Never Bring Your Crocodile to School – T4W – Term 3 – Non-Fiction

COLD TASK –

Imitate Phase

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| Day One | Day Two | Day Three | Day Four |
| **Hook**:  **Introduce the story**: tell the text and get started on the map. Have it prepared, spend time learning actions to go with it. Students then draw their own map. | **Language features activity (toolkit):**  **Spend time telling the text using the map and actions.**  **Short burst writing:** | **Language features activity (tool kit):**  **Spend time telling the text using the map and actions.**  **Short burst writing:** | **Language features activity (tool kit):**  **Spend time telling the text using the map and actions.**  **Short burst writing:** |
| **Day Five** | **Day Six (and seven if needed)** |  |  |
| **Reading as a Reader**  **Comprehension activity** | **Reading as a Writer**  Box up story map. Discuss and summarise structure  Magpie words, phrases |  |  |

Innovate Phase

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| --- | --- | --- |
| Day One | Day Two | Day 3,4,5 & 6 |
| Plan your innovation together with the whole class:  **Substitution**.   * Discuss and list alternative pets for the crocodile, reasons/elaboration * Build class plan together. Use post-its to cover original story map. * Children plan own, using A3 copy of story map with parts blanked out. * Share story with a partner | * Have your modelled writing planned ahead of time, so you will know what aspects from tool kits to focus on. * Model opening (can include chn’s ideas as you go along) * Use part of tool kits developed during earlier phase. * Use two colours with your pens so that the explicit teaching points stand out. * Students write their own introduction, using their story maps. * Take photos using ipad as chn as working. Use them as an editing session in last few mins by showing on iwb – what have chn used that works, what doesn’t work. * Mark student’s work before the next session – code in margin | * First five mins, students respond to your marking, polish. * Process begins again with the next chunk of the text.   First reason – day 3  Second reason – day 4  Third reason – day 5  Conclusion – day 6 |

Invent Phase

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| --- | --- | --- |
| Day One and maybeTwo | Day Three and Four | Day Five, Six, Seven (as needed) |
| * Oral texts, using prompts of some sort | * Return to original text. What is the general pattern? * What could our new text be about? * List possible topics * Plan one together, on boxing up format * Chn to plan their own, also on boxing up format * Tell to a partner * With weak children, give them 2 choices only for each section to scaffold them. | Students write their own story. Children write one chunk at a time. Each section to be marked and feedback given. Chn go back and polish/edit. |

**HOT TASK**

After a few days:

Repeat the cold task but don’t do this like it was done in the innovate phase. Give them 2 sessions to do it eg, half an hour a day. Leave all your “washing line” posters, tool kits, story maps on display.