

Objectives	Non Chronological Report	Extra Information
<p>L.O:</p> <p>Develop An Understanding Of The Main Features Of A Non-Chronological Report And Summarise Information</p>	<p>STARTING ACTIVITY – Introducing non-chronological reports (15 minutes) In preparation for the Big Write in Phase 3 introduce and discuss the topic of non-chronological reports. Non-chronological reports usually focus on one topic and provide factual information, but not in specific time order. A fact file is an example of a non-chronological report. This lesson will focus on fact files about dinosaurs. Discuss what type of information we might gather from reading a fact file. Explore and discuss the main features of non-chronological reports. The main features of non-chronological reports will be written on the whiteboard for students to create a checklist so that these can be adhered to during the Big Write in phase 3 e.g topic title, introduction, sub-headings for each category, factual information, bullet points, present tense and third person etc.</p> <p>MAIN TEACHING – Summarising information (15 minutes) To prepare for building the fact file students will be introduced to the importance of summarising information and the effective use of highlighting important information. Students will be given a printout of any text. As a whole class read the text together, then ask the students to take a moment to process the information and together determine the important pieces of information. Students should use a highlighter to highlight the important points for summary. Allow the students to share with each other the information they have highlighted and provide a short oral summary, then compare with classmates for similarities.</p> <p>MAIN TASK – Summarising information to create a fact file (25 minutes) Allow students to work in pairs to come up with a title for their fact file. It will theme around dinosaurs so students may want to write about a dinosaur of their choice. Firstly, they should focus on key areas that they find interesting in order to create the sub-headings, for example their appearance, environment, diet, fascinating facts etc. Students may then work in pairs using available resources in the classroom such as books or the internet to gather information for their topic. Students should try to summarise the information they are researching and reinstate the most important points while eliminating those that are less relevant. Students should prepare this information for their fact file. (If students are using ipads , laptops they could use the highlighting tool to help them). Don't worry if you run out of time as the students will continue to gather information over the next two lessons.</p> <p>PLENARY – Review features of instructional writing (5 minutes) Review knowledge of non-chronological reports and review the features as well as the importance of how to summarise large amounts of information.</p>	<p>Materials Required:</p> <ul style="list-style-type: none"> ▶ Pens or pencils and Highlighters ▶ Whiteboard ▶ Copybook ▶ Access to books and/or internet ▶ Any text chosen by the teacher <p>Key Words:</p> <ul style="list-style-type: none"> ▶ Non-Chronological order ▶ Features ▶ Factual ▶ Sub-headings ▶ Summarise ▶ Highlight ▶ Dinosaurs <p>Differentiation: The text chosen for the students should be chosen in respect of their ability or students can be paired accordingly together e.g Lower ability students with higher ability</p> <p>Success Criteria:</p> <ul style="list-style-type: none"> ▶ I can identify some features of non-chronological reports and summarise information. ▶ I can identify the main features of non-chronological reports and summarise information. ▶ I can identify additional features of non-chronological reports and summarise information.