

The Three Schools Sample Unit planning – Year 2 – Non-Fiction

Plot Structure:-Recount	Model text: Letter from Wallace the Wombat
Focus:- Recount through letter writing	Supplementary texts: The day the crayons quit, Dear Greenpeace, The day the crayons came back

Have a go task:

Write a letter recounting what the children have done in the summer.

Unit outcomes – show me what you know

Letter of recount of Sunny's adventures

Features of writing to teach:

Adjectives conjunctions CL for proper nouns

CL and FS Exclamation marks Past tense

Creative hook

Suitcase left in classroom with props from model text letter – ie swimming shorts, goggles and the letter from Wallace the wombat and map of Australia

Learning the model text

- Model reading the text map to the children.
- Encourage the children to learn the text map with you.
- Send text map home with children to learn with parents.
- Groups learn different parts of the text map.
- Learn text map in pairs taking it in turns to say a word each.
- Include actions for punctuation.

Imitation

Reading as a Reader:

- 'Words I never heard' activity
- Crack the code
- Adjectives lesson
- Conjunctions lesson
- Paragraphs lesson – cut and stick text map back together
- Having read Meerkat Mail – write a character description of Sunny
- 'Words I never heard' relating to Meerkat Mail
- Drama activities – should Sunny go or stay?
- List of what to pack in a suitcase for Sunny

Spelling and vocabulary

Continent, lurking, wibby wobbly legs, outback, harbour, safari, native, platypus, tour, exotic, rainforest, rotting corpse.

Desert, jackal, relatives, mongoose, African red hornbill, squawk, burrow, dunes, termite mound, 'time to move on', 'totally agree with me', Madagascar, nightlife, 'can't think of anything worse', marsh, 'stay safe stay together'.

Comprehension questions to challenge thinking- include a range of inference, prediction, information retrieval, summarising and effect on the reader

Where does Sunny live? P1

What things do Sunny and his family do together? P3

Why does Sunny want to leave the Kalahari dessert? P2

Why should Sunny stay away from jackals? P4

What does Sunny pack in his suitcase? P8

What does Sunny mean when he says 'too close'? P6

Who does Sunny say he will be staying with in his letter to his family? P8

Why does the bird squawk when there is danger? Postcard 1 P10

Why would Uncle Bob's motto be 'Run and hide'? Postcard 1 P10

What do you notice about the jackal throughout the story?

Writing opportunities across the unit.

- Postcards from children's summer holidays
- Postcards from Sunny's family to Sunny
- Addresses – luggage tags
- List of what you would pack in your suitcase
- Character description
- Thought bubbles linked to feelings
- Newspaper report of Sunny's adventure
- Non-Chronological report about Kalahari Desert
- Photos of new setting for children to describe

Innovation

Reading as a writer

- Boxing up the letter from Sunny – CT model boxing up letter from Jackal
- Cracking the code changing – conjunctions, adjectives,
- Creating toolkits so the children are aware of what they need to put into their writing

Levels of innovation

- Letter from Sunny
- Choose where he goes
- Greater depth could create new settings and new family members

Boxing up - generic features and their own innovation

Address

Dear...

Opening statement – where he is

Paragraph 1, 2, 3, 4 – details where he went

Closing statement

Shared / guided writing focus

C.L and F.S

Use of adjectives – thesaurus

Use of conjunctions

Sentence structure

Independent application

Children to write a letter from Emily Brown to Mum/ Dad(From Emily Brown and the elephant emergency) recounting her adventure.