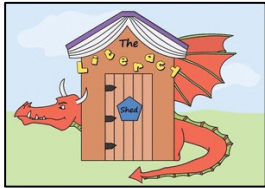


<p>Year: 2 Literacy Shed clip and link: http://www.literacyshed.com/caterpillar-shoes.html Clip: Caterpillar Shoes</p>	<p>Lesson objective: To identify and understand the features of a non-chronological report. Lesson Six</p>		
<p>Resources</p>	<p><i>N.B A range of different non-chronological reports needed for this session.</i> This could be books/leaflets/fact files about various animals to engage the children. You might photocopy some of the pages for children to highlight and write on. 6a, 6b</p>		
<p>Hook into Session/ Opening Activities</p>	<p>Group your tables into different areas for working and exploring non-chronological reports. Examples should stimulate the children and make them want to find out more about different animals. You might want a mini-beasts/insects area, African animal area, sea creature area etc. Let the children go and explore the different texts and support where needed.</p>		
<p>Lesson Input</p>	<p>Explain to the children that they are working towards writing a non-chronological report based on the mini-beasts we see in the film 'Caterpillar Shoes'. Before we write the reports we need to understand what is needed. Explain that they are going to be creating a non-chronological report checklist or success criteria. They will become detectives who will explore and investigate the reports around the room. Ensure that they understand they are looking at the features.</p> <p>Model how to start compiling a checklist with the children – perhaps hold up 2 or more examples and have a look for features in common. Ask the children what they notice and begin to write down ideas in a list e.g. title, sub-heading pictures/diagrams, facts, technical language etc.</p> <p>Once you feel children are confident send them away to begin their own lists 6b. If there are some less confident children provide them with resource 6a – adult support may be needed to find features of a report in a few examples.</p>		
<p>Independent</p>	<p>Simplify <i>Adult support might be needed.</i> Children find and tick off non-chronological report features found in examples. Resource 6a</p>	<p>Expect Children identify some features of non-chronological reports – they begin to create a checklist. Resource 6b</p>	<p>Extend Children identify and understand the features of a non-chronological report. They create a checklist including most features including some grammatical features.</p>
<p>Plenary</p>	<p>Put a pile of post it notes on each table and ask the children to use them to stick onto a large A1/2 sheet. Gather together a children's checklist of ideas together and create a sheet per table of all of the features they found. Fill in any gaps that have been missed at this point.</p>		
<p>Further Teaching Points</p>	<p>Links can be made to mini-beasts topics or habitats.</p>		