

# EVERYONE

## a Writer

A multi-sensory approach to improve writing skills  
**Year 4**



Hopsootch  
**H**  
A division of BSA Software 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
Characters	<i>The King of Budespan</i>	<b>10-15</b>
Play scripts	<i>The Ugly Duckling</i>	<b>16-21</b>
Historical recounts	<i>Boadicea and the Romans</i>	<b>22-27</b>
News reports	<i>Young Cyclist Injured</i>	<b>28-33</b>
Settings (science fiction)	<i>Dawn Raid on Planet Triton</i>	<b>34-39</b>
Extended stories	<i>Animal Mad</i>	<b>40-45</b>
Poems with a chorus	<i>Questions</i>	<b>46-51</b>
Collecting information	<i>Reptiles</i>	<b>52-57</b>
Dilemmas	<i>Don't do it!</i>	<b>58-63</b>
Alternative endings	<i>George's Marvellous Medicine</i>	<b>64-69</b>
Points of view	<i>School holidays</i>	<b>70-75</b>
Advertisements	<i>Robo House Cleaner</i>	<b>76-81</b>

# 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 4 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.

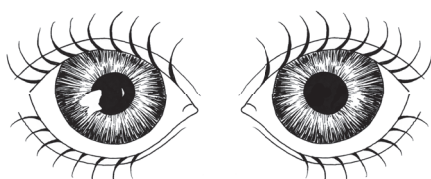
# Recognising children's preferred learning styles

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:

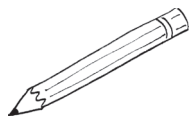
A copy of the questionnaire for each child.

### 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.

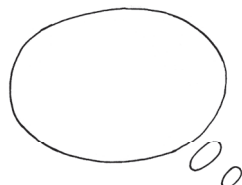
### Conducting the questionnaire:

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:

Y4: 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 ...

Building models	Watching TV programmes	Speaking to the class
Listening to CDs	Sport and playing outside	Reading comics
A story being read out loud	Drawing maps and diagrams	School trips
Drawing pictures	Using my wipe board to give an answer	Working with a partner
Acting and drama	Chatting on the phone	Writing

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

My preferred learning style is: .....

# Lesson Plan: Characters

## What you need

### Lesson introduction:

- DVD

### Kinaesthetic activity:

- Sheets of paper

### Auditory activity:

- A story book and/or DVD of 'Robin Hood'
- Scaffolds

### Visual activity:

- A story book and/or DVD of 'Robin Hood'
- Scaffolds

## Extension activity

### Objective:

- To write a character sketch for a famous person in history

### Activity:

- Give the children non-fiction books on famous people or historical books. Write down adjectives and similes to describe their appearance and personality (Using evidence) e.g. 'Julius Caesar was as proud as a peacock because he was always dressed smartly and wore a laurel wreath on his head.'

## Learning Objective:

- To create a character sketch focusing on small detail.

## Introducing the Text:

Introduce characters by watching an excerpt from 'Lemony Snicket A Series of Unfortunate Events' or reading the opening pages to the book. Who are the main characters? (Violet, Klaus, Sunny and Count Olaf.) What detail are we given about these characters? (e.g. Violet is right handed, she has her hair tied up in a ribbon.) Why are detailed character sketches important? (Characters make a story come alive and make them real. They make us want to read on and find out what happens to them.)

## Exploring the Text

Read the text 'The King of Budespan'.

### Answer the questions about the text:

1. For how long did the King of Budespan reign? (50 years).
2. Reread paragraph 2. On a scale of 1–10, how rich was this king? How do you know?
3. Was he happy? (No – never smiled, even his eyes were as dark as a dungeon.)
4. Why do you think nobody went to his funeral, took flowers to his grave or looked after his castle when he died? (Because he was a mean man.)
5. Highlight the phrase 'a heart of stone'. What do you think this means?

### Answer the questions about the text type:

1. The writer uses adjectives and similes to describe the King's appearance. Give an example of each (long black moustache, eyes as black as the darkest dungeon.) Why is detail important? (It gives us a clearer picture of the character.)
2. How is this text a good example of a character description? (It is detailed and includes what he looked like, what he was like as a person and how he behaved.)
3. The description focuses on small detail. Why does the writer do this? (To make sure that the reader knows exactly what kind of person he was.)

## 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 piece of work.

## Plenary:

Share work from all the activities. Write a list of the WOW words the children have used, i.e. adjectives and similes. Why are these words important? (They give us a clearer description.) Why is it important for the reader to have evidence of what the character is like rather than just a list of adjectives saying what they are like? (It makes the description more real.)



# The King of Budespan

The King of Budespan reigned for 50 years. He reigned without a wife and family. He reigned with fear and dread.

He wore a long gold cloak sewn with golden thread. He wore a crown encrusted with diamonds and sparkling jewels, which glittered more than the sun, and on every finger he wore gold rings the size of marbles.



The King of Budespan had a mouth that never smiled and a long black moustache that drooped downwards. His eyes were as black as the darkest dungeon, never showing fear or sadness. In his whole life he never shed one tear, not even when the townsfolk were struck down with the plague and died one by one.



If the townsfolk were late paying their taxes, he would shout, 'Off with their heads!' If they were caught poaching animals from his land, he would have their hands cut off, never once listening to their cries that they were dying of hunger.

He cared for no one but himself. And when he died no one came to his funeral and no one brought flowers to his grave. His castle was left to ruin until all that remained was a pile of stones, a memory of a man with a heart of stone, like the stones from his castle.

