

EVERYONE

a Writer

A multi-sensory approach to improve writing skills

Year 3



Hopscotch

A division of MA Education Ltd

Sue Garnett

Includes CD



Contents

Introduction

How we learn	6
Recognising children’s preferred learning styles	7
Lesson plan: <i>What kind of learner am I?</i>	8
Questionnaire: <i>What kind of learner am I?</i>	9

Lesson Genre	Title	Page
Alphabetical order	<i>Children’s Recipes</i>	10-15
Key words	<i>Insects</i>	16-21
Non-chronological reports	<i>Teeth</i>	22-27
Instructions	<i>A walk to Minton Castle</i>	28-33
Sound poetry	<i>In the Jungle</i>	34-39
Play scripts	<i>The Magic Spray</i>	40-45
Settings	<i>Palamak</i>	46-51
Story openings	<i>The Mystery on the Moor</i>	52-57
Characters	<i>Wanted</i>	58-63
First person accounts	<i>It wasn’t me!</i>	64-69
Sequels	<i>Cinderella’s sisters</i>	70-75
Fables	<i>Clever Cat</i>	76-81

How we learn

The more we come to understand how our brain functions, the better we understand how we learn. This allows teachers to become aware of the importance of providing learners with a variety of learning opportunities in order to cater for the spectrum of learner types found within their classroom.

As such, *'Everyone a Writer – A multi-sensory approach to improve writing skills'* has been specifically created with the learner in mind.

Using the books, teachers will help create a learning environment that is inclusive, where children can improve their confidence in writing through meaningful activities, engage with a text and achieve writing success through well planned and purposeful tasks.

Learners use a kaleidoscope of ways and methods to gain, retain and use new information but at the core of our learning there are three fundamental avenues of assimilation: visual, auditory and kinaesthetic.

We remember:

- 20% of what we see



- 30% of what we hear



- 40% of what we say



- 50% of what we do



- 90% of what we see, hear, say and do!



The series aims to provide teachers with a range of fun and stimulating opportunities that will cater for the three core learning styles of the developing learner and therefore enhance their overall learning experience.

About this Book:

This book is for teachers in Year 3 and includes the following:

- A learning style questionnaire and accompanying lesson plan
- Twelve texts from a variety of fiction and non-fiction genres, each with its own lesson plan
- An activity page that provides examples of activities that can be undertaken to suit the needs of each of the three key styles of learning
- A scaffold differentiated at a higher and lower level to help children plan and draft their piece of writing
- An accompanying features of writing checklist that will encourage pre-writing discussion and enable children to evaluate the structure and content of their writing

The CD:

- A copy of the learning style questionnaire
- Icons that may be useful when completing the learning style questionnaire
- A copy of each text
- A copy of each differentiated scaffold
- A copy of each features of writing checklist

By using this book and completing the activities, not only will every child improve their awareness of particular features of each given text but, more importantly, improve the confidence and skills necessary to become an independent and successful writer.

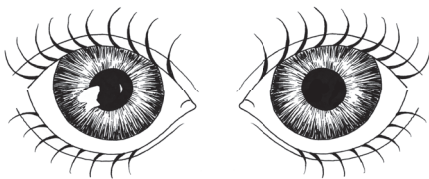
Recognising children's preferred learning styles

Using our hands, eyes and ears helps us learn. However, no matter what our preferred learning style is, the best way for us to learn is to adopt a balanced approach.

Below is a list of activities which appeal to different learners. As teachers, we should ensure that we teach using all three core learning styles so that all learners have access to the curriculum and achieve success.

Visual learners

Fact: We remember 20% of what we see.



Visual learners speak rapidly. They point at things.

They enjoy:

- Writing and drawing
- Books
- Newspapers and magazines
- Computers
- TV, Cinema
- Diaries and letters
- Posters
- Key words
- Interactive whiteboard
- Wall displays
- Arrows and flow charts
- Graphs
- Diagrams
- Mind maps



Auditory learners

Fact: We remember 30% of what we hear.

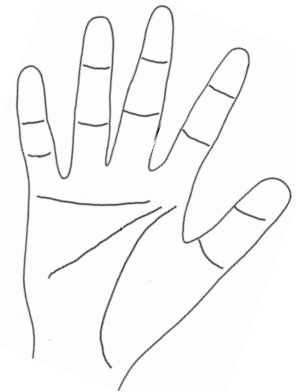
Auditory learners chat, hum or sing while they work. They cock their head to one side.

They enjoy:

- Audio material, CDs
- Radio programmes
- Circle time
- Hot seating
- Talks
- Show and tell
- Discussion
- Point of view
- Music and sound effects
- Interviews and interviewing
- Reporting
- Dance
- Drama

Kinaesthetic learners

Fact: We remember 40% of what we do.



Kinaesthetic learners like to move around. They fidget and touch things. They like physical activities.

They enjoy:

- Role play
- Show and tell
- Making things
- Cutting and sticking
- Flap books, concertina books
- Outdoor lessons
- Field trips
- Outdoor pursuits
- PE and games
- Drama
- Miming
- Practical problem solving

Lesson Plan:

What kind of learner am I?

Lesson Objectives:

- To consider different ways in which we learn and identify the three core avenues of learning, providing a variety of examples that indicates each: visual, audio and kinaesthetic
- To reflect upon our own learning style and consider ways in which this affects our own learning

You will need:

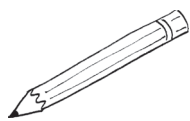
A copy of the questionnaire for each child.

Introduction:

Ask the children to name the five senses: sight, smell, touch, taste and hearing. Explain that we mainly use our eyes, ears and touch to learn. Draw an eye, ear and hand for them to see. Elicit examples of different ways in which we learn and categorise them as being visual, auditory or kinaesthetic ways of learning (see page 7). Explain that usually we have one dominant style of learning that helps us learn best and that today we are going to find out which way that is.

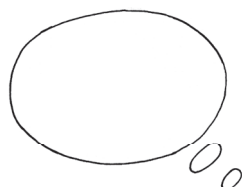
Conducting the questionnaire:

Give each child a copy of the questionnaire. Explain that by filling in the questionnaire we will be able to find out how they learn. Tell them that there are no right or wrong answers. Start by saying 'What kind of learner am I?' Then say, 'I like...number 1 ... Making things'. Discussion may occur as to what this means and what might be a good example of this. If the child agrees, they can put a tick in the small box, if not they put a cross. Read through and discuss each question until they have completed the questionnaire.



Analysing the questionnaire:

Using the questionnaire answers, work out the preferred learning style of each child. Encourage more able children to work out their own.



For example:

Danny Smith: Visual 5, Auditory 1, Kinaesthetic 9

If we look at the figures above, we can see that Danny is a kinaesthetic learner, but that he does not learn well using auditory methods. Therefore, we should use kinaesthetic activities to help him learn, but also use auditory methods to improve his auditory learning ability.

Next, analyse your class as a whole.

For example:

Y3: Visual 8, Auditory 5, Kinaesthetic 17

These figures show us that there is a dominance of kinaesthetic learners in the class. This does not mean, however, that you should concentrate only on using kinaesthetic methods of teaching. Overall, if you use all three approaches then, over a period of time, you will enable all children in your class to access good learning.

Feedback:

Once complete, ask the children to show which group they belong to – no group is better than another! Explain that as a teacher, you use all three ways of teaching to help everyone learn. Discussion might take place as to why this is important and how a teacher may do this. Explain to the children that a person's preferred learning style may change in time and that it is also important that we attempt to learn in other ways. Bringing out the reasons why learning in a balanced way is fun and stimulating will also be beneficial. In this way, learners will be able to identify how to become more successful writers.



Questionnaire Answers:

1K, 2V, 3A, 4A, 5K, 6V, 7A, 8V, 9K, 10K, 11V, 12A, 13K, 14A, 15V

Questionnaire: What kind of learner am I?

I like ...

Making things	Watching TV	Talking to the class
Listening to music	Playing sport	Comics
A story being read	Drawing maps	School trips
Drawing	Using my wipe board	Working with a friend
Acting	Speaking on the phone	Writing

My score: Visual, Auditory, Kinaesthetic.....

My preferred learning style is:

Lesson Plan: Alphabetical order

What you need

Lesson introduction:

- Internet access
- Class register
- Dictionary
- Telephone book, info book and/or atlas

Kinaesthetic activity:

- 26 pieces of card
- Toy catalogue
- Scissors and glue
- Washing line and pegs

Auditory activity:

- Pre-prepared set of cards with foci for the game written on them

Visual activity:

- Information books about countries
- Scaffolds

Extension activity

Objective:

- To make an information picture book for children on a topic of their choice.

Activity:

- Fold A4 paper in half to make a book with enough separate sheets to write the A-Z. Then write each letter at the top of each page. Decide on a title, e.g. 'Countries around the world', 'Animals' or 'Nursery rhymes'. Children to draw a picture for each letter. Share the books with children in reception or Y1.

Learning Objective:

- To explore alphabetical order.

Introducing the Text:

Introduce alphabetical order by asking the children to say the alphabet aloud. Then give each child a letter card and ask them to place themselves in alphabetical order by showing their cards to the other children. (Play games on the internet if they have difficulty.) Explain that it is important to know the alphabet off by heart because it helps us find information more quickly. Ask them where they would see words written in alphabetical order? e.g. the class register, dictionary, telephone directory, information books, atlases (Show the examples)

Exploring the Text

Read the text 'Children's Recipes'

Answer the questions about the text:

1. Is this book a story book or an information book? (Information book.) What will you find in it? (Recipes.)
2. Is this book for children or adults? Why? (Children because it has funny names for the recipes, e.g. Dinosaur burgers.)
3. What page would you turn to for the following recipes: Zebra toast (7) Kiwi crunch (20) What recipe would you find on page 9? (Banana split)
4. Which comes first under main meals – pizza pie or egg banjo? (Egg banjo) Why? (Because 'E' comes before 'P'.)
5. In what section of the library would you find this book? (Factual) Would you ever take this book out? Why/Why not?

Answer the questions about the text type:

1. Why are contents pages and index pages written in alphabetical order? (To help us find the information we need more quickly.)
2. Look at the two different sections, i.e. contents and index. Where would you find them in a book? (Contents – front, Index – back.)
3. Which page would you find easier to find things: Index or Contents? Why? (Index – it is written in just one list.)

V.A.K. Activities:



Complete one, two or all three of the activities on page 12

Writing the Text:

Children should use one of the planning scaffolds (where appropriate) on pages 14 and 15 to help them plan their writing. Once completed, whether as an individual, with a writing partner or as part of a supported group, they may use their ideas to write their final product and publish it either on the computer or in their own hand.

Plenary:

Say the alphabet aloud. Ask the children why we need to know the alphabet. Ask them where we can see things in alphabetical order. Give the children a story book each from the library. Ask them to come to the front of the class and place themselves in alphabetical order according to the title of their book.

Children's Recipes

CONTENTS

Main meals

Dinosaur burgers	1
Egg banjo	2
Monster munches	3
Nuggets	4
Pizza pie	5
Volcano mash	6
Zebra toast	7

Sweets

Apple delight	8
Banana split	9
Chocolate pie	10
Ice lollies	11
Jelly fish	12
Lemon meringue	13
Orange mousse	14
Queen pudding	15
Raspberry ripple	16

Cakes and biscuits

Flapjacks	17
Giant crispies	18
Hot fudge cake	19
Kiwi crunch	20
Tom Thumb biscuits	21
Umbrella cake	22
Whirly whip	23
Yoghurt surprise	24

Drinks

Strawberry milkshake	25
Xmas cracker	26



INDEX

Apple delight	8
Banana split	9
Chocolate pie	10
Dinosaur burgers	1
Egg banjo	2
Flapjacks	17
Giant crispies	18
Hot fudge cake	19
Ice lollies	11
Jelly fish	12
Kiwi crunch	20
Lemon meringue	13
Monster munches	3
Nuggets	4
Orange mousse	14
Pizza pie	5
Queen pudding	15
Raspberry ripple	16
Strawberry milkshake	25
Tom Thumb biscuits	21
Umbrella cake	22
Volcano mash	6
Whirly whip	23
Xmas cracker	26
Yoghurt surprise	24
Zebra toast	7