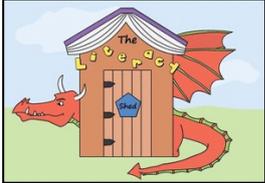
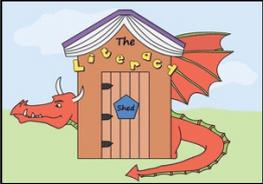
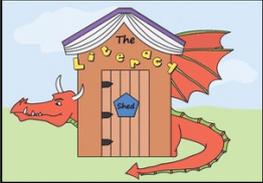
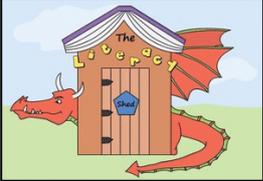
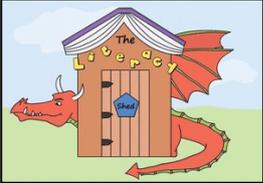


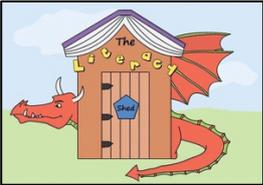
<p><b>Year:</b> 4</p> <p><b>Resources:</b> 1a, 1b, 1c</p>	<p><b>Lesson objective:</b> I am learning to understand what is meant by viewpoint.</p> 		
<p><b>Book Title &amp; Author:</b> The Boy Who Biked the World: Part Two Riding the Americas, by Alastair Humphreys</p> <p><b>Publisher and Year:</b> Eye Books 2014</p> <p><b>Hardback or Paperback:</b> Paperback</p> <p><b>Edition:</b> ISBN 978-1-903070871</p>	<p><b>Lesson Number:</b> 1</p>		
<p><b>Hook into Session/Opening Activities</b></p>	<p><b>Note:</b> <i>this unit can be used as a standalone unit or used in conjunction with the unit for Part 1. Some skills are revisited and built upon in this unit and the following unit- Part Three.</i></p> <p>If children have read Part One of ‘The Boy Who Biked the World’, discuss where they left Tom and their predictions about how he would travel from Africa to the Americas. Using the map showing his route on pages 7 and 8, look at the next stretch of his journey. Begin to read page 9. What is Tom’s mood like? Why might he be feeling this way? Continue to read to the bottom of page 11 and discuss the expressions that the Captain uses such as “Grease my Jellyfish” and “Batter my barnacles”. Can children come up with their own? List these. Finish reading the chapter, to page 19. Look at Tom’s map on page 19 and discuss some of the places listed. Have children heard of any of these? What might Tom encounter here?</p>		
<p><b>Lesson Input</b></p>	<p>Using <b>Resource 1a</b>, read through the two diary entries with the class. Who has written each account? Why do children think that they have different points of view about the same event? What is the difference in focus? Hand out <b>Resource 1b</b> and ask children to read the viewpoint entries again and to fill out the table with the differences between the two accounts. Discuss the tone of each entry and the possible reasons for this.</p>		
<p><b>Independent Activities</b></p>	<p><b>Simplify:</b> With support. Give children a copy of <b>Resource 1c</b>, and explain it is a diary entry written by the old lady, from the start of the day. Ask children to read pages 9-13 again, and write about the same event from Tom’s point of view. Depending on the ability of children in this group, teachers may want to produce a piece of shared writing with children, with lots of ideas from them.</p>	<p><b>Expect:</b> Give children a copy of <b>Resource 1c</b>, and explain that it is a diary entry written by the old lady, from the start of the day. Ask children to read pages 9-13 again, and write about the same event from Tom’s point of view.</p>	<p><b>Extend:</b> Ask children to write two diary entries – one from the point of view of Tom and one from the point of view of the old lady about the events at the start of the book in the supermarket. Give children a copy of the book and the pages references 9-13 to help them to do this. Stress that these two diary entries need to be different in focus, perspective and tone.</p>
<p><b>Plenary</b></p>	<p>Give children individual maps of the world or the Americas or display a large class version. Explain that as they read the book, they should mark on the places that Tom visits and mentions. They may annotate their maps to make notes of events/ people/adventures that Tom has in these places. Make a question section on a working wall so that children can add questions about any of the places visited/natural phenomenon/animals etc. that Tom encounters. Read on from page 21-29</p>		
<p><b>Further Teaching Points</b></p>	<p><b>Resource 1c</b>, the old lady’s diary entry, is a mundane entry. The reasons for this could be discussed with children. Numeracy work could be incorporated in to this unit, for example, looking at time zones between countries, working out how long different legs of Tom’s journey are/how long the entirety of Tom’s journey will take/ how long it would be likely to take to cross the Atlantic etc.</p>		

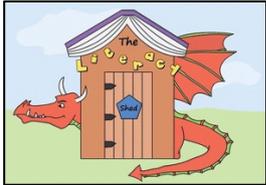
<p><b>Year:</b> 4</p> <p><b>Resources:</b> 2a, 2b, 2c, whiteboards and pens, highlighters, copies of the book,</p>	<p><b>Lesson objective:</b> I am learning to use single and multi-clause sentences.</p> 		
<p><b>Book Title &amp; Author:</b> The Boy Who Biked the World: Part Two Riding the Americas, by Alastair Humphreys</p> <p><b>Publisher and Year:</b> Eye Books 2014</p> <p><b>Hardback or Paperback:</b> Paperback</p> <p><b>Edition:</b> ISBN 978-1-903070871</p>	<p><b>Lesson Number:</b> 2</p>		
<p><b>Hook into Session/Opening Activities</b></p>	<p>Display images on <b>Resource 2a</b> of Patagonia. Explain that this is the next leg of Tom’s journey. Ask children to imagine what it would be like to be here on your own and how Tom may feel, what he may encounter and possible highs and lows of this part of the trip. Read pages 31-36. Carefully consider Tom’s feelings about Patagonia from his descriptions and language choices. Can children understand, from the images and text, why Tom describes Patagonia in certain ways, especially on page 32? Discuss what a glacier is. Read on to page 42.</p>		
<p><b>Lesson Input</b></p>	<p>Give children a copy of <b>Resource 2b</b>. Read through together and ensure that children understand the difference between a single and multi-clause sentence. Can they correctly identify which is which from the examples?</p> <p>Next write a simple sentence on the board such as ‘Patagonia is a beautiful country’. Make a list of conjunctions with children. Organise these together into ‘subordinating conjunctions’ and ‘coordinating conjunctions’. Using whiteboards, ask children to add first a coordinating conjunction to the simple sentence to turn it into a multi-clause sentence. Repeat with a subordinating conjunction. Ask children to underline the subordinate clause and if it doesn’t start the sentence, rewrite it so that it does. Stress that when the subordinate clauses begins the sentence, a comma is needed to separate this from the main clause.</p>		
<p><b>Independent Activities</b></p>	<p><b>Simplify:</b> With adult support. Using <b>Resource 2c</b>, children will write a range of multi-clause sentences. Encourage children to think about which sentences to leave as simple sentences.</p> <p>Use conjunction list made together during Lesson Input to help when writing multi-clause sentences.</p>	<p><b>Expect:</b> Using <b>Resource 2c</b>, children will turn a range of simple sentences into multi-clause sentences.</p> <p>Challenge: add to passage. Try to start a multi-clause sentence with a subordinate clause.</p>	<p><b>Extend:</b> Ask children to imagine that they are writing as Tom for the section at the end of the chapter about his feelings about Patagonia. Children must use a range of simple and multi-clause sentences.</p>
<p><b>Plenary</b></p>	<p>Continuing reading from page 43 to page 49. Ask children to follow page 49 as it is being read aloud. What is the impact of the very short sentences at the top of this page? Ask children if they can identify single-clause and multi-clause sentences. Are there any sentences which begin with the subordinate clause? (Second paragraph – ‘Because everything looked so....’) Ask children to add to their own maps/class map of Tom’s adventures and journey so far.</p>		
<p><b>Further Teaching Points</b></p>	<p>The use of single-clause sentences is just as important as using multi-clause sentences. Make this clear to children, especially in the extend group who may think that they need to use more complicated sentence types all of the time.</p>		

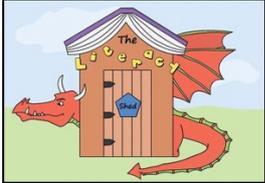
<p><b>Year:</b> 4</p> <p><b>Resources:</b> 3a, 3b, whiteboards and pens,</p> <p><b>Book Title &amp; Author:</b> The Boy Who Biked the World: Part Two Riding the Americas, by Alastair Humphreys</p> <p><b>Publisher and Year:</b> Eye Books 2014</p> <p><b>Hardback or Paperback:</b> Paperback</p> <p><b>Edition:</b> ISBN 978-1-903070871</p>	<p><b>Lesson objective:</b> I am learning to use viewpoint in a letter.</p> <p><b>Lesson Number:</b> 3</p> 		
<p><b>Hook into Session/Opening Activities</b></p>	<p>Remind children about their work on viewpoint in Lesson One and explain that they will be exploring this in a little more detail today. Read pages 51-63 and ask children to make a note on whiteboards of three events that stick in their minds. Ask children to share these ideas and make a list of some of these e.g. Tom eating a guinea pig, Nazca lines, chicken feet in soup etc. Hand out <b>Resource 3a</b>, and ask children to work in mixed ability partners to fill this table in by firstly choosing some of these events and adding them to the first column, and then thinking about Tom's reaction to these events and his mum's reactions if he told her about them. Encourage children to think of their own families and how adults and children react differently to situations. Ask children to add to their notes/individual maps.</p>		
<p><b>Lesson Input</b></p>	<p>Hand out a copy of <b>Resource 3b</b> and read through together. What is Tom's tone like in this letter? Do children think that he enjoys telling his mum about the more gruesome aspects of his trip? Why might this be? Which parts do you think would make her laugh and which parts might make her worry? Discuss reasons for children thinking this. Ask children to find examples of single-clause and multi-clause sentences. Look at the structure of the letter and how it is paragraphed – a short introduction, a different event in each paragraph and an ending. Annotate this on the sheet.</p>		
<p><b>Independent Activities</b></p>	<p><b>Simplify:</b> Ask children to think about one of the events collected on <b>Resource 3a</b>. Write this event as a postcard home from Tom to his mum and then write a postcard back in role as mum in response to this. Stress to children that viewpoint will be very different.</p>	<p><b>Expect:</b> With support. Give children a copy of <b>Resource 3b</b> - a letter from Tom, home to his mum. What might his mum say about some of his escapades on here? Annotate on this resource to help with structuring a response. Write a letter back, in role, as Tom's mother.</p> <p>Challenge: use a range of sentence types and conjunctions.</p>	<p><b>Extend:</b> Ask children to refer back to their own maps/class maps and think about some of the exciting and scary things that Tom could write home about. Write two, short letters – one from Tom home to his mum and one as her reply to this letter. What might the difference be in the tone? Remember to use a range of sentence types and conjunctions.</p>
<p><b>Plenary</b></p>	<p>Ask if any children think that they have written a good response in role as Tom's mum that really shows a tone i.e. Indignant, humorous, appalled etc. Ask children to read these out. Read onto the end of page 69 and point children's attention to the description of other characters opinions on one another's countries.</p>		
<p><b>Further Teaching Points</b></p>	<p>The ideas from this lesson could be extended. For example, other letters or diaries could be written about the same event, from the viewpoint of Tom and another character that he encounters. This idea can be used cross-curricular e.g. telling the Easter story from different viewpoints.</p>		

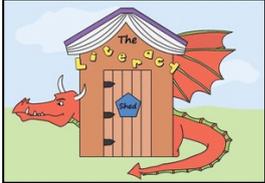
<p><b>Year:</b> 4</p> <p><b>Resources:</b> 4a, 4b, whiteboards and pens</p>	<p><b>Lesson objective:</b></p> <p>I am learning to use commas after fronted adverbials.</p> 		
<p><b>Book Title &amp; Author:</b> The Boy Who Biked the World: Part Two Riding the Americas, by Alastair Humphreys</p> <p><b>Publisher and Year:</b> Eye Books 2014</p> <p><b>Hardback or Paperback:</b> Paperback</p> <p><b>Edition:</b> ISBN 978-1-903070871</p>	<p><b>Lesson Number:</b> 4</p>		
<p><b>Hook into Session/Opening Activities</b></p>	<p>Read from page 71- 85, with descriptions of the jungle. Discuss some of the things that Tom encounters here – volcanoes, jungle and pyramids. Display a range of images of Central American jungles and Tikal – explain that this Mayan building was once swallowed up by the jungle. Ask children to imagine what it would feel like to be here and also what might happen here. Reread pages 79 up to ‘...almost totally disappeared’ on page 81. Ask children to listen out for descriptions of the jungle and write down on whiteboards all the things that they could see or hear if they were there. Include animals, birds and any details of what might happen here. Use <b>Resource 4a</b> to collect these ideas.</p>		
<p><b>Lesson Input</b></p>	<p>Share <b>Resource 4b</b> with children. Ensure that children recognise that a comma is needed after the fronted adverbial. Discuss what happens when the order of the sentence is swapped around i.e. the main clause comes first and there is no need for a comma. Compare this to their work from Lesson 2. Ask them if they can think of other examples of fronted adverbials that could fit into each of the three categories of when, how and where. These could be added to the resource as a reference for children. Choose one of children’s ideas from the hook in session and ask if children can use this idea in a sentence of their own which includes a fronted adverbial. Write these on whiteboards and assess children’s understanding – are they using a comma correctly after the fronted adverbial? Repeat so that five sentences are written describing the jungle. Compare these to the sentence work from lesson two. What types of sentences have children written? Which part of the sentence is a main clause and which is a subordinate clause?</p>		
<p><b>Independent Activities</b></p>	<p><b>Simplify:</b> Children use ideas collected from the start of the lesson to draft a short description of the jungle using fronted adverbials. Descriptions will mainly focus on sight. Make <b>Resource 4b</b> available to children to choose fronted adverbials from those given.</p>	<p><b>Expect:</b> Children use ideas collected from the start of the lesson to draft a short description of the jungle using fronted adverbials. Paragraph their work using the categories from <b>Resource 4a</b>. Use a range of senses – mainly sight and sound. Make <b>Resource 4b</b> available to children to choose fronted adverbials from those given.</p>	<p><b>Extend:</b> Children to write a drafted version of the description of the jungle using a range of senses and using <b>Resource 4a</b> to help to paragraph their work. Encourage children to use a range of sentence types and conjunctions.</p>
<p><b>Plenary</b></p>	<p>Return to individual maps or class map and add details of this leg of Tom’s journey to these, making notes and annotating. Return to map on page 19 and look at Tom’s journey so far and his next section across North America. Look at some of the place names listed here and ask children to predict what adventures he might have and what sights he might see.</p>		
<p><b>Further Teaching Points</b></p>	<p>An alternative to looking at the setting of the jungle, would be to look at a description of the volcano or to revisit pages 51-53, ‘The Witches of La Paz’ and use this setting instead.</p>		

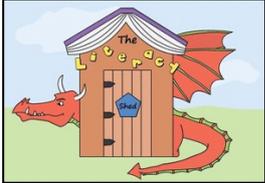
<p><b>Year:</b> 4</p> <p><b>Resources:</b> 5a, thesauruses</p> <p><b>Book Title &amp; Author:</b> The Boy Who Biked the World: Part Two Riding the Americas, by Alastair Humphreys</p> <p><b>Publisher and Year:</b> Eye Books 2014</p> <p><b>Hardback or Paperback:</b> Paperback</p> <p><b>Edition:</b> ISBN 978-1-903070871</p>	<p><b>Lesson objective:</b> I am learning to improve my word choice by using a thesaurus.</p>  <p><b>Lesson Number:</b> 5</p>		
<p><b>Hook into Session/ Opening Activities</b></p>	<p>Show <b>Resource 5a</b> – a description of the jungle. Remind children of their work on fronted adverbials from yesterday and ask them to highlight all of these on <b>Resource 5a</b>. Read through the description again and tell pupils that the words in red could be improved. Introduce children to thesauruses and explain that these are organised alphabetically and are a way to improve word choice. A word can be located and other words with the same meaning are given. Although the term ‘synonym’ is not introduced until Year 6, it is useful to share this with children. Point children’s attention to the guidewords at the top of the pages and how these are helpful in locating words quickly. Point pupils’ attention to two words beginning with the same letter but how we look at the second letter or in some cases the third/fourth, to decide which comes first. Ask children to find synonyms for the words in red on <b>Resource 5a</b>. Take suggestions and then model how to replace words in in <b>Resource 5a</b> with some of these. Stress that not all are a good fit or will make sense.</p>		
<p><b>Lesson Input</b></p>	<p>Children read their drafts from yesterday. Note: Teacher could already have underlined words for the simplify group to improve. Expect and Extend groups team up in mixed ability partners. Underline up to five words that they think their partner could improve and swap back to use a thesaurus to improve these words.</p> <p>Return to <b>Resource 5a</b> from lesson input. Could this description be improved? Look at how to change the order of some sentences to improve if too many fronted adverbials have been used. Look at the use of a range of sentences. Can children improve any of these? If children worked on the previous unit – Part 1, Africa, remind them of their work on first, second and third person. What person is <b>Resource 5a</b> written in? Experiment with changing into first person. Which is more effective for a description and why?</p>		
<p><b>Independent Activities</b></p>	<p><b>Simplify:</b> Children redraft their descriptions from yesterday improving their word choice through the use of thesauruses. (These words could have already been highlighted by the teacher).</p>	<p><b>Expect:</b> Ask children to read through descriptions drafted yesterday and make necessary changes to redraft. Ask them to consider word choice and also order of sentences. They may ‘steal’ one idea from <b>Resource 5a</b> to improve their work.</p>	<p><b>Extend:</b> Children redraft their descriptions from yesterday. Make thesauruses available to children. Encourage groups to think about the use of fronted adverbials and to improve these/change sentence order.</p>
<p><b>Plenary</b></p>	<p>Ask children to think of one, boring word to describe the jungle such as ‘noisy’. Use a thesaurus to choose three synonyms for this word and order these according to strength. Does your partner agree? Repeat activity with another word. Ask a child from the Extend group to think of a word to describe the jungle and use a thesaurus to collect three synonyms. Share these synonyms with the class and see if any children can identify the original word.</p>		
<p><b>Further Teaching Points</b></p>	<p>Children could make their own synonym posters for overused or boring words such as nice, said and big. These could be displayed or made into books for children to use. Children could also make synonym snap cards to be played in class. Children could collect powerful words to extend their vocabulary in a book similar to a spelling book. They could organise this alphabetically.</p>		

<p><b>Year:</b> 4</p> <p><b>Resources:</b> 6a, 6b, thesauruses</p> <p><b>Book Title &amp; Author:</b> The Boy Who Biked the World: Part Two Riding the Americas, by Alastair Humphreys</p> <p><b>Publisher and Year:</b> Eye Books 2014 <b>Hardback or Paperback:</b> Paperback</p> <p><b>Edition:</b> ISBN 978-1-903070871</p>	<p><b>Lesson objective:</b> I am learning to use persuasive language.</p> <p><b>Lesson Number:</b> 6</p> 			
<p><b>Hook into Session/ Opening Activities</b></p>	<p>Read from page 87- 95, pausing at the bottom of page 88 to discuss some of the things that Tom is happy to see. What might make this leg of the journey easier? Compare the foods that are mentioned on page 88 to those he has already eaten previously. Make a list of the foods the children find most disgusting (being sensitive about different cultures) that Tom has encountered (also include those on his African journey if this book has been studied). Explain to children that they are going to be using persuasive language today to write a short advertisement for one of the more 'disgusting' sounding foods. Play a selection of food adverts, such as M&amp;S, to children. Watch through once and ask children to comment on the words and the images. Play through again but this time ask children to close their eyes and listen out for persuasive words and phrases that stick in their minds. Share these. Make a list of words and phrases that children heard. Note: see further teaching points for links to some advert ideas.</p>			
<p><b>Lesson Input</b></p>	<p>Hand out <b>Resources 6a</b>. Explain that these are advertisements about some of the foods that Tom encounters in the USA. In mixed ability pairs, read through these resources and highlight persuasive words and phrases in one colour. Can they spot any interesting sentences? What other persuasive devices can children see being used in these advertisements? (Use of alliteration, exaggeration and rhetorical questions). Return to the list of the 'disgusting' things that Tom has eaten during his journey around the world and choose one with the class. With lots of ideas from the children, write a persuasive advert for this food, using a range of persuasive words and phrases collected. Point children's attention to the use of rhetorical questions on <b>Resources 6a</b> and try to include this in the advert. Invite a volunteer to read it out in the style of one of the adverts just watched. Which advertisement from <b>Resources 6a</b> do children find most appealing and why?</p>			
<p><b>Independent Activities</b></p>	<table border="1"> <tr> <td data-bbox="328 1151 715 1570"> <p><b>Simplify:</b> Use <b>Resource 6b</b> to write an advertisement for one of the 'disgusting' foods that Tom has eaten on his journey so far. Remind children that they are wanting it to sound delicious and adjectives should be used to make it sound appealing rather than revolting. Encourage children to use the word bank on the resource but a thesaurus could also be used to improve adjectives further.</p> </td> <td data-bbox="715 1151 1070 1570"> <p><b>Expect:</b> Choose an item of 'disgusting' food that Tom has eaten from the list made at the start of the lesson. Write a persuasive advert for this to persuade others to buy and eat it. Use a thesaurus to choose strongest possible synonyms. Challenge: use alliteration and the use of rhetorical questions.</p> </td> <td data-bbox="1070 1151 1495 1570"> <p><b>Extend:</b> Choose an item of 'disgusting' food that Tom has eaten from the list (children may also make up their own). Write a persuasive advert for this to persuade others to buy and eat it. Use a thesaurus to choose strongest possible synonyms. Include alliteration and the use of rhetorical questions. Challenge: use varied sentence structures.</p> </td> </tr> </table>	<p><b>Simplify:</b> Use <b>Resource 6b</b> to write an advertisement for one of the 'disgusting' foods that Tom has eaten on his journey so far. Remind children that they are wanting it to sound delicious and adjectives should be used to make it sound appealing rather than revolting. Encourage children to use the word bank on the resource but a thesaurus could also be used to improve adjectives further.</p>	<p><b>Expect:</b> Choose an item of 'disgusting' food that Tom has eaten from the list made at the start of the lesson. Write a persuasive advert for this to persuade others to buy and eat it. Use a thesaurus to choose strongest possible synonyms. Challenge: use alliteration and the use of rhetorical questions.</p>	<p><b>Extend:</b> Choose an item of 'disgusting' food that Tom has eaten from the list (children may also make up their own). Write a persuasive advert for this to persuade others to buy and eat it. Use a thesaurus to choose strongest possible synonyms. Include alliteration and the use of rhetorical questions. Challenge: use varied sentence structures.</p>
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<p><b>Plenary</b></p>	<p>Ask for volunteers to read out their adverts in a persuasive way. Ask children to listen out for any appealing words, phrases or persuasive devices that they can hear. Discuss how persuasion uses exaggeration - also known as hyperbole. Play one of the adverts from the Hook In Session again and ask children if they can spot any examples of this. Return to adverts written and ensure at least one piece of hyperbole has been used e.g. 'the best fly kebab in the world ever'/so good, you'll never want to eat anything else again!</p>			
<p><b>Further Teaching Points</b></p>	<p>Adverts to use in the Hook In Session could include:  <a href="https://www.youtube.com/watch?v=5lwMQYxm23U">https://www.youtube.com/watch?v=5lwMQYxm23U</a>; <a href="https://www.youtube.com/watch?v=GcZ_-KTGO-0">https://www.youtube.com/watch?v=GcZ_-KTGO-0</a> <i>*Do make sure that links to these adverts are working before the start of the lesson and check the content of all sites carefully before sharing with children.</i> List of 'disgusting' foods that Tom has encountered: chicken foot soup, guinea pig, the blood and milk drink, mouse burger, fly kebab. Children could illustrate their advertisements or even record them as a radio advert or film them for a TV advert.</p>			

<p><b>Year:</b> 4</p> <p><b>Resources:</b> 7a, 7b, 7c, 7d, highlighters,</p>		<p><b>Lesson objective:</b></p> <p>I am learning to identify persuasive devices.</p>		
<p><b>Book Title &amp; Author:</b> The Boy Who Biked the World: Part Two Riding the Americas, by Alastair Humphreys</p> <p><b>Publisher and Year:</b> Eye Books 2014</p> <p><b>Hardback or Paperback:</b> Paperback</p> <p><b>Edition:</b> ISBN 978-1-903070871</p>		<p><b>Lesson Number:</b> 7</p>		
<p><b>Hook into Session/Opening Activities</b></p>	<p>Remind children about their work on persuasion from yesterday and the type of persuasive writing they were working on. Hand out copies of <b>Resource 7a</b> and read through together. What type of persuasive writing is this? Who is trying to appeal to? Is it effective? Does it make you want to go there? How is it different from how Tom describes places (this is more formal whereas Tom's accounts are more informal). Discuss with children, places that they would like to visit on holiday and discuss what makes them want to go there so much. Was it an advert that they saw or something that they have read about? Ask children to use one colour of highlighter to identify any examples of persuasive language, another colour to identify the use of rhetorical questions and another colour to identify use of alliteration on the resource. What other persuasive devices do children know about?</p>			
<p><b>Lesson Input</b></p>	<p>Display <b>Resource 7b</b> and share other examples of persuasive devices with children. Point to the word 'testimonial' on <b>Resource 7a</b>. From the information below it, what do children think that this means? Which feature on <b>Resource 7b</b> is it an example of? Working in pairs, using <b>Resources 7a and 7b</b>, highlight other features of persuasion that they can see, using a different coloured pen for each feature and making annotations on the sheet. Are there any examples that they can't find? If so, try and add this to <b>Resource 7a</b>.</p>			
<p><b>Independent Activities</b></p>	<p><b>Simplify:</b> With support. Use <b>Resource 7c</b> to improve the brochure for The Grand Canyon using a range of persuasive features looked at. Use <b>Resource 7b</b> as a checklist. Challenge; highlight each feature used in different colour.</p>	<p><b>Expect:</b> Read through <b>Resource 7c</b>. Highlight any features of persuasion that have been used. What hasn't been used/needs to be improved? Edit and improve, using <b>Resource 7b</b> as a checklist. Challenge: use a thesaurus to improve word choice.</p>	<p><b>Extend:</b> Ask children to think about a place that they have visited on holiday or on a daytrip. Using <b>Resource 7a</b> as an example, write a short persuasive piece about this place using a range of persuasive features outlined on <b>Resource 7b</b>. Alternatively, rewrite an improved version of <b>Resource 7c</b> or write about another location described by Tom.</p>	
<p><b>Plenary</b></p>	<p>Re-read pages 88-92 and list some of the places that Tom cycles through in California. What do children know about any of these places? Explain that tomorrow they will be collecting information about some of these Californian places and invite them to do their own research about this state and the sites, to bring in for Lesson 8. <b>Resource 7d</b> could be used for this purpose, to focus children. Extend children may want to research other Californian places not mentioned in the book.</p>			
<p><b>Further Teaching Points</b></p>	<p>Teachers may want to bring holiday brochures in for children to look through and find examples of persuasive language and features. These can also be used in guided reading sessions. Children could be encouraged to collect images of some of the places mentioned in California.</p>			

<p><b>Year:</b> 4     <b>Resources:</b> 8a, copies of the book, internet access</p> <p><b>Book Title &amp; Author:</b> The Boy Who Biked the World: Part Two Riding the Americas, by Alastair Humphreys</p> <p><b>Publisher and Year:</b> Eye Books 2014</p> <p><b>Hardback or Paperback:</b> Paperback</p> <p><b>Edition:</b> ISBN 978-1-903070871</p>	<p><b>Lesson objective:</b> I am learning to take my own notes using skimming and scanning techniques.</p>  <p><b>Lesson Number:</b> 8</p>			
<p><b>Hook into Session/ Opening Activities</b></p>	<p>Introduce the terms skim and scan and explain that these are a way to collect information quickly and efficiently. Scanning is a way to find specific information; skimming is like a preview to the text to get the gist of the whole text. Ensuring that children can see a copy of the book or page 97, begin to read this page with children following. Once the page has been read, give children a word that appears only once on this page and ask them scan quickly to locate this word. The winner is the pupil who finds the word and reads the sentence containing it to prove they've found it. Repeat but ask the winner to select a word from the next page. Now practise skimming techniques. Turn to page 98 and ask children to let their eyes glance over the large paragraph and without reading every sentence and every word, ask them to feedback as to what is happening? Which words stuck out to you to help you do this? Read the paragraph aloud. Were children correct? How could skimming and scanning for information help us?</p>			
<p><b>Lesson Input</b></p>	<p>Hand out copies of <b>Resource 8a</b>. Ask children to repeat the skimming activity for the information underneath of the heading 'Redwoods'. Ask children to think of up to five words that stand out to them and write these down. What is the main idea in this section? Read through carefully now. Did you get the gist? Model how to use this section to take notes – using the words collected can also help to focus children and edit out any unnecessary information. Look at how the use of bullet points and omitting any small words is necessary when taking notes. Group ideas together in bullet points. Stress that notes have to be clear enough to understand what they are about at a later date.</p>			
<p><b>Independent Activities</b></p>	<table border="1"> <tr> <td data-bbox="327 1068 670 1585"> <p><b>Simplify:</b> Ask pupils to use <b>Resource 8a</b> to skim read to get the gist of the information about each section of text. Read again and underneath the given subheadings, take notes about each of the four sights of California. Challenge: ask a partner to take away <b>Resource 8a</b> and read a bullet point of notes. Child who wrote these notes to verbally turn this into a sentence. This will help to indicate if notes make sense.</p> </td> <td data-bbox="670 1068 1129 1585"> <p><b>Expect:</b> Ask pupils to use <b>Resource 8a</b> to skim read to get the gist of the information about each section of text. Read again and underneath the given subheadings, take notes about each of the four sights of California. Allow children internet access to find out more information about California under these headings. The following websites could be used: <a href="https://kids.nationalgeographic.com/explore/states/california/">https://kids.nationalgeographic.com/explore/states/california/</a> <a href="https://www.coolkidfacts.com/california-facts/">https://www.coolkidfacts.com/california-facts/</a></p> </td> <td data-bbox="1129 1068 1495 1585"> <p><b>Extend:</b> As with Expect group but encourage children to add an additional subheading of their choice. The following websites could be used: <a href="https://kids.nationalgeographic.com/explore/states/california/">https://kids.nationalgeographic.com/explore/states/california/</a> <a href="https://www.coolkidfacts.com/california-facts/">https://www.coolkidfacts.com/california-facts/</a> <a href="https://www.xanterra.com/stories/family/family-fun-10-great-things-to-do-with-kids-in-death-valley/">https://www.xanterra.com/stories/family/family-fun-10-great-things-to-do-with-kids-in-death-valley/</a></p> </td> </tr> </table>	<p><b>Simplify:</b> Ask pupils to use <b>Resource 8a</b> to skim read to get the gist of the information about each section of text. Read again and underneath the given subheadings, take notes about each of the four sights of California. Challenge: ask a partner to take away <b>Resource 8a</b> and read a bullet point of notes. Child who wrote these notes to verbally turn this into a sentence. This will help to indicate if notes make sense.</p>	<p><b>Expect:</b> Ask pupils to use <b>Resource 8a</b> to skim read to get the gist of the information about each section of text. Read again and underneath the given subheadings, take notes about each of the four sights of California. Allow children internet access to find out more information about California under these headings. The following websites could be used: <a href="https://kids.nationalgeographic.com/explore/states/california/">https://kids.nationalgeographic.com/explore/states/california/</a> <a href="https://www.coolkidfacts.com/california-facts/">https://www.coolkidfacts.com/california-facts/</a></p>	<p><b>Extend:</b> As with Expect group but encourage children to add an additional subheading of their choice. The following websites could be used: <a href="https://kids.nationalgeographic.com/explore/states/california/">https://kids.nationalgeographic.com/explore/states/california/</a> <a href="https://www.coolkidfacts.com/california-facts/">https://www.coolkidfacts.com/california-facts/</a> <a href="https://www.xanterra.com/stories/family/family-fun-10-great-things-to-do-with-kids-in-death-valley/">https://www.xanterra.com/stories/family/family-fun-10-great-things-to-do-with-kids-in-death-valley/</a></p>
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<p><b>Plenary</b></p>	<p>Show images of California, some can be found on <a href="https://kids.nationalgeographic.com/explore/states/california/">https://kids.nationalgeographic.com/explore/states/california/</a>, focusing on aspects that children have been taking notes about. With each relevant image, ask children to think of accurate, appealing adjectives that can be used to describe these and add to their notes.</p>			
<p><b>Further Teaching Points</b></p>	<p>If children collected their own information about the sites and things to see and do in California, share this at the start of the lesson. Holiday brochures could also be used for children to use instead or as well as websites. Ensure that all web links are working before the start of the lesson. <i>*Please ensure all web pages have been checked carefully before sharing with children.</i></p>			

<p><b>Year:</b> 4</p> <p><b>Resources:</b> 9a, 9b, 9c, 7a</p>		<p><b>Lesson objective:</b></p> <p>I am learning to write a persuasive text.</p> 	
<p><b>Book Title &amp; Author:</b> The Boy Who Biked the World: Part Two Riding the Americas, by Alastair Humphreys</p> <p><b>Publisher and Year:</b> Eye Books 2014</p> <p><b>Hardback or Paperback:</b> Paperback</p> <p><b>Edition:</b> ISBN 978-1-903070871</p>		<p><b>Lesson Number:</b> 9</p>	
<p><b>Hook into Session/Opening Activities</b></p>	<p>Explain that today, pupils will be using the notes that they took yesterday to write a persuasive piece that could feature in a holiday brochure to entice people to holiday in California. Hand out <b>Resource 7a</b> from Lesson 7 again, and with lots of help from children, annotate this, focusing on its structure (i.e. title, catchy introduction, lots of details about the destination and what can be done/seen there, highlights and testimonials). Display this structure for children to see. Display <b>Resource 9a</b> and ask children to use skimming and scanning skills on <b>Resource 7a</b>, to find examples of each of the criteria listed on <b>Resource 9a</b>.</p>		
<p><b>Lesson Input</b></p>	<p>Hand out a copy of <b>Resource 9b</b> and explain that these are the teacher's notes made yesterday. As a piece of shared writing, with lots of help from the children, begin to model how to use the structure made in the Hook In Session and the notes on <b>Resource 9b</b>, to begin to write a persuasive piece encouraging people to visit California. Stress that the piece they took their notes from yesterday was an information text, so their writing today will have a different tone (much like <b>Resource 7a</b>). Focus on any areas of persuasion that children have found tricky during the unit. Remind pupils of their sentence work earlier on in the unit and look at the range of sentences. Can anyone spot a multi-clause sentence/use of a fronted adverbial? Model how to edit and change word order of a sentence to begin with the subordinate clause. Look at the use of imperative verbs to begin some sentences: visit, stroll, enjoy, relax etc. Stress to children that in this piece of writing, they can make up any unknown details to add more interest as they are being assessed on their use of persuasive devices rather than their use of facts.</p>		
<p><b>Independent Activities</b></p>	<p><b>Simplify:</b> Use <b>Resource 9c</b>, structure of persuasive holiday brochure with their notes from yesterday to write a piece persuading people to holiday in California.</p>	<p><b>Expect: With support.</b> Children use their notes taken yesterday and the structure from the Hook In Session, to write a persuasive piece about California which could appear in a holiday brochure. Use <b>Resource 9a</b>, success criteria, to assess work.</p> <p>Challenge: Include a testimonial.</p>	<p><b>Extend:</b> Children use their notes taken yesterday and the structure from the Hook In Session, to write a persuasive piece about California which could appear in a holiday brochure. Include a testimonial. Challenge: read work back through and improve sentences so that a good range of sentence structures have been used.</p>
<p><b>Plenary</b></p>	<p>Ask for volunteers to read aloud, in an expressive voice, their brochure. Ask children to vote on whether they would book this trip based on what they have heard. If not, ask children to make some suggestions as to how it can be improved to make it more persuasive.</p>		
<p><b>Further Teaching Points</b></p>	<p>Depending on children's writing ability and stamina, teachers may wish to allow children an extra lesson to complete writing from this Lesson. To consolidate these skills, children could write guides and brochures for places and countries studied in Geography.</p>		

<p><b>Year:</b> 4</p> <p><b>Resources:</b> 10a, 10b, highlighters, thesauruses, whiteboards and pens.</p>		<p><b>Lesson objective:</b></p> <p>I am learning to evaluate and edit my work.</p>		
<p><b>Book Title &amp; Author:</b> The Boy Who Biked the World: Part Two Riding the Americas, by Alastair Humphreys</p> <p><b>Publisher and Year:</b> Eye Books 2014</p> <p><b>Hardback or Paperback:</b> Paperback</p> <p><b>Edition:</b> ISBN 978-1-903070871</p>		<p><b>Lesson Number:</b> 10</p>		
<p><b>Hook into Session/ Opening Activities</b></p>	<p>Explain to children that today they will be focusing on the skill of proof reading and evaluating to edit their work to improve it.</p> <p>Using <b>Resource 10a</b>, explain that this is a teacher version of the text written yesterday and is going to be edited together. Discuss how reading aloud can help you to spot mistakes in grammar, punctuation and spelling more easily. Read through once aloud telling children that there are five mistakes and asking children to underline or highlight any mistakes in punctuation, grammar or spelling that they hear. Feedback and correct this on large version together. *You may wish to adapt this model text to include mistakes which you have noticed are common in your class. Time can then be spent addressing how to best correct and improve this (with children working on mini whiteboards).</p> <p>Working in mixed ability pairs, ask children to read aloud their own work from yesterday. Identify mistakes in punctuation, spelling and grammar and correct these.</p>			
<p><b>Lesson Input</b></p>	<p>Now explain that the text will be read through again and this time it will be evaluated for effectiveness (how persuasive it is). Read aloud and then ask children to work in partners, to highlight up to five short sections (clauses / sentences) that they think could be improved and made more persuasive. Working on whiteboards, improve these sentences and then feedback to the class. Note: <b>Resource 10b</b> could be used as a prompt to help those children who are struggling. Stress that order of sentences can also be changed. Take best ideas and improve class version. Now ask children to highlight three words that they think could be improved. Use a thesaurus to suggest better synonyms and discuss the appropriateness of these in context of the sentence.</p>			
<p><b>Independent Activities</b></p>	<p><b>Simplify:</b></p> <p>Using success criteria from yesterday, children read through their own work and evaluate and improve it.</p> <p>Set children the challenge of finding at least three sentences to improve.</p>	<p><b>Expect:</b> Using success criteria from yesterday, children read through their own work and evaluate and improve it.</p> <p>Set children the challenge of using a set of three powerful adjectives in a string. Use thesauruses to find strongest possible synonyms.</p>	<p><b>Extend:</b> Using success criteria from yesterday, children read through their own work and evaluate and improve it.</p> <p>Set children the challenge of reorganising sentences to make them more powerful.</p>	
<p><b>Plenary</b></p>	<p>Finish reading the book, page 97-120. Discuss Tom's adventures in Canada and Alaska and return to individual or class maps to annotate. Explain to pupils that there is a final book and looking at their maps from this unit and the last, predict where Tom might travel from Alaska to, and some of the countries he will encounter on his next adventure. Write children's predictions and display on a working wall.</p>			
<p><b>Further Teaching Points</b></p>	<p>Websites such as Pobble are useful for finding examples of others' work to share with children. Changes to grammar and vocabulary can be made together, with lots of modelling from the teacher. Children can find it tricky to spot their own errors. Proof reading should be seen as a separate skill, and teaching them as a separate lesson can be beneficial. I.T packages could be used to rewrite holiday brochures and images added.</p>			