Tuesday, 18th November 2014

L.I: To be able to explain how animals are adapted to their environment

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| Lesson starter | Revise how descriptive sentence is built up (nominal groups see slide 4 on powerpoint)  Play loop game (to practise definitions ) I have a …….., ………. …………which has…………… and…………………….. |
| Lesson Content  Modelling  Deconstruction | Modelling/deconstruction part of lesson  Discuss how elephant is adapted to hostile environment.  DARTs activity - Shuffled information cards to classify into explanation text and description text on a sorting chart and explain how they grouped them.)  Introduce fishbone key visual and explain how it works, ie. That each *bone* is for an answer to question in box at end of fishbone (pp slide 9) Children discuss in groups of 3 how elephant is adapted using text & labelled picture on board. Each group to write notes on **one** way an elephant is adapted on A5 sheet in marker pen so class will be able to read, bring to WB & stick on fishbone.  Teacher model reporting back using sentence starters and notes on fishbone. |
| Exploring the content | Each table to have a different animal and a fishbone.  Use animals from last week – seal, emperor penguin, turtle, spiny lobster and reindeer.  Children work in groups of three. ( a table of six split into 2 groups of 3)  Each group of 3 to have: text describing an individual animal, an A3 fishbone. and a large picture to label. Each group to have one main reader and another reader to help 3rd member of group to record information on the fishbone and be the reporter. |
| Reporting back | Groups take turns reporting back about their animals.  When the groups are reporting back, one pupil holds up the A3 fishbone, one a labelled picture and one does the reporting. |
| Construction | To write a paragraph explaining how one migratory animal is adapted to its environment. |
| Plenary |  |