

Curricular Area: Literacy

Level: Second



<p><u>Experience and Outcomes</u></p> <p>In both short and extended texts, I can use appropriate punctuation, vary my sentence structures and divide my work into paragraphs in a way that makes sense to my reader. LIT 2-22a</p> <p><u>Learning Outcome</u></p> <p>Children will use the environment around them to inspire sentence types and use of punctuation.</p>	<p><u>Resources</u></p> <p>-Jotter, pencil, paper, outdoor space.</p>
<p><u>Activity</u></p> <p>Before this activity, do an input on punctuation and sentence types so the children are familiar with different examples.</p> <p>Walk around an outdoor area. Have the children say things they see. It can be anything from 'A huge tree with brown leaves' to 'a ball floating in the water'.</p> <p>Ask the children to recall the 3 sentence types (simple, compound and complex) and punctuation types. Ask them to think of ways they can write about their surroundings using the different sentence types and varied punctuation.</p> <p>Give examples such as:</p> <ul style="list-style-type: none">- Why is there a ball floating in the water?- I can see a man in the distance and he is calling on his dog.- The mother shouted "No, don't jump in that puddle!"-I saw a bird on the grass, the next moment it was gone... <p>The children should write these in their jotter as they go, so that they can be assessed for understanding later.</p>	<p><u>Assessment</u></p> <p>Were the children successful in using their surroundings to make different sentence types? Did they manage to use a range of punctuation correctly?</p> <p>Observe and question the children throughout the activity to find children who need more support.</p> <p>Share children's ideas throughout the lesson to support others who need it.</p> <p>Mark the work at the end of the lesson.</p>

Submitted by: Rachel Allan

School: Lundin Mill