

Objectives	The Big Write	Extra Information
<p>L.O:</p> <p>To Understand And Use The Features Of Instructional Writing To Write My Own Instructions.</p>	<p>STARTING ACTIVITY – Brainstorm ways we can help the environment (10 minutes) Hold a short recap on the story of the Plastic Ocean. As a class try to come up with ways that we can care for the environment and what instructions we could give to people to make them more aware of how to recycle to prevent plastic in the ocean. Brainstorm ideas as a class and write these on the board.</p> <p>MAIN TEACHING – BIG write prep (5 minutes) Before students start their instructional writing remind them of the features and allow them to refer back to their notes.</p> <p>MAIN TASK – BIG write (35 minutes) Allow the students to work in groups to research some ways on how to recycle using the classroom laptops/ipads. Together they must create instructions for a poster on how to recycle to help educate others. Teacher should circulate the room providing assistance and remind students of the instructional writing features. Students can include illustrations and diagrams in their poster to aid with the instructions they have given.</p> <p>PLENARY – Present Instructions (5 minutes) Students should share their instructions with their class.</p>	<p>Materials Required:</p> <ul style="list-style-type: none"> ▶ Paper ▶ Pens or pencils ▶ Copybook ▶ Poster ▶ Laptops/ipads ▶ Colours <p>Key Words:</p> <ul style="list-style-type: none"> ▶ Features ▶ Instruction ▶ Plastic ▶ Environment ▶ Recycle ▶ Pollution ▶ Ecosystems <p>Differentiation: Lower ability students should be grouped with Higher ability students during group work.</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ▶ I wrote my instructions using some of the features of instructional writing. ▶ I wrote my instructions entry using many of the features of instructional writing. ▶ I wrote my instructions entry using lots of features of instructional writing.