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| Year Group: 3 | Teacher: Mr Silver |
| **Unit: Adventure and Mystery** | **Week: 2 of 3** |
| **Unit Outcomes**  Phase 2  Learning Outcomes:  Children can recount an incident from a story maintaining a first person viewpoint. | |



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|  | ***Can I..?*** | *Lesson Plan* | | | ***Assessment & Next Steps*** |
| * Input * Activities | * Groupings * HA Question | * TA Support * Plenary |
| **Monday**  **30 mins** | Orally tell a story? | **Shared Reading/Writing**  Ask children to return to their groups from Friday (beginning, middle and tail end). Children to have images as stimulus to retell the story of The Dragon Machine orally. Play ‘And then’ game. Child retells the story, as soon as they say ‘and then’ someone suggests a better connective, resume story telling. As a class.  **Plenary**  Play word games from Jumpstart. Word association (children must link with first word that comes to them). | | |  |
| **Tuesday** | Write from a 1st person viewpoint? | **Shared Reading Writing:**  Show a first person account from a mystery story (TBC). Read aloud and discuss the conventions of first person narrative. What features are similar and different to 3rd person?  **Independent Activity**  Children to be given zone of relevance cards and a range of words for the character just discussed. Where will they place the words? How have the feelings changed?  **Guided group activity**  HA and MA - Write from the point of view of George at different parts of the story. TS to work with MA group to  **LA –** To work with ET to **orally discuss** how George is feeling in a hot seat. They must talk in first person narrative.  **Plenary**  MA/HA to hot seat in the role of George and the shop keeper. What conversation is happening between them? | | |  |
| **Wednesday** | Write a letter from the point of view of a character? | **Shared reading/writing**  Model how to write a letter.  **Independent activity**  George writes a letter to the dragons to say why he has left them, or the dragons write to George to say why they have left him. Opportunities for drama – Hot seat. | | |  |
| **Thursday** | Understand how paragraphs organise text? | **Shared reading/writing**  Show the full text from the dragon machine. Discuss how it looks. How is the text organised? Ask children to think/pair/share. Discuss clauses within sentences?  **Independent activity:**.  Children to have 5 minutes with highlighters and coloured crayons to label the text with anything that they feel helps organisation e.g. commas, full stops, paragraphs.  **Guided group activity**  Children to be given a sentence from the text and discuss with partners what the author has used. Can they highlight all adjectives, verbs, nouns and punctuation?  HA -Embedded clauses. Use Alan Peat sentence structure – ‘The machine lumbered, engine ticking gently, into the night sky.’  **Plenary:**  Ask a child from focus group to share their work on embedded clauses. | | |  |
| **Friday** | PD Day | | | |  |
| **Homework Opportunities** |  | | | | |