

Plan created by UWS student David Faulds.

Curriculum Area	Literacy		Level	First
1	Pre-Assessment	Floor book	Pupils previous knowledge noted in floor book in Red pen. What is an adjective?	
2	Risk Assessment		Mind Map of risks of crossing roads	
3	Journey time		What different ways of displaying text can be found on our way to our learning space? ie signs, road markings, shop signs...	
4	Class management		Whole class, split into pairs/3s	
5	Lesson	See below		
6	Assessment	Floor book	Pupils share why they think their item matches the adjective with the class	

<p><u>E&O:</u> I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required LIT 1-10a</p> <p><u>Learning Outcomes:</u> Students will be able to demonstrate an understanding of the text S.C.1 The pupils can use various objects to reflect their understanding of the text S.C.2 The pupils can think creatively to show they understand the text</p>	<p><u>Resources Needed</u> White board/notebook pens. Collect items on walk to area. Use items in outdoor areas First Aid kit Camera/recording device. Take picture(s) of larger items and share on IWB in the classroom</p>
<p><u>Activity</u></p> <ul style="list-style-type: none"> • Whole class produce a list of various adjectives from the text using a mind map, focusing on size/appearance/personality etc. The pupils chose which adjective(s) they want to focus on. List of adjective(s) all noted down. Assessment/learning will take the form of a treasure hunt. • Pupils will go out to the outdoor area with a list of all the adjectives on their whiteboard. • Explain to the pupils they have to explore the setting to try and find a particular object/as many objects as possible as possible in their groups which matches their adjective • Pupils then have 20 minutes to explore the outdoor area to find object(s) which they feel matches te adjective, ie “huge/massive/tiny, little/wee beautiful/scary...” 	<p><u>Assessment</u> Return to class – pupils can bring the objects with them if possible, or take pictures if reired. Pupils will share with the whole class why they think their item(s) matches the adjective(s) they chose.</p> <p>Further assessment – ask pupils to write down their ideas to explain why their object matches the adjective from the text (creative/persuasive writing)</p>