

<p><b>Learning Objectives:</b> assess the effectiveness of their own and others' writing and suggest improvements; evaluate &amp; edit writing based on identified success criteria, audience and purpose; make decisions about form and purpose; organise paragraphs around a theme; use simple organisational devices; extend sentences with more than one clause but using a wider range of conjunctions; use layout for different purposes (Year 4 ES).</p>		<p><b>Text/ Genre:</b> Running Shoes by Frederick Lipp</p>	
		<p><b>Cross curricular links:</b> Geography; other cultures; religion.</p>	
	<p><b>Introduction</b></p>	<p><b>Guided/ Independent Tasks.</b></p>	<p><b>Plenary</b></p>
<p><b>Day 1</b></p>	<p>Introduce the book 'Running Shoes' by showing the cover on PowerPoint.</p> <p><i>Q. Where might the story be set?</i> <i>Q. Are there any clues on the front cover to help decide where the story could be set? (rice field, possibly the girl's features suggest not about an English child, no pathway).</i></p> <p>Explain that the story is set in Cambodia.</p> <p><i>Q. Has anyone heard of Cambodia?</i> <i>Q. Do you know where Cambodia is?</i></p> <p>Use a map to show its location. Identify the neighbouring countries.</p>	<p><b>LO - to research context of a text.</b> Explain that today they will be finding out about Cambodia to get a context for the story. <i>Q. What is the context of a story? (where is the story set?)</i></p> <p>Look at website <a href="http://www.oddizzi.com/teachers/explore-the-world/places/asia/cambodia/">http://www.oddizzi.com/teachers/explore-the-world/places/asia/cambodia/</a></p> <p>Scan over the website and read some information. Hide the screen – tell your TP one fact you have learnt about Cambodia.</p> <p>Give children a prepared sheet of differentiated facts to include: capital, climate/weather, employment, basic history, culture, religion, interesting facts.</p> <p>Teacher to model reading information, taking the key facts and writing in note form.</p> <p>Children to be given a planning grid to include the above sections and extract the relevant facts to put into the boxes – ensuring they write in note form.</p> <p><b>Must-</b> include factual information in the correct boxes. <b>Should-</b> use technical vocabulary. <b>Could-</b> use your own subheadings.</p>	<p>Play 'um' game – who can give the most information about Cambodia without pausing?</p>
<p><b>Day 2</b></p>	<p>Read the story, Running Shoes, from PowerPoint to slide 19 and identify key issues – poverty, no school in village, only boys at the school.</p>	<p><b>LO - to plan an opinion</b> Highlight the fact that in the world many children do not go to school, some only go until a certain age, only boys go</p>	<p>Share opinions showing</p>

	<p><i>Q. What do you think about this?</i>  <i>Q. What are these children expected to do instead?</i>                  Highlight the fact that no school might also imply a lack of electricity (no X-box, iPads etc!)</p> <p>Discuss the text:  <i>Q. What is a Number man? Why is his role important? Q. What do we have in the UK?</i>  <i>Q. What was Sophy determined to do? What does this show about her personality? Her family?</i>  <i>Q. Why did Sophy want to go to school? What examples from the book tell us why Sophy wanted to go to school?</i>  <i>Q. How would this impact on her future? Why?</i>  <i>Q. What obstacles did she face? How did she overcome them? Which obstacles might she still face in the future? Why?</i></p>	<p>or only the eldest child goes, such as in Indonesia. Why might this be?</p> <p>Display the facts relating to educating children (Educating children around the world).                  Discuss reasons why girls do not go to school to encourage empathy with other cultures – even though we do not necessarily agree.  <i>Q. What is empathy?</i></p> <p>Explain that today they are going to consider their own opinion on the issues raised.                  What is an opinion? Do others have to agree? Why not?                  Discuss the fact that opinions are backed up with justifications for why that opinion is formed.</p> <p><b>Must</b> - To plan a clear opinion  <b>Should</b> -To justify points raised,use a conjunction  <b>Could</b> - Use a conjunction as an opener                  Challenge: expand on your point</p> <p>Children should make bullet point notes on any facts that would support their view.</p>	<p>justification for reasons.</p>
<p><b>Day 3</b></p>	<p><i>Q. What is an opinion? Why do we need to justify our opinion?</i></p> <p>Quickly go over the key issues raised yesterday.</p> <p>Recap reasons why children do not go to school and why it is important to be educated.</p>	<p><b>LO - to justify an opinion</b></p> <p>Complete table with ‘reasons why some children do not go to school’ and ‘why education is important’.</p> <p>Using information from tables above, chn write draft sentences linking the ideas with a conjunction.</p>	<p>Choose a few chn to read out their examples to the class.</p>

		<p>Some children need to stay at home to help cook and clean, however it is important for all children to learn to read and write.</p> <p><b>Must</b> - To write a clear opinion <b>Should</b> -To justify points raised,use a conjunction <b>Could</b> - Use a conjunction as an opener Challenge: expand on your point</p> <p>*Challenge able writers to use a conjunction as an opener. Whilst travelling to school is very dangerous for some children, it is essential that they learn skills for everyday life such as using money and writing letters.</p>	
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