



Writing Teacher Notes

Whole Class including differentiation
Group Teaching/Focus Groups

[GTS Writing Matrixes](#)

[Writing Tool Kit](#)

Curriculum Achievement Objectives: (Ideas/Language Features)

Level 1

Level 2 Select, form, and express ideas on a range of topics. Use language features appropriately, showing some understanding of their effects.

Level 3 Select, form, and communicate ideas on a range of topics. Use language features appropriately, showing a developing understanding of their effects.

Level 4 Select, develop, and communicate ideas on a range of topics. Use a range of language features appropriately, showing an increasing understanding of their effects.

Writing Levels (easttle)

Level 3 Group

B: Michelle, TJ, Tali, Natalie, Catherine
P: Kayla, Myat
A: Ngwe Sin

Level 2 Group

B: Savanah,
A: Morgan, Ila, Ben K, Sar Yar Chan, Josephine, Carlosi

Level 1A Group

B: Pita,
P: Ilaisaane
A: Mere, Noah, Ben L, Bullard

ALL Strategies

Brainstorming/mind-mapping
Front-loading
Double-dosing
Gradual Release of Responsibility

Term 4 Writing Teacher Notes

Week 8 -

WALT use a range of punctuation marks (speech marks)

Monday	Tuesday	Wednesday	Thursday	Friday
Mr Victor's Learning Programme	Mr Victor's Learning Programme	<p>WALT use speech marks correctly</p> <p>Have samples of written text that include dialogue for students to read in pairs. What do they notice about why and how they are being used? Create SC for using</p>	<p>WALT use speech marks correctly</p> <p>Writers Workshop Comic Strips</p> <p>Independent Writing Speech Marks 1 & 2 Write about a time when</p>	<p>Conference With independent writers. Check with writers that their punctuation for speech is correct.</p> <p>Independent Writing VCOP - Punctuation</p>

		speech marks. Witch and Tiger Talk - Do this activity with a buddy. Support Group 1 Comic Strips	you played a game with your friends. Write about what happened - don't forget to use speech marks to show speech.	Blogging
		Reading Cards in Group Boxes. Mrs Faalili will check in with Kiwi & Pav today	Reading Cards in Group Boxes. Mrs Faalili will check in with Pounamu	Reading Cards in Group Boxes. Mrs Faalili will check in with Tiki

Week 7

Monday	Tuesday	Wednesday	Thursday	Friday
Mr Victor's Writing Programme	Set up independent writing tasks (use writing prompts) to write while student voice students are conferencing.	Mr Victor's Writing Programme	<p>Group 1 WALT punctuate our sentences correctly.</p> <p>Group 2 & 3 WALT write information that is relevant to the topic - oral language and impromptu speeches - create smaller groups. Each put in 2 ideas. Take turns at speaking for 30secs on the topic. Group listening, need to guess what topic is and make list of specific vocabulary mentioned in speech. Use</p>	No writing today.

			ipads to record if needed.	
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Week 6 - Testing Week

Monday	Tuesday	Wednesday	Thursday	Friday
See Reading Plan	Mr Victor Student Voice for Reports	See Reading Plan	Athletics day - no writing	Use photos from athletics day to write highlights and lowlights of the day with everyone. Use WOW words.

Week 5 - Testing Week

Independent Writing

Monday	Tuesday	Wednesday	Thursday	Friday
Reliever in class.	Athletics writing Write a set of instructions on how to compete in your favourite athletics station - refer back to work done on instructions and procedural writing. Co-construct on board and refer back to when	Manaiakalani Film Fest	Watch 4 films from the film festival. Write a review about 2 of them. Set up expectations of what to include in review. Refer back to book review - same structure. + Tuhi mai Tuhi atu blog commenting - postive, thoughtful, helpful Prompt: Manaiakalani Madness - use prompt to write (any	

	writing.		genre). Fun writing. Use interesting words that help portray your emotion and the madness behind the film festival.
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Week 3 & 4

WALT write a recount (language features)

SC:

Action verbs (climbed, played, swam) Past tense Connectives showing time sequence (first, then, next) Nouns related to the event – specific people, places and happenings9 Descriptive or emotive terms Use of first person pronouns (I, we)

Monday	Tuesday	Wednesday	Thursday	Friday
Music & Tivaevae Museum Trip	Tapa & Tivaevae Museum Trip	TC Touch Tournament	<p>Recount Writing of Museum Trips.</p> <p>Teacher Session - Support group 1 with structure of recount. Use popplet or mind map together. Identify orientation, sequence of events and then write.</p> <p>Group 2 & 3 - WALT write recount (add personal comment at the</p>	<p>Continue with work from yesterday.</p> <p>Aim: Publish recount writing and share on blog.</p> <p>Teacher Sessions - Conferencing. Check in on group 2 & 3.</p>

			end) Writing recount about trips this week.	
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Week 2

WALT add detail in our writing

Monday	Tuesday	Wednesday	Thursday	Friday
School Closed Public Holiday		<p>Whole Class: Halloween Writing - Add an adjective Use template to encourage discussion about halloween. What is it? What things do we expect to see/happen on this day? In groups, build a word bank and share back to class.</p> <p>Share template and use as a starting point for writing. Encourage students to add more. Group 3 - Add extra detailed sentence Group 2 - Add phrases Group 1 - Add adjectives</p> <p>Share back favourite sentence</p>	<p>Handwrite Halloween writing Publishing.</p> <p>Extra Finishers Have shared images around the class glued onto A2 paper. Add vocab to sheets for tomorrow.</p>	<p>Write a recount about your halloween adventures. **Support Group 1</p> <p>Add onto word bank from Wednesday.</p> <p>Extra Finishers Choose an image from yesterday and write. Image is just a prompt. Students can write any genre.</p>

Week 1**WALT know how to write a recount (structure)****SC:****I have an orientation (who, when, where)****I have written about what I did****I have written about how I felt at the end**

Monday	Tuesday	Wednesday	Thursday	Friday
Whole Class Pre-Write (Recount) Prompt: Write about a special time that you spent with your friends or family. 40mins	Whole Class recap on what a recount is. Structure	WALT Add detail to our writing - Adding detail #2	WALT Add detail to our writing - Adding detail #2	Publishing Fridays
	Teacher 1 - Group 1 WALT write an engaging orientation -who, when, where Read writing from Monday. Use SC to identify what they can do and next steps for recount writing. Follow Up - Use 1 specific next step and improve that.	Teacher 1 - Group 2 WALT write a recount. Read writing from Monday. Use SC to identify what they can do and next steps for recount writing. Follow Up - Use 1 specific next step and improve that.	Teacher 1 - Group 3 WALT write a recount. Read writing from Monday. Use SC to identify what they can do and next steps for recount writing. Follow Up - Use 1 specific next step and improve that.	Editing workshop Publishing and blogging. Entries into ToiToi
	Station 1 - Group 2 Writing Prompts - Choose a recount prompt card and write to recount.	Station 1 - Group 3 Writing Prompts - Choose a recount prompt card and write to recount.	Station 1 - Group 1 Writing Prompts - Choose a recount prompt card and write to recount.	
	Station 2 - Group 3 Journal Writing Free Write	Station 2 - Group 1 Journal Writing Free Write	Station 2 - Group 2 Journal Writing Free Write	

Term 3 Writing Teacher Notes

Week 7 & 8 -

Monday	Tuesday	Wednesday	Thursday	Friday
High Frequency Words	No Writing today. Whole School Cross Country.	Whole Class High Frequency Words read through	Whole Class	Whole Class
WALT use topic specific vocabulary to provide the audience with detail Imagery - Mrs Trunchbull Images and build vocabulary around what they notice. Shared Reading - Matilda Excerpt Continue to add to Mrs Trunchbull Vocabulary Clip watching - Mrs Trunchbull video clips Miss V working with Group 1 - support		Whole Class Writing WALT use topic specific vocabulary to provide the audience with detail Spring Writing Shared Reading Unpack structure (contrasts) Use model to write Sharing circle Blogging	Miss V Spring Writing Use prompt as a structure to write about Spring.	Miss V
			Journal Writing Independent Writing	Mrs Faalili 1 An extract from Matilda - Mrs Trunchbull Shared Reading, unpack vocabulary - what do they mean, what picture does it paint for the reader. Task - find synonyms for highlighted words. Be ready to share back.
			Mrs Faalili WALT use topic specific vocabulary to provide the audience with detail An extract from Matilda - Mrs Trunchbull Shared Reading, unpack vocabulary - what do they mean, what picture does it paint for the reader. Task - find synonyms for highlighted words. Be ready to share back tomorrow	Continue writing from yesterday. Share with a buddy Be ready to share in group Mrs Faalili 2 Checking in. What synonyms have we used? Why is it important to be specific and think about the words we use in our writing?

Week 5/6 -

Monday	Tuesday	Wednesday	Thursday	Friday
Mr Daniels Writing Programme	Mr Victor's Writing Programme	Whole Class High Frequency Words read through	Whole Class	Whole Class
		Group 1 - Miss V WALT engage our audience by writing interesting words Mini Lesson - Hook Mini Lesson - Hook (jnrs) & plan	Group 1 - Miss V WALT engage our audience by writing interesting words Mini Lesson - Hook Mini Lesson - Hook (jnrs) & plan	Group 1 - Mrs Faalili WALT edit our writing
		Group 2 - Independent Writing Picture Prompt Plan using popplet Choose 5 HFW to include in writing Write, Edit, Publish, Blog	Group 2 - Mrs Faalili WALT use topic specific vocabulary (to provide the audience with detail) **Impromptu speech topics (5 mins) While each taking a turn to speak, make a note of all topic specific words. Choose one and model planning using pen and paper (can change it to popplet later) Each student to come with a sentence with one key word on whiteboard. Shared Writing. Independent Writing - choose a topic and to write 5 sentences using as many topic specific vocab as possible. Sharing circle.	Group 2 - Independent Writing Picture Prompt Plan using popplet Choose 5 HFW to include in writing Write, Edit, Publish, Blog
		Group 3 - Mrs Faalili WALT use topic specific vocabulary (to provide the audience with detail) **Impromptu speech topics (5 mins)	Group 3 - Independent Writing Picture Prompt Plan using popplet, include 10 topic specific vocab before writing	Group 3 - Independent Writing Picture Prompt Plan using popplet Choose 5 HFW to include in

		<p>While each taking a turn to speak, make a note of all topic specific words. Choose one and model planning using pen and paper (can change it to popplet later) Each student to come with a sentence with one key word on whiteboard. Shared Writing. Independent Writing - choose a topic and to write 10 sentences using as many topic specific vocab as possible. Sharing circle.</p>	<p>Choose 5 HFW to include in writing Write, Edit, Publish, Blog</p>	<p>writing Write, Edit, Publish, Blog</p>
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Week 3 & 4

WALT identify the structure of a narrative

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Whole Class</p> <p>Gather Pre-knowledge Share Story Mountain</p> <p>Writing Pre: Write about a time when you got in trouble from someone</p> <p>STORY MOUNTAIN PDF STORY MOUNTAIN DIGITAL</p> <p>**Blogging for early finishers</p>	<p>Whole Class Share Story Mountain. Focus on 'The beginning'</p> <p>Melvin images</p>	<p>Whole Class Character Descriptions</p> <p>WALT build a character using rich vocabulary</p> <ul style="list-style-type: none"> - use thesaurus (synonyms) - Describe character so that readers can visualise him/her <p>Use images from literacy shed and give 2-3 options.</p>	<p>Whole Class Story Mountain Recap Sharing of the beginning Shared Writing: The build up</p>	<p>Whole Class Story Mountain Recap Shared Writing; The problem</p>
	<p>Group 1 - Teacher WALT describe a character Create character profile Melvin images</p>		<p>Group 1 - Oral Language Games + Teacher WALT plan our narrative</p>	<p>Group 1 Teacher WALT use our plan to write</p>
	<p>Group 2 - Oral Language Games + Teacher WALT describe a character Create character profile Melvin images</p>		<p>Group 2 - Independent Writing</p>	<p>Group 2 Oral Language + Teacher WALT plan my narrative</p>
	<p>Group 3 - Independent</p>		<p>Group 3 - Teacher</p>	<p>Group 3 - Oral Language</p>

	Writing Melvin images		WALT group our ideas Use - Popplet to build information on characters and the build up.	Games + Independent Writing
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Week 2

Day/LI/SC	Lesson Sequence	Notes
Monday WALT group our ideas while planning	<p>Use popplet to create a mindmap of ideas related to favourite family time.</p> <p>Whole class - share finished writing about my family time. Get students to figure out what each paragraph shows. Share finished popplet with class and draw connections.</p> <p>Popplet.</p> <p>Work with Level 1 writers to create popplets. Who,where,when (1) What (3) How did you feel (1)</p>	
Tuesday	Positive Puberty Plus - Whole Day.	No Writing today
Wednesday	Whole Class Writing Recount of yesterday's work	CoL Release
Thursday	Ambury Farm trip - Whole Day.	No Writing today
Friday	Recount of Ambury trip farm & Blog Post	

Week 1

Day/LI/SC	Lesson Sequence	Notes
Monday	Explanation of how milk is made - Editing & Publishing	Printing starts today

	<p>Ordering activity - how is milk made Have vocab from T2 up. Check that key vocab is in writing.</p> <p>Check and edit writing from Term 2 about how milk is made. Share with a buddy and give feedback.</p> <p>Final check - Mrs Faalili</p>	
Tuesday	Whole class writing.	TLR
Wednesday	Student Led Conference Goal Reflection. Have docs completed by morning tea.	
Thursday	No Writing today	
Friday WALT use rich vocabulary	<p>**Each station 15 - 20 minutes then rotate.</p> <p>Station 1 - Book Writing - Using the image printed from Literacy shed, write to describe what is happening. Use rich vocab in writing.</p> <p>Station 2 - Device Writing; Blogging about Student Led Conference and Science Exhibition.</p> <p>Station 3 - Mrs Faalili - Level 1 Have a range of images. Build vocab together with students that we can use in the writing to describe the images. Write to describe, use rich vocabulary.</p>	

Week 9 & 10

Term 2 Writing Teacher Notes

Week 8 - Explanation Writing - Explain how milk is made

Day/LI/SC	Lesson Sequence	Notes
Monday	<p>Build word bank for the process of milk making</p> <p>Explanation Slide Deck - How is milk made</p> <p>Support Group 1 Pita, Antonio, Kisina, Tali, Ben L, TJ, Bullard Group 2 Savannah, Ilaisaane, Mere, Michelle, SYC</p>	
Tuesday	<p>Recap on how milk is made. Explanation writing must be finished today</p> <p>Editing Workshops</p>	
Wednesday	<p>Mr Daniels</p> <p>Work in groups to put together groups explanation for Science Boards</p>	
Thursday	<p>Mr Daniels</p> <p>Explain how to play your favourite game (include rules, equipment, consequences)</p>	
Friday	<p>Mr Daniels</p> <p>Blogging - Share learning from the week on your blog. Share something from your learning in Maths, learning in LCS and learning around the school. Schedule these so that your posts are scattered over the week</p> <p>S - Sentences T - Title I - Image L - Labels</p>	

Week 6 - Testing Week independent writing

Day/LI/SC	Lesson Sequence	Notes
Monday	Public Holiday - Queen's Birthday. School Closed.	
Tuesday	Handwritten writing sample - A story of 100 words. Chicken Legs	
Wednesday - Friday	Choose one of the writing prompts on the class site (2 vids and 2 pictures). Use the questions as prompts to write. 50 words. 100 words. Check that ideas make sense, punctuation, spelling.	

Week 4 - Purpose; FUN FUN FUN

Day/LI/SC	Lesson Sequence	Notes
Monday	<p>Publishing (20 minutes)</p> <p>Oobleck</p> <p>Butter</p> <p>Early Finishers -</p> <p>Write the 'game instructions or game rules' for you favourite sport.</p> <p>-Make up own game.</p> <p>WALT write a positive, thoughtful and helpful blog comment</p> <p>Look at blogs.</p> <p>Draft positive, thoughtful and helpful blog comment - buddy check. Then post live.</p> <p>**Choose 3 blogs to look at and comment on.</p> <p>Smart Relationships: What is a quality blog comment</p> <p>Room 9 Publishing Slide deck</p>	
Tuesday	No Writing Today. Cycle Safety Programme	
Wednesday	<p>Motivator - 100wc</p> <p>Whole Class - Use image for 100wc, build word bank for the image.</p>	

	<p>Writing 100wc for image for the day</p> <p>Teacher Session - Support - Pita, Erima, Ilaisaane, Mere, Noah, Ben L, Bullard, Antonio WALT add description to our writing.</p>	
Thursday	<p>Motivator - Tag Team Writing</p> <p>Whole Class - In groups of 6, write to the music. When music stops, swap papers. Read what's written and then add on.</p> <p>**Person 6 must finish the story.</p> <p>WALT edit our writing (use edit poster) SC - punctuation, sentences make sense, check spelling Read through pieces of writing and check for errors - use green pen to fix.</p> <p>Buddy read/proof read</p> <p>Publish today.</p>	
Friday	Publishing integrated with LCS. Planet posters.	

Week 3 - Purpose; to inform

GLI - understand and identify the features of instructional/procedural writing

Day/LI/SC	Lesson Sequence	Notes
<p>Monday</p> <p>WALT know how to write instructions</p> <p>SC</p> <p>*Title</p> <p>*Ingredients</p> <p>*Equipment/Utensils</p> <p>*Method</p> <p>- Use numbers or bullet points</p>	<p>Motivator - Oobleck. Look at photos and build a word bank of words useful for writing</p> <p>Whole Class - Write instructions for 'How to make Oobleck'. Publish and save to link on Oobleck Doc.</p> <p>Teacher Session - Pita, Erima, Ilaisaane, Mere, Noah, Ben L, Bullard, Antonio</p> <p>What is imperative verb? Video. Imperative verbs TELL YOU WHAT TO DO/HOW TO DO IT</p> <p>Take group out on playground and give 1 minute to play. Think about what they are doing.</p> <p>Brainstorm outside what sort of imperative verbs you can tell your buddy to do while on the playground.</p>	

- Use imperative verbs	Back in class - using our names, write an imperative poem about playing on the playground Early finishers - Create posters for imperative verbs using google draw and/or tagul	
Tuesday	<p>Motivator - Playground. Out on the playground and play for 1 minute. Build list of imperative verbs.</p> <p>Whole Class - Directions. What are they? When do people use them? What imperative verbs are needed for directions (turn, go straight, exit). Write directions for someone to walk to the library. Starting points vary: Easy - Room 9 to the library Medium - Basketball courts to the library Hard - Room 11 (Pool side)</p> <p>*Directions will be swapped and partners will be blindfolded. Directions will be given when a buddy is blindfolded.</p> <p>Teacher Session - Savannah, Morgan, Ben K, SYC, Josephine, Kisina, TJ, *Each sentence to have at least 2 ideas. The man stood there. The man <i>patiently</i> stood there. The man patiently stood there <i>while the lights flickered</i>.</p> <p>Early Finishers - Directions from home to school</p>	
<p>Wednesday</p> <p>WALT identify the structure of an explanation</p>	<p>Motivator - PM Book - L3 - Explanation Shared Reading</p> <p>Whole Class - Explanation; What is it? What is the structure? Explain how to play your favourite sport - rules.</p> <p>Teacher Session - Michelle, Tali, Natalie, Catherine, Kayla, Myat, Metua *Each sentence to have at least 3 ideas. The man stood there. The man <i>patiently</i> stood there. The man patiently stood there <i>while the lights flickered</i>.</p> <p>Early Finishers -</p>	

Friday	Publishing Friday Published by the end of the week and shared to blog Oobleck Directions (in school) Directions (home - school) Favourite sport/rules	
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Week 2 - Purpose; to inform

Day/LI/SC	Lesson Sequence	Notes
Monday	Mr Victor's writing - link to LCS 'Living Things'	
Tuesday noun. The definition of procedure is order of the steps to be taken to make something happen, or how something is done. An example of a procedure is cracking eggs into a bowl and beating them before scrambling them in a pan.	**ALL group; frontloading with different types of texts before morning tea. What do they notice? What similarities? What types of writing? WALT identify features of a procedural text Examples of different types of procedural texts (recipes, directions, origami, how to make something) Features: Title, ingredients, equipment, method Writing: Using the experiment from the morning MILK TO BUTTER, write a set of instructions on how to make butter from milk. Writing in books **Have template available for support. Teacher Session: Support to write instructions on how to make butter from milk	**Build a vocab chart
Wednesday WALT use descriptive words in writing *imperative verbs	Recap features of instructions Brainstorm key vocabulary needed for writing (cornflour, water, food colouring, bowl, mix)	

	Use keywords to write the first 2 instructions on how to make oobleck. Write this in book and then publish on slide - using images. Post to blog.	
Thursday	No writing today	
Friday WALT explain	Explain the states of matter. Rewatch What is a state of matter? Recap oobleck and LCS from Wednesday. In groups of 3 - write to explain the 3 different states of matter. (1 state each person)	

Week 1 - Purpose; to entertain

Group 1 - WALT express our ideas with thought and detail // WALT use capital letters and full stops correctly

Group 2 - WALT add detail through a variety of verbs, adjectives, adverbs and other language features e.g. similes // WALT punctuate our sentences correctly and use apostrophes correctly

Group 3 - WALT use topic specific detail to provide information to the audience // WALT use apostrophes correctly (possession and contraction)

Day/LI/SC	Lesson Sequence	Notes
Monday	<p>Here's what I want to write about - Padlet</p> <p>Choose one thing you did in your holiday. (Pools, birthday, easter, anzac, sports, dinners and food)</p> <p>1 - describe the activity without telling the reader what you did <i>The long, dreadful drive was not as bad as I thought it was going to be. When we left when it was dark and arrived to our destination and the sun was smiling down on us. We had hours to spare before the big celebration. There was a huge cake, balloons with numbers on it, lots and lots of food and our family there to celebrate with. It was an awesome way to end our school holidays.</i></p> <p>2 - identify adjectives and describing words 3 - check sentence punctuation</p> <p>Group - ALL group Getting to know my learners. What do we want to write about? What does our writing currently look like? Build student profiles.</p>	My Holiday Publishing Art

Tuesday WALT know how to write instructions *structural and language features	Procedural Writing Have a examples of procedural texts (recipes, directions, instructions) and students to identify type of writing, purpose, structural features & language features. Writing Activity - Instructions on how to make a toast - buddy write instructions and then test as a class.	
Wednesday	Procedural Writing Write the rules and instructions to your favourite game to play. Check this with reliever. Check back on anchor chart for things that writing must have.	
Thursday	Reliever in class	
Friday	MOTAT Trip	

Term 1 Writing Teacher Notes

Week 9 - Purpose; to inform, write to describe natural habitat of an animal

Group 1 - WALT express our ideas with thought and detail // WALT use capital letters and full stops correctly

Group 2 - WALT add detail through a variety of verbs, adjectives, adverbs and other language features e.g. similes // WALT punctuate our sentences correctly and use apostrophes correctly

Group 3 - WALT use topic specific detail to provide information to the audience // WALT use apostrophes correctly (possession and contraction)

Day/LI/SC	Lesson Sequence	Notes
Monday	<p>Write a description of the natural habitat of their chosen animal Shared Text:</p> <p>Kiwi are adaptable and live in a huge range of habitats - native forests, sand dunes, snowy tussocks and even mangroves. They like to live in places where stands of trees run down to rivers. Because they are soil feeders, kiwi prefer places where they can get straight to the dirt. They don't like places where there is concrete and ground.</p>	

	Lions live in the sub-saharan desert. They like to live in hot places, like the African savanna regions. The savannas mainly consist of grasslands and dense scrub where lions find the most prey, and where they are able to get as close as possible when hunting.	
Tuesday	Editing Check for punctuation marks and that it makes sense. 1:1 conferencing	
Wednesday	Publishing Publish, include image and title. Print these off and add to writers wall	

Week 8 - Purpose; to show not tell

Group 1 - WALT express our ideas with thought and detail // WALT use capital letters and full stops correctly

Group 2 - WALT add detail through a variety of verbs, adjectives, adverbs and other language features e.g. similes // WALT punctuate our sentences correctly and use apostrophes correctly

Group 3 - WALT use topic specific detail to provide information to the audience // WALT use apostrophes correctly (possession and contraction)

Day/LI/SC	Lesson Sequence	Notes
	Whole Class: Shared texts to read as a class and then Compare and contrast with two different animals Goal Setting with groups	

Week 7 - Purpose: To show love, kindness, empathy & respect

Group 1 - WALT express our ideas with thought and detail // WALT use capital letters and full stops correctly

Group 2 - WALT add detail through a variety of verbs, adjectives, adverbs and other language features e.g. similes // WALT punctuate our sentences correctly and use apostrophes correctly

Group 3 - WALT use topic specific detail to provide information to the audience // WALT use apostrophes correctly (possession and contraction)

Day/LI/SC	Lesson Sequence	Notes
Tuesday	<p>Motivator - Have you filled a bucket</p> <p>Independent Writing Station 1 "Here's a bucket that I've filled today"</p> <p>Station 2 "Kindness - Booklet"</p> <p>Teacher Session Group 1 - WALT express our ideas with thought and detail. Adding detail to our writing "We stood outside for twenty minutes"</p>	Bucket
Wednesday	<p>Motivator - Kindness Boomerang</p> <p>Independent Writing Station 1 Why should we be kind? -Make a list of all the reasons why we should be kind -Write about a time that you were kind to someone -Write about a time that someone was kind to you</p> <p>Station 2 Kindness Booklet</p> <p>Teacher Session Group 2 - WALT add detail through a variety of verbs, adjectives, adverbs and other language features e.g. similes Adding detail to our writing "We stood outside for twenty minutes"</p>	
Thursday	<p>Motivator - Where is the love? Lyrics</p> <p>Independent Writing Station 1 - Where is the love? -What does love mean to you? -Who shows you love? -Who do you love? -How do you show others that you love them?</p>	

	Station 2 Kindness Booklet Teacher Session Group 3 WALT use topic specific detail to provide information to the audience Adding detail to our writing "We stood outside for twenty minutes"	
Friday	Motivator - Where is the love - stanza 1 Use Stanza 1 and the chorus of Where is the Love?. Write our own responses to this. Share with class.	

Week 6 - Vocabulary Focus

Day/LI/SC	Lesson Sequence	Notes
Monday WALT use descriptive words in our writing	Johanna in class	Ugh - sample writing
Tuesday	<p>Blog Profile Writing Structure - Greeting, who you are and what room you're in. 3 things that you like to do. 3 things that you like about GTS. 2 things you're looking forward to this year. Updating Blog Profile Slide Deck.</p> <p>5 Minute Writing - Write as many words as you can. Beat your previous score. Be in the top 3. Watch The Lighthouse. Use questions in link to help prompt thinking.</p> <p>Independent Writers - Use the burger to 'plan' your writing. 'Imagine you are the lighthouse keeper. Write a recount of events'</p> <p>Writers Workshop - Group 1 WALT give more ideas in our writing</p> <p>Modelled write - lighthouse Brainstorm already done. Focusing on 'sequence of events' of our recount. *Each sentence to have at least 2 ideas.</p>	

	<p>The man stood there. The man <i>patiently</i> stood there. The man patiently stood there <i>while the lights flickered</i>.</p> <p>Scaffold writers into adding 2 ideas into their sentences. The man stared.</p>	
Wednesday	<p>5 Minute Writing - Write as many words as you can. Beat your previous score. Be in the top 3.</p> <p>Independent Writers - Continue with the Lighthouse. Buddy share. Feedback.</p> <p>Writers Workshop - Group 2 WALT give more ideas in our writing Modelled write - lighthouse Brainstorm already done. Focusing on 'sequence of events' of our recount. *Each sentence to have at least 3 ideas. The man stood there. The man <i>patiently</i> stood there. The man patiently stood there <i>while the lights flickered</i>.</p> <p>Scaffold writers into adding 3 ideas into their sentences. The man stared.</p>	<p>**Have buddy share/feedback cards (sheena cameron) ready. Teach how to use before writers go.</p>
Thursday	<p>5 Minute Writing - Write as many words as you can. Beat your previous score. Be in the top 3.</p> <p>Independent Writers - Conferencing</p> <p>Writers Workshop - Group 3 Developing the ending of our writing</p>	<p>**Have buddy share/feedback cards (sheena cameron) ready. Teach how to use before writers go.</p>
Friday	<p>Synonyms Rewrite this passage so that descriptive words are used.</p> <p>Writers Workshop -</p>	

Week 3

Day/LI/SC	Lesson Sequence	Notes
Monday	Reliever in class. See relieving notes .	
Tuesday WALT identify the features of a recount *past tense *first person * * *	<p><u>Writing Warm Up</u> 5 minute word writing.</p> <p><u>Modelled writing - Planning</u> Class brainstorm about 'fun times at school'. Everyone can write about this.</p> <p><u>Writing Stations</u> Vocabulary - Using highlighters, identify adjectives/describing words in writing. Using wordhippo or thesaurus, identify 1 or 2 other words that mean the same thing, that sounds better than the one used. Create mini wow word posters to add to our word wall. Punctuation - Punctuate the sentences correctly (text given). Explain what each punctuation mark is used for. (Punctuation Ladder) Look at writing from Monday. What punctuation marks do you use really well? What can you improve on? Grammar - Past tense. L2 & L3 to complete - only Genre - Cut and paste the recount so that it's in the correct order. Glue this in your book. Recount - Copy and Paste</p> <p>Early Finishers - Edit your recount. Use the checklist to help you check your writing. Check punctuation & vocabulary.</p> <p><u>Teacher Workshop - Level 2</u> WALT write an opening that sets the scene Discuss what information should be shared with the reader in the first few sentences. Write this in book/paper for display. Have a look at the way that the journal stories start. What do you notice? *uses senses to hook the reader *uses dialogue to hook the reader.</p> <p>"On the weekend I got picked up and went to the pools with my friends" Visualisation - What do you see? What do you hear? How do you feel? Use senses to write together an interesting introduction that hooks the reader. Students to improve writing their introduction from their sample piece. Be ready to share back.</p>	
Wednesday	<u>Shared writing - Using my plan</u>	

<p>WALT identify the features of a recount</p> <p>*</p> <p>*</p> <p>*</p>	<p>Class brainstorm about 'fun times at school'. Everyone can write about this.</p> <p><u>Writing Stations</u></p> <p>Vocabulary - Using highlighters, identify adjectives/describing words in writing. Using wordhippo or thesaurus, identify 1 or 2 other words that mean the same thing, that sounds better than the one used. Create mini wow word posters to add to our word wall.</p> <p>Punctuation - Punctuate the sentences correctly (text given). Explain what each punctuation mark is used for. (Punctuation Ladder) Look at writing from Monday. What punctuation marks do you use really well? What can you improve on?</p> <p>Grammar - Past tense. L2 & L3 to complete - only</p> <p>Genre - Cut and paste the recount so that it's in the correct order. Glue this in your book.</p> <p>Recount - Copy and Paste</p> <p>Early Finishers - Edit your recount. Use the checklist to help you check your writing. Check with a buddy.</p> <p><u>Teacher Workshop - Level 3</u></p> <p>WALT write an opening that sets the scene</p> <p>Discuss what information should be shared with the reader in the first few sentences. Write this in book/paper for display.</p> <p>Have a look at the way that the journal stories start. What do you notice? *uses senses to hook the reader *uses dialogue to hook the reader.</p> <p>"On the weekend I got picked up and went to the pools with my friends"</p> <p>Visualisation - What do you see? What do you hear? How do you feel?</p> <p>Use senses to write together an interesting introduction that hooks the reader.</p> <p>Students to improve writing their introduction from their sample piece. Be ready to share back.</p>	
<p>Friday</p>	<p><u>Writing Stations</u></p> <p>Publishing</p> <p><u>Teacher Workshop</u></p> <p>Extension - working with finished students on identifying next steps for recount writing based on 'fun times at school'.</p>	

Day/LI/SC	Lesson Sequence	Notes
Monday	<p>Sample writing/Pre-teach</p> <p>Prompt: "Remember that time" Think of a time when you did something FUN with your friends. Write to tell me about that time.</p> <p>Students have the choice to write it on paper or using their device.</p> <p>What do good writers do? Give students time to think, and contribute to class discussion about this. Use this to create an anchor chart - refer back to when writing. (think, plan, organise their ideas, edit, check, proof read...). Create 'I am a writer' poster.</p>	<p>**Read through these tonight before tomorrow's session.</p> <p>**Use this to help identify target students</p>
<p>Tuesday</p> <p>WALT identify the structure of a recount</p> <ul style="list-style-type: none"> *introduction *series of events *conclusion 	<p><u>Shared Reading</u></p> <p>Read together PM Book and discuss what they notice about the writing. Collate ideas. Draw attention to the structure. What does each section tell us. Co-construct SC for recount writing.</p> <p><u>Teacher Workshop - Level 1</u></p> <p>WALT write an opening that sets the scene</p> <p>-who, where, when, why</p> <p>Shared: "I went to the pool"</p> <p>What does this tell me? Does it give me enough information? Recount introduction must tell me what....? Refer back to shared text. Identify together what an introduction must tell the reader. Students share ideas back and write this in modelling book. Use colours to identify the different aspects.</p> <p>"In the weekend I played at the park." Shared write to improve this introduction.</p> <p>Look at own writing from Monday. Read the first sentence or two. Does it tell the reader anything? What? How can we make it better?</p> <p>Work on improving introduction. Be ready to share back.</p> <p><u>Writing Stations</u></p> <p>Vocabulary - Using highlighters, identify adjectives/describing words in writing. Using wordhippo or thesaurus, identify 1 or 2 other words that mean the same thing, that sounds better than the one used. Create mini wow word posters to add to our word wall.</p>	<p>**Print off Recount writing checklist</p> <p>**Print off planning sheet</p>

	<p>Punctuation - Punctuate the sentences correctly (text given). Explain what each punctuation mark is used for. (Punctuation Ladder) Look at writing from Monday. What punctuation marks do you use really well? What can you improve on?</p> <p>Grammar - Past tense. L2 & L3 to complete - only</p> <p>Genre - Cut and paste the recount so that it's in the correct order. Glue this in your book. Recount - Copy and Paste</p> <p>Early Finishers - Choose a 'recount' writing prompt. Think about the learning you did today at your station and write about the prompt you chose.</p> <p>Challenge: Can you edit this piece of writing? Edit me. Make a copy and save this in Writing.</p>	
<p>Wednesday</p> <p>WALT identify the features of a recount</p> <ul style="list-style-type: none"> *past tense *first person * * * 	<p>Modelled writing - Planning</p> <p>Class brainstorm about 'fun times at school'. Everyone can write about this.</p> <p>Writing Stations</p> <p>Vocabulary - Using highlighters, identify adjectives/describing words in writing. Using wordhippo or thesaurus, identify 1 or 2 other words that mean the same thing, that sounds better than the one used. Create mini wow word posters to add to our word wall.</p> <p>Punctuation - Punctuate the sentences correctly (text given). Explain what each punctuation mark is used for. (Punctuation Ladder) Look at writing from Monday. What punctuation marks do you use really well? What can you improve on?</p> <p>Grammar - Past tense. L2 & L3 to complete - only</p> <p>Genre - Cut and paste the recount so that it's in the correct order. Glue this in your book. Recount - Copy and Paste</p> <p>Early Finishers - Edit your recount. Use the checklist to help you check your writing. Check punctuation & vocabulary.</p> <p>Teacher Workshop - Level 2</p> <p>WALT write an opening that sets the scene</p> <p>Discuss what information should be shared with the reader in the first few sentences. Write this in book/paper for display.</p> <p>Have a look at the way that the journal stories start. What do you notice? *uses senses to hook the reader *uses dialogue to hook the reader.</p> <p>"On the weekend I got picked up and went to the pools with my friends"</p> <p>Visualisation - What do you see? What do you hear? How do you feel?</p> <p>Use senses to write together an interesting introduction that hooks the reader.</p>	

	Students to improve writing their introduction from their sample piece. Be ready to share back.	
Thursday WALT identify the features of a recount * * *	<p><u>Shared writing - Using my plan</u> Class brainstorm about 'fun times at school'. Everyone can write about this.</p> <p><u>Writing Stations</u> Vocabulary - Using highlighters, identify adjectives/describing words in writing. Using wordhippo or thesaurus, identify 1 or 2 other words that mean the same thing, that sounds better than the one used. Create mini wow word posters to add to our word wall. Punctuation - Punctuate the sentences correctly (text given). Explain what each punctuation mark is used for. (Punctuation Ladder) Look at writing from Monday. What punctuation marks do you use really well? What can you improve on? Grammar - Past tense. L2 & L3 to complete - only Genre - Cut and paste the recount so that it's in the correct order. Glue this in your book. Recount - Copy and Paste</p> <p>Early Finishers - Edit your recount. Use the checklist to help you check your writing. Check with a buddy.</p> <p><u>Teacher Workshop - Level 3</u> WALT write an opening that sets the scene Discuss what information should be shared with the reader in the first few sentences. Write this in book/paper for display. Have a look at the way that the journal stories start. What do you notice? *uses senses to hook the reader *uses dialogue to hook the reader.</p> <p>"On the weekend I got picked up and went to the pools with my friends" Visualisation - What do you see? What do you hear? How do you feel? Use senses to write together an interesting introduction that hooks the reader. Students to improve writing their introduction from their sample piece. Be ready to share back.</p>	
Friday WALT identify the features of a recount	<p><u>Shared writing - Using my plan</u> Class brainstorm about 'fun times at school'. Everyone can write about this.</p> <p><u>Writing Stations</u> Publishing of sample piece of writing.</p> <p><u>Teacher Workshop</u></p>	

Week - Recount

Day/LI/SC	Lesson Sequence	Notes
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		