Why Simple Forms of Communication are Almost Extinct – T4W – Term 2 2017 – Explanation

COLD TASK – Why are Bananas Bendy?

Imitate Phase

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| Day One | Day Two | Day Three | Day Four |
| **Hook**: Communication meeting – teachers to shout to each other from classrooms, then sms each other. Cup phones at meeting. Letter of complaint from office.  **Introduce the story**: tell the story 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):**  Time connectives. Game: time connective tennis.  **Spend time telling the text using the map and actions.**  **Short burst writing:** Written form of tennis, or silly sentences | **Language features activity (tool kit):**  Causal connectives. Game – role play, see p 114 T4W Across the Curriculum (blue book)  **Spend time telling the text using the map and actions.**  **Short burst writing:** Give students topic (eg bananas), starting work. Students finish sentence | **Language features activity (tool kit):** Noun groups. Use picture prompts  **Spend time telling the text using the map and actions.**  **Short burst writing:** Picture prompts, students write noun group to match |
| **Day Five** | **Day Six (and seven if needed)** |  |  |
| **Reading as a Reader**  **Comprehension activity** using printed text  Tic Tac Toe note taking chart.  P 122 Teaching Reading Comprehension Strategies by Sheena Cameron | **Reading as a Writer**  Box up storymap. 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**.   * Suggestions: home, transport, schools, toys, games. Other ideas may be generated by students. * 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 opening, 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 explanation. |

Invent Phase

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| Day One and maybeTwo | Day Three and Four | Day Five, Six, Seven (as needed) |
| * Oral * Why the Moon Changes Shape | * Return to original text. What is the general pattern? * What could our new explanation 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 explanation. 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.