Tuesday, 11th November 2014

L.I: To be able to describe migratory animals using noun phrases and relative clauses.

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| Lesson starter | Recap on Wildebeest migration (Dee)True/False activity on animals in e book – sentences on wildebeest, butterfly, tern, salmon, whale. Pupils to read/listen and make any false statements true  |
| Lesson ContentModellingDeconstruction | Modelling/deconstruction part of lesson (Dee)Introduce matrix. Explain that animals being described will be written in left hand column. In the top row, are the questions we want answered. The matrix is for recording notesNote taking on the matrix will be followed by reporting back using sentence starters. |
| Exploring the content | (Class teachers to organize/teach this part)New matrix of 6 animals – seal, emperor penguin, elephant, turtle, spiny lobster and reindeer.Children work in groups of three. ( a table of six split into 2 groups of 3) Each group of 3 to have: text describing an individual animal; an A3 matrix; and a picture sheet of the six animals for labellingEach group to have one main reader and another reader to help 3rd member of group to record information on the matrix. In addition each pupil will label a picture of the six animals (to be stuck into their books?) |
| Reporting back | Groups take turns reporting back about their animals. While the reporting back is happening, the rest of the groups can complete their matrices.When the groups are reporting back, one pupil holds up the A3 matrix, one the a labelled picture and one does the reporting. |
| Construction | To write one or two paragraphs about a migratory animal. |
| Plenary |  |