



## Lesson Topic : Squid Part 2

Year Group : 5- 6

Learning Outcome

WALT- Organise our ideas into paragraphs.  
WALT-Recognise and use features of an information report.

Links with the  
[New Zealand Curriculum](#)



Literacy Learning Progressions

understand their purposes for writing and identify writing processes that are appropriate for those purposes;

use a variety of planning activities, such as constructing flow charts, for those writing tasks that need to be planned;

generate content that is usually relevant to the task, supporting or elaborating their main ideas with detail that has been selected with some care;

independently revise and edit their writing to clarify its meaning and add impact, often in response to feedback;

proofread to check the spelling, grammar, and punctuation, using appropriate computer- based or print tools.

New Zealand Curriculum

### Structure

Organise texts, using a range of appropriate structures.

### Purposes and audiences

Show a developing understanding of how to shape texts for different purposes and audiences

Lesson Sequence



### Session Outline-

- Students learn about Squid
- KWL chart
- Plan their writing - Organising their ideas.

Part One:

Students gather information and read several texts about squid.



	<table border="1"> <tr> <td data-bbox="344 320 919 461"> <ul style="list-style-type: none"> <li>• Write using their plan</li> <li>• Check their writing against the Success criteria they created .</li> </ul> </td><td data-bbox="919 320 1500 461"> <p>Students complete a KWL chart. They use the questions to drive their learning.</p> </td></tr> <tr> <td data-bbox="344 461 919 562"> <ul style="list-style-type: none"> <li>• Students create a craft a piece of writing. ( Information report)</li> </ul> </td><td data-bbox="919 461 1500 562"> <p>Students on Mat are reminded of subheadings.</p> </td></tr> <tr> <td data-bbox="344 562 919 2016"> <ul style="list-style-type: none"> <li>• Students share their writing with junior class before their squid dissection.</li> </ul> </td><td data-bbox="919 562 1500 2016"> <p>Why do we need to use subheadings in an information report?</p> <p>Bring up padlet. We are going to record our ideas for our subheadings</p> <ul style="list-style-type: none"> <li>• Students can use questions in their KWL chart or statements/ an area of significance e.g. squids anatomy.</li> </ul> <p>Extend the vocabulary students use for their subheadings-</p> <p>Squid body parts= squid anatomy Where they live? Habitat of squid.</p> <p>After recording several ideas. Students choose 2-3 to include in their writing. This will be the skeleton of their plan. This will help them organise their ideas into paragraphs.</p> <p>Part Two:</p> <p>Introduce the model: Information report. Is that a hedgehog ( Sheena Cameron, Writing Book example)</p> <p>We are going to be looking at the features of an information report. This will help when we write our one.</p> <p>Read texts as a group</p> <p>Explain it will be a competition. Boys vs girls (This hooks my students into the lesson and keeps them engaged in the task).</p> <p>They will need to look at the model and write down features they notice are specific to this genre of writing.</p> <p>Students to work in groups to record.</p> </td></tr> </table>	<ul style="list-style-type: none"> <li>• Write using their plan</li> <li>• Check their writing against the Success criteria they created .</li> </ul>	<p>Students complete a KWL chart. They use the questions to drive their learning.</p>	<ul style="list-style-type: none"> <li>• Students create a craft a piece of writing. ( Information report)</li> </ul>	<p>Students on Mat are reminded of subheadings.</p>	<ul style="list-style-type: none"> <li>• Students share their writing with junior class before their squid dissection.</li> </ul>	<p>Why do we need to use subheadings in an information report?</p> <p>Bring up padlet. We are going to record our ideas for our subheadings</p> <ul style="list-style-type: none"> <li>• Students can use questions in their KWL chart or statements/ an area of significance e.g. squids anatomy.</li> </ul> <p>Extend the vocabulary students use for their subheadings-</p> <p>Squid body parts= squid anatomy Where they live? Habitat of squid.</p> <p>After recording several ideas. Students choose 2-3 to include in their writing. This will be the skeleton of their plan. This will help them organise their ideas into paragraphs.</p> <p>Part Two:</p> <p>Introduce the model: Information report. Is that a hedgehog ( Sheena Cameron, Writing Book example)</p> <p>We are going to be looking at the features of an information report. This will help when we write our one.</p> <p>Read texts as a group</p> <p>Explain it will be a competition. Boys vs girls (This hooks my students into the lesson and keeps them engaged in the task).</p> <p>They will need to look at the model and write down features they notice are specific to this genre of writing.</p> <p>Students to work in groups to record.</p>
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	<div data-bbox="344 318 919 1375"></div> <div data-bbox="925 336 1493 533"> <p>(This is the students creating their own success criteria based on a model- they are becoming familiar with the features and later when they have completed their writing they can check if their writing has the features of an information report)</p> </div> <div data-bbox="932 533 1302 748"> </div> <div data-bbox="925 779 1493 882"> <p>At this point, I will go from each group and prompt them- Drawing their attention to specific features.</p> </div> <div data-bbox="925 909 1493 1039"> <p>Students report back as a whole group and teachers puts each feature onto a checklist in modelling book. This allows students to refer back to it.</p> </div> <div data-bbox="925 1066 1493 1169"> <p>Model is then annotated with checklist; so students see examples of each feature to help them if they get stuck.</p> </div> <div data-bbox="344 1375 1493 1447"></div>
<h2 style="text-align: center;">Reflection and Analysis</h2>	
	<p><b>Lesson Content :</b> The content writing about squid was relevant as they had just been learning about it. This made the contextual load easier for some students as they had prior knowledge on the writing subject. The students all wrote a piece of writing about the experience of dissection the squid. I wanted them to share more of their knowledge and learning through an information report (we talked about purpose and audience as a set up for our writing) The context allowed for a higher cognitive load within the writing context.</p> <p><b>Lesson Pacing :-</b> The lesson was paced well. I found that students were engaged throughout. All the writing workshops and writing took a couple of days.</p>



	<p><b>Lesson Delivery :-</b> The delivery of the second lesson was much better. Analysing the piece of writing. I made it girls vs boys which quickly engaged them into the activity.</p> <p><b>Student Understanding :-</b>Some students were able to grasp the learning of subheadings and features of an information report. Obviously they may need further opportunities within this context of writing.</p> <p><b>Student Outcomes:</b> Students were able to generate content relevant to task but sometimes they put too much personal comment in the writing. They need more experience with reading and writing an information report. I also wanted them to elaborate more on their ideas; this was a mistake I made in setting up their planning. Next time I will ensure that I can see an example, an explanation or elaboration in their planning.</p>
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