

Week 14 - NCR



Marking Priority
Best work to indepth
mark



Lesson 1 - Nasty writing - Commas in a list
WALT use our plan to structure our writing.

Lesson 2 - Nasty writing - Commas to avoid
ambiguity
WALT write a structured paragraph

Lesson 3 - Nasty writing - Parenthesis
WALT publish our non-chronological reports.

Lesson 4 -
Finish publishing then
WALT reason for our writing

Teacher notes -

Towards the end of lesson 1, or when they are ready, have a conversation with your GD's - set them off on an extra paragraph. This should be a paragraph that discusses the outcome of the myth -

Ideas

Some people believe that Medusa was wrongly hated, and that she was unfairly described as a beast - this is because.....

Others feel that.....

NASTY WRITING!

Lesson 1

Why do we use commas?



NASTY WRITING!

Lesson 1

Example: Yesterday I went shopping and bought apples, bananas and pears.

Add in commas to seperate items on a list.

The gods gave Perseus a shield winged sandals a sword and a helmet.



Metacognition



(Teacher example)

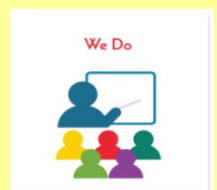
NASTY WRITING!

Example: Yesterday I went shopping and bought apples, bananas and pears.

Add in commas to separate items on a list.

Medusa had bloodshot eyes snakes for hair golden wings and green scaly skin.

Extension: Can you add any extra details to this sentence using parenthesis?



(Teacher models)

NASTY WRITING!

Example: Yesterday I went shopping and bought apples, bananas and pears.

Add in commas to separate items on a list.

The Minotaur Medusa Perseus and Cyclopes were all mythological beings.

The Greek gods who lived on Mount Olympus were Zeus Hera Aphrodite Athena and Hermes.

Then create your own sentences that include commas in a list.

Extension: Can you add a fronted adverbial to your own sentences?

You Do It Alone



(Independent)

WALT use our plan to structure our writing. Lesson 3

Today you are going to be planning another of your main paragraphs in your non-chronological report.

If you have time, you are going to begin writing.

Lesson 3

WALT use our plan to structure our writing.

Our second paragraph is going to be on the background of our character.

This background information could be:

- where they live.
- what story are they from?
- Who is in their family?

Step 1: Read over your facts that we collected on our characters and underline the ones that talk about the background of the character.

5 minutes

WALT use our plan to structure our writing.

Lesson 3

Our first paragraph is going to be on the background of our character.

Step 2: create a plan for our paragraph.

You need to create a sub-heading which will engage your reader

You need to create a topic sentence to introduce the appearance of your character.

You need to add all of the facts that you gathered to become the supporting sentences.

Paragraph one sub-heading -

Topic sentence (introduce the topic you are going to speak about):

Supporting sentences (key facts and information) -

WALT use our plan to structure our writing.

Lesson 1

Step 3: write your paragraph.

(Teacher models)

Metacognition



Teacher to model using plan in writing
(using the plan and SC).

Paragraph one sub-heading -

Medusa's evil lair.

Topic sentence (introduce the topic you are going to speak about):

The snake-headed Medusa lived in a dark and spooky lair with her three sisters.

Supporting sentences (key facts and information) -

- *three sisters called Stheno and Euryale.*
- *fell in love with Poseidon.*

Success Criteria for a Non-Chronological Report		SA
Heading & Sub-Heading		
Past Tense (was, had, lived)		
Range of co-ordinating conjunctions		
• FANBOYS e.g. but, yet, so		
Fronted adverbials for cohesion		
• Additionally,		
• Amazingly,		
• Unusually,		
Subordinate clauses		
• If you look at Medusa,		
• Since he lived in a labyrinth,		
Prepositional phrases		
• inside the cave		
• on her head		
Parenthesis () - ,,		
Use semi-colons to separate clauses (help sheet available)		

WALT use our plan to structure our writing.

Lesson 3

Step 3: write your paragraph.

- Check your target cards.
- Use the word banks and sentence starters
- Make sure you show more than one example of the success criteria.

Remember that your writing is informal but not chatty or conversational.

Success Criteria for a Non-Chronological Report		SA
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Use semi-colons to separate clauses (help sheet available)		

You Do It Alone



(Independent)

WALT Plan and write an introduction for a non-chronological report.

Lesson 1

You have 10 minutes to read over your partner's work and peer mark.

- Does it include the success criteria?
- Does it make sense?
- Is it clear?
- Does it introduce the character?

Can you suggest edits for your partner to make their introduction better?

If you are selected by your teacher, you can edit your own work, and move onto given task.

WALT Plan and write an introduction for a non-chronological report.

Lesson 1

You have 5 minutes to respond to your partner's suggestions.

- Does it include the success criteria?
- Does it make sense?
- Is it clear?
- Does it introduce the character?

Can you suggest edits for your partner to make their introduction better?

WALT Plan and write an introduction for a non-chronological report.

Lesson 1

Plenary:

Create an interesting sub-heading for the paragraph you have written today.

NASTY WRITING!

Lesson 2

What is wrong with these sentences?

Shall we eat Grandad?

Julian loves cooking his family and watching television.

A large, empty rounded rectangular box with a black border, intended for the student to write their answers to the questions above.

NASTY WRITING!

Lesson 2

Example: Julian loves cooking, his family and watching television.

Add commas to this sentence to avoid ambiguity.

Let's learn to cut and paste children.



Metacognition



(Teacher example)

NASTY WRITING!

Lesson 2

Example: Julian loves cooking, his family and watching television.

Add commas into this sentence to avoid ambiguity.

As the sun shone red Greek citizens moved into the shade.



Lesson 2

NASTY WRITING!

Example: Julian loves cooking, his family and watching television.

Add commas into these sentences to avoid ambiguity.

Perseus bought his shield and some bread which he ate on his way to Medusa's cave.

Hercules walked on his head a little higher than usual.

Then create your own sentences that include commas to avoid ambiguity.

Extension: Can you use a fronted adverbial in your sentences?

You Do It Alone



(Independent)

Lesson 2

Today you have 10 minutes to finish your editing.

However, if you were selected by your teacher last lesson, you can continue with the task you were given.

10 minutes

Concluding paragraph

Lesson 2

Most (not all) reports have a concluding paragraph. What is the purpose of this?

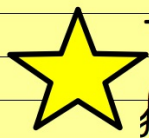
Example

Conclusion

This ends the digestive system journey. Your food has now travelled through your body. This is an ongoing cycle, which runs over and over each day. If you would like to find out more, you can visit BBC Bitesize or The Hamilton Trust for more information.

Lesson 2

Plan



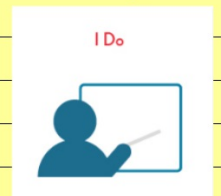
Teacher to model simple plan on flipchart paper

Concluding paragraph:

- Reminder of how interesting character is
- Ideas of where to find out more
- Rhetorical Question?



Metacognitive



(Teacher example)

Lesson 2

Your go. 5 minutes to create your own simple plan for your concluding paragraph.

You Do It Alone



(Independent)

Lesson 2

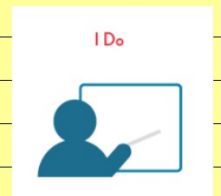
Teacher to model using plan to write conclusion

Concluding paragraph:

- Reminder of how interesting character is
- Ideas of where to find out more
- Rhetorical Question?



Metacognitive



(Teacher example)

Lesson 2

Great, again, it's your turn.

You need to turn your plan into a short paragraph to end your non-chronological report.

You Do It Alone



(Independent)

WALT Plan and write an introduction for a non-chronological report.

Lesson 2

You have 10 minutes to self-assess your own conclusion (no peer editing today!)

- Does it include elements of the success criteria?
- Does it make sense?
- Is it clear?

Lesson 2

Lastly, you now have 10 minutes to read through your ENTIRE non-chronological report, from start to finish.

Things to check:

- Have you used most of the elements in the SC?
- Does it make sense?
- Have you checked any spellings you're unsure of?
- Have you punctuated correctly?
- Is it engaging?

NASTY WRITING!

Lesson 3

Using parenthesis in our descriptive writing.



What is parenthesis?

What are the three types of parenthesis?

NASTY WRITING!

Lesson 3

Example: The girl (who had fair hair) was playing in the garden.

Use parenthesis () in this sentence to add description.

Medusa who was a Gorgan had the ability to turn people to stone.



Metacognition

I Do



(Teacher example)

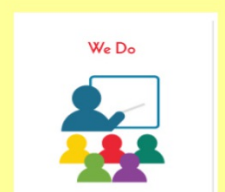
NASTY WRITING!

Lesson 3

Example: The girl (who had fair hair) was playing in the garden.

Use parenthesis () in this sentence to add description.

Zeus lived on Mount Olmypus.



(Teacher models)

NASTY WRITING!

Lesson 3

Example: The girl (who had fair hair) was playing in the garden.

Using descriptive language, add extra information to these sentences using parenthesis ().

The minotaur lived in a cave.

Perseus killed Medusa.

Then, create sentences which include extra description using parenthesis.

5hp to sentences that are about Greek myths.

Extension: Can you include a fronted adverbial and a prepositional phrase to your sentences?

You Do It Alone



(Independent)

WALT reason our writing choices.

Lesson 4

This is the process you need to follow to be able to evaluate your Greek Myth.

Step 1: Explain what the feature is

Step 2: Find examples from your myth as evidence that you have included the feature.

Step 3: What does the feature add to your writing?