

The Writing Planner

Curriculum objectives

Living World - Ecology: Explain how living things are suited to their particular habitat and how they respond to environmental changes, both natural and human-induced.

Nature of Science - Investigating in science: Ask questions, find evidence, explore simple models, and carry out appropriate investigations to develop simple exp...

Context

A change in part of an ecosystem affects other parts:

- Living things are dependent on the environment and each other to survive and thrive.
- Human intervention makes a difference to the environment.

We need to understand interdependence if we are to make a positive impact on the environment.

Students' literacy strengths and needs

Most students can: Use appropriate text structures for their writing purpose. Record information in appropriate note form.

They need support to: Select appropriate content and ideas in relation to their purpose. Use appropriate scientific and academic language.

Learning tasks

- Record information and ideas about what plants and animals need in order to survive in the environment near the creek
- Interpret their recordings and findings
- Communicate their knowledge and understandings orally and in writing
- Research and the reading of relevant texts, both print and online
- Field trips - gathering information and samples
- Making sense of findings in groups
- Developing and testing hypotheses from observation, analysis and research

Writing tasks

- Describing plant and animal classifications
- Precise descriptions based on close observation
- Developing and explaining hypotheses
- Persuading others why and how to preserve an environment
- Using topic specific and academic vocabulary
- Using notes and diagrams to record information
- Using precise language for describing
- Developing and refining precise questions
- Using scientific facts and information to persuade

Differentiating instruction

Using precise, scientific language for observation and description

- Developing and refining questions
- Using scientific facts and information to persuade

DV, TN, TC, WP, JP, EN, CB, RG, DS, CF, JK

Whole class focus

- Using precise language
- Precise, accurate nouns, verbs, adjectives, adverbs
- Accurate details related to plant features
- Present tense, relational verbs
- Deconstruct, compare several examples (Connected, School Journal, Internet)
- Co-construct criteria
- Shared/guided writing observation based on a student's notes
- Evidence of precise language

Specific focus 1

- Developing and refining questions
- General questions related to observations
- Focused questions for specific information
- Questions leading to specific focus

Specific focus 2

- Using factual language to persuade
- Accurate description
- Precise detail
- Cause and effect
- Suggested action
- Explore models - scientific, persuasive text (e.g. Connected, SJ, DOC website)
- Identify persuasive features
- Model scientific persuading
- Objective/factual language
- Cause and effect statements