

Pekerau School Inquiry Planning Template Adapted for Writing Process

The Concept: English Transactional Writing

The Context: Narrative - Fairy Tales

Term 2 2009					
Key Competencies		Thinking Tool Kit			
Thinking Relating to Others Understanding language, symbols and text Managing Self Participating and contributing	Habits of Mind Refer to HOMS page in Thinking Tool Kit	Blooms Taxonomy Knowledge Comprehension Application Analysis Synthesis Evaluation	De Bono's Hats red hat - emotions yellow hat - positives black hat - negative green hat - creativity white hat - facts blue hat -metacognition	Gardners Multiple Intelligences verbal/linguistic logical/mathematical visual/spatial bodily/kinaesthetic musical/rhythmic interpersonal intrapersonal	Thinkers Keys/ Graphic Organisers Refer To Thinkers Keys And Graphic Organiser Folder then list relevant ones used.
<p>Writing Brief: The aim of this writing unit is for the children to create a modern fairy tale. To do this the children will upload each stage of the writing process onto their class wiki page, make changes from online reflective feedback and publish their story through an interactive online site.</p>					
Inquiry Process Headings	Key Competencies	Knowledge / Learning Experience	Questions	Thinking Tools	
S Set the Scene	Relating to Others Understanding texts	Students will: read a large range of fairy tales (Immerse in books) Compare similarities/ differences View Shrek to brainstorm fairy tales/ settings/ characterisation Research and Share fairy tales with family members Invite parents/ grandparents visitors to read to class Read fairy tales online (webquests etc) Compare same fairy tales different books Introduce visualisation and reflective feedback	What is a fairy tale? What are some fairy tales we know -List What are the elements of F/t? Home learning task—find out what f/t your family/ grandparents favourites, why? (refer h/L task)	Splash words Brainstorms Venn diagrams Classification charts	
T Thinking about Learning	Thinking Relating to Others Understanding text	Compare similarities/ differences Guided reading tasks use graphic organisers and reading tasks to clarify understanding of writing process/ narrative characteristics Use story plan to create an outline of F/t Brainstorm settings in class/ groups/ peers. Use adjectives to further develop setting descriptions. Write setting using descriptive language (NZ spin on it) Brainstorm synonyms of adjectives—use of thesaurus Use Easi-speak to help with story outline (Boys group)	What do you expect to find in f/t? Can you picture (visualise) the setting? How can your buddy improve their setting/ Character? What are other words that mean the same or similar to a keyword? What graphic organisers will help us	Venn diagram T charts Classifications Brainstorms	
A Actively Engaging	Thinking Relating to Others	Engage in peer reflective feedback - with buddy share stories and suggestions Reflect on writing make changes upload onto wiki for online audience feedback Conventions of print—Punctuation and editing skills Word study skills focus on elements of writing process Use a traditional f/t to base modern NZ f/t on. Native NZ creatures Read your story to another person, they must give feedback and you need to make appropriate changes Upload stories onto Our Stories wiki page for online audience feedback	How feedback can help improve stories. Does the story follow the elements of a fairy tale? How will you include Tia and NZ creatures into your story? Will punctuation in your online writing be important? Why?	Story Plan	
R Reflecting	Managing Self Participating & Contributing	Print online feedback for each recipient to assist with draft reviews (glue into draft book). Print story for editing purposes—check punctuation and meaning. Reflect on feedback and make appropriate changes then add next stage to story. Word Study—focus on visual cues and effectiveness of text vs audience visualisation and interaction.	What type of online feedback will be helpful? How do you decide what feedback suggestions to use? How is your story changing/ developing? Have you followed the writing criteria?	Writing criteria	
S Synthesis	Managing Self Participating & Contributing	Focus on what are the key elements that are required to present a story to an audience—online and hardcopy. Presentation skills - scenery background, character movement to tell the story. Use of recording tools to narrate the story. Who will the narrator be? Will it be the author? How will the character voices be recognised? Who are the audience? What will they be expecting? Has the message been delivered?	Does the story make sense, follow the elements of a fairy tale Have the audience assisted with the enrichment of language and story How are we going to share the story visually online?	Art Rage Movie Maker Use of recording equipment	
Assessment Reflections	Assessment sheet / Writing Criteria/ Final product				
Evaluation	Teacher Evaluation: What worked well? What needed changing? Why? Where to Next?	Student Evaluation: What worked well? What needed changing? Why? What would you do next/time?	Cross Curricular Subjects: refer Curriculum plans for more extensive overview/ plans English: ICT: Maths: The Arts: Science: Social Science: Health: PE: Technology: Te Reo/ Tikanga:		
<p>NB: perhaps use senior class doing claymation to make models and set as a buddy class task.</p>					

Narrative Writing

Fairy Tales



Story Overview:

My fairy tale is based on:

But I have made changes:

My Setting is in: _____

My Main Characters are: _____

My Problem/s are:

1. _____
2. _____
3. _____

My Solutions were:

1. _____
2. _____
3. _____

My message is:

Online Feedback (Glue in your copies of online feedback)

The online feedback helped improve my story. Yes/No

I would have liked more feedback. Yes/ No

What I liked about the feed back was ... _____

I would like to have more of my work online for feed-

back. Yes/ No ..because _____

Narrative Writing Criteria

My story has

- A Title
- A descriptive setting
- At least 1 main character
- 1 evil character
- At least 2 problems
- At least 2 solutions
- A resolution/message

My written story

When editing I have:

- used Punctuation . , “ ” ? !
- Checked sentences make sense
- Corrected my spelling
- Made changes from feedback
- Saved word and pdf files
- Uploaded ___ drafts

My Final Online Story

Programmes I used to help me create my story.

- Art Rage
- Movie Maker
- Word
- PDF files
- Wikispaces
- Internet Fairy Tale Sites
- Blogger

Self Evaluation:

I think my writing has improved because I have listened to other peoples feedback and made changes to make my story sound better.

I think the readers will now like my final draft.

I liked the way:

- My buddy _____
- The Online Audience _____
- I had time to _____

I am very proud of my writing because _____

Teacher Comment: