

Varjak Paw by S.F. Said

Non-Fiction: Non Chronological Reports

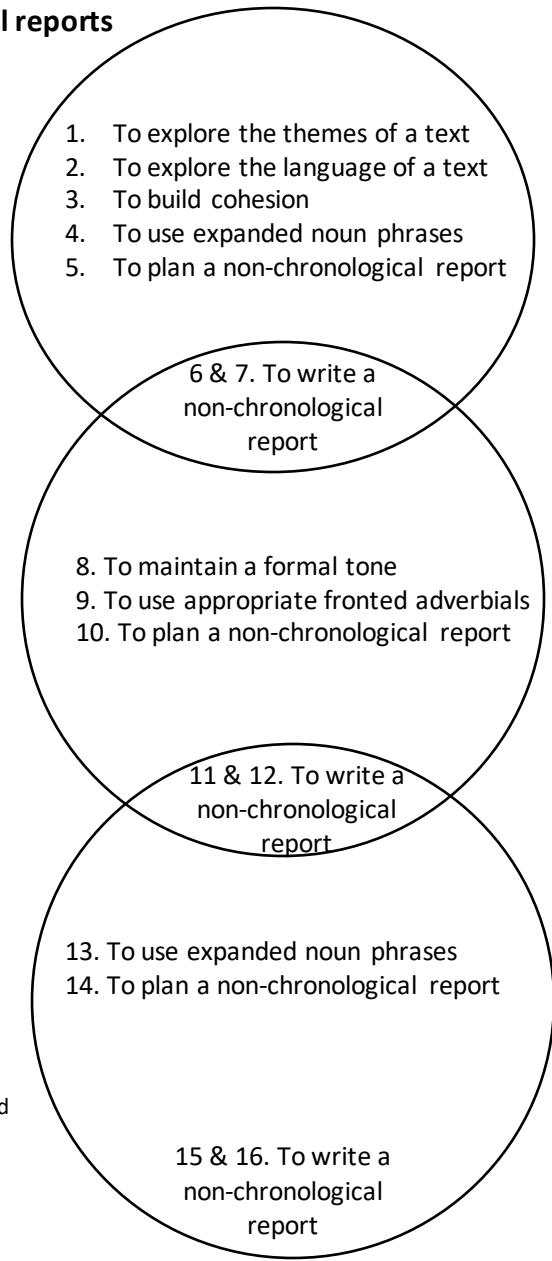
Purpose: To inform the reader clearly

Audience: An encyclopaedia

Theme: Bravery/ Courage

Tier 2 words: distinctive, evolved, variety, dominant, individual, prefer

NF – Non Chronological reports



SC:
 Build cohesion (Pronouns & linked sentences)
 Expanded noun phrases

SC:
 Build cohesion (Fronted adverbials, pronouns & linked sentences)
 Expanded noun phrases
 Formal Tone

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In reading lessons: Focus on non-chronological reports. Read reports with good examples of fronted adverbials. Discuss cohesion and create success criteria (pronouns, fronted adverbials).

1. The mes lesson: Courage. Green hat – prediction. Share the front cover. Do you think it is fiction/non-fiction? Why? What do you think the story is about? Share alternative front covers. Who do you think the main characters are? What do you think they do in the story? Does it remind you of anything you have read before? Looking at a variety of illustrations from the first few chapters, can you add to your ideas? Repeat by looking at extract from the text. Share theme: courage. What does it mean? How can you display it? Is it always good?
2. Tier 2 vocabulary lesson: distinctive, evolved, variety, dominant, individual, prefer
3. In pairs, read cut up facts about tigers. Sort the facts into themes e.g. habitat, diet, appearance. Discuss as a class whether facts have been sorted into correct groups. Explain what cohesion is. Show examples of paragraphs where facts all relate to right topic but not cohesive, just listed, no pronouns and paragraph where pronouns are used to link sentences and the object of the last sentence is often the subject of the next. Model how to use pronouns to make facts link within a cohesive paragraph about tigers, and how to link sentences by adding another sentence using the object as a sentence. Model approaching a topic in a logical order. Learners write their own cohesive paragraph for one section.
4. Share a poor example of a report on Mesopotamian Blues where expanded noun phrases are too story-like e.g. colourful, beautiful claws or wonderful blue eyes. Model precise expanded noun phrases appropriate for a report. e.g. retractable claws, silver-blue fur. Adjective, noun, more information (e.g. prepositional phrase if useful) but not adding more adjectives for effect only using extra words if informative. Model some up-levelled sentences. Provide simple cat picture for learners to annotate with full sentences containing factual expanded noun phrases e.g. It has thick silver-blue fur which needs regular grooming. Stress that sentences need a verb e.g. It has...
5. Provide planning template with sections for appearance, diet, habitat and behaviour. Present facts for learners to sort. Learners annotate their plans with useful fronted adverbials and expanded noun phrases.
6. Model how to write a paragraph on appearance. Learners begin a double-page report in extended writing books, starting with a title. (Do not do an introduction). Model how to begin a paragraph on Appearance, drawing attention to cohesion and expanded noun phrases. Draw ideas from work on Weds. Begin paragraph on Diet. Be clear on capitalisation of Mesopotamian Blue (both words)
7. Continue to write report, using sub-headings; habitat and behaviour.
8. Explain that this week we will be choosing our own animals to write a non-chronological report on. LACHN should choose snow leopards (help from modelling). Start by playing a game: <https://kids.classroomsecrets.co.uk/resource/year-4-formal-and-informal-language-game/> Discuss with children what the differences are between formal and informal language. When might you use them, for what purpose? Choose some informal facts to turn into formal sentences.
9. Explain that we are looking at appropriate fronted adverbials for non-fiction writing. Remind children that non-fiction writing sticks to the facts. Fronted adverbials can tell us: - where on the body a feature is - they can generalise e.g. (usually, most,) - they can tell us frequency of things occurring (Every 3-4 hours). Partner sorting activity: Chn to write the FA into the correct column. Discuss generalisers- When might we use these in our report?-Model using one in a sentence: 'Generally, Snow Leopards can be found in cold climates' Why have I used this word here? Learners write sentences using different generalisers e.g. In general... Often...Usually...
10. Explain to children that they will be able to choose one cat to write about in their report: Snow leopard, Scottish wild cat, Black Panther. LACHN to choose snow leopards. Model with the snow leopards facts. Take the fact sheet and model filling out the fact into the right paragraph. Talk about why it should go there. Chn to read through the facts given based on the animal chosen. They need to fill out their planning sheet based on the facts. They can add more detail or change words to make it their own. The appropriate subheadings are: Appearance, Diet, Habitat, Behaviour. Model using snow leopards- take the fact sheets and model putting the facts into the correct place on the planning sheet. Talk about how paragraphs should be specific and only about one thing.
11. Write a report on one of the three species. Live modelling.
12. Continue report on cat species.
13. Explain to children that they will be writing a non-chronological report on an imaginary cat of their choice. First learners choose their made up cats fur. Children build expanded noun phrases based on their fur. Show them model 'white fur with dark spots and rosettes' and 'thick fur which keeps the cat's body temperature warm'. Next, choose what kind of ears and teeth they have. Why have you chosen these ears and teeth? Do the same for body and tail. Task – Children to design their imaginary cat and label with expanded noun phrases (extended) in sentences. Provide choice of facts to support children.
14. Match the words herbivore, omnivore and carnivore with their definitions. TTYP Ask learners to recap what the cat's diet they wrote about last week. What will be the diet of their made up cat? Share ideas. Do the same with habitat and behaviour. Provide choice of facts to support children.
15. Live modelling – use plan and show how to turn fact into two or three related sentences using pronouns, adverbials and linking phrases.

Model live writing – Don't share as one piece or before extended write

The Mesopotamian Blue

Appearance

As their name suggests, Mesopotamian Blues have silver-grey fur that appears blue in the sunlight. Their distinctive coats need a lot of grooming to keep them in good condition. This means that, during the day, these cats spend most of their time washing themselves.

In general, these cats have emerald green eyes, but occasionally individual Mesopotamian Blues are born with eyes of a deep amber colour. Their eyes have evolved to help them see clearly even when there are low light levels as they are often active at night.

Slightly smaller than other cats, these animals have slim bodies and move like silent shadows. Like all cats, they have sharp, retractable claws which help them slice their prey when in the wild.

Diet

Mesopotamian Blues can hunt if needed but prefer to be fed by their owners. Caviar is their favourite food, but they will eat almost anything when hungry. In general, these carnivorous cats eat a diet composed of a variety of cooked fish and meats. They also enjoy warm milk which helps strengthen their teeth and bones.

Habitat

Mesopotamian Blues are generally happiest when kept as domestic pets, although they can survive in the wild. While some may enjoy going outside, they usually prefer to remain indoors. Some of their favourite places within homes include sunny windowsills, soft rugs near warm fires and comfortable beds.

Behaviour

Since Mesopotamian Blues are not as big as other cats, they tend to shy away from other felines. In particular, they seem most afraid of male tabby cats.

Unusually for cats, they live in large families. Scientists studying them have discovered that there is often a dominant male leader or 'elder' cat who controls the group. In some cases, younger males can drive an elderly leader completely out of the family.

LAPs - The Mesopotamian Blue

Appearance

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Model live writing – Don't share as one piece or before extended write – Keep all plural – snow leopards (no capitalisation)

Snow Leopards

Appearance

Snow Leopards are well-adapted to the cold environments that they live in. On their heads, they have round, short ears to prevent heat loss in cold temperatures. In addition to this, they had a wide, short nasal cavity which warms the air before it reaches the cat's lungs. In general, they also have extra-large paws that keep them from sinking into the snow. Because they are frequently in snow, the cat's grey-white fur provides excellent camouflage. It has subtle dark markings that seem to change shape with body movement. This makes identifying individual snow leopards very difficult compared to other big cats like tigers, leopards and jaguars, which have more distinctive markings.

Diet

Scientists studying them have discovered that snow leopards' diets vary depending on their location, but the cats most often hunt wild sheep and goats. Usually, they eat slowly, taking 3 or 4 days to consume their prey. During that time, the cats remain near the kill site to defend the meal from scavengers like vultures and ravens. They will eat every few hours until the carcass is bare. On average, snow leopards hunt a large animal every 8-10 days.

Habitat

Normally, snow leopards prefer the broken terrain of cliffs, rocky outcrops, and ravines. This type of habitat provides good cover and clear views to help them find prey. Because of this, snow leopards mainly inhabit the mountains of Central Asia. Unfortunately, there are only around 4000 snow leopards now left in the wild because they have been hunted.

Behaviour

In most cases, snow leopards are shy, elusive cats. They are most active at dawn and dusk, which is called a "crepuscular activity pattern" by scientists. When awake, they regularly patrol home ranges that can cover hundreds of square kilometres. Unusually for large cats, snow leopards cannot roar. Instead, they have a piercing yowl that is so loud it can be heard over the roar of a river. Although they sound frightening, snow leopards are not aggressive towards humans.

Snow Leopards - LAPs

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Model live writing – Don't share as one piece or before extended write - plural

Asian Tamarans

Appearance

Asian Tamarans are well adapted to their tropical environment. They have **thin silky fur which prevents them from overheating in the sun**. On the bottom of their paws, they have **thick pads** to stop their feet from burning on **the hot ground**.

Their long tails are designed to reach prey when it is still some distance away. **Normally**, they catch their prey by distracting it with their tail before pouncing. **In general**, their tails are about 2m in length and could wrap around a human three times.

Within their padded paws, Asian Tamarans have **sharp retractable claws, which help them keep their grip on their food**. They also have **enlarged teeth which can easily slice through skin and scales**.

Diet

Unusually for cats, Asian Tamarans are omnivores. Their diet tends to mainly consist of fish and seafood but they will also eat meat and **leafy vegetables**. They have night-vision so generally hunt at night time and will swim several kilometres to catch their prey. **Generally**, **a large fish like a tuna** will keep them satisfied for several days.

Habitat

Asian Tamarans tend to live in **the coastal regions of Asia** so they can catch their prey from the sea. **Most of the time**, they prefer **warmer temperatures** so it is rare to spot them in cooler environments. They tend to sleep behind large rocks that provide shelter from the sun and possible predators.

Behaviour

Asian Tamarans are cautious around humans. This is because they are often hunted for their valuable silky fur. **Unfortunately**, many humans are also very fearful of this species because of their unusual appearance. However, these cats are never normally aggressive to man.