Teacher: Miss O’Gorman Topic: Inventors and Inventions

Text: The Lighthouse / The Cleaning Machine / Fantastic Frankie and the Brain-Drain Machine Genre: Fiction – chapter / story writing

Grammar warm up – Direct Speech, Relative Clauses, Formal language

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|  | Intent | Implementation | | Impact |
|  | Learning Objective | Teaching | Activity | Learning Outcomes |
| Creating Interest  (1 session) | LO: To be able to express my ideas audibly and clearly when making predictions. | Create interest in the short film by showing short film or a compilation such as this YouTube clip.  Which invention can you see?  Use the jigsaw technique to support and organise discussion.  Opening scene, discuss the setting and the title - let children make predictions about the content.  Pause the film after the light housekeeper slams the window shut - what does he think about the people outside the window having fun?  Why does the author put this scene in? (to make you think the villagers are up to no good/untrustworthy)  How does the creator build up the tension in the film?  When the light housekeeper breaks the lamp, pause and discuss possible outcomes. | Children to write their own prediction based on what would happen when the lamp breaks. | * Children will be able to interpret events and provide an oral summary. * Children will be able to make predictions from concrete information and that which is implied. * Children will be able to use tentative language when making predictions. |
| Reading and Responding  (1 session) | LO: To find evidence from the text to support my views. | Focusing on themes within the text, provide each group of children with a card which identifies a theme from the novel, e.g. for The Lighthouse, these might include: friendship, family, loneliness, dreams, determination. Without revealing their word to other groups, ask them to make themselves into a ‘statue’, still picture or tableau to represent that word. Other children then have to guess the word (this can be made simpler by listing a number of themes on the board so children have to choose the correct word and interpret the image, justifying their opinion). Link this into a short writing opportunity where the children have to explore their theme further, selecting evidence from more than one section of the clip to support their ideas. The PEE prompt (Point + Evidence + Explanation), writing frame or paragraph planner could be used to support this. | Children to use PEE to explain how they recognise the different emotions.  The character in the clip may be feeling…  I know this because in the clip it shows…  This means that... | * Children will be able to record on going thoughts in a reading journal. * Children will be able to respond to reading in a variety of ways, including in writing. * Children will be able to participate actively in discussion groups. * Children will be able to use speculative language to comment on information which is implied. * Children will be able to explore characters using a range of drama techniques. * Children will be able to demonstrate empathy through drama and writing. * Children will be able to identify and generate fact and opinion questions. * Children will be able to demonstrate understanding of a theme. * Children will be able to select evidence and explain their opinions using the PEE prompt. * Children will be able to provide the meanings for words in the context of the text. |
|  | LO: To use dramatic techniques to explore events. | 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.  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.  Model a conversation between the reporter and a character from the text. | * Write questions for different characters to ask * Link to direct speech, ask children to write a conversation between a reporter and a character from the clip. |
| Reading and Analysing  (1 session) | LO: To write an action scene in the style of an author. | Re watch the clip the lighthouse.  Look at how the lighthouse would work.  Compare with a lighthouse used today. | Children to write an action scene that describes how the lighthouse works. | * Children will be able to use knowledge of root words to support understanding. * Children will be able to use knowledge of prefixes to support understanding. * Children will be able to identify effective vocabulary and describe the effect. * Children will be able to use appropriate techniques to write an action scene in the style of the author. |
| Gathering Content  (8 sessions) | LO: To analyse a short film. | Watch the science fiction film – Lighthouse  Pause at different points to comprehend with children.  Focus discussion points;  What does the camera portray at the beginning?  What type of atmosphere is created at the start of the film?  What is the importance of the sunlight in the clip? | Discussion session – discussion based on focus questions.  Task – Predictions on how the man got there, why he is there, is he alone, what will happen next etc. | * Children will be able to construct, write and punctuate a complex sentence with a relative clause. * Children will be able to create their own plot. * Children will be able to develop the content for their own story. * Children will be able to write an action scene based on the model text. |
| LO: To use complex sentences. | Using a scale, look at levels of sentences and how to develop complex sentences.  Start with a basic sentence  Add an adverbial opener,  Add a relative clause  Up level verbs, adjectives and noun phrases | Children to be given three sentences which link from the film. In mixed ability pairs, up level sentences.   * A gust of wind * A ship * The choppy sea |
| LO: To describe character. | Focus on character descriptions for a main character. Discuss behaviour, speech and appearance.  Model how to write a character description using a show not tell technique. | Write a character description. |
| LO: To write a setting description. | Visit the clip of The Lighthouse again.  Model how to write a settomg description using a show not tell technique / complex sentences. | Write a setting description. |
| LO: To understand relative clauses and relative pronouns | Revisit grammar - relative clauses and relative pronouns. | Children to practise writing relative clauses. |
| LO: To use dialogue in my writing. | Revisit grammar – Inverted commas. | Children to practise writing dialogue. |
| LO: To identify key features of a chapter within a story. | Look at features of a science fiction story.  Create key for a checklist.  Read WAGOLL as a class as part of a jumping in. | Children to highlight key features on a WAGOLL of story. |
| Writing  (6 sessions) | LO: To plan my chapter for a novel about an invention. | Following the teacher’s model, children create their plan using the outline plot pattern created during the gathering content phase. | Plan chapter | * Children will be able to write a short story or chapter which includes: * Complex sentences with relative clauses using pronouns ‘who’, and ‘where’. * Blend or action, dialogue and description. * Features/techniques appropriate for an action scene, e.g. carefully selected verbs. |
|  | LO: To write a chapter for a novel about an invention. | **4 sessions**  Model section at a time based on previous short story WAGOLL. | Write story in sections. |
|  | LO: To edit and improve my writing. | Model the editing and improving process. Support children in suggesting changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning. | Edit writing |