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 textTic 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.
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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.