



Episode Title: Six Sentences

Teacher: Clarelle Carruthers

School: Pt England School

Year Level: 4

Lesson Topic: Writing

Learning Intention:

Links with the
[New Zealand Curriculum](#)

English Level 2
Processes and strategies

Select and use sources of information, processes, and strategies with some confidence to identify, form, and express ideas.

-shows some understanding of the connections between oral, written, and visual language when creating texts

Purposes and audiences

Show some understanding of how to shape texts for different purposes and audiences.

-develops and conveys personal voice where appropriate.

Structure

Organise texts, using a range of structures.

-uses knowledge of word and sentence order to communicate meaning when creating texts

-organises and sequences ideas and information with some confidence

-begins to use a variety of sentence structures, beginnings, and lengths.

[Key Competencies](#)

Thinking:

-Children will be thinking carefully about the way they start each sentence and the message it shares. They will draw on the image for inspiration.

Understanding Symbols, Languages and Texts:

-Children will begin to understand that the order of words can change their meaning and the variety of sentence starts is important.

Prior Knowledge

The children are all writers and have been since starting school with differing levels of confidence. The children have been learning about sentences in writing and reading specifically the difference between simple, compound and complex sentences.

Lesson Sequence

Before the Session

This lesson came out of an identified need in the class. Throughout their writing samples and writing across term one I had noticed that they had great ideas but the sentence starters remained similar.

	I did some research and found this great video. From the video I created the activity using a free to use image from Pixabay. In order to be ready for this lesson I made sure all content was linked to my class site for the learners to access. Note: The dictation in the green box on the slides was completed earlier in the week. We use different sentence starters when creating our dictations.
During the Session	Start the lesson by making connections to reading books. Discuss that variety makes these interesting. Modeling: Co-construct a story that starts every sentence with “the”, get student input and read the story. Discuss how this creates a sense of repeating which makes it boring to read. Edit: Together edit the sentence beginning to change the story without changing the meaning to make it more exciting. Viedo: Watch the video pausing it after each sentence type to discuss and create our own sentence. Get students ideas and have them share with each other. Discussing Task: Look at the image with the children. Discuss what we see and notice. Who is the subject? When and where is it happening? What are they doing? What questions do we want to ask about the picture? Learners writing: Children write and discuss as they write with their peers. Encourage editing and making changes. Teacher supports as needed working with those less confident in sentence construction.
After the Session	Children discuss their writing and share what they like about each other. Children then share their writing on their blog and explain what they have learned.

Learn Create Share Breakdown

Learn	-Reading the two modeling and comparing -Watching the video -Writing with peers.
Create	-Creating the models together -Creating sentences as a group and individually.
Share	-Reading our sentence to each other -Sharing feedback -Blogging our learning.

Resources Used	Video. Pixabay Learning slides
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	Activity
Reflection	
Reflection on Lesson Sequence	The lesson sequence went well. The whole class discussion, creation and explanation of the sentence types was a critical part of this lesson. It was nice to see children engaging in discussion about what they needed to do and how they had chosen what to say. I would have liked to have had time to build on more of this type of discussion and will do this in future lessons. What I found interesting is that children struggled to start sentences with the verb and this demonstrated the need for this type of writing more regularly. So that these skills become embedded in the way they write to engage others.
Next Steps	I want to continue working on this and focus specifically on ed, ly and ing to start sentences.