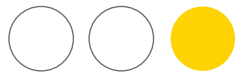


CARNIVAL
ARCHIVE PROJECT



Embedding Carnival in the Curriculum
FLAGSHIP SCHOOLS CASE STUDY:

Foxdell School Year 3 Literacy Week 2



Literacy planning - Wb 23.04.12

Session Year 3 W/B: 23.4.12	Learning Objective	Direct Teaching (including key questions)	Activities	Key Vocabulary	Resources	Plenary	EAL Function
Monday	To show understanding of a text.	<p>Read through text about the Olympics and get chd to discuss in pairs what the text is about.</p> <p>T to explain that the chn will be answering questions about what they have just read and that they will need to look in the text to help them with the answers.</p> <p>Work through some examples as a class. <i>What is the title of the text? What type of text is it?</i></p>	<p>Chn to answer comprehension questions about the Olympics text.</p> <p>LA- Simplified questions based on multiple choice answers.</p> <p>MA- Questions that need full sentence answers (mainly found in text)</p> <p>HA- More complex questions requiring full sentence answers, including those not found directly in the text. (inference)</p>	<p>non fiction information fact text Refer evidence questions</p>	<p>Text</p> <p>Question sheets</p>	<p>Chn to share their answers with a partner. Do they agree with each other's answers? Why/why not?</p>	<p>FUNCTION: To explain</p> <p>STRUCTURE: The answer is....because the text says....</p>
Tuesday	To research and take notes	<p><u>VCOP starter</u> - On whiteboards with a partner chd to read a short passage and pick out 3 key points & write as bullet point.</p> <p>Explain that today the chd are going to be researching the Olympics. <i>What is research? Why do we need to research information before we write a report?</i></p> <p>Read through some of the information the chd have together and get chd to answer q's about the text to check understanding. (chd will have already looked at some of the info yesterday in comprehension).</p>	<p>Recap on last weeks lesson on how to scan for information & take notes.</p> <p>Using texts (and laptops?) chd to make notes about different elements of the Olympics e.g. track & field, Water sports, cycling, history of Olympic games, famous Olympians.</p> <p>Chd to work in MA pairs to carry out research</p>	<p>Heading Sub heading Factual information Pictures Diagrams Captions Research Scanning</p>	<p>IWB slides</p> <p>Text for chd to choose from</p> <p>Pictures</p> <p>Laptops</p>	<p>Ask chd to share the most interesting fact they have found out and to explain why they liked that fact.</p>	<p>FUNCTION: To research</p> <p>STRUCTURE: To take notes I can use bullet points.</p> <p>I can scan text to find...</p> <p>My research should be...</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Wednesday</p>	<p>To use research to plan the structure of a report</p>	<p><u>VCOP starter</u> - in mixed ability groups children to sort information under correct sub-headings.</p> <p>Recap on what children did yesterday.</p>	<p>Chd to work in mixed ability pairs (the same as yesterday-LA in group with TA) to discuss the notes they have made and come up with sub-headings for their report plan.</p> <p>TA to support children with LA to help organize ideas and create plan.</p> <p><i>Independent work</i> Children to then write facts/info that they have collected under the appropriate sub-heading to complete their plan.</p>	<p>Heading Sub heading Bullet points Facts Informative Research Pictures Diagrams Captions</p>	<p>Writing frame for LA children</p> <p>Research notes from yesterday.</p> <p>IWB slides</p>	<p>Children to swap their plan with their partner and partners to peer assess work using post it.</p> <p>Partners to give 1 positive comment on post it and 1 area for improvement.</p>	<p>FUNCTION: planning</p> <p>STRUCTURE: I can use... as a sub-heading.</p> <p>I can sort information under sub-headings.</p> <p>This fact goes undersub-heading</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Thursday</p>	<p>To write a report</p>	<p><u>VCOP opener</u> - Sentence structure. Chd to punctuate text in MA groups of 3 with colouring pencil.</p> <p>Recap with chd what the main features of a report are - write up onto the IWB as success criteria.</p> <p>Explain that chd will have a sticker with their SC on to tick off at the end of the lesson.</p> <p>Give chd 5 minutes to read through their plan, make any amendments and ask any questions before they start writing.</p>	<p>Children to write their reports.</p> <p>LA - To work in group using their group plan to write report. Chd will be given the sub-headings chosen on a lined sheet to write short sentences underneath (with TA support)</p> <p>MA - Given a word bank of key vocab for spellings and ideas for openers.</p> <p>HA - To work independently to write their report & include an introduction - given challenge card of openers & connectives to try & include.</p>	<p>Heading Sub heading Factual information Pictures Diagrams Captions</p>	<p>Planning sheets</p> <p>Word banks</p> <p>LA writing frame</p> <p>Challenge cards</p> <p>IWB slides</p>	<p>Children to tick off their own work against the success criteria.</p> <p>Share some good examples with the class.</p>	<p>FUNCTION: Write, Explain</p> <p>STRUCTURE: The main features of a report are...</p> <p>My report will include...</p> <p>I have used sub-headings.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Friday</p>	<p>Big Writing</p>						