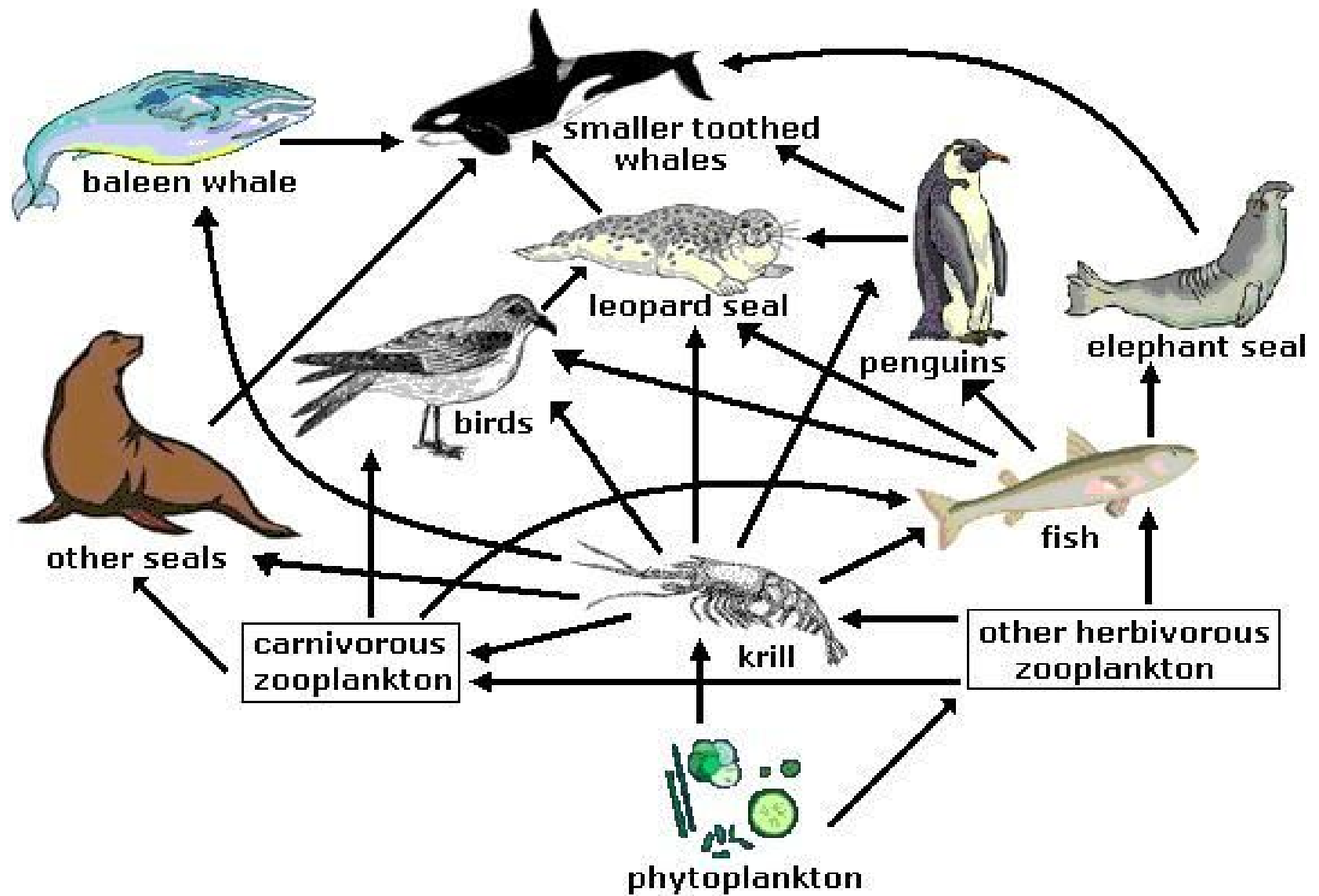


Antarctic Food Web



A day in the life of a

- Krill
- Fish
- Penguin

Take us on a journey of what your everyday life looks like having to survive down in Antarctica. Think about:

- Your favourite hiding spots?
- How do you find food?
- How do you interact with others?
- How do you escape from predators?
- What time of year is it? Summer or winter? How does this affect you?
- How do you feel about being where you are in the food chain?
- Do you sometimes wish you were in a different part of the food chain and why?

Writing Plan

Monday:

Organise groups and goals Monday.
Review food chain game and Antarctic Food Web.

[Watch Krill video](#)

[Antarctic Krill](#)

Pick which animal you would like to be.
Brainstorm ideas of what might happen in the morning/afternoon/night. How would this change at different times of the year?

Complete template:

Tuesday:

Complete plan and start to write diary entry


Wednesday:


Target Students:


Pingao: Jonty and Sakura (Goal - Spelling)

Toetoe: Tyler, Naura, Hannah B, Caleb, Emily D, Poppy, Josh

Day: _____ Date: _____

Where do you live? 

How do you survive living in Antarctica? 

What can you hear? 

Teacher	Group 1	Goals	Group 2	Goals
Miss Gardner	Sakura Max W Zorawar Jojo	Sentence Structure (Basic) - Basic	Ryder Pippa Patrick Corey	Spelling - Use spelling patterns to

	Caphil Reaghan Sharon Noreiso Ian Will Aaron Emily B	punctuation - Tenses - Simple and compound sentences.	Jonty Luke Charlie	help me. - Spell words correctly (Essential list 1 - 4 and many from essential list 5 - 7)
	Group 1 12	Goals	Group 2 8	Goals
Mrs James	Wenwen Judah Issac Ava Scarlett L Corey Georgia Sean Quinten Arabelle Kurenga Emily G	Sentence Structure (extended) - Vary sentence beginnings, structure and length - Compound sentences using FANBOYS	Tui James Sofia Lucy Madisyn Scarlett S _(needs punctuation reminder) Nora Max E	Support some of my ideas with detail: - Add in extra information - Use Wow words, adjectives, similes etc
Mrs McKinney	Early 2 Use language features to support ideas (incl smilies and metaphors)	Level 2 Add interest by using language features such as similes and metaphors		
	Ryder Tyler Poppy	Freya Harley Elodie		

	Naura Josh Miller	Pippa Joseph Oraka Sophia Isla Paige Scarlett		
Mr Prisco	Early 2 Use relevant ideas	Level 2 Use my own words (Personal Voice)	Early 3 Support my ideas with detail	
	Emilee Shihiran Hunter Ezra Raynard Caleb Hannah L Emily D Ethan Lucia Joe	Hannah B Alex Inian Keira Carter Olly	Evie	

Jade G

Group 1 - Sentence Structure (Basic)

WALT:

- Write a simple sentence that is punctuated correctly and makes sense.
- Compound sentences using FANBOYS
- Review Simple Sentence powerpoint
- Capital letter, finger spaces, full stops and does it make sense?
- Compound sentence: FAN BOYS - for, and, nor, but, or, yet, so

Group 2 - Spelling

WALT:

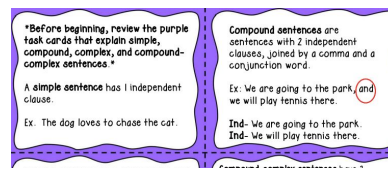
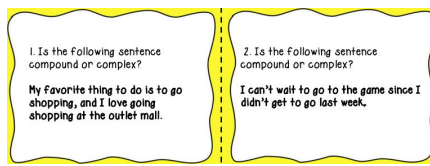
- **Correctly spell all words on the essential spelling list.**
- Conduct an initial workshop to assess which words are needed for each individual student within the group. (Whiteboard spelling test and assess writing assessment. Highlight any essential spelling (1-4) words that they currently don't have.
- First five minutes of each workshop focus on phonics.
- Review essential spelling list 1-4 and 5 - 7.
- Encourage them to use the dictionaries at the front of the class.

Karen J:

Group 1 - Sentence Structure

WALT:

- Vary sentence beginnings, structure and length
- Compound sentences using FANBOYS
- Discuss difference between simple and compound sentences - look at some examples
- Brief workshop on joining words - what are they? What is their job? What do we already know?
- FAN BOYS - for, and, nor, but, or, yet, so
- Other conjunctions - although, whereas, even if, unless, while, because, when,
- Look at examples on cards and discuss together
- Encourage children to use one of these conjunctions if they can in their writing today - maybe one they haven't used before.



Karen M

Week 5:

Achievement Objective:

Language features: Use language features appropriately, showing some understanding of their effects.

Indicators: uses oral, written, and visual language features to create meaning and effect

Goal: Add interest by using language features such as similes and metaphors

Introduce similes - where we compare 2 unlike objects using the words "like" or "as"

Why would we want to do this. Give an example;

The cat was fluffy.

The cat was as fluffy as a pom pom.

How has the image in your mind changed? Similes help us create stronger pictures in the reader's mind and make our writing more exciting.

Introduce the simile sheet and brainstorm answers

Brainstorm comparisons we could make with the characters in our writing e.g. krill - clear like a window, penguin sliding as gracefully as a ballerina, fish as quick as lightning
Include at least 2 similes in independent writing

Target Group: Tyler Poppy Naura Josh

Support with planning

Jointly come up with 1 simile for each student for their writing.

Tyler - support with writing about Woodford Glen Demolition Derby (Photos)
(Explain Everything Book)

Week 6:

Achievement Objective:

Language features: Use language features appropriately, showing some understanding of their effects.

Indicators: uses oral, written, and visual language features to create meaning and effect

Goal: Add interest by using language features such as similes and metaphors

Share some writing from last week.

Explain the difference between a simile and a metaphor. A metaphor is like a simile but without the like or as. You simply say something is something else e.g. The metaphor might be "A giant of a man" instead of the simile that might say "The man was as big as a giant".

Look at metaphor side of sheet in writing book. Discuss and complete some lines together as a group.

Continue with independent writing.

Target Group: Tyler Poppy Naura Josh
Specifically

Recap on similes and metaphors and brainstorm some more examples specific to writing about krill, fish or penguins.

Jointly come up with 1 metaphor for each student to include in their writing.





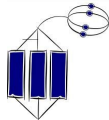
Support with writing, focusing specifically on getting ideas recorded in a readable manner (letter size and placement, phonics knowledge used to support with sounding out words).

Tyler - support with writing about weeked or area of interest. Ue iPad to support writing process.

A day in the life of...

Team 3, Term 4, Week 5

WALT: write a diary entry from the perspective of krill/fish/penguins

				
I need help to write a diary entry.	<p>My diary entry is brief and is not sequenced through the day.</p> <p>My writing is not finished or does not include all the parts</p>	My diary entry is brief but is sequenced and in order.	My diary entry is detailed . I have answered all the questions in the first person and I have included some explanations .	My diary entry is creative and descriptive . Written from the first person perspective. All questions have been answered and explained in detail. I

				have made and hypothesis about the future.
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Franco - Personal Voice

<Personal Voice> Lesson Plan for Narrative Writing

WALT: Students understand that “voice” in a story should reflect the main character’s unique personality, motivation, and attitude, and that word choice and vocabulary need to be consistent with that.

Procedure:

1. Ask students to list the ways characters (krill, fish, penguin) think and ‘speak’ to draw a picture in their mind of who that character might be. They should consider/imagine the following:
 - age • gender • character traits • the way they move • how they felt about being chased
 - what they were chasing • attitudes

Create 2 charts that describe these distinctive characters, listing the impressions generated, above.

2. Discuss their observations and impressions. Ask them to cite evidence in the writing to support their suppositions. Point out contrasting language and word choice. Also point out that in order to establish powerful voice every word spoken or thought by a character must be consistent with the age, gender, educational level, experience base, character traits, attitudes, beliefs of that character – not necessarily those of the author!
3. Explain that, based on their impressions of these characters and the corresponding voice the author assigned each of them, they will be writing about these same characters in a scene. Imagine these characters in Antarctica. There might be food, animals and plants. Imagine how these characters might move. What would they gravitate towards, how would they think about what they saw, heard, tasted, smelled? What might they exclaim?
4. Divide the class into three groups, to write about the krill, the fish, the penguin. Chart the following sentences to begin, respectively:

He headed under the iceshelf. She hid under a rock.

5. To brainstorm, have students ask themselves:

- Where would their character be drawn? What would he/she be attracted to?
- How would he/she move?
- What would the character remark about?
- What would the character reach out and touch? How?
- What would the main character be thinking about?

Next, think about how the character would speak – smoothly or in short bursts? In complete sentences or short phrases? Would the character use simple words or flowery words?

What kinds of words might best describe the way he/she moves?

Does the flow of the description reflect the character’s point of view, style, and outlook?

Check to see if every word used is one that character would use? (It must be!)

Circulate as students write, offering assistance, feedback, affirmation.

Finally, collect their paragraphs, pull some out at random and read aloud, leaving out any pronouns or names that might indicate which character is being represented. See if the class can distinguish the character based on the voice and tone.

End the lesson by reiterating the key learning outcomes – that “voice” is determined by the personality traits, likes and dislikes, attitudes, beliefs, age, gender, experience of the main character. A good check system to put in place is for the student to read their writing, checking vocabulary, word choice, phrasing, sentence style against their character’s traits, to ensure that every word best reflects that character’s voice and point of view.

WALT: “voice” in a story should reflect the main character’s unique personality

Traits	Krill	Fish	Penguin
Age			
Gender			

Values Honest, excellent, respectful, open-minded, empathetic, self-managed			
Like/dislike			
How do you move?			
How do you feel about being chased?			
What are you chasing?			
Others			