

Key Stage 1

Ages 5 - 7, Scotland P1 - P2

Year 2 – Unit 4 Non-Fiction Non-chronological Reports

This lesson plan integrates the theme of fair trade with the final non-fiction unit in Year 2, which introduces the children to researching a subject, analysing how the information may be clearly laid out for a reader and writing a non-chronological report based on what they have learnt.

Overview and where you might teach this lesson

Phase 1 (5 days)

Reading, comparing and contrasting a range of paper-based and ICT based reports. Discussing and recording common features of the text-types. Expressing views about the effectiveness of the different text layouts.

Phase 2 (4-5 days)

Planning a report with sub-headings, key details and relevant facts.

Phase 3 (8-9 days)

Organising the information into a paragraph and writing the report in simple paragraphs.

The following lesson plan fits into **phase 2** as the children experiment with facts, sub-headings and images for an effective report layout.

You will need to use the PowerPoint presentation that has been prepared to illustrate this lesson and to make copies of the photocopyable resources that have been produced to accompany the lesson.

English - lesson plans for teachers - FAIR TRADE

<p>English – Key Stage 1 English Non-Fiction Unit 4 Term 3 – Non-chronological Reports</p> <p>Lesson Context: Phase 2 - The children will have had experience of a variety of non-chronological reports and be familiar with the common features of them. They will have discussed what makes an effective layout. This lesson gives them the opportunity to plan a report with sub-headings, key details and relevant facts.</p>	<p>Links: This lesson supports teachers in developing a global dimension in the classroom, in encouraging children to make a positive contribution (Every child matters) and in achieving goals 4 and 5 of becoming a Fairtrade school.</p>	
<p>(1998) Framework Year 2 Term 3</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> T19 and T21: make simple notes from non-fiction texts; write non-chronological reports based on structure of known texts, using appropriate language to present, sequence and categorise ideas. <p>Learning Outcomes:</p> <ul style="list-style-type: none"> The children can organise their ideas into general themes, subheadings, key details and information. <p>Differentiation</p> <ul style="list-style-type: none"> Some children will benefit from a writing scaffold with sample headings and sub-headings, captions and bullet pointed facts to select for their layouts during the Independent work. Some children will benefit from the opportunity to read more about tea for themselves from a selection of non-fiction titles on tea and Fairtrade during the Independent work. Some children may benefit from working on a laptop as they plan their layout during the independent work. 	<p>Whole-class Activity</p> <p>Show the class a teabag or some loose tea from a packet. Identify it and ask the children what they know about where it comes from and how it gets into our shops and homes. Use a mind map to record their responses and to model fascinating questions to research about 'tea'. (You may like to use an ICT mind-mapping tool for this if your school has access to one.) Using the PowerPoint presentation, 'People behind the Products', and the accompanying script, explain how Adriano has benefited from fair trade.</p> <p>Independent Work</p> <p>Arrange the children in small groups and hand each group an A3 sheet or writing scaffold, as appropriate, and the photocopied images and text in the accompanying resources. Ask them to imagine they are writing a page for an information book on 'tea'. <i>What title will they put on the top of the page? Will they need sub-headings to help the reader find information more easily? Which images will they use? Which facts will they include?</i> Give them time to manipulate the pictures and experiment with different layouts. Ask them to add key details and interesting facts to complete the draft page. When they are happy with their planning they can stick things down and go over any writing so it is clear.</p> <p>Plenary:</p> <p>Call the children back together and ask them to show each other their finished work.</p> <p>Concluding the lesson</p> <p>At the end of the lesson, recap with the children what they have learnt about fair trade. Point out that they are able to help people like the ones they have seen in the photographs by choosing fair trade products or persuading their parents to choose fair trade.</p>	
<p>Key Questions:</p> <p>What do you know about tea? What would you like to find out about tea? What title will you put on the top of the page? Will you need sub-headings to help the reader find information more easily? Which images will you use? Which facts will you include? Which part of the layout scored most highly? Why? Which part of the layout scored poorly? Why?</p>	<p>Key Vocabulary:</p> <p>Mind map Bullet points Heading Layout Sub-heading Captions Key details</p>	<p>Resources:</p> <ul style="list-style-type: none"> Tea bag or loose tea in a packet ICT mind-mapping tool (if available) OR whiteboard PowerPoint presentation: 'People behind the Products' and script An A3 sheet or writing scaffold to work on when planning the arrangement of their ideas during Independent work 1 copy of the adapted Reports grid resource for each group (see appendix 1)
<p>Assessment Opportunities:</p> <ul style="list-style-type: none"> Keeping an eye on contributions in the independent group work will help you see who can organise their ideas into general themes, subheadings, key details and information. Completed draft pages will provide evidence of the above. 		