**A Language Framework for Planning 13th March 2015**

**Lesson 5: Comparing Magical Creatures**

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| Topic | Language functions | Language structures | Vocabulary | Activity |
| Spiderwick ChroniclesTo be able to classify magical creatures.To compare and contrast them in terms of appearance, habitat and habits.. | QuestioningClassifiyingDescribingComparing and contrasting | What type of.................?Where does it.................?Which tricks does it play?What does it look like?The…………….is a magical creature who/that lives…..They are alike in that……As well as this…also….They are both……They each………However, there are some differences between………..live in/on/under…..while………..liveAnother difference is….wear/like to…… | Descriptions of appearance, habitats, favourite tricks of a variety of magical creatures.Noun phrases (before and after the noun.)Eg. *The mandragora is a rough skinned faerie with green leaves growing out of his head.*SimilaritiesDifferences | 1. Starter activity **stars and dots**using various texts about magical creatures. (pair work)2.**Classify sets of faeries onto sorting chart** (one set between 3.) Report back on the categories into which they’ve placed the faeries.3.Ask them in pairs to **create sentences** about the creatures using relative pronouns and notes on slide.4.Using texts from last week, **make notes** about 2 creatures on the **compare and contrast chart**.5.Construct a piece of text comparing different faeries using their notes and the **writing frame**.6.Play **vanishing cloze** gradually removing words which express similarities and differences |