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| **SAVE THE TIGER: WRITING TO DESCRIBE AND INFORM** **LESSON PLAN** |
| **Learning Objectives** | To understand how well-chosen nouns, verbs and adjectives create descriptionTo recognise how short sentences draw attention to important information or ideas |
| **Introduction** | **Whole class: 5 minutes** Read together the *World Wildlife Fund* text about the Tiger (PPT Slide 2). Briefly find out from the class what they know about tigers, where they live, and why they are endangered. |
| **Development** | **Pairs: 5 minutes** Read aloud the first paragraph of this text (PPT Slide 3). How do you think the writer wants to make the reader feel? What does the writer want to make us think about these tigers? (Elicit they are beautiful creatures; they are at home in the wild; they are relaxed.) Draw out that the writer makes us see the tiger as noble, special, relaxed and at ease in the environment, caring for her family...**Teacher:** **10 minutes** **Key Learning:** Using PPT Slide 4, invite children to notice how the choices of adjectives and nouns help the reader to see the tiger as royal, and strong because the cranes take fright; also that we see happy playful cubs. Using PPT slide 5, discuss what impressions the verbs create.**Pairs**: **5 minutes** Look at the picture of the elephants (PPT Slide 6), also endangered. Quickly, together, make a list of phrases to describe the elephants which will make the reader see how special elephants are.**Teacher**: **10 minutes** **Key Learning:** Read aloud the second paragraph of the WWF text (PPT Slide 7). Use the questions to discuss how the short sentences are important: *dusk falls* – night is coming and the night is dangerous; *the tiger is hungry* so needs to eat; we find out it will be her last meal. The three short sentences describe the key narrative events; the two long sentences provide explanatory information.**Individual: 15 minutes.** *Magic Silence* time:write one or two paragraphs about the elephants which will make the reader see the elephants as special and happy in the wild. Choose nouns, verbs and adjectives carefully to create descriptions which will make the reader want to save them. Think about using one or two short sentences to draw attention to key ideas or information. You might want to introduce a sense of threat. |
| **Conclusion** | **Whole class:** **10 minutes** Hear one or two of the descriptions and invite peer feedback on how well they work and what they might do to improve them. End by summarising that well-chosen vocabulary and some use of short sentences can make persuasive writing more effective. |
| **Assessment** | Use the discussion of Slides 4 and 5 to assess how well they are understanding the relationship between vocabulary chosen and creating particular impressions in the reader.Use the discussion of Slide 7 to assess their grasp of the way short sentences are deliberately used to emphasise what they contain. Assess whether more able students can see how long and short sentences work together to create a better rhythm. |
| **Support*** In the reading aloud task, check that readers observe the sentence boundaries in how they read.
* Encourage the selection of appropriate nouns and adjectives rather than simply their inclusion
 | **Challenge*** In the discussion of the second paragraph, encourage students to hear that variety in sentence length creates a good rhythm to the writing: it is not monotonous.
* Push for clear explanation of how vocabulary choices influence the reader
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