

Wolves Unit




Weekly Plan - Report

Class:

Year Group Y6 Term:

Week Beg.:

Teacher:

<p>Speaking and Listening: Objective 62: to make notes when listening for a sustained period and discuss how note taking varies depending on context and purpose.</p> <p>T13: to secure understanding of the features of non-chronological reports:</p> <ul style="list-style-type: none"> o introductions to orientate reader; o use of generalisations to categorise; o language to describe and differentiate; o impersonal language; o mostly present tense; <p>T17: to write non-chronological reports linked to other subjects;</p> <p>S3: to note and discuss how changes from active to passive affect the word order and sense of a sentence. (Grammar for writing Unit 45)</p>		<p>Text/s:</p> <p>Postcard, 'Wolves' non-chronological report (printed and/or electronic version)</p> <p>Wolf Fact Cards</p> <p>Additional Resources -</p> <ul style="list-style-type: none"> - Sort-er, an e- notesboard, or post it notes - Headings - Non-chronological report outline - Technical word worksheet - Dictionaries and thesaurus 		
<p>Curricular target: to revise writing a non-chronological report</p>				
		Whole class /group – shared reading and writing	Group work	Independent group work
Mon	<p>W1: to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs); to learn to spell them;</p>	<p>Shared Reading: Introduce the postcard.. Read the postcard. Ask pupils to discuss in pairs what they know about wolves. Brainstorm, taking feedback.</p> <p>Shared Writing: Use Sort-er, or post it notes to list what is known about wolves. You can then later sort the information so that facts are grouped together into different sections.</p>	<p>Read Wolves for guided reading. For differentiated report texts see Mixed Age</p>	<p>Day 1. Technical word worksheet spelling activity.</p> <p>Day 2. Using the Wolf Fact cards, select the appropriate readability level for each group/pupil: See the paw marks to select differentiated texts:</p> <p> below average</p> <p> average</p> <p> above average</p>
Tues		<p>Shared Reading: Review the information about wolves and using the headings sort into different categories. E.g. Appearance, Diet, Habitat etc. Ask pupils to formulate some questions about what they want to know about wolves. Make a note of these. Introduce 'Wolves'. Note any organisational features: headings, captions, lists etc. Revise the structure of a non-chronological report. Look at how the first section on the 'History of the Wolf' gives some general information about wolves and how the next sections give more specific information.</p>	<p>/Ability resources</p>	<p>Do a 'jigsaw' activity: give each group the task of text marking key facts related to one of the following areas:</p> <p>A. Diet B. Habitat C. Offspring D. Appearance E. What wolves do</p> <p>Transfer the information in note form to the report outline.</p>
Wed		<p>Shared Reading: Introduce the question 'When do wolf pups' eyes open?' Discuss what is the key word in the sentence in order to skim for further information. Model text marking 'eyes' then decide which other words would be important. Use the index to find 'eyes'. Turn to the first page shown. Model skimming to find the word 'eyes' then scan forward and back to see if you can locate the information about pups' eyes. Go back to the index and check for the other page number, see if there is any other information that would have helped find the correct page the first time (pups also listed). Model skimming to locate the information. Text mark the key words that answer the question.</p>	<p>Plenary activity: Each group to focus on taking one fact from their notes. The class should check that all unnecessary</p>	
Thur		<p>Shared Reading and Writing: Introduce the question 'How often do wolves eat?' Identify the key words of 'eat' and 'often'. Skim the section on Diet to locate the answer to the question. Focus on the sentence that begins 'When food is plentiful'. And discuss how this clause affects the answer to the question of 'How often'. Read closely the sentence that begins 'Because hunting is not always successful' and focus on the meaning of 'feast and famine'. Text mark the key words in the paragraph that will be important when answering the question. Model using the text marked words to write an answer. This close reading can be continued in guided reading session using different sections of this report or from other year group reports depending on ability.</p>	<p>words have been removed. The group then expand the fact back into a sentence.</p>	<p>Day 3. Number pupils in each home group 1 to 5 then move pupils to their numbered group. Each group should then have pupils from each of the areas. Share information and add to non-chronological report outline in note form.</p>
Fri		<p>Independent Writing: Revise your original brainstorm notes about wolves by adding any additional facts. If you are using Sort-er print a copy. Take one of the group's introduction and conclusion comment on effectiveness and model improvements where necessary. Remind pupils of the key features of a report: written in the present tense; use of specific, formal language; written in third person; grouping of facts together in paragraphs. Ask pupils to write a short report, using their notes outline and class copy for guidance, by expanding the notes into sentences.</p>		<p>Day 4. In original home groups compose an opening and concluding paragraph and add to their outline.</p> <p>Day 5. Continue writing their report on Wolves</p>

Wolves Unit

Weekly Plan - Discussion

Name of School:

Class: Year Group Y6 Term: 2 Week Beg.: Teacher

<p>Speaking and Listening: Objective 62: to participate in whole-class debate using the conventions and language of debate, including standard English, e.g. learning how to encourage and handle relevant questions from an audience, including how to manage disagreement. T6: to read and interpret poems in which meanings are implied or multi-layered; to discuss, interpret challenging poems with others; T15: to recognise how arguments are constructed to be effective, through, e.g.: the expression, sequence and linking of points; the provision of persuasive examples, illustrations and evidence; pre-empting or answering potential objections; appealing to the known views and feelings of the audience; T16: to identify the features of balanced written arguments which, e.g.: summarise different sides of an argument; clarify the strengths and weaknesses of different positions; signal personal opinion clearly; T18: to construct effective arguments: developing a point logically and effectively; supporting and illustrating points persuasively; anticipating possible objections; harnessing the known views, interests and feelings of the audience; tailoring the writing to formal presentation where appropriate; T19: to write a balanced report of a controversial issue: S5: to use reading to: investigate conditionals, e.g. using if ...then, might, could, would, and their uses, e.g. in deduction, speculation, supposition; use these forms to construct sentences which express, e.g. possibilities, hypotheses; explore use of conditionals in past and future, experimenting with transformations, discussing effects. (Grammar for writing Unit 51)</p>		<p>Text/s: Poems: 'A Land Dirge' by John Webster 'Fable' by Janos Pilinszky. The Rattle Bag: An Anthology of Poetry, edited by Hughes and Seamus Heaney. London: Faber & Faber, 1982 Hunting Song of the Seonee Pack poem by Rudyard Kipling The Jungle Book Extract - 'Mowgli's Brothers' by Rudyard Kipling. 'Wolf Opinion Cards.' Electronic wolf discussion sorter. Wolf Fact Cards</p> <p>Additional Resources -</p> <ul style="list-style-type: none"> - Wolf Stories worksheet - Conditional sentence worksheet - Dictionaries 	
<p>Curricular target: to write a balanced argument</p>		<p>Guided group work</p>	<p>Independent group work</p>
Mon	<p>W8: to build a bank of useful terms and phrases for argument, e.g. similarly... whereas...</p> <p>Shared Reading: Brainstorm what we know about wolves from traditional stories: generalise humans' view of wolves from the evidence of fairy stories. Introduce the poem. 'Fable'. Revise understanding of the term 'fable'. Read the poem 'Fable'. In pairs discuss what happened to the wolf and why. Take feedback. Read the 'Land Dirge'. How much you would explore this poem would be dependent on ability of the class and whether you wanted to explore archaic language. The main focus is man's view of the wolf at that time, which is exemplified in the last two lines of the poem.</p>	<p>Read different versions of wolf stories / poems. E.g. Mowgli's Brothers Hunting Song, The True Story of The Three Little Pigs by Jon Scieszka. Page 3 has a useful example of a conditional sentence. The</p>	<p>Day 1. Conditional sentence worksheet Day 2. Research stories/poems of wolves and highlight the viewpoint that underlies the story.</p>
Tues	<p>Shared Reading: Read the poem 'Fable' again. In pairs take on the point of view of either the family or the wolf. Discuss what they would say to explain their actions. Take some feed back from pairs representing the different viewpoints. Discuss how you would present a balance view of what happened in the poem. Model writing a paragraph summarising what happened. Highlight the use of words such as 'however' 'on the other hand' etc.</p>	<p>activity could be extended to create examples of other versions of stories. E.g. The True Story of Little Red Riding Hood.</p>	
Wed	<p>Shared Reading: Introduce the Wolf Opinion Cards. Take one opinion and in pairs decide who may have said that. Working in groups, give out an appropriately differentiated opinion card to each group. Read the opinions and decide who may have held that opinion. Take feedback and create headings of different groups: farmers, hunters, environmentalists, wolves, and families. This work could be continued in Drama sessions with pupils role playing different groups to explore and develop their understanding.</p>	<p>Plenary activity: Each group to focus on presenting a view of the wolf from a story or poem. Class to comment on how effectively the point of view is</p>	
Thur	<p>Shared Reading & Writing: Using the wolf discussion sorter or post it notes with the different opinions, sort the different opinions under the headings agreed the previous day. Discuss the features that an opening paragraph to introduce the argument would need. In pairs write an opening to an argument about whether wolves are evil and which represents more than one point of view. For example 'Some people believe that wolves are evil because.... Other people, however, think that...'. Take feedback.</p>	<p>presented: developing the point logically, answering questions etc.</p>	
Fri	<p>Supported Composition: Discuss how a balanced argument would be concluded. Model writing a closing paragraph. In groups plan a discussion about wolves. This should include an opening statement that identifies the issue, a balance of different viewpoints and a concluding statement. Within the group one pupil to take responsibility for writing the opening statement, four pupils to write a viewpoint and its counter argument and a pupil to conclude. These balanced arguments can be the feature of the plenary sessions during the following week.</p>		