

10-weeks plan, Stage 1, 2 & 3

Narrative, Persuasive & Informative Writing

Implementation of the *Seven Steps to Writing Success* by Jen McVeity

Writing is not something you do with a pen, it is something you do with your brain.
– Jen McVeity

STEP 2	Sizzling Starts	2 – 3 weeks
STEP 3	Tightening Tension	2 weeks
STEP 1	Plan for Success	1 week
STEP 4	Dynamic Dialogue	1 week
STEP 5	Show, Don't Tell	1 week
STEP 6	Ban the Boring!	1 week
STEP 7	Exciting Endings	1 week

Teaching Procedure:

Monday	Explicit teaching lesson on new technique (5 minutes) – (I Do) and a modelled group lesson – 10 minute lesson – We Do (whole class). Total 15 minutes.
Tuesday	15 minute Daily Writing – We Do (Groups of 3) <ul style="list-style-type: none">• Revisit technique by modelling to class (3 mins.)• Brainstorm/Act out (5 mins.)• Writing (5 mins.)• Sharing (2 mins.)
Wednesday	15 minute Daily Writing – We Do (Groups of 3) <ul style="list-style-type: none">• Revisit technique by modelling to class (3 mins.)• Brainstorm/Act out (5 mins.)• Writing (5 mins.)• Sharing (2 mins.)
Thursday	15 minute Daily Writing – You Do (Pair Work) <ul style="list-style-type: none">• Revisit technique by modelling to class (3 mins.)• Brainstorm/Act out (5 mins.)• Writing (5 mins.)• Sharing (2 mins.)
Friday	You Do (15 mins.) students work independently based on technique taught during the week. Use Writing Journal.

Recommendation: Use mixed ability for We Do group activities and ability groups for pair work activities.

WEEK ONE

Introduction: Spend no more than 1 minute to inform students that you are taking them on a writing adventure called the *Seven Steps to Writing Success*. Invite them to come along. Note to teacher: Due to the age of the students in K-2, your focus will be more on improving students' visual literacy in order to develop their writing literacy.

Focus: Sizzling Starts

Purpose: To hook the reader. According to NAPLAN, 'The purpose of the introduction is to introduce the reader to the main idea of the essay. It should provide some context or identify issue(s) associated with the topic, and it should capture the interest of the reader and tell why the topic is important.'

How:

- Use sound, action or dialogue (SAD) to begin sizzling starts. If you don't **sizzle**, you will **fizzle**!

Monday	<p>Writing Technique Introduction (I Do) – 5 minutes (We Do) -10 minutes (NARRATIVE WRITING) <i>There's no actual writing in today's lesson as your focus is on visual literacy. Thinking is the most important part of writing. Make this time fun, to build interest in writing.</i></p> <ul style="list-style-type: none"> ▪ I Do Introduce the concept of narrative writing to students in language they can understand. In narrative writing students must start at the moment of change, backfill to provide useful information then go back to the action as soon as possible. ▪ Introduce sizzling starts, say what they are: sound, action, dialogue. Have students repeat them after you to build memory muscle. ▪ Tell them we will begin to learn how to start our story with a sound. ▪ We Do For a general understanding of sounds, get students to respond to the following question: What sound does a _____ make? Fill the blank space with names of animals/things, such as: cat, dog, hyena, lion, car crashing, a bottle opening, snake, a train, etc. As many as time allows. If you have already taught them onomatopoeia, this is a great time to review them. If you have not, then here is your opportunity. 	<p>Resources: <i>Early Years Manual</i> – p.28-40; sound p.35-38 <i>Narrative Manual</i> p.12; 20-21</p>
	<p>Writing Technique Introduction (I Do) – 5 minutes (We Do) -10 minutes (PERSUASIVE WRITING) <i>There's no actual writing in today's lesson as your focus is on visual literacy. Thinking is the most important part of writing. Make this time fun, to build interest in writing.</i></p> <ul style="list-style-type: none"> ▪ I Do Introduce the concept of persuasive writing to students in language they can understand. In persuasive writing the aim is to engage the reader, reveal your position/side and use emotion, dialogue, word pictures and even narrative as a hook. ▪ Introduce sizzling starts, say what they are: sound, action, dialogue. Have students repeat them after you to build memory muscle. ▪ Tell them we will begin to learn how to start our persuasive essay/speech with a sound. ▪ We Do For a general understanding of sounds, get students to respond to the following question: What sound does a _____ make? Fill the blank space with names of animals/things, such as: cat, dog, hyena, lion, car crashing, a bottle opening, snake, a train, etc. As many as time allows. If you have already taught them onomatopoeia, this is a great time to review them. If you have not, then here is your opportunity. 	<p><i>Persuasive Writing Manual</i> p.18-19</p>
	<p>Writing Technique Introduction (I Do) – 5 minutes (We Do) -10 minutes (INFORMATIVE WRITING) <i>There's no actual writing in today's lesson as your focus is on visual literacy. Thinking is the most important part of writing. Make this time fun, to build interest in writing.</i></p>	<p><i>Informative Writing Manual</i> p.</p>

	<ul style="list-style-type: none"> ▪ I Do Introduce the concept of informative writing to students in language they can understand. In informative writing the aim is to give the reader useful information, but that doesn't mean boring them to death! That's why we use SAD. ▪ Introduce sizzling starts, say what they are: sound, action, dialogue. Have students repeat them after you to build memory muscle. ▪ Tell them we will begin to learn how to start our recount or informative essay with a sound. ▪ We Do For a general understanding of sounds, get students to respond to the following question: What sound does a _____ make? Fill the blank space with names of animals/things, such as: cat, dog, hyena, lion, car crashing, a bottle opening, snake, a train, etc. As many as time allows. If you have already taught them onomatopoeia, this is a great time to review them. If you have not, then here is your opportunity. 	
Tuesday	<p>Writing Technique Introduction (I Do) – 5 minutes (Sizzling Starts) (We Do) -10 minutes <i>There's no actual writing in today's lesson as your focus is on visual literacy. Thinking is the most important part of writing. Make this time fun, to build interest in writing.</i></p> <ul style="list-style-type: none"> ▪ I Do Tell students that if we want others to like our ideas, we have to tell them in a way that is interesting. That is why we are going to learn some more about using sound in our stories. Explain, with the following example, that you are going to read out a sentence of a story but the students must say which sound would be best for it.screamed the voice behind me. I turned around just in time to see Mike's cappuccino painting his white shirt brown. Teacher models the entire start of the narrative, including the sizzling start. ▪ We Do Students work in a combination of open class and group work to identify and practice sounds for sizzling starts. 	Sound worksheet
	<p>Writing Technique Introduction (I Do) – 5 minutes (Sizzling Starts) (We Do) -10 minutes <i>There's no actual writing in today's lesson as your focus is on visual literacy. Thinking is the most important part of writing. Make this time fun, to build interest in writing.</i></p> <ol style="list-style-type: none"> 1. I Do Tell students that if we want others to like our ideas, we have to tell them in a way that is interesting. That is why we are going to learn some more about using sound in our persuasive writing. Explain, with the following example, that you are going to read out a sentence, but the students must say which sound would be best for it.! I looked around to see a huge, yellow-gold lion staring at me. I wasn't afraid because I was at Taronga Zoo in Sydney where the lions are safe – and I am, too. I am happy that lions, such as Len – the name of my favourite lion – are kept in zoos because if they were in the wild, where would they get medicine when they become ill? Also, I think it is great that children like me can go and visit them in zoos without having to travel to faraway places like Africa. ▪ Teacher models the entire start of the persuasive text, including the sizzling start. ▪ We Do Students work in a combination of open class and group work to identify and practice sounds for sizzling starts. 	Sound worksheet
	<p>Writing Technique Introduction (I Do) – 5 minutes (Sizzling Starts) (We Do) -10 minutes <i>There's no actual writing in today's lesson as your focus is on visual literacy. Thinking is the most important part of writing. Make this time fun, to build interest in writing.</i></p> <ul style="list-style-type: none"> ▪ I Do Tell students that if we want others to like our ideas, we have to tell them in a way that is interesting. That is why we are going to learn some more about using sound in our informative writing. Explain, with the following example, that you are going to read out a sentence of a story but the students must say which sound would be best for it. Ha!Ha!Ha! My grandpa always tells 	Sound worksheet

	<p>me that people who laugh at their own mistakes will get everyone else to laugh along with them. Yesterday, I learned that he is right. Teacher models the entire start of the narrative, including the sizzling start.</p> <ul style="list-style-type: none"> ▪ We Do Students work in a combination of open class and group work to identify and practice sounds for sizzling starts. 	
Wednesday	<p>Daily Writing – 15 minutes (We DO)</p> <ul style="list-style-type: none"> ▪ Revisit ‘Sizzling Starts’ sound by showing at least 2 short clips. You could show clips of a boat in a storm as that’s relevant to today’s lesson. ▪ We Do (whole class) create a sizzling start for either a story that is already known to the class OR have students brainstorm how to change this fizzle into a sizzle. <i>“I was on holiday with my family. We were on a big P&O ship, which held over 2000 people. My Mum, Dad and big sister were so excited for our big family adventure. Our room was huge and we were lucky enough to have a big balcony. It was wonderful looking out over the water as the big ship surged forward towards our next destination. That was until something went wrong.” (Tes.Com)</i> ▪ Tell students that today we will be writing a sizzling start for the story beginning above. The teacher will be the scribe and take as many sound words as possible before beginning to rewrite the story start. ▪ Students should either copy the start into their notebooks or it should be written up on Bristol paper and placed in the classroom as a sample. 	<p>https://www.youtube.com/watch?v=LJTRZI2HThU</p> <p>https://www.youtube.com/watch?v=31cZdeVnV-0 at 1’49”</p>
	<p>Daily Writing – 15 minutes (We DO)</p> <ul style="list-style-type: none"> ▪ Revisit ‘Sizzling Starts’ sound by beginning a short speech where you model sound being used. No fresh ideas? Read out loud the example from the previous lesson. ▪ We Do (whole class) create a sizzling start for a persuasive task by asking students to come up with an issue of their liking OR have students brainstorm how to change this fizzle into a sizzle. <i>“It is important that recess is longer. If not, students won’t be able to focus in class, get enough exercise to be healthy, or interact with other kids and make friends. Therefore, recess must be longer.”</i> ▪ Tell students that today we will be writing a sizzling start for the persuasive text above. The teacher will be the scribe and take as many sound words as possible before beginning to rewrite the start. ▪ Students should either copy the start into their notebooks or it should be written up on Bristol paper and placed in the classroom as a sample. 	
	<p>Daily Writing – 15 minutes (We DO)</p> <ul style="list-style-type: none"> ▪ Revisit ‘Sizzling Starts’ sound by showing students authentic examples of sound being used in informative texts – check newspapers, speeches, manuals, etc. If impossible, create your own or use the example from the previous lesson. ▪ We Do (whole class) create a sizzling start for a recount of part of their day so far, and have students brainstorm how to change this fizzle into a sizzle. Teacher will choose one or two examples to write up on the board. ▪ Direct students to recount their story again but with a sizzling start (sound) if they didn’t begin with one. ▪ Place students in groups and have them recount to each other, being careful to begin with a sound. Have some courageous students share with whole class. ▪ Students should either copy the start into their notebooks or it should be written up on Bristol paper and placed in the classroom as a sample. 	

Thursday	<p>Daily Writing – 15 minutes (You DO – pair work)</p> <ul style="list-style-type: none"> ▪ Have students repeat the names of the three sizzling starts – sound, action, dialogue to build memory muscle ▪ Do a rapid fire review round of different types of sounds e.g. what sound does your stomach make when you're hungry? etc. ▪ Inform students that today they will be writing their first sizzling start without your direct help, but with a peer. ▪ You Do Students are to create a sizzling start for either a story that is already known to them (classroom novels) OR teacher to create a worksheet with options that students have to brainstorm how to change the fizzle into a sizzle. ▪ Students discuss with their partner then write their sizzling start together. Manage time. 	
	<p>Daily Writing – 15 minutes (You DO – pair work)</p> <ul style="list-style-type: none"> ▪ Have students repeat the names of the three sizzling starts – sound, action, dialogue to build memory muscle ▪ Do a rapid fire review round of different types of sounds e.g. what sound does your stomach make when you're hungry? etc. ▪ Inform students that today they will be writing their first sizzling start without your direct help, but with a peer. ▪ You Do Students are to create a sizzling start for a persuasive essay – teacher may use students' ideas or create a worksheet with options for students to choose from. ▪ Students discuss with their partner then write their sizzling start together. Manage time. 	
	<p>Daily Writing – 15 minutes (You DO – pair work)</p> <ul style="list-style-type: none"> ▪ Have students repeat the names of the three sizzling starts – sound, action, dialogue to build memory muscle ▪ Do a rapid fire review round of different types of sounds e.g. what sound does your stomach make when you're hungry? etc. ▪ Inform students that today they will be writing their first sizzling start without your direct help, but with a peer. ▪ You Do Students are to recall a particular event that was shared with their partner (e.g. swimming carnival) then create a sizzling start to begin writing the introduction of their recount. ▪ Students discuss with their partner then write their sizzling start together. Manage time. 	
Friday	<p>Daily Writing – 15 minutes (You DO – individual work)</p> <ul style="list-style-type: none"> ▪ Review sound as a sizzling start. ▪ Inform students that today they will be writing their first sizzling start on their own. Assure them they will be fine and you'll be there to encourage them if they need it. ▪ You Do Students are to create a sizzling start for either a story that is already known to them (classroom novels) OR teacher to create a worksheet with options that students have to brainstorm how to change the fizzle into a sizzle. ▪ Students write their sizzling start on their own. Manage time. 	
	<p>Daily Writing – 15 minutes (You DO – individual work)</p> <ul style="list-style-type: none"> ▪ Review sound as a sizzling start. ▪ Inform students that today they will be writing their first sizzling start on their own. ▪ You Do Students are to create a sizzling start for a persuasive essay – teacher to create a worksheet with options for students to choose from. ▪ Students write their sizzling start on their own. Manage time. 	

Daily Writing – 15 minutes (**You DO – individual work**)

- Have students repeat the names of the three sizzling starts – **sound, action, dialogue** to build memory muscle
- Do a rapid fire review round of different types of sounds e.g. what sound does your stomach make when you're hungry? etc.
- Inform students that today they will be writing their first sizzling start without your direct help, but with a peer.
- **You Do** Students are to recount a recent event (first day at new school or in Year 3, etc.) OR teacher could have students research a simple topic, such as 'Why forests are important' then write a sizzling start with a **sound**.