

<p><b>Session 2</b></p> <p>I am learning to...</p> <ul style="list-style-type: none"> <li>• identify how language, structure, and presentation contribute to meaning</li> <li>• use relevant strategies to build my vocabulary</li> </ul>	<p><b>Years 3/4</b></p> <p><b>The Great Chocoplot by Chris Callaghan</b></p> <p><b>Newspaper Report</b></p> <hr/> <p><b>Resources:</b></p> <p>Resource 2 – Vocabulary Sheet</p> <p>Resource 3 – Key features/ingredients checklist</p>
<p><b>Introduction/ Opening</b></p>	<p>Revise Chapter 1 and yesterday's learning.</p> <p>Begin reading Chapter 2, stopping at 'Even more than doughnuts or strawberry laces' (page 13).</p> <p>Discuss the descriptive language used by the author: 'melticious', 'chocodreaminess'.</p> <p>Are these real words?</p> <p>Why do you think the author included made up words?</p> <p>Display these words with others used by Roald Dahl in The BFG and Charlie and the Chocolate Factory (<b>Resource 2</b>).</p> <p>Working with a partner, ask the children to devise their own made up word to describe chocolate.</p> <p>If possible, provide the children with a square of chocolate and allow them to let it slowly melt on their tongue as a stimulus.</p> <p>Discuss, collate and display the children's made up words.</p> <p>Read to the end of Chapter 3.</p>
<p><b>Input</b></p>	<p>Show the children a couple of examples of simple, age appropriate newspaper reports (eg; from Twinkle <a href="https://www.twinkl.co.uk/resource/t2-e-3057-y4-recounts-newspaper-report-example-text">https://www.twinkl.co.uk/resource/t2-e-3057-y4-recounts-newspaper-report-example-text</a>).</p> <p>Together as a class, discuss the key ingredients/features of newspaper reports (<b>Resource 4</b>).</p> <p>Begin to identify and annotate some of these features on one of the newspaper reports together on the board.</p>
<p><b>Independent Activity</b></p>	<p>Working in pairs, provide the children with an A3 copy of the newspaper report (eg; from Twinkle <a href="https://www.twinkl.co.uk/resource/t2-e-3057-y4-recounts-newspaper-report-example-text">https://www.twinkl.co.uk/resource/t2-e-3057-y4-recounts-newspaper-report-example-text</a>) and the key ingredients/features of newspaper reports (<b>Resource 3</b>).</p> <p>They are to read through the report and highlight/annotate examples of the key features/ingredients from the checklist (<b>Resource 3</b>).</p> <p>Extend activity by providing a more complex newspaper report.</p> <p>Simplify by asking the children to label the features identified on the report.</p>
<p><b>Reflection</b></p>	<p>Bring the children back together as a class and ask them to share some of the features identified in their reports.</p> <p>Display an annotated copy of a newspaper report on the class learning wall to be referred to later in the unit.</p>