Mr Thomas with the repairs to Briar's Rock lighthouse and are planning to fit a remotely-operated lantern to the clifftop as a temporary measure. Discuss the tense, the use of the adjectives local and temporary and the structure of the sentence. Children to write their reorientation ready to add to their piece. It does not matter that the children have not finished writing their report, they are drafting their reorientation ready to add it to their work. Move around the class to support the process.</p>			
<p>Independent Activities</p>	<p>Simplify</p> <p>Children will write the remainder of their report. They should begin where they had finished during the previous session and add their reorientation at the end.</p> <p>Children may need wordbanks/table mats to support with the process.</p>	<p>Expect</p> <p>Children will write the remainder of their report. They should begin where they had finished during the previous session and add their reorientation at the end.</p>	<p>Extend</p> <p>Children will write the remainder of their report. They should begin where they had finished during the previous session and add their reorientation at the end.</p> <p>Children should be encouraged to write with greater emphasis upon management of shifts in formality between the witnesses and the remainder of the text. There should also be a greater focus upon the selection of verb form.</p>	
<p>Plenary</p>	<p>Show the children the thermometer in resource 5a. Ask the children to select 3 sentences. Which would they place at the top in the hot, hot, hot section, which would be in the middle- warm and which would be in the bottom section and would be too cold. Now can the children develop the 'too cold' sentence so that it warms up or even becomes hot hot hot. What could they do to improve? What made it too cold?</p>			
<p>Further Teaching Points</p>	<p>After following an editing process, children could turn the news report into a script for a news report to be filmed in iMovie or another suitable app.</p>			

<p>Year: 5/6</p> <p>Resources: 6a, 6b, Image of choppy seas</p>	<p>Lesson objective:</p> <p>To combine information about the life of a character and a setting to provide an introduction to narrative</p> 		
<p>Literacy Shed clip and link:</p> <p>http://www.literacyshed.com/the-lighthouse.html</p> <p>The Lighthouse- Lesson 6</p>			
<p>Hook into Session/</p> <p>Opening Activities</p>	<p>Play the clip and stop at 0m40s. Our writing this week will be a mixed first-person/third person narrative. Therefore we will include many references to the character's emotions and thoughts about the incident. To open we are going to try to set the scene and introduce our character together. Look together at resource 6a. This could be enlarged. Children need to add information, which they know already, about the character. They also need to look out for setting information in the first seconds. E.g. full moon, cloudy, waves were gathering. Look at the opening in resource 6b. Highlight together where there is information about the man and information about the setting.</p>		
<p>Lesson Input</p> <p>This week's focus will be on writing a mixed first person/third person narrative. For children who are not secure with these elements of writing it may be necessary to ask the children to write in either tense and not both tenses.</p>	<p>Look together at how the children can begin to weave information together in their opening paragraph. Discuss that by giving an insight into the life of the lighthouse keeper, we are providing information to his background. It is also an exciting way to explore the movement between different forms of the past tense. Explain to the children that today they are going to focus upon weaving the details from the lighthouse keeper (and his past) with the setting. One way to do this is to have some pre-prepared sentences, enlarged, on single pieces of paper. Split the board and decide together is it about the lighthouse keeper or the setting. Next look at how to select a few of the sentences to begin to put together. Use a sheet of flipchart paper to do this or another suitable space, Do we need to add anything? E.g. I was always fond of the sea and would spend hours, as a child, out on the beach collecting shells and staring at the waves (Lighthouse keeper). The rocks below the lighthouse were perilous and constantly gnawed by the waves (setting). These could then be combined. <i>I was always fond of the sea and would spend hours, as a child, out on the beach collecting shells and staring at the waves. Though I learned as an adult that the peace and tranquillity of the sea could change at any moment. The rocks beneath the lighthouse were perilous and constantly gnawed at by the waves, and the walks I'd had as a child were rare because of the high tides and dangerous currents.</i></p>		
<p>Independent Activities</p>	<p>Simplify</p> <p>Children should use resource 6a to formulate sentences about the lighthouse keeper and the setting.</p>	<p>Expect</p> <p>Children should use resource 6a to formulate sentences about the lighthouse keeper and the setting. These should be written as a paragraph with a focus on a balance of setting and character sentences.</p>	<p>Extend</p> <p>Children should begin to write their opening paragraph and should try to weave information about the lighthouse keeper's life into the text. Share ways like- I used to, I have always etc</p>
<p>Plenary</p>	<p>Ask the children to look at an image of choppy seas. How many different similes or metaphors can they come up with? These will be used tomorrow.</p>		
<p>Further Teaching Points</p>	<p>Encourage the 'Expect' group to complete their paragraphs. In an art lesson this week it would be exciting for the children to create lighthouse pastel pieces.</p>		

<p>Year: 5/6</p> <p>Resources: 7a, 7b, 7c, sentence openers if needed by the children</p>		<p>Lesson objective:</p> <p>To write a setting description using a variety of sentence styles</p>		
<p>Literacy Shed clip and link:</p> <p>http://www.literacyshed.com/the-lighthouse.html</p> <p>The Lighthouse- Lesson 7</p>				
<p>Hook into Session/ Opening Activities</p>	<p>Play the clip until the point where the candle goes out. What does the lighthouse keeper feel about the people outside? What makes them think this? Why is this in the clip? How does it make us feel about the man and the cheering people? What time of year could it be (perhaps New Year or Christmas). Next ask the children to look at the image of a village at night- resource 7a watch the clip again and focus upon the setting- children can take notes if they wish. Together complete a 4,3,2,1 of ideas. Write 4 expanded noun phrases, 3 preposition phrases, 2 short snappy sentences and 1 sentence including a relative clause. Show 7b as an example. Only focus on the village setting. This should be simplified to a 3,2,1 description if needed.</p>			
<p>Lesson Input</p>	<p>Once the 4,3,2,1 is finished look at how, with some editing, the sentences can be woven together into a setting description- resource 7c. Look at the edits which have been made and the discuss why the author has done this. Discuss the repetition for effect, the use of the word 'friendly' and the fact some of the sentences have been combined. Today the children will do this with their work. Model the process with some examples from the children.</p>			
<p>Independent Activities</p>	<p>Simplify</p> <p>Children should complete the paragraph of setting description.</p> <p>Provide the children with support in the form of sentence openers where necessary.</p>	<p>Expect</p> <p>Children should complete the paragraph of setting description. The children should include a repetition. The children should also look to combine their sentences to create more grammatically complex structures.</p>	<p>Extend</p> <p>Children should complete the paragraph of setting description. Expect that they should look at more complex sentence constructions. Can the children go on to describe the inside of the lighthouse? Books on the bookshelf, bed in the corner, austere, ship's wheel etc</p>	
<p>Plenary</p>	<p>Look at the short section of film between 0.44 sec and 1 minute. This is where we will go back to our first-person narrative again. This will be a simple series of steps. As you watch the clip together note down what happens in sequence. I was working at a table, I was distracted by the sound, I shut the window, the light went out, the villagers ceased cheering, the window blows open, the candle blows out. This will be used tomorrow.</p>			
<p>Further Teaching Points</p>	<p>Could the children explore what the lighthouse keeper was writing? Could it be a diary of what had happened the day before? Or a poem about the sea?</p>			

<p>Year: 5/6</p> <p>Resources: 8a, 8b, 8c, 8d</p>	<p>Lesson objective:</p> <p>To write action as a first person narrative</p> 		
<p>Literacy Shed clip and link:</p> <p>http://www.literacyshed.com/the-lighthouse.html</p> <p>The Lighthouse- Lesson 8</p>			
<p>Hook into Session/ Opening Activities</p>	<p>Look together at the work you completed yesterday during the plenary. You should have noted the steps up to the point where the candle blows out. Recap this then share resource 8a. Ask the children to look at the openers. Look at the variety of sentence lengths. Show the children resource 8b then ask the children to edit and improve these sentences. Talk to the children about the ways in which they can do this and provide modelled examples for the children using their ideas.</p>		
<p>Lesson Input</p>	<p>Share the children's work from the opening activity. Where have the children been particularly successful? Ask the children to then write their sequences into a paragraph, much like the last paragraph in the example in 8a. Before the children begin, ask them to consider avoiding over repetition of a noun by selecting a different synonym. E.g. Light, beam, beacon, glow, lantern. Next ask the children to look at resource 8c. Watch the clip until 1m 34s. Allow the children to make notes about how the actions are performed, what details are missing? Talk about the example on 8c. The children DO NOT need to fill in sheet 8c, rather they should use it to help them construct their next paragraph about the lighthouse keeper reaching the top of the lighthouse. To simplify, some of the steps could be combined or removed.</p>		
<p>Independent Activities</p>	<p>Simplify</p> <p>The children should complete the next paragraph using 8c as a support. Use the wordbank in 8d to help.</p>	<p>Expect</p> <p>The children should complete the next paragraph using 8c as a support. Explain that you will be looking for a range of sentence openers. Use DADWAVERS at the bottom of resource 8d to help.</p>	<p>Extend</p> <p>The children should complete the next paragraph using 8c as a support.</p>
<p>Plenary</p>	<p>Show the children the 10 seconds between 1m36s and 1m46s. As a table, can the children create a descriptive sentence to explain that the boat was approaching? Write onto large sheets of sugar paper. This will be used tomorrow.</p>		
<p>Further Teaching Points</p>	<p>Look at how to use DADWAVERS further to improve sentence construction.</p>		

<p>Year: 5/6</p> <p>Resources: 9a, 9b, 9c</p>		<p>Lesson objective:</p> <p>To create atmosphere including an appropriate level of detail</p>		
<p>Literacy Shed clip and link:</p> <p>http://www.literacyshed.com/the-lighthouse.html</p> <p>The Lighthouse- Lesson 9</p>				
<p>Hook into Session/ Opening Activities</p>	<p>Watch the clip from 1m36s until the point where the lighthouse keeper throws open the door. To begin we will write a short first person account of what the lighthouse keeper does up to the point where the dome smashes. Put three large hoops on the floor or draw these on the board. Use the following headings I INSPECTED THE LANTERN, I HEARD A SHIP, THE GLASS COVERING WAS BROKEN. Now ask the children to make other suggestions which would mean the same thing. Use 9b to help look at how to add detail to the sentences. All of the children need at least one sentence for each and these need to be written on separate pieces of paper or post-it notes. Children need to add these to the correct hoop.</p>			
<p>Lesson Input</p>	<p>Take three good examples of the sentences. Use a strip of masking tape on the board or floor and explain that this is the timeline. Place the sentences in the correct chronological order. Then ask the children what actions or thoughts happened between these points. They may or may not have seen them in the clip. E.g. After looking inside the lantern he peers through the glass door. Ask the children to help write 2 or 3 linking sentences with the three main sentences in the paragraph. Next look at resource 9a. Discuss with the children where we see the first person/third person perspectives. Today we will complete the first paragraph. Look at the use of the word CRASH and also the repetition involved in the first paragraph. Children use their sentences from the start of the lesson to help them.</p>			
<p>Independent Activities</p>	<p>Simplify</p> <p>Children to write the first person narrative paragraph up to the point where the glass smashes. Work with this group to explore sentence lengths and constructions.</p>	<p>Expect</p> <p>Children to write the first person narrative paragraph up to the point where the glass smashes.</p> <p>Challenge the children to use onomatopoeia and a repetition for effect.</p>	<p>Extend</p> <p>Children to write the first person narrative paragraph up to the point where the glass smashes.</p> <p>Challenge the children to use repetition for effect, verb opening sentences, at least two conjunctions and if possible a relative clause.</p>	
<p>Plenary</p>	<p>Look at the second paragraph in 9a. This returns to third person. The children need to use this paragraph to explain how he is feeling. In preparation to this, show the children the image in 9c and ask them to write words, phrases and sentences around it to explain his feelings about the situation. Ask the children to fill the page.</p>			
<p>Further Teaching Points</p>	<p>Explore the use of first person narrative and exploration of character feeling through a range of books.</p>			

<p>Year: 5/6</p> <p>Resources: 9a, 9b, 10a, 10b</p>	<p>Lesson objective:</p> <p>To use appropriate vocabulary and grammatical structures, including a variety of sentence openers.</p> 		
<p>Literacy Shed clip and link:</p> <p>http://www.literacyshed.com/the-lighthouse.html</p> <p>The Lighthouse- Lesson 10- children may need a double session to complete their narrative</p>			
<p>Hook into Session/Opening Activities</p>	<p>Use the children's work from the plenary yesterday and ask the children to construct a second paragraph about the lighthouse keeper's feelings. Can they include a repetition of a comparative adjective? Faster and faster, closer and closer, nearer and nearer? If children finish this ask them to consider how we will make the urgency of the situation clear in the next paragraph.</p>		
<p>Lesson Input</p>	<p>Ask the children what 'show, don't tell' means. Ensure the children are clear about the meaning of the phrase and give the children examples to assess their understanding. Next look at the idea of 'panic'. What does this LOOK like? Look at the two examples in resource 10a. Which is more successful at conveying the sense of urgency? The longer example certainly contains some successful descriptions, however the shorter version actually conveys the urgency and tension of the situation. In this case, less is more. Look at the shorter sentence constructions, the explanation of what is happening to the character's breathing, the use of well-chosen words and phrases to describe speed- quick, short, glance, brief. Together create a shared paragraph using ideas from the children. <u>Children to write this into their books at the same time as the teacher.</u> Watch the clip from 2m03s to the end. We will return to third person for the final part of the lesson. Watch the clip again and on a separate piece of flip chart paper note down everything which happens, include information that the children don't see but which must have happened- e.g. he got to his feet, he went back up the lighthouse. Look at the example text on resource 9a. Discuss the openers. Which of the DADWAVERS sentences are used here? A mixture of description, action, verb, estimation of the time and adverb. Could we have used a preposition or a simile or rhetorical question? Give out the DADWAVERS support sheet- resource 10b. Ask the children to complete the final paragraph by using the chronological timeline of events and the DADWAVERS support sheet to help. Set the following challenges.</p>		
<p>Independent Activities</p>	<p>Simplify</p> <p>Children to use at least- Description Action Verb Estimation of the time Short snappy sentence</p>	<p>Expect</p> <p>Children to use at least- Description Action Verb Adverb Estimation of the time Where things are Short snappy sentence</p>	<p>Extend</p> <p>Children to use at least- As with the EXPECT group but also... Rhetorical Question Simile Short snappy sentence</p>
<p>Plenary</p>	<p>Ask the children to share the last paragraph with a partner. Swap books. Can the children find evidence of each of the sentence openers they have been asked to include? Can the children find evidence of well chosen vocabulary? Highlight these. Children to offer each other a 'praise' and a 'progress' comment. What did they do well? What do they do next to improve?</p>		
<p>Further Teaching Points</p>	<p>Complete the editing process as part of a word processing lesson where the children clearly mark the difference between the first and third person paragraphs.</p>		

