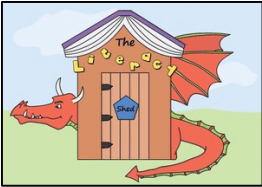


<p><b>Year: 2</b>  <b>Literacy Shed clip and link:</b>  <a href="http://www.literacyshed.com/caterpillar-shoes.html">http://www.literacyshed.com/caterpillar-shoes.html</a>  <b>Clip: Caterpillar Shoes</b></p>	<p><b>Lesson objective:</b>  To begin writing a non-chronological report.</p>  <p><b>Lesson Eight</b></p>		
<p><b>Resources</b></p>	<p><b>8a, 8b</b></p>		
<p><b>Hook into Session/ Opening Activities</b></p>	<p>Ask children what they found out in the previous session - perhaps choose some children that researched different creatures or something out of the ordinary i.e. stick insect. Children should report their findings in front of peers and read aloud their writing clearly.</p>		
<p><b>Lesson Input</b></p>	<p>Explain that, during the session, the children would be using their research to begin writing their non-chronological reports. Show the exemplar of an introduction to a sea life non-chronological report (see <b>resource 8a</b>).</p> <p>Discuss what needs to be included and pick out the features/sentence structures used. Talk about the question used to start, look at the fact that there are only 4 sentences. Next, show the children how to change their research into a report introduction – discuss using headings/ sub headings, changing research into sentences, including technical language and organising writing into paragraphs of information. This should be done together on a flipchart/board for children to refer back to.</p>		
<p><b>Independent</b></p>	<p><b>Simplify</b>  Children write an introduction to their report using the exemplar to support.</p> <p>Once the introduction is written, ask the children to consider how they will organise their other paragraphs? What will their headings be and what information will they put in each one?</p> <p style="text-align: right;"><b>Resource 8a</b></p>	<p><b>Expect</b>  Children write an introduction to their report including correct features.</p> <p>Once the introduction is written, ask the children to consider how they will organise their other paragraphs? What will their headings be and what information will they put in each one?</p> <p style="text-align: right;"><b>Use 8b for vocabulary if necessary</b></p>	<p><b>Extend</b>  Children write an introduction to their report including correct features.</p> <p>Once the introduction is written, ask the children to consider how they will organise their other paragraphs? What will their headings be and what information will they put in each one?</p> <p style="text-align: right;"><b>Use 8b for vocabulary if necessary</b></p>
<p><b>Plenary</b></p>	<p>Children use their checklists from a previous session to begin ticking off what they have included.</p> <p>Feedback could be given at this point (peer, teacher) so that children are able to continue tomorrow.</p>		
<p><b>Further Teaching Points</b></p>	<p>Children find it hard to write brief introductions which don't include too much information. Make sure introductions are written correctly before allowing children to move on</p>		