

Section 3: Writing

Project 1: Water writing

Objective

To adapt non-narrative forms and styles to write factual texts.
(Year 5 Strand 9)

What's on the CD-ROM

Media resources

- Display 'Rain' image.

Water writing

- Roll over text for prompts.

Explanation planner

- Complete a plan.

My explanation text

- Compose a text.

What to do

This activity engages the children in working with notes they gather after collating information about the water cycle from a range of sources.

- Display the image of rainfall on the CD-ROM. Ask the children what they know about the water cycle and make notes.
- Open 'Water writing' from the CD-ROM. Roll over the text, where indicated, to display questions that will prompt discussion of the process and connections across it.
- Hand out copies of photocopiable page 40 and review the notes and refer back to the work on connecting language in Section 2. Then ask the children to explain some of the causes and effects within the cycle. Hand out photocopiable pages 38 and 39 'Explanation planner' (or use the on-screen version) and ask the children to use it to plan an explanation text about the water cycle.
- Refer the children to other reference materials that they have obtained in science or geography work. Point out that it could be useful to refer to these to widen the scope of their knowledge.
- Ask the children to use these notes to produce an explanation text, using the writing templates from the CD-ROM.

Project 2: Clothes peg

Objective

To set their own challenges to extend achievement and experience in writing.
(Year 6 Strand 9)

What's on the CD-ROM

Explanation planner

- Complete a plan.

My explanation text

- Compose an explanation text using the writing templates.

What to do

This activity links with dismantling and explaining technology.

- Before they begin, give each child a clothes peg. Talk about how they work: how simple they are, and yet how useful we find them.
- Ask the class to read the 'Lever' and 'Spring' sections on photocopiable page 41 'Clothes peg', then look at the questions on photocopiable page 42 'Questions about a clothes peg' and make notes for responses.
- Invite the children to complete the diagram at the top of photocopiable page 41 by explaining what each part of a clothes peg does.
- Ask the children to discuss the 'How a clothes peg works' diagrams (page 42) with a partner before cutting out the images and using them as a stimulus for structuring their explanation. They should make notes for an answer to the question 'How do clothes pegs work?'.
- Ask them to consider questions such as: *What is the purpose of the spring? How does the peg exert leverage?* Open the 'Explanation planner' on the CD-ROM or provide copies of photocopiable pages 38 and 39 and encourage them to plan their explanation text.
- Invite the children to write out their explanation text, using the writing templates from the CD-ROM.