

4. A suggested sequence for a writing lesson

Below is a suggested lesson sequence. It links closely to the teaching approaches for teaching writing and the writing process (Chapter 1).

This lesson sequence has three parts:

1. lesson introduction
2. independent writing (including the teacher's role)
3. lesson wrap-up.

1. Lesson introduction (usually whole class)

- Motivate the students for the writing task.
- Agree on and unpack the criteria for the lesson.
- Teach modelled and shared writing to demonstrate and practise the criteria.
- Stop and check: use the 'think, pair, share' strategy to check that all students understand, and practise the criteria for the lesson.

2. Independent writing

Agree on tasks the students could move on to. This could be personal writing or publishing.



Some sessions students may just plan or just write.

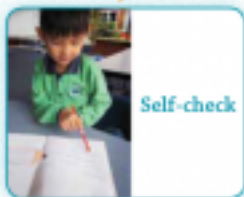


Teacher's role
roving, making quick-stops, guiding groups

Publishing



Re-crafting



3. Lesson wrap-up

- Review the learning, and share successes.
- Make improvements to writing.

Stick book

Materials

- A4 paper
- Scissors
- Light card for the cover (optional)
- Hole-puncher
- Craft sticks, twigs or chopsticks
- Marker pens or coloured pencils
- Strong rubber bands, elastic hair-ties or string



Directions

1. Decide how many pages the stick book will have.
2. Fold the paper in half neatly, and check to make sure that the paper is an appropriate size for the craft stick. Trim down slightly if necessary.
3. Publish the writing into the book.
4. Add a card cover (optional).
5. Punch holes in the centre of the left-hand side.
6. Place the craft stick over the holes.
7. Thread a rubber band or hair-tie through the top hole and loop it over the top of the craft stick.
8. Then pull the hair-tie or rubber band down behind the book and through the bottom hole. Loop it around the other end of the stick.

Window diorama

PM20

Materials

- Window diorama (PM20) – follow the instructions on the CD-Rom to make it writeable
- Paper or light card
- Scissors
- Marker pens or coloured pencils
- Gluestick
- Sewing pins

Directions

1. Photocopy PM20 onto paper or light card
2. Cut around the photocopy master.
3. Cut out the window as indicated on the photocopy master.
4. Score and fold the dotted lines.
5. Glue in a separate picture or draw a picture in the space behind the window.
6. Fold and glue the diorama into a flat box shape.
7. Use sewing pins to attach the diorama to the wall.



Exemplar plan: To inform/report

Planning sheet: To inform/report (linear option)

PM6

Name KasaDate 2/3Title The Unique Echidna

Introduction

Big ideas about the topic ↓ question

- unique animal - dates from prehistoric times
- native to New Guinea + Australia
- only mammal to lay eggs (apart from platypus)

Each paragraph is about a new idea but linked to your topic.

E = elaborate, explain or give an example

Paragraph 1 Appearance
Topic sentence

- contributes to uniqueness

- E • has fur and spines
- long claws - claws on hind legs go backwards - one claw longer
- E • small eyes
- wedge-shaped snout

Paragraph 2 Food
Topic sentence ↓

- has specific features to help it catch and eat food

- E • no teeth
- eats ants, termites + worms
- sticky tongue
- E • nostrils help it sniff out food

Paragraph 3 Protection
Topic sentence ↓

- Well equipped to protect itself from danger

- E • powerful front feet - dig fast
- mottled colouring - camouflage
- good hearing
- E • rolls in a ball and hides face + claws

Add or delete boxes and bullet points if necessary.

Conclusion/Summary

- fascinating animal
- interesting that they have survived while other animals from same era have not

Writing purpose: To recount (moment in time/memoir/slice of life)

Suggested Quick Writes	Ideas for writing topics
<ul style="list-style-type: none"> • Speed writing • A moment in time • Setting T chart • Change it • CSO, CSI or CSA • Comic strips • Describe it • Stop the movie/finish it • Map it 	<ul style="list-style-type: none"> • A time I was scared • Boring • A magical moment • The best day ever • Alone and lonely • Alone and content • My life – the important bits • Highlights of ... (year/birthday/camp/life, etc) • Diary of a fairy/teddy/class pet/imaginary creature • An embarrassing moment • The accident • Waking up in the morning • Can't get to sleep • Furious • Got me out of here! • Making hats

Exemplar text: To recount



Text structure

Title (what)

Introduction: clue about the 'where' dinner cooking (home)

First event: smell
Second event: Mum calls

Third event: open door and see stew

Fourth event: Dad put stew on plate – run

Summary: won't eat it



The disgusting dinner

"**Mergh – what is that smell!**" I ask myself as I cover my nose. Oh no I think it is our dinner cooking.

The smell gets **stronger and stronger** and then I hear my mum calling me for dinner. **My heart sinks** as I recognise the smell: lentil stew – my worst dinner ever.

I **tentatively** open the door as the **ghastly** smell gets almost too much to bear. I look over and see a pot filled with red, chunky, steaming sauce. Inside I can see little brown lentils **bobbing** around **by** finger **nails**.

My dad **slaps** a spoonful on my plate next to the rice and now the smell is overwhelming! I ram my nose into my sweatshirt and run from the table.

"There is no way I am going to eat that," I groan.

Look closer

Dialogue

Smell

Repetition

Feeling

Adverb (how)

Adjective

Simile

Descriptive verbs



Inside-outside

Emergent/Early/Fluent**Skills Toolkit:** Generating and organising ideas, words**Other skills:** Note-taking, inferring

Materials

- An image of a character
- Mini-whiteboards/paper/writing books/tablets or laptops

Procedure

1. Identify a person or character to describe. This could be linked to a current reading or writing focus.
2. The students or you draw a large outline of the person or character they are describing.
3. The students then discuss what the person or character looks like (physical attributes). Record these on the outside of the outline.
4. On the inside of the outline, the students write the personal characteristics.

Variations

- Discuss why the students have identified the 'inside' characteristics. Was it because of something the character said? Their actions? Make a connection to inferring in reading.
- The students could generate ideas orally or on mini-whiteboards and you could scribe.
- Inside-outside can be used as a one-off Quick Write or as a planning support for writing.



Shared writing example based on Sarah from Owl Babies by Martin Waddell.



Student example based on Greedy Cat is Hungry by Joy Cowley.