

EVERYONE

a Writer

A multi-sensory approach to improve writing skills
Year 5



Hopscotch
H
A division of MA Education Ltd

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Includes CD



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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 5 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.

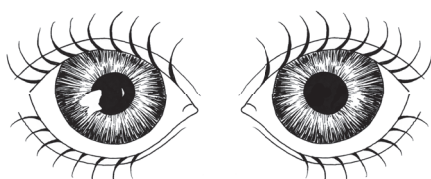
Recognising children's preferred learning styles

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:

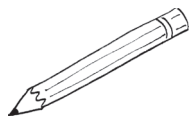
A copy of the questionnaire for each child.

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.

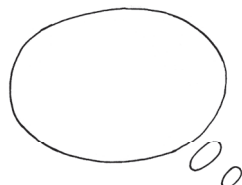
Conducting the questionnaire:

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:

Y5: 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 ...

Constructing models	Watching satellite TV	Presenting my work to my classmates
Listening to music both live and on CDs	Playing sports and other outdoor activities	Reading comics and magazines
Putting on an audio book	Creating maps and diagrams	Field trips
Drawing sketches	Using my wipe board to provide answers	Pairing up to work with a partner
Acting, drama and role play	Chatting on my mobile	Writing

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

My preferred learning style is:

Lesson Plan: Writing in the style of an author

What you need

Lesson introduction:

- Roald Dahl books

Kinaesthetic activity:

- Modelling clay or plasticene
- Card
- Coloured pens
- Modelling clay

Auditory activity:

- Voice recorder
- Scaffolds

Visual activity:

- Coloured pens
- Scaffolds

Extension activity

Objective:

To write in the same style as Roald Dahl

Activity:

- Give the children a selection of Roald Dahl books. Highlight the particular language features he uses, i.e. powerful verbs, similes and the conditional tense. See if they can find any other features he uses, e.g. asks questions.
- Then write a new character in the book using the features that Roald Dahl uses. Highlight examples of each feature.

Learning Objective:

- To write new characters into a story in the same style of the writer

Introducing the Text:

Introduce writing in the same style of the writer by reading the opening pages of 'George's Marvellous Medicine' and 'The Witches' by Roald Dahl. Explain that Dahl writes in a way that is special to him, like pop stars and artists who all have their own style. Tell the children they are going to investigate writers' styles. These Roald Dahl stories (named above) begin with character descriptions. What language does the author use to bring the characters to life? (Powerful verbs, adjectives, similes and the conditional tense).

Exploring the Text

Read the text 'Bog creature'

Answer the questions about the text:

1. Why did nobody like walking on the moor? (It was dangerous).
2. What 2 letters were sometimes found on the hands of dead hikers? (BC) What did they stand for? (Bog Creature).
3. Would the bog suck you under quickly or slowly? (Quickly 'in a matter of seconds').
4. Does this suggest you would have a chance of escape? (No).
5. Why do you think there would be a hush in the village when a hiker was found? (They were sad and scared – sad for the hiker, scared of the bog creature).

Answer the questions about the genre:

1. After reading the first paragraph, how can we tell that this story will be scary? (The author describes the scene as dark and gloomy with a mist).
2. The author uses the conditional tense, i.e. 'would' and 'could', why does she do this? (To warn us, to tell us that it can happen, to make us worried).
3. What descriptive language does the author use to describe the Bog Creature? (Adjectives e.g. slimy, bulbous and similes e.g. nose that was 'like a letterbox', moved 'like a snake').
4. If we were to introduce a new character to the story, what language should we use to write it in the style of this author? (Adjectives, similes and the conditional tense).

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 some examples with the class. Give the children a check list for similarities, i.e. adjectives, similes and the conditional tense. Ask children to write down examples of each. Which examples are in the same style as the writer?

Bog creature



Markham was a quiet village. In winter it was dark and gloomy and the road that led to it was always cut off by snow. In summer, you could set off over the moors and the clouds would build up and the sky would darken. A mist would hang so low you would have to use your headlights and travel very slowly.

Nobody walked on the moors and the bog. It was dangerous. If you lost your footing, you would be sucked under in a matter of seconds. Over the years, several hikers had lost their lives on the bog. When they were found, often weeks or months later, there would be a hush around the village. Several hikers had been found with two letters inscribed on their hands – BC. That was the sign of Bog Creature.

Nobody was really sure what Bog Creature looked like. Some say it was a small creature the size of a dog. Some say it was green and slimy with brown, bulbous eyes and no ears. It had a nose with a flap like a letterbox so it could hide under the oozing mud for hours like a hippo. The only sign it was there was the bubbles on top of the water. It moved slowly across the top of the bog like a snake, looking for its next prey.

Bog Creature wasn't the only creature that lived around those parts. There was another creature, far worse, far more frightening!

