|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SESSION** | **Shared learning and teaching** | | | | **Independent learning** | | | | **Plenary** | | | | **Assessment criteria** | | | **Resources** | | | **ACTION** | | |
| **PHASE 1**  **Day 1** | Show **video (clip 1)** to grasp the children’s interest in the topic of Volcanoes.  Introduce the topic, ask the children to recall the features of a report, recount and an explanatory text on whiteboards. Encourage all children to contribute. Allow 5minutes for this activity. Tell the children that in this unit they are going to investigate explanation texts.  Collect ideas from children and write up on class board.  Opportunity to gage current understanding before teaching unit. | | | | Share explanation booklet with children (copy for each child) titled *Volcanoes.* After reading spend time discussing its contents, take the opportunity to elaborate on how Volcanoes affect the planet. What might happen if you lived in a village next to an active volcano?  Point out features of the key text. Use key questions to help children locate these features, such as *what is the purpose of this text?*  Make a list of their remarks on the board.  Invite the children to read a report text. Key question, how does this differ from an explanation text? Children to work in pairs and make notes on big paper. Allow 20 minutes for this activity. | | | | Bring children back together. Ask them to distinguish between recounts reports and explanatory texts giving example of what they have read or heard.  Write ideas up on board or big paper to come back to later. Hang from ceiling if you can. | | | | *I can compare and contrast different types of nonfiction texts.*  **HA A LA** | | | Explanatory booklets,  Report Booklets,  Big paper,  Pens,  Whiteboards, | | | **OF**  **M**  **PA**  **SA** | | |
| **PHASE 1**  **Day 2** | Remind children of the work they did yesterday on explanatory texts ask them to recall the features of this text type. Whiteboards 5 minutes activity. Rally Robin share ideas with the class and recap what we have learnt.  Explain today we are going to try and identify the key features of an explanation text. Read an extract of the Volcano booklet and see if children notice key features. | | | | Explain to children that in pairs they will work through the booklet identifying key features.  Explain children are to highlight and make notes (annotate booklet) to remind them of key features.  Allow 15 minutes for this activity then come back together and ask volunteers to share ideas.  Write up ideas on board.  Ask them to explain their suggestions of key features and justify their decisions. Do others agree with their choices made? What other suggestions can they make? | | | | Provide children with a copy of explanatory key features sheet and go through ppt Explanations.  **Watch Video Clip on ppt**.  Questions to gauge children’s understanding of what you have just taught. Allow 20 minutes for plenary as this is where main teaching takes place. | | | | *I can identify and discuss key features of explanatory texts.*  **HA A LA**  *I can identify key features and use this knowledge to find information quickly.*  **HA A LA** | | | PPT Explanations,  Key Features Sheet,  Whiteboards,  Explanatory Booklets Volcanoes, | | | **OF**  **M**  **PA**  **SA** | | |
| **PHASE 1**  **Day 3** | Ask the children what they remember from the previous day’s lessons. Select children to recall the features of an explanatory text. Write on board or big paper whatever you prefer.  Read an extract from the volcano explanatory booklet to the class. Take the opportunity to draw their attention to the way commas, connectives and full stops are used to join separate clauses. Talk about the importance of word order. Why is this important and how does it affect the meaning? | | | | Invite children to experiment with changing the word order to see how the meaning is affected. Extend the above by discussing how ideas are developed in an explanation text.  **Independent work:**  Ask children to work in groups of 4. Tell them to choose a short explanation extract from their Volcano booklet and discuss the use of commas, connectives, and full stops to join separate clauses. Ask them to find an example of where meaning is changed if word order is altered. | | | | Ask volunteers to read out their groups extract and talk about what they discovered about the use of commas, connectives, and full stops. Look for examples where meaning is affected if word order is changed | | | | *I understand the importance of word order to convey meaning in an explanation text.*  **HA A LA** | | | Explanatory booklets Volcanoes ,  Whiteboards,  Sentence cards to change order. | | | **OF**  **M**  **PA**  **SA** | | |
| **PHASE 1**  **Day 4** | Remind children of the work they have done so far on explanations texts. Ask questions to prompt a quick recap of all the key features of explanation text.  Take children through the Volcano Explanation Power Point and question children to gauge understanding.  Explain to children that today we are going to have ago at writing an explanatory label of a volcano.  Explain full sentences will be required. | | | | Provide each child with a copy of the Volcano labeling sheet and explain that they are to write an explanatory label. Teacher to model first example. Allow 15 minutes for this activity.  **HA to write full sentences.**  **LA to write in bullet points.** | | | | Ask the children to share their work with others. Invite the rest of the class to check for accuracy and to offer alternatives where appropriate. Ask how does the diagram support the clarity of explanations? | | | | *I can write explanatory labels for a diagram.*  **HA A LA** | | | PPT Volcano,  Volcano labeling sheet,  Range of Volcano diagrams. | | | **OF**  **M**  **PA**  **SA** | | |
| **PHASE 2**  **Day 5** | Introduce the phase by explaining to the children that they are all scientists researching how Volcanoes work. When explaining make sure you include all features of an explanation text, purpose, structure, language features and so.  Demonstrate how we make our own class volcano. Explain what is happening inside the Volcano. *Where is the magma at the moment?* AFL question to gauge understanding of the Volcanic process. (*You Need*)  Washing up liquid,  Malt Vinegar,  Food coloring,  Bicarbonate of Soda (BOOM) | | | | Explain that today children will be creating their own oral explanations. Create success criteria as a class of what you expect to here in their oral explanations.  **Independent WORK:**  Children to work in groups of 4. Children to come up with an oral explanation of how we made our class Volcano. Allow children to make notes on whiteboards. Remind children of criteria.  Allow 20 minutes for this activity. | | | | Select one or two groups to present their oral explanations to the class. Whilst groups are presenting the rest of the class are to note on whiteboards all key features used in presentation.  Allow 5 Minutes for children to feedback peer assessments with class. | | | | *I can work with others to create an oral explanation of how a volcano works.*  **HA A LA** | | | Mr. Shaw’s Volcano,  Malt Vinegar,  Washing up Liquid,  Bicarbonate of Soda,  Food coloring,  Whiteboards. | | | **OF**  **M**  **PA**  **SA** | | |
| **PHASE 2**  **Day 6** | Recall our oral explanation of previous day’s lesson. Opportunity to revise key features of an oral explanation.  Tell the children that as scientists we would need to write to tell people about how we created our class Volcano.  Ask the children to help you write an explanatory letter on the board.    Take the time to remind the children of the conventions of letter writing. Together read through the completed letter.  Check that it meets the criteria for this text type. | | | | Ask the children to write their own explanatory letter in literacy books/letter templates. Ask them to think about all the features of explanation texts and remind them to include all the aspects of what we did to achieve our explosion.  **LA children** to have key features sheets to help them. Ensure success Criteria is easy to follow focused on letter conventions.  **LA Letter frame if needed**. | | | | Invite 3 or 4 children to read out their explanatory letters.  Again, children to use whiteboards to jot what features were included and allow them to provide feedback. | | | | I can write an explanatory letter including the key features.  **HA A LA** | | | Key features sheet,  Letter frame,  Whiteboards. | | | **OF**  **M**  **PA**  **SA** | | |
| **PHASE 2**  **Day 7** | Dramatic Explanations.  Talk about the work we have done over the last two days.  Encourage the children to recall the features of explanatory texts.  Show the explanatory film about how volcanoes work  **(Clip 3).**  After watching the film, discuss it with the children. Ask them to identify the sequence of the process involved. | | | | Invite the children to give an oral explanation of the volcanic process using role play. Organize the children into groups of 4 and ask them to role play what they have seen in the clip. Allow 20 minutes for them to practice their role plays. | | | | Select a group of children to present their role play. Invite the others to assess performances including adequacy of the oral explanations.  You may need 30 Minutes for this. | | | | I can analyse an explanatory film and then give an oral explanation of what I have seen through role play.  **HA A LA** | | | Video Clip,  Assessment Sheet,  Whiteboards for notes. | | | **OF**  **M**  **PA**  **SA** | | |
| **PHASE 2**  **Day 8** | Talk about how in their roles, children explained the volcanic process.  Re watch the film you saw yesterday about Volcanoes.  **(Clip 3)**  Talk about the way the film is sequenced to explain the process. Explain that a shot in a film can be frozen to make a ‘still’. Demonstrate how; select a still to show part of the Volcanic Process. | | | | Put children into pairs and ask them to plan a sequence of stills from the film to show the volcanic process.  Children to cut and stick film stills on big paper.  Allow 20 minutes for this activity. | | | | Choose a pair to present their plans to the others. Do others agree that the planned stills identify distinct parts of the process? | | | | I can work with others to plan a film sequence still.  **HA A LA** | | | Video Clip,  Still images.  Whiteboards,  Big paper,  Scissors,  Glue. | | | **OF**  **M**  **PA**  **SA** | | |
| **PHASE 3**  **Day 9** | Talk about the work we have done in phase 2 about the explanations of how volcanoes work. Ask the children to recall, for example, how volcanoes explode. Encourage all children to participate. (Talk Partners).  Teacher to refer to booklet if required. | | | | Display the illustration of an active Volcano. Spend time examining how it works and ask children to explain how it works.  Remind children to take turns and to listen carefully.  **Independent work:**  Provide the children with copies of the Volcano label sheet. Ask them to write labels for the Volcano - as many parts as they can. Allow 10 minutes for this activity. | | | | Select children to read their labels aloud to the others. How will the labels help them when they are writing their explanations about the Volcanoes at a later date?  Having examined the illustration, does it help explain how volcanoes work?  Why? Why not?  Opportunity to introduce the concept of a flow diagram. | | | | I can examine and discuss information from a visual source and use this as a base for an explanation.  **HA A LA** | | | Illustration,  Volcano label sheet,  Whiteboards. | | | **OF**  **M**  **PA**  **SA** | | |
| **PHASE 3**  **Day 10** | Remind the children of the work we did yesterday. You could invite two or three children to read aloud the notes they made on the volcano. Display the illustration of a Volcano and ask them to explain how it works. Encourage other children to express their own opinion. Demonstrate and share example of a flow chart. Model creating first illustration. Share other examples of flow charts if required. | | | | Organize children into pairs and ask them to create a detailed diagram of how a volcano works.  (Flow Chart) Tell them to label and discuss together how they think the volcano works. (This oral rehearsal will act as a structure to support future writing) Allow children 20 minutes for this activity. | | | | At the end of the allowed time, bring the children back together. Invite three or four pairs to discuss their findings with the class. Ask the children to give reasons for their choices of explanations. | | | | I can use labels and a flow chart to explain a process.  **HA A LA** | | | Whiteboards,  Illustration,  Literacy books,  Pencils,  Flow Chart  In Volcano Booklet. | | | **OF**  **M**  **PA**  **SA** | | |
| **PHASE 3**  **Day 11** | Talk about the work we did yesterday. Ask the children to recall the process of how Volcanoes work.  Provide children with copies of their illustration from yesterday. | | | | In small groups of four. Ask the children to discuss the process of how Volcanoes work. Encourage them to agree a simple explanation of how Volcanoes work. Allow them to annotate their illustration to make notes.  Ask them to elect a spokesperson to give an oral explanation during the plenary.  Allow 20 minutes for this activity. | | | | Call the children back together. Ask the spokesperson from each group to take turns to give their oral explanations. Take the opportunity to recap features such as purpose and structure. Ask the others to assess the children’s presentations.  Use two stars and wish strategy. | | | | I can work with others to produce an oral explanation.  **HA A LA** | | | Illustration.  Volcano booklets,  Visual aids, | | | **OF**  **M**  **PA**  **SA** | | |
| **PHASE 3**  **Day 12**  **(ICT Suite required for this lesson).** | Explain to the children that today they are going to be researching the topic of Volcanoes. Explain that each child will have 20 Minutes on the computer to research their topic. Make sure they understand that they are researching to help them in their future explanatory writing. | | | | Make sure computer suite is booked for this lesson.  Take half the class to the computer suit to start their research.  Model accessing Google and demonstrate how to use a search engine. Warn children not to access inappropriate material.  Children can make research notes in literacy books.  Whilst half are in computer suit other half can create an illustration and colour it in. **TA to supervise in class.** After 20 Minutes swap over. | | | | Invite children to share their findings with the class. | | | | I can make research notes on a specific subject using the Internet as my source.  **HA A LA** | | | ICT Suite.  Literacy books,  Pencil crayons,  Paper, | | | **OF**  **M**  **PA**  **SA** | | |
| **PHASE 3**  **Day 13** | Read the children a short explanation text about volcanoes. After reading ask the children to recall the contents in their own words.  Together decide success criteria for the extract you read out. Does it meet the criteria of an explanation text? Can the children identify purpose, structure? What language features can they see? Ask them to notice paragraphs and their purpose in breaking up the text into logical steps to aid the explanation process. Encourage the children to participate fully in the discussions. | | | | Put the children into pairs. Ask the children to work on a rough draft/plan of an explanation text of how a volcano works.  Children may use their previous work to help them. Notes, visual aids, research etc.  Children to use explanation planning sheet to help them.  **LA Differentiated resources to support ability. Planning sheets**  **HA**  Allow 25 minutes for this. | | | | Invite a number of children to read their work. Ask the other children to listen carefully and provide feedback on how they could improve their explanations. | | | | I can plan a written explanation.  **HA A LA** | | | Planning sheet,  Volcano booklets,  Visual aids, | | | **OF**  **M**  **PA**  **SA** | | |
| **PHASE 3**  **Day 14** | Recall everything we have done so far regarding explanation texts.  Explain that today they are going to be writing their own Volcano explanations.  Revisit success criteria of everything that should be present in their explanation text. List this on the board. | | | | Ask for volunteers to read plans and discuss how the work could be made more cohesive. For example using appropriate connectives.  Model writing an explanation to show how they can make their work more cohesive using appropriate connectives.  Explain that children are to write their explanations fully in their books and ensure they take into account the success criteria. | | | | Ask children to read work to the class and again invite children to identify key features and give feedback on how they could improve their writing. Children to record ideas on whiteboards. | | | | I can use my plan to create an explanation text including the key features.  **HA A LA** | | | Whiteboards,  Planning sheets,  Literacy books,  Visual aids,  Volcano booklets, | | | **OF**  **M**  **PA**  **SA** | | |
| **PHASE 3**  **Day 15** | Explain that today they are going to edit their writing to enhance and make it even more explanatory.  **Watch Video clip from ppt** on Explanation features. Ask the children to evaluate and edit their work to ensure it is a perfect explanation text.  Give children the opportunity to look at your marking from previous lesson.  Revisit success criteria of everything that should be present in their explanation text. List this on the board. | | | | Explain that children are to edit their work into final pieces. When finished allow children to illustrate their explanations.  Allow 20 minutes for this activity. | | | | Invite children to share their explanations and others to provide feedback.  Allow time to  Show **Video (Clip 2)** 10 Minutes  *(The most incredible volcano expedition ever 2012).* | | | | I can proof read and edit my written explanation in volcanoes.  **HA A LA** | | | Whiteboards,  Planning sheets,  Literacy books,  Visual aids,  Volcano booklets, | | | **OF**  **M**  **PA**  **SA** | | |
| **you tube clips**  <http://www.youtube.com/watch?v=vfIUYDjo8WM> (Clip 1) <http://www.youtube.com/watch?v=VuQrUwFn6bU> (Clip 2) <http://www.youtube.com/watch?v=jRfEGvp6wDU> (Clip 3) | | | | | | | | | | | | | | | | | | | | | |
| **EVALUTION OF UNIT:** | | | | | | | | | | | | | | | | | | | | | |
| **GUIDED READING**  **(Note time taking place and with whom)**  **Guided Reading**  **LA -**  **BA -**  **AA-**  **HA –** | | **Day 1**  **Group** | **Day 2**  **Group** | **Day 3**  **Group** | | **Day 4**  **Group** | **Day 5**  **Group** | **Day 6**  **Group** | | **Day 7**  **Group** | **Day 8**  **Group** | **Day 9**  **Group** | | **Day 10**  **Group** | **Day 11**  **Group** | | **Day 12**  **Group** | **Day 13**  **Group** | | **Day 14**  **Group** | **Day 1**  **Group** |