**A Language Framework for Planning 13th March 2015**

**Lesson 5: Comparing Magical Creatures**

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| Topic | Language functions | Language structures | Vocabulary | Activity |
| Spiderwick Chronicles  To be able to classify magical creatures.  To compare and contrast them in terms of appearance, habitat and habits.  . | Questioning  Classifiying  Describing  Comparing and contrasting | What type of.................?  Where does it.................?  Which tricks does it play?  What does it look like?  The…………….is a magical creature who/that lives…..  They are alike in that……  As well as this…also….  They are both……  They each………  However, there are some differences between  ………..live in/on/under…..  while………..live  Another difference is….  wear/like to…… | Descriptions of appearance, habitats, favourite tricks of a variety of magical creatures.  Noun phrases (before and after the noun.)  Eg. *The mandragora is a rough skinned faerie with green leaves growing out of his head.*  Similarities  Differences | 1. Starter activity **stars and dots**  using various texts about magical creatures. (pair work)  2.**Classify sets of faeries onto sorting chart** (one set between 3.) Report back on the categories into which they’ve placed the faeries.  3.Ask them in pairs to **create sentences** about the creatures using relative pronouns and notes on slide.  4.Using texts from last week, **make notes** about 2 creatures on the **compare and contrast chart**.  5.Construct a piece of text comparing different faeries using their notes and the **writing frame**.  6.Play **vanishing cloze** gradually removing words which express similarities and differences |