

<p><b>Session 5</b></p> <p>I am learning to...</p> <ul style="list-style-type: none"> <li>use and punctuate direct speech</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>Activity 3 – Direct Speech</p>
<p><b>Introduction/Opening</b></p>	<p>Revise last lesson on quotes.</p> <p>Ensure that the children understand that these are the exact words spoken by somebody. Model this by asking one of the pupils a question; eg ‘What is your favourite part of The Great Chocoplot so far?’</p> <p>Read the child’s <u>exact</u> response eg; <i>I really liked it when mum ate the biscuit from the washing up bowl.</i></p> <p>Explain that this is a quote...words spoken directly by someone else.</p> <p>Discuss how we will be using quotes in our newspaper reports to explain people’s opinions and views.</p> <p>Model how direct speech is written using speech marks (quotation marks).</p> <p>“I really liked it when mum ate the biscuit from the washing up bowl,” said....</p> <p>Repeat with another example</p>
<p><b>Input</b></p>	<p>Show the children an example of direct speech on the board taken from The Great Chocoplot, but remove the speech punctuation, eg; I offer not just the best chocolate in town, but the best chocolate in the world.</p> <p><i>Can you remember who said that? (Garibaldi Chocolati)</i></p> <p>Ask the children to help add in the speech punctuation.</p> <p><i>What do we need to put before the spoken words? (Opening speech marks “)</i></p> <p><i>What do we need to put after the spoken words? (Closing speech marks ”)</i></p> <p><i>What do we need too add to separate the direct speech and the attribution to who is speaking? (a comma)</i></p> <p><i>Who said it? (said Garibaldi Chocolati)</i></p> <p>Repeat with another example taken from the text eg; It’s like the end of the world said Mum.</p> <p><i>Could we replace said in these examples to add more description of how the words are being said?</i></p> <p>Discuss and take children’s suggestions – try them in the sentences and discuss the impact.</p>
<p><b>Independent Activity</b></p>	<p>Provide the children with a copy of <b>Activity 3</b>.</p> <p>They are to re-write the speech in the speech bubbles as direct speech, including all of the correct punctuation required.</p> <p><u>Extend</u> by giving the children examples where the attribution to speech is first and by asking them to replace the word said in some of the examples to add more description.</p> <p><u>Support</u> by providing sentences on cards so that the children can manipulate and add in the correct speech punctuation, before moving on to written examples.</p>
<p><b>Reflection</b></p>	<p>Ask the children to share some of their own direct speech sentences.</p> <p>Based on each sentence, discuss the different variations for said that could be used.</p>