

Unit Overview: Pandora

Year 5/6

Lesson 1

To use a wide range of clause structures, sometimes varying their position within the sentence

Children will write an introductory paragraph about Pandora

Lesson 2

To use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision

Children will design and label their own hexapod, giving details about its anatomy

Lesson 3

To use a range of cohesive devices, including adverbials, within and across sentences

Children will write a paragraph about the anatomy of their hexapod

Lesson 4

To select vocabulary and grammatical structures that reflect the level of formality required in a non-chronological report

Children to use slow writing prompts to create a paragraph about their hexapod's diet

Lesson 5

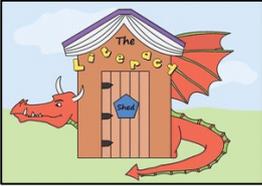
To select vocabulary and grammatical structures that reflect the level of formality required in a non-chronological report

To edit writing through self-assessment

Children create their final paragraph for their non-chronological report and edit their work

Literacy Shed clip and link: <http://www.literacyshed.com/the-sci---fi-shed.html>

Clip: Pandora

<p>Year: 5/6</p> <p>Resources: 4a, 4b, 4c</p>		<p>Lesson objective:</p> <p>To select vocabulary and grammatical structures that reflect the level of formality required in a non-chronological report</p>		
<p>Literacy Shed clip and link:</p> <p>http://www.literacyshed.com/the-sci---fi-shed.html</p> <p>Pandora</p>				
<p>Hook into Session/ Opening Activities</p>	<p>Remind the children about the features of a non-chronological report. Ask what other headings should we have on our report. So far we have given background information to Pandora and written about the anatomy of the insect. Point out that today we will look at the diet of the creature they have chosen. Give the children opportunity at the beginning of the lesson to research insects and their diets. Give out resource 4a- language lifter sheet. The children not only need to consider what their creature eats but also how. Talk to the children about the fact the openers may be a phrase and that the technical vocabulary should be understood before noting.</p>			
<p>Lesson Input</p>	<p>Now give out the Water Scorpion information on resource sheet 4b. Remind the children that we want the report to remain formal. Ask the children to locate the answers to the questions at the bottom of the sheet. This should be done <u>orally</u>. Are there any pieces of information that the children would like to add to their language lifter sheet? Explain that today the children will begin to think about the sentences they will construct to go into their piece of writing today and tomorrow. They will need to use their resource 4a to help them and also the questions they answered in 4b. Can they include this kind of information in their own work? On the board look at the slow writing prompt 4c and together discuss the process and how it can help us to consider each of the sentences in a stepped sequence and giving things a little more time and thought. Model how to complete the first two or three sentences. Ensure the children can see the writer's process and how decisions are often made and then changed after rehearsal of the sentence. Ensure the children see that the sentences make up the paragraph therefore there needs to be cohesion refer back to the devices previously looked at.</p>			
<p>Independent Activities</p>	<p>Simplify</p> <p>All children to use the slow writing steps to begin to formulate sentences.</p>	<p>Expect</p> <p>All children to use the slow writing steps to begin to formulate sentences.</p> <p>Plus challenge 1.</p>	<p>Extend</p> <p>All children to use the slow writing steps to begin to formulate sentences.</p> <p>Plus Challenge 1 and 2.</p>	
<p>Plenary</p>	<p>Swap books with a partner. Use the slow writing list as a checklist and ask the children to check their partner's work. Allow for immediate improvements to be made. If time allows, feedback about the activity- which were the easier/harder constraints?</p>			
<p>Further Teaching Points</p>	<p>Before the last session ask the children to consider how they will complete their final paragraph about their creature. Will it be to describe its habitat, threats to its existence or perhaps its life cycle? Record any new features of a non-chronological report on the working wall.</p>			

Language Lifter

Interesting openers:

Tricky technical vocabulary:

Victorious verbs:

Fabulous facts:



Water Scorpion

Water Scorpions are underwater ambush predators, relying upon camouflage when hunting. They live in bodies of still water, such as lakes and lodges, and are common around the shallow edges of garden ponds, where they hide amongst dead leaves and wait to ambush their prey. Lashing out with the front legs and subduing their prey via salivary fluids injected through the sharp beak, this predatory creature feeds largely upon the body fluids of invertebrates, but will also take small tadpoles and fish. These salivary fluids contain chemicals that tranquilize prey and start digestion; their food is consumed in liquid form, in a manner similar to that of a spider. Prey include small insect larvae, water fleas, water lice, newts and water worms. Despite its name, the creature is not a true scorpion, and is a poor swimmer, preferring to move by walking.

1. Name three places the water scorpion is found.
2. How does the water scorpion eat its prey?
3. Which word implies the water scorpion hides and then jumps out?
4. Name 4 things that the water scorpion will eat.
5. Which word tells the reader that the water scorpion is most often found around the shallow edges of garden ponds?

Slow Writing Prompt

- 1) Sentence one must be a 'Did you know...' question.
- 2) Sentence two must include a relative clause.
- 3) Sentence three must open with a preposition.
- 4) Sentence four must include a list.
- 5) Sentence five must include at least two pieces of technical vocabulary.
- 6) Sentence six must include a conjunction to open a sentence.
- 7) Sentence seven must use brackets.
- 8) Sentence eight must open with an adverb or adverbial phrase.

Challenge 1

Vocabulary to include:

Prey or predator, habitat, species, rely, diet, unusual, variety.

Challenge 2

Can you use : and ; accurately?

Write a sentence which describes the process of HOW they eat.

