

Get writing

SECTION

6

Night-time

Objective: To make adventurous word and language choices appropriate to the style and purpose of the text.

What you need: Examples of acrostic poetry, night-time images (for example, nocturnal animals, the moon, someone sleeping, street lights), an enlarged copy of photocopiable page 28 and a copy for each child, writing materials.

What to do

- Share examples of acrostic poems with the group. Draw attention to how the first letter of each line spells out the word that is the subject of the poem. Explain that you would like the children to write an acrostic poem about NIGHT TIME.
- Read and discuss a variety of night-time stories and poems (for example, *Owl Babies* by Martin Waddell and the poems 'Night-spell' by John Rice and 'Noises in the Night' by Wes Magee).

Identify words and phrases that have been used to describe the night. Discuss their meanings and how effectively they have been used.

- Show the children some night-time images (see above) and ask them to think of interesting words and phrases to describe each image. Record some of the responses on the board.
- In shared writing, explore how the ideas can be fitted onto the simple poetry frame on photocopiable page 28.
- Ask the children to complete photocopiable page 28 independently. Bind the children's poems together to make a class book.

Differentiation

For older/more confident learners: Write acrostic poems using other words from the story such as *scared* or *moon*.

For younger/less confident learners: Let the children work in a small group with an adult.

The moon

Objective: To draw on knowledge and experience of texts in deciding and planning what and how to write.

What you need: Copies of *Can't You Sleep, Little Bear?*, information sources about the moon (for example, non-fiction books, CD-ROMs, video clips, the internet), paper and writing materials.

Cross-curricular link: Science.

What to do

- Look at the illustration of Big Bear showing Little Bear the moon near the end of *Can't You Sleep, Little Bear?* Consider the significance of the moon in the story.
- Talk to the children about the differences between fact and fiction. Discuss what the children know about the moon. List these facts on the board.
- Working together, compile a list of questions about the moon that the children would like to be answered, for example: *Why does the moon*

shine at night? How far is the moon from the earth? Why does the moon change shape?

- Demonstrate how to research the answers. Draw attention to the language features of the non-fiction texts (impersonal language, headings, captions and so on).
- In shared writing, demonstrate how to plan, write and illustrate a simple non-chronological report about the moon using some of the information gathered during research.
- Give out paper and writing materials and ask the children to research, write and illustrate their own simple report about the moon.

Differentiation

For older/more confident learners: Expect children to use a variety of devices including headings, subheadings and paragraphs to structure the text.

For younger/less confident learners: Provide a simple writing frame to help the children structure their reports.

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