

# COUNCIL OF ALL BEINGS





# Reptiles & Heathland

# Lesson planning Yr 3 & 4

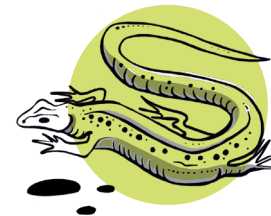
## English: Descriptive writing - 6 Lessons



Learning Objectives	Lesson One	Success Criteria
<p>To use descriptive and figurative language to describe a heathland setting</p> <p>To use new vocabulary words in descriptive writing</p> <p>To develop more interesting writing that is full of details</p> <p>To identify the elements of descriptive writing</p> <p>To compose a descriptive piece of writing</p>	<p><b>Lesson One</b></p> <p>Create a learning wall about a visit to chalk grasslands to see butterflies in their natural environment, include pictures and a word bank of useful vocabulary.</p> <p>Teacher to remind the children key facts such as that chalk grassland is a very precious habitat for some of Britain's rarest butterflies. The chalk absorbs the heat from sunshine and the thin soil supports the right plants for these picky eaters.</p> <p>Teacher to model the key features of a recount, children use scaffolds to write their own individual recount. As a class share recounts and teacher to scribe a large scale recount from a mix of perspectives. Teacher to introduce the Success Criteria for persuasive text and include it on the working wall.</p> <p><b>Lesson Two</b></p> <p>Children tell their recount to a partner, have a whole class review- are the recounts all the same, different? Points of view, what happens when different people share the same experience? Do they all have the same memory? Consider the senses when describing the visit, sight, sounds, smells, touch...</p> <p>As a class discuss how to write in first person, teacher model descriptive language and write descriptive sentences. Revise and consolidate knowledge of adjectives, nouns, verbs and adverbs and add these to the working wall.</p> <p>Children to look at the picture of the heathland and complete their own lists of five adjective, nouns, verbs and adverbs.</p>	<p><b>Success Criteria</b></p> <p>Are there narrative devices in the text</p> <p>Adjectives</p> <p>Powerful verbs</p> <p>Adverbs</p> <p>Metaphors</p> <p>Similes</p> <p>Alliteration</p> <p>Personification</p> <p>Figurative language to enhance the writing</p> <p>Have the senses been described</p> <p><b>Assessment opportunities</b></p> <p>Have the children undertaken independent research?</p> <p>Are the children able to recall facts about the heathland environment and the reptiles that inhabit it?</p> <p>Do children identify and use vocabulary from the vocabulary bank?</p> <p>Can the children re-tell their visit recount orally?</p> <p>Do all children participate in group activity?</p> <p>Have the children used descriptive language?</p> <p>Have the children written in first person?</p> <p>Does the descriptive text fulfil the success criteria?</p> <p>Do the children use the working wall to support their learning?</p>

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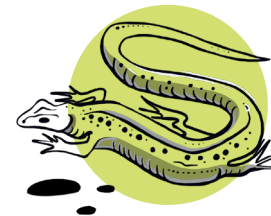
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	<b>Lesson Three</b>  Divide the children into mixed ability groups- each group are given either a reptile associated to UK heathland or an aspect of heathland to research and complete a research map and research planner. Explain to the children that they will be creating a piece of descriptive writing about reptiles and heathland.  Look at a selection of photographs of heathland share and discuss what they can see. Discuss what descriptive writing is and how it helps the reader to imagine the scene as a class with teacher scribing create a detailed description of one of the reptiles.  Remember to include the senses, sight, smell, touch and taste.  <b>Lesson Four</b>  Each child is given a copy of the image of heathland, then in partners discuss and share their ideas, children circle the area of the image they wish to focus on. Children then annotate the image with adjectives and any key vocabulary from the working wall.  Encourage use of thesaurus to widen vocabulary and descriptive language to describe the image. Teacher to model how to use figurative language to enhance a short descriptive paragraph.  Encourage independence and expect originality. Revise and consolidate children's knowledge of similes, metaphors, alliteration and personification add examples to the working wall.	<b>Differentiation</b>  All tasks can be differentiated to suit learning styles
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# Lesson planning Yr 3 & 4

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### **Lesson Five**

Using the annotated image to guide them children complete the descriptive writing template. Include examples of figurative language. Teacher to use open-ended questioning to stimulate thought and imagination “I wonder why a reptile might like sun and shade?” Encourage them to sit quietly and imagine the scene before they write.

Using the support mechanisms on the working wall, children begin to write at length their own creative description of a heathland scene.

### **Lesson Six**

Children to use the Descriptive Writing Success Criteria to ensure they have included all the necessary features in their writing. Encourage them to sit quietly and reimagine the scene before they edit. Children reread through their own descriptions and make any edits and improvements.

Share their final pieces by “performing” by reading it out to the class.

### **Extension activities**

Highlight any vocabulary children think they could improve in their work and use a thesaurus to make better word choices. Describe how the reptile might move through the heathland, research a particular plant found on the heathland and write a paragraph of information.

### **Creative arts activities**

Landscape drawings of heathland, draw reptiles using wax crayons and paint with watery paint to create a wax resist effect.

# Descriptive writing research map

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



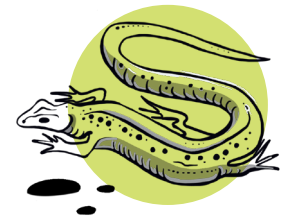
**Reptiles &  
Heathland**

Questions you might want to research



# Descriptive writing research plan

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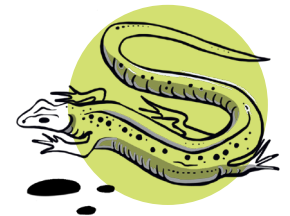
**Reptiles &  
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<b>My research is about</b>
<b>Things I know already</b>
<b>What I want to find out</b>
<b>How I will find out</b>
<b>What I have found out</b>
<b>I will present my research as</b>
<b>Things that went well and what I would do differently next time</b>

**Questions I have?**

# Persuasive writing template 02

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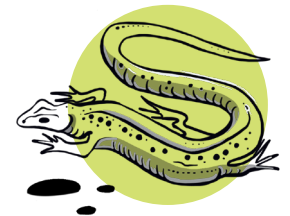
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<b>Title</b>	
<b>Introduction</b> Include a hook and explain why the Heathland is important	
<b>Paragraph 1</b> Describe the heathland in detail	
<b>Paragraph 2</b> Describe the reptiles that inhabit the heathland	
<b>Paragraph 3</b> Describe the sensory detail- sights, smells, tastes and sounds	
<b>Conclusion</b> Summarise why the heathland is important and why you like it	



# Persuasive writing checklist

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Reptiles &  
Heathland

## Have you included?

Are there narrative devices in the text	
Have interesting adjectives been used	
Powerful verbs	
Adverbs	
Metaphors	
Similes	
Alliteration	
Personification	
Figurative language to enhance the writing	
Have the senses been described	