

EVERYONE

a Writer

A multi-sensory approach to improve writing skills
Year 6



Hopscotch

A division of MA Education Ltd

Sue Garnett

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.

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 6 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

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 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.

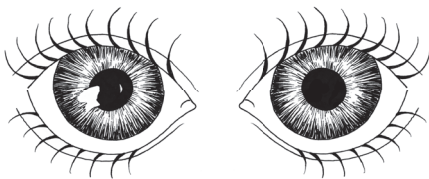
Recognising children's preferred learning styles

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.

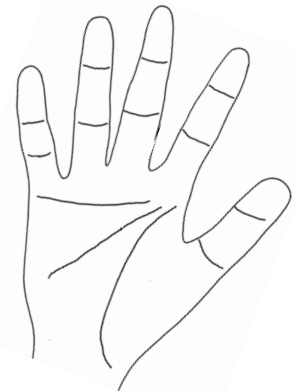
Auditory learners chat, hum or sing while they work. They cock their head to one side.

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:

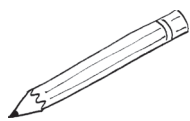
A copy of the questionnaire for each child.

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.

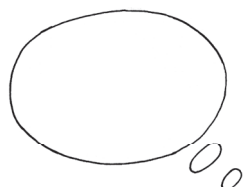
Conducting the questionnaire:

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:

Y6: 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 and constructing models	Watching satellite and terrestrial TV	Giving a class presentation
Listening to music in a variety of ways	Participating in outdoor activities and sport	Reading comics and cartoon strips
Listening to an audio book or radio play	Creating detailed maps and diagrams	Field trips
Playing board games	Providing answers using a wipe board	Working collaboratively with others
Acting and performing live	Chatting rather than texting on my mobile	Writing

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

My preferred learning style is:

Lesson Plan: Modern Retelling

What you need

Lesson introduction:

- Story of George and the dragon

Kinaesthetic activity:

- A3 paper
- Coloured pens and pencils
- Bible
- Scaffolds

Auditory activity:

- Stories about Saints
- Voice recorder
- Scaffolds

Visual activity:

- Religious texts
- Coloured pens and pencils
- Scaffolds

Extension activity

Objective:

- To write a modern retelling about a famous person from long ago

Activity:

- Children to research 3 or 4 famous people from long ago and the stories about them e.g. Grace Darling and Florence Nightingale. Then choose 1 character and write a modern retelling using different names.
- Afterwards, ask the children to read their modern stories to the class and ask the others to guess who it is.

Learning Objective:

- To manipulate narrative perspective by producing a modern retelling

Introducing the Text:

Explain that stories from a long time ago can be rewritten with the same plot but set in modern times. For example, Bible stories can be changed and set in the modern world, the settings being cities with high rise buildings and cars, not stables and donkeys, the characters would be wearing jeans or suits and not robes and using slang and contractions instead of traditional English. However, the story would have the same plot and the same ending.

Exploring the Text

After listening to the story of St George and the Dragon, read the text '*George and the Wolf*.'

Answer the questions about the text:

1. List three things George sold. [Dusters, sprays, polish].
2. Why was the village so quiet? [Everyone was avoiding the 'wolf'].
3. Why do you think the shopkeeper told George the 'wolf' was the size of a donkey? [He hadn't actually seen it and was exaggerating for dramatic effect].
4. Why do you think George went to the woods alone? [The villagers were too afraid].
5. Do you think George was used to dogs? [Yes] Why do you think this? [He knew what to do and why it had entered the village].

Answer the questions about the genre:

1. How is the setting different to the original? [It is set in a town with shops and cars].
2. How are the characters different? [Salesman and not a Saint, dog and not a dragon. They wear different clothes].
3. How is the language different? [In this story it is modern with contractions].
4. How is the plot the same? [The main character helps the people of the village by going to kill what they are frightened of].
5. How are the endings the same? [They have happy endings in both stories].

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 12 and 13 to help them plan their piece of work.

Plenary:

Select some work to read to the class. Can the children guess the original story? How did they know? What aspects are different in the modern story? What aspect is the same?

George and the wolf

George was a travelling salesman. He sold household items such as dusters, sprays and polish. He drove around the country knocking on people's doors with his suitcase full of surprises.

One morning he arrived in a village at the edge of a wood. It was a Saturday morning but the main street was deserted. George went into the local baker's shop to get a sandwich for his lunch. The shopkeeper shut the door behind him.

'It's very quiet today,' said George to the shopkeeper, 'What's going on?'

'Nobody dare go out on the street,' whispered the shopkeeper. 'There's a wolf roaming the village.'

'A wolf?' asked George. 'There's no such thing.'

'Ah, but there is,' replied the shopkeeper. 'It lives in the woods and it's the size of a donkey. It's chased the children in the playground and bitten farmer Wilson.'

Suddenly the door flew open and a woman rushed in with a pushchair.



'It's taken my baby!' she cried and pointed towards the wood. 'Help me!'

George dropped his suitcase and set off towards the wood, afraid of nothing.

The wood was quiet and dark and still. George listened and looked. Then he saw it – a large dog the size of an Alsatian. By its side was a baby, still wrapped in its blanket, and a shopping bag. The dog was using its paws to search for food in the bag. It looked up when it saw George. He took the sandwich out of his pocket and showed it to the dog.

'Come on then,' he said gently to the dog. 'You're hungry aren't you, that's all.'

The dog slowly walked up to him and took the sandwich. Quickly George fastened a rope around its neck and tied it to a tree. Then he picked up the baby and ran back to the village.

The villagers clapped and cheered when they saw George with the baby.

'Don't worry,' said George. 'It's only a dog, a stray dog. It was hungry that's all.'

The villagers laughed. How could they have been afraid of a dog, a hungry dog!

