

Ros Wilson's Lesson Plans for Big Writing

*Potentially a full year's teaching programme,
that complements cross-curricular lessons
and includes visual literacy.*



Andrell Education Ltd
Raising Standards in Education

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Introduction

This booklet contains 12 generic lesson plans for Big Writing that may be used in any of the following ways:

1. Consecutively to 'get a novice going' and give confidence.
2. As a full year's teaching programme for Big Writing.

Use '**Next Time...**' notes at the end of each lesson plan to adapt for reuse

3. To complement work across the wider curriculum, through the adaption of lessons, as noted at the end of many plans.
4. As occasional lessons in a programme of school-planned Big Writing that works to the school's literacy programme and / or 'Creative Curriculum'.

Every lesson plan shares the same objectives:

- Objective 1:** To widen children's vocabulary.
Objective 2: To raise standards in writing.

2. Spot The Difference Lesson

Objective 1: To widen children's vocabulary.

Objective 2: To raise standards in writing.

Requirements:

Each child will have:

Number cards 1, 2, and 3.

Individual whiteboards and felt tips.

Blank white paper (Optional)

Passage 1:

Once upon a time there was a little girl called Red Riding Hood. One day her mother asked her to take some cake to her Grandma. Grandma lived in a cottage in the wood. Red Riding Hood loved the wood. She liked the flowers and she liked to hear the birds singing in the trees. The woodcutter was working in the woods. He asked Red Riding Hood where she was going. She told him she was taking cake to her grandmother. He told her to be careful. He had just seen a wolf in the wood.

Passage 2:

Red Riding Hood, who was a vivacious little girl, lived on the periphery of the wood with her mother. One glorious, warm morning her mother asked her to visit her grandmother (who lived in a charming cottage in the heart of the wood) taking her a cake for her supper. Red Riding Hood adored being in the wood. She particularly enjoyed admiring the abundant flowers and enjoying the sweet songs of the birds in the foliage. On that particular day the woodcutter was busy trimming some of the bushes and he greeted her cheerfully, asking her where she was going. The young girl explained that she was bearing cake to her elderly grandmother. "Proceed very carefully," the woodcutter cautioned her. "A huge fox just passed this way. Be vigilant."



Start Lesson Here

- A. Chant (with hand action) "What have we got to remember? The V.C.O.P" or sing the V.C.O.P. song to the tune of Y.M.C.A.
- B. Call My Bluff (See Appendix 2): 'vivacious'
 - 1. Adventurous and happy to take risk
 - 2. Lively and bubbly
 - 3. Beautiful (all on screen).
- C. Groups / pairs discuss / choose number card 1, 2, or 3. Find the card with the chosen number.
- D. "Show me".
- E. Spell the word (still on screen) while writing with a bare finger on the table top or fine sand paper.
- F. Spell the word while writing up in the air to the left with a pen / pencil.
- G. Close eyes and spell the word while writing on other arm with bare finger.
- H. Put up the two paragraphs (Page 7) on the whiteboard. They may both be shortened by cutting off after the words 'trees' (Passage 1) and 'foliage' (Passage 2) if the teacher feels they are too long. Read together if needed, then read in small groups, and then read together again until all children can read both, at least by 'sight reading'.
- I. 'Guesstimate' the levels. (First is a Level 3 and second is a low L 5).

- J. Spell 'vivacious' twice from the screen.
- K. Close eyes and spell 'vivacious' while drawing letters on table top or fine sand paper with a bare fingertip.
- L. Groups / pairs discuss the word 'periphery'. Agree what they think it means.
- M. Call My Bluff: 'periphery' 1. On the edge / at the boundary 2. Route or journey 3. Estate or mansion that owns the wood. (All on the board)
- N. Groups / pairs discuss / choose number card 1, 2, or 3 as the card with the correct number.
- O. "Show me". Had they found right meaning in Step L?
- P. Groups / pairs list 'WOW' words in passage 2 on their whiteboards. Guess the meanings.
- Q. Which 'WOW' word would you steal and why?
- R. 'WOW' words circling or fading in and out on the whiteboard screen. Did you find them all? Vivacious, periphery, glorious, charming, adored, particularly, abundant, proceed, vigilant.
- S. Line up these words on the left, meanings on the right in the wrong order on the whiteboard or on a handout between 2 or 3. Match correctly by joining with a line.
- T. Target one or more for 'Make me up a sentence about...' (relevant to the story in the passages).
- U. Groups / pairs find places for one Power Opener in Passage 2 (see Appendix 2). Discuss the possibilities.
- V. Groups / pairs find places for use of all 3 pieces of Power Punctuation = ? ! ... in Passage 2.
- W. Teacher shows Passage 2 pre-prepared earlier, to show potential answers (below).
- X. Class read new Passage 2 together.
- Y. Blank screen, repeat steps DEF with 'vivacious'.



Cool Down

- A. Dramatic picture on screen ('Interesting Pictures' download, please see Appendix 3) groups / pairs think up 3 or more 'ing' words for what's happening. Make up a sentence about the picture that opens with one of the 'ing' words.

Additional Optional Activity:

Role play or recount (or both) the full story of Red Riding Hood.

Model passage 2, edited.

Red Riding Hood, who was a vivacious little girl, lived on the periphery of the wood with her mother. One glorious, sunny morning her mother asked her to visit her grandmother (who lived in a charming cottage in the heart of the wood) taking her cake for her supper. Red Riding Hood adored being in the wood! She particularly enjoyed admiring the abundant flowers and enjoying the sweet songs of the birds in the foliage. On that particular day the woodcutter was busy trimming some of the bushes and he greeted her cheerfully. "Where are you going? He asked. Explaining that she was bearing cake to her elderly grandmother, the young girl replied to his question. "Proceed very carefully," the woodcutter cautioned her. "A huge dog fox just passed this way. Be vigilant..."

Next Time...use the differentiated texts in the Appendices to change the 2 texts and repeat the lesson once a half term = 10 lessons.

Appendix 2: Activity Glossary

1. Call My Bluff:

- A.** Teacher puts an unknown (to children) WOW word on the board, followed by 3 definitions, only one of which is right.
E.g. Copious = 1. A group of trees 2. A lot of things 3. A warm cloak
- B.** The children (in 2s or 3s) read the word and discuss each definition in turn.
- C.** They 'guess' which may be the right meaning.
- D.** They record A, B or C on their whiteboards or scrap paper.
- E.** They hold them up when the teacher asks them to. (If time, they may walk round and show their answer to other groups and discuss why they thought that before being asked to show them).
- F.** If time is short, the teacher gives the right answer.
- G.** If there is time, there is a Dictionary Race to find the right meaning.

2. Dictionary Race:

- A.** The teacher writes a target WOW word (unknown to the children as yet) on the board.
- B.** While the teacher counts back from 10 to 1, or uses a timer, the children 'race' to find the correct definition in dictionaries.
- C.** If time, they then make up sentences using the word. If no time, this should be done in 'Bells Work'.

3. Thesaurus Race:

- A.** The teacher writes a target WOW word (unknown to the children as yet) on the board.
- B.** While the teacher counts back from 10 to 1, or uses a timer, the children 'race' to find three or more similes in thesauruses.
- C.** This may be played as an extension to the same word as in the Dictionary Race.
- D.** The 'game' continues as in the Dictionary Race.

4. Bells Work:

The teacher uses the few minutes at the ends of lessons and sessions (or waiting for shared space to be free) to ask children to make up sentences using new WOW words they are learning.

5. The 3 Power features:

- A.** Ambitious Vocabulary = WOW Words or Power Words
- B.** Power Openers (see below)
- C.** Power Punctuation (see below)

6. Power Openers:

- A.** Open a sentence with a connective eg 'Before...' 'After...' 'Because...' 'Despite...' 'Instead of...'
- B.** Open a sentence with an 'ly' word (adverb) eg 'Slowly...' 'Rapidly...' 'Thoughtfully...'
- C.** Open a sentence with an 'ing' word (participle) eg 'Walking...' 'Hoping...' 'Remembering...' 'Fearing...'

7. Power Punctuation:

- A.** Use of any of the 3 'easy to use but have quick impact' pieces of punctuation = ? (question mark), ! (exclamation mark), ... (ellipses).
- B.** Use of any of the harder but powerful pieces of punctuation = all Level 5.

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