



COUNCIL OF ALL BEINGS





Birds and Farmland

Lesson planning Yr 3 & 4

English: Writing a Journal - 6 Lessons



Learning Objectives	Lesson One	Success Criteria
<p>To identify elements of a piece of writing that constitute a journal such as sequencing of time, concepts of past, present and future use of temporal words</p> <p>To create a journal interactively with the teacher in response to a prompt</p> <p>To independently develop a journal entry in response to a prompt</p> <p>To write personal journal entries to explore thoughts, feelings, and experiences</p>	<p>Create a learning wall of photographs, key vocabulary and research plans from a visit to a farm. Children use differentiated scaffolds to jot down key features for their own recount. Include vocabulary such as hedgerows, unploughed field margins etc. As a class children share their recounts and the teacher scribes a large scale recount. Discuss temporal words and include them on the working wall. Read out the example text, discuss the content of the text, why might you write a journal and why might a farmers' journal help with conservation? (to record events throughout the year and compare year on year).</p> <p>Highlight that healthy farmland provides healthy habitat for birds. Discuss the features of farmland that might provide a food source and habitat for birds.</p>	<p>Write in first person use first person pronouns 'I, we'</p> <p>Research and use facts</p> <p>Include feelings and opinions</p> <p>Use past tense</p> <p>Events in chronological order</p> <p>Use paragraphs to organise the writing</p> <p>Write in an informal style</p> <p>Use time conjunctions</p>
	<p>Lesson Two</p> <p>In partners the children share their recounts, have a whole class review - are the recounts all the same, different? Discuss points of view, what happens when different people share the same experience? Does everyone have the same memory?</p> <p>Reread the example text and discuss the detail used. In pairs children highlight key vocabulary in the text. Discuss what farmers can do to maximise food sources for birds. Teacher to model how to write in first person, teacher model sentences in first person as if they were writing their own journal. Discuss the key features of a journal - to write in past tense, use first person pronouns, include points of view thoughts and feelings, to include opinions and facts, to use ambitious adjectives to describe birds and place, to write in an informal style as if you are talking to someone, to use time conjunctions to link events and to organise events into paragraphs add these key points to the working wall.</p>	<p>Assessment opportunities</p> <p>Have the children undertaken independent research?</p> <p>Are the children able to recall facts about the chosen environment and the species that inhabit it?</p> <p>Do children identify and use vocabulary from the vocabulary bank?</p> <p>Do all children participate in group activity?</p> <p>Have the children written in first person?</p>

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	Lesson Three <hr/> <p>Divide the children into mixed ability groups - each group are given a bird species from the example text, time to research and then as a group to complete a large scale research plan of their bird. The children are advocates for their bird species and they share their research, including the birds needs, key features of the bird, what they eat, where they find might find their food, where they might nest. Include copies of these on the working wall.</p> Lesson Four <hr/> <p>Teacher to share and discuss the success criteria and explain any unfamiliar terms and vocabulary. Revisit the working wall which should now be full of information, useful vocabulary and tips on writing a journal. Children use the working wall and their recount maps to make notes on individual writing journal worksheets. Encourage them to include temporal words, feelings and opinions and to check against the success criteria as they work.</p> Lesson Five <hr/> <p>Teacher to model writing an effective opening sentence, a hook. Reread the opening sentence in the example text. Children create and share their own opening sentences, peer assessment, how can they entice the reader in and make them want to read more. Children to use individual journal plans to begin writing. At the end of the session children check their journal plans against the success criteria, then edit and improve.</p>	Differentiation <hr/> <p>All tasks can be differentiated to suit learning styles</p>
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Lesson Six

Teacher to discuss the importance of a good closing sentence, model how to write a good closing sentence, reread the closing sentence of the example text. Children use their edits to improve their texts then write a final best draft of their journal piece. Read out the final drafts or display, what kind of tone do you think someone reading their journal might use. What have the children learnt?

Extension activities

Children to illustrate their journal entries. Research birds throughout seasons and discuss how their requirements change, especially when it is colder and there are less food sources. Compare urban bird habitats to farm habitats. Children to review how the school environment could be made more bird friendly.

Creative arts activities

Listening maps - children sit outside with large pieces of paper and using marks with crayons record any bird movements across the paper from the direction the bird comes from, the patterns in their flight and the direction they leave.

Create cut out birds from card, collage with found objects such as leaves, moss and feathers and using fine thread hang them up in the classroom.

Recount a visit to farmland



**Birds and
Farmland**

What I discovered

Introduction: What were you looking for?	
First evidence	
Second evidence	
Third evidence	
What did you see or hear?	
Conclusion: What did you discover?	
Extra facts	



Example of a farmer's journal

Birds and Farmland

Being a farmer doesn't give you much time to sit and just look but these days we have to do as much looking-after the land as growing crops and rearing animals. Sometimes I catch the flash of a kingfisher on the river-bank in the valley. Dippers, too, near the little waterfall. Sometimes an egret which never used to come north of France.

Once I saw two herons fighting on the wing, looking like a pair of pterodactyls. There's usually a buzzard overhead, circling on a thermal with his wings like serving platters and mewling like a kitten. This spring I watched a morning skylark rising vertically as if he were being winched up by a helicopter, singing his socks off as he went. And speaking of the song, there was a thrush away in the wood with a playlist as long and varied as an opera.

Sometimes you see flocks of very small brown birds, linnets, twittering to each other as they swoop across in a gang. We get lots of crows and rooks in our fields and how do you tell the difference? A crow in a crowd is a rook and a rook on its own is a crow. We still get the lapwings coming over for a short stay in spring — they fly like scraps of black plastic in the wind. Sight of the year— and much rarer than it used to be — was a cuckoo in flight repeating his daft call till he was out of hearing.

What do you visualise?

What made you feel positive?



Plan for writing a journal

Remember

Write in the past tense, use first person pronouns, 'I, we', include feelings opinions and facts, use ambitious adjectives, use time conjunctions to link events, organise events into paragraphs.

Birds and Farmland

Opening sentence

First paragraph

Second paragraph

Third paragraph

Closing sentence

Research visit



**Birds and
Farmland**

My research is about

Things I know already

What I want to find out

How I will find out

What I have found out

I will present my research as

Things that went well and what I would do differently next time

Questions I have?



Birds and Farmland

Research map

Fill with facts and pictures from your research.
Draw a line to link any that have a connection.

Questions you might want to research





**Birds and
Farmland**

Journal Success Criteria

Include the date	
Write in first person	
Use past tense	
Events in chronological order	
Use paragraphs to organise the writing	
Write in an informal style	
Use time conjunctions	