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| Metacognitive strategies  The learning sequence in the next two columns is spilt into a number of sessions. Each session will have a main metacognitive focus but will often include other elements as well. The metacognitive strategies are listed below. | Literacy Tasks (offline and online)  Image result for reading cartoon |
| Main learning objective: To write a story about a mysterious setting and characters.  Desired outcome: To complete a draft story about a picture prompt from The Mysteries of Harris Burdick book.  Assessment activity to by submitted **by 5th July, 2021**. |
|  | Lesson One:  Starter: play a game of countdown.  Intro: as a class, consider the scene in the selected Harris Burdick image (slide 3). Emphasise the need to:   * create a sense of place - what can we see, hear, smell, taste, touch? * show don’t tell (e.g. don’t tell our readers about the bright orbs of light… describe them vividly, using similes, metaphors and personification).   From the discussion, share write a paragraph of setting description, using the children’s suggestions.  Main: children select one of three pictures, as the basis of their stories. They need to write a paragraph of description, describing the scene. They must ensure to create a sense of place using the senses and use show not tell.  Plenary: showcase some of the children’s writing (one example of each image, if possible).  Lesson Two:  Starter: play a game of long word.  Intro: reveal the opening lines for each of the picture prompts, selected by the children in yesterday’s lesson. Using the planning grids, children sketch out their thoughts about the characters and plot for their stories. Encourage them to use the question prompts to help them develop their ideas.  Main: recap on the format of a story mountain (beginning, build up climax, resolution, ending with a twist). Children then need to complete storyboards as a way of planning their stories:   * Summarise their stories in eight sentences. * Turn their sentences into storyboards with drawings. * Turn their storyboards into stories.   **CHILDREN SHOULD MAKE SURE TO COMPLETE THEIR SENTENCES BEFORE THEIRS DRAWINGS.**  Plenary: showcase some of the storyboards created in today’s lesson (one per picture prompt).  Lesson Three:  Starter: play a game of countdown.  Intro: read the model opening paragraph, showing how to grab the readers’ attention through the use of intrigue… getting our readers to think “What’s *really* going on here?” Recap on the features of good short story writing:   * Plot – story mountain (beginning, build up, climax, resolution, ending with a twist) * Characters * Sense of place * Show, don’t tell * An intriguing opening paragraph   Main: children use their planning to start writing their draft Harris Burdick stories. By then end of the lesson, they should have written at least the beginning and build up.  Plenary: showcase some of the children’s work from the lesson.  Lesson Four:  Children complete the second part of their stories (climax, resolution, ending with a twist). |
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