

Year 1

Writing Unit Plan: Week 4 and 5 Autumn 1

Year 1 Unit Plan : Town Mouse and Country Mouse – Wk 4 / 5

<p>Aims</p>	<p>Learn how to</p> <ul style="list-style-type: none"> <li>- To write clear sentences to describe a house / Story setting</li> <li>-To select the correct vocabulary</li> <li>-To ask/ write a question</li> <li>-To write a letter</li> </ul>				
	<p>SPAG/ game</p>	<p>Text – outcomes Cohesion/ Purpose and Audience What is the effect we are aiming to achieve today?</p>	<p>Modelled: Grammar teaching/sentence writing (Short Burst Writing)</p>	<p>Activity</p>	<p>Review of learning</p>
<p>Wk 4 Day 1 1<sup>st</sup> session</p>	<p>Book: Town Mouse and Country Mouse.</p>	<p>LO I can describe my favourite house. Children will write sentences about the house that they like. We will talk about our favourite houses and what we like about it to gather ideas for our sentence writing before starting. We will need to describe the houses clearly so that we know which house it is on the poster that you like best. We will revisit the vocabulary learnt in last week’s Geography lesson around different types of homes.</p>	<p>Teacher to model orally saying I like this house best because..... Teacher to model describing a house with simple sentences. Think of the sentence. Say it. Then write it. Model finger spaces and writing on the lines.</p>	<p>2 groups at a time. Children to look at the houses from ‘You choose’ poster and orally describe it and give reasons for their favourite house. They will then draw their favourite house and write clear sentences to describe it.</p>	<p>Can children read their sentence to their group? Can they remember to use finger spaces? Are the words on the lines?</p>
<p>Day 1 2<sup>nd</sup> session</p>	<p>What am I ? Teacher thinking of a house on the poster. Describe it. Then repeat with another home. Can the children work out which one it is by asking questions? TA models first.</p>	<p>We will be introduced to a question mark. We will learn that a question needs an answer. We are going to look at different words that can be used to start questions.</p>	<p>What is a question? Think about the ‘What am I ?’ game. What words start questions? Display some question words on the working wall.</p>		

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<p>Day 2 1<sup>st</sup> session</p>	<p>Watch a clip from a village, in 1 minute what words can we use to describe it? Repeat with clip from a town. Introduce Victor Vocab (Viper)</p>	<p>Today we will think about the main two characters and what it is like where they live. We are using words and phrases from our 1 minute task that are useful to describe the country or town. We will identify and choose the correct words to describe the city and village. We will say our sentence and then write it, putting a full stop at the end of our sentence.</p>	<p>Teacher to model writing sentences about what it is like where we live in West Bridgford. Refer to words created in 1 minute task. Model saying the sentence before writing it and putting a full stop at the end of each sentence.</p>	<p>2 groups at a time Write at least 1 sentence from each mouse saying what it is like where they live. Refer to language on the working wall. Draw a picture and talk about the features to their partner.</p>	<p>Can the children read their own sentences back? Do they make sense? Have they chosen the correct vocabulary? Can they use the correct vocabulary to describe their picture to their partner?</p>
<p>Day 2 2<sup>nd</sup> session</p>	<p>Read another version of Town Mouse – discuss similarities / differences.</p>	<p>Victor Vocab – We will think about interesting words we can use in our writing.</p>	<p>Gather new descriptive words from the book. Do we know what they all mean? Look at a descriptive sentence from the book. Model writing it. Read it together. Is it describing the town or village? How do we know?</p>		
<p>Wk 5 Day 1 1<sup>st</sup> session</p>	<p>Read another version of Town Mouse – discuss similarities / differences.</p>	<p>We will describe a city using words from the working wall so that we can spell lots of the words correctly. We will say our sentence, write it and put a full stop at the end of it. We will write a question putting a question mark at the end of the sentence. The question words are on the wall to help. We will write who the letter is to and who it is from.</p>	<p>Read a letter written to Mummy Pig by a child last week. What type of writing is this? How do we know? Model writing a letter from the town mouse to the country mouse – using words from working wall/ Include a question. Read it together.</p>	<p>2 groups at a time Children to write a thank you letter from the <b>country mouse to the town mouse</b>. Include: A thank you Explain what you didn't like A question</p>	<p>Can the children read their own sentences back? Do they make sense? Is there a ? Are the words on the line? Is the letter from the Country mouse and not you?</p>
<p>Day 1 2<sup>nd</sup> session</p>	<p>Question or sentence?</p>	<p>We are using the prompt cards on our classroom wall to remind us of everything we need to remember when writing.</p>	<p>Look at a good example from 1<sup>st</sup> session. Enlarge it and read it together. What makes it a good example? Is there a way we could make it even better?</p>		

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<p>Day 2 1<sup>st</sup> session</p>	<p>Thumbs up / Thumbs down – Sort city / village words</p>	<p>We will recap on features of a village and city. We will describe our view through the window to our partner in the group. Have they got any other words you could magpie? We will focus on finger spaces and writing on the lines. We will think of our sentence, write it, check it for missing words and put a full stop at the end of our sentence.</p>	<p>Look at 2 pictures and decide if it is a village or city. With a talk partner say words to describe a city and then a village – Verbal tennis. Model writing a sentence – Capital / full stop. On the lines. Finger spaces. – Make mistakes for the children to spot (Pick up mistakes arisen from work during the week too eg b/d reversals, K not k.)</p>	<p>2 groups at a time Children to write sentences to describe what the mouse can see through its window. (Picture drawn earlier in the week) Look at key spellings / letter formations arising from previous lessons (Focus on the letters taught in handwriting sessions).</p>	<p>Can the children read their own sentences back? Do they make sense? Have they chosen the correct vocabulary? Can they remember to use finger spaces? Are the words on the lines?</p>
<p>Day 2 2<sup>nd</sup> session</p>	<p>All versions of Town Mouse &amp; Country Mouse – Which did you like best? Least? Why?</p>	<p>We will talk about what we like and dislike about the versions we have looked at over the past 2 weeks. We will understand that it is ok to have same / different opinions to others.</p>	<p>Carpet session – Share the books. Look at illustrations – Same / diff/ preferred/ why? Compare Town Mouse trad Tale to 3 little pigs. Share love of books – link to other books in the classroom.</p>		