

RESOURCES

- Spelling Books
- Writing Toolkits
- PCM 44 bi-, micro- word cards
- PCM 42 Legend of the Four Dragons event cards – cut into separate strips
- Information table and Four Dragons legend from previous session
- PCM 45 Tips for Writing Descriptions and Summaries – one A3 enlarged copy
- Writing paper

WRITING OUTCOME (1)

Information about Dragon Legends

Transcription Skills

- Word families for words starting with: bi-, micro-
- Target words: bicycle, binoculars, microscope, microwave

Composition Skills

- Oral retelling
- Summarising a story using prompts

INTRODUCTION (2 minutes)

Welcome the Dragon Hunters back to the group. *What are we investigating at the moment (evidence about dragons in legends from around the world)?*

GRTW CHECKLIST (2 minutes)

GRTW Checklist: *We will start by checking that we are ready to write. Are you sitting correctly (chair pulled in, bottom back in chair, feet on floor, back straight, head up)? Children check and reply: Check! Are your tools ready? Pen/pencil? Spelling book? Children check and reply: Check!*

GETTING READY TO WRITE: Spelling (15 minutes)

Spelling Focus 1: Word families

- *Another way that we can get ready to write is by improving our spelling. We are going to look at spelling patterns in some word families today and start learning some words that will be useful when we write.*
- *We have already worked on spelling different suffixes and prefixes. Now we are going to learn about families of words that have the same set of letters at the beginning and find out what they mean.* Explain that lots of the words that we use today are based on much older words from the ancient languages that people used to use: Latin and Greek. There are families of words that have the same Latin or Greek word at the beginning and are linked in meaning too.
- **Word sort game:** show the children the two cards: bi- Greek for ‘two’; micro- Greek for ‘small’. Deal out the word cards and ask children to take turns reading the word on their first card and deciding which word family it belongs to.
- **Defining words:** explain that knowing what part of the word means can also help when we want to know the meaning of the whole word. Demonstrate by reading one of the definition cards and then looking at the words to decide which one it matches, e.g. *‘it makes tiny things look much bigger’ = ‘microscope’.*
- Give each child a definition card and ask them to match it with the correct word (biped = it has two legs; bisect = to cut something into two parts; biplane = an old fashioned plane with two wings; microbe = a tiny living thing; microscope = it makes tiny things look much bigger).
- **Target words:** explain that you are going to focus on learning just four of the words that you have been looking at: bicycle, binoculars, microscope, microwave.

- **Look-Say-Cover-Write-Check (LSCWC):** ask the children to look carefully at the first target word 'bicycle' and say it out loud. Cover it up and ask them to write the target word into their Spelling Book. Uncover the word and ask each child to check that they have spelt it correctly, rewriting it if necessary.
- Repeat this for each of the remaining target words: binoculars, microscope, microwave.
- **My Target Spellings:** give each child their Writing Toolkit and ask them to look at their third Personal Spelling. They need to follow the Look-Say-Cover-Write-Check routine to write their own target word in their Spelling Books.

WRITING ACTIVITY: Talking and Writing (16 minutes)

Talk for Writing and Writing

- *What is our writing task?* Encourage children to recall the purpose, audience and type of writing, e.g. *We are reading a dragon legend and identifying information-so that we can write a summary of the legend for the investigators (audience).*
- *Then we need to write descriptions of dragons (type of writing). This information is for other dragon hunters (audience) to use when they look for evidence that the legend is based on true facts and real dragons (purpose).*
- *Today we are going to retell the Legend of the Four Dragons in our own words to remind us of the legend and to help us to get ready to write a summary together.*
- Spread out the events cards and explain that these are events from the legend that they heard in the previous session. Ask the children to put the cards into the order that the events happen in the story. Ask questions to prompt their memories if they are unsure, e.g. *Who were the main characters and where did they live? Or What did the Emperor do when he found out that the dragons had made the rain?*
- Explain that they can use the cards to help them retell the story in their own words. They can use some of the words and phrases you have been collecting on post it notes. Ask them to take it in turns to pick up the next card in the sequence and tell that part of the story. Demonstrate with the first card, e.g. *Long ago in China, four dragons lived in the sea. They were the black dragon, the yellow dragon, the pearl dragon and the long dragon.* Continue taking turns until you have told the whole story as a group,
- Explain that retelling the legend has helped them to get to know the story really well, so they are now ready to fill in the next column of the Information table together (PCM 39).
- Display the Tips for Writing Descriptions and Summaries (PCM 45) and read it through as the children follow. Model writing the summary, taking contributions from the children.
- Pause after each tip and ask: *What shall we write for this part of the summary?* Help them to identify the essential information from each part of the story, e.g. *The main problem was that the Emperor had stopped sending the rain. What did the four dragons do to solve it?*
- Model rehearsing each sentence out loud before you write and keep checking that it makes sense as you are writing.
- Tell the children that you will be sending the summary back to Professor George with the rest of the information after Session 4:5.

REVIEW AND TAKE AWAY (5 minutes)

- **Investigate the Investigators:** ask one child to talk about something that they have learnt today that will help them to improve their writing. If necessary, offer suggestions, e.g. *You were able to work out the definition of the word 'microbe' because you knew that micro meant very small. It is useful to learn about word families and how to spell them.*
- **Take Away: Spellings** - look together at the children's spelling books and the target words they have written in this session, plus the personal spelling word from their Writing Toolkit. Challenge them to practise spelling these words using Look-Say-Cover-Write-Check.

bi

Greek for 'two'

micro

Greek for 'small'

bicycle

microscope

binoculars

microwave

biped

microphone

bikini

microchip

bisect

microbe

biplane

microscopic

**it has two
legs**

**to cut something
into two parts**

**it makes things
look much bigger**

**an old fashioned
plane with two
wings**

a tiny living thing

Four dragons lived in the sea.

The rain stopped. People were starving.

The dragons asked the Jade Emperor for rain.

The dragons made rain from sea water.

The Emperor put mountains on top of the dragons.

The dragons turned into four rivers.

<p>Story name</p>	<p>The Welsh Dragon</p>	<p>Where in the world?</p> <p>Wales, United Kingdom</p>	<p>Where was the legend first told?</p> <p>First written in 9th century. First told hundreds of years earlier.</p>	<p>What are the main events in the legend? Write a summary.</p> <p>Two battling dragons, one red and one white, were buried deep under the mountains of Wales. Hundreds of years later, a new king wanted to build a castle in the same place but every night the walls and towers fell down. A wise young boy told the king to dig under the castle and free the dragons. The dragons burst out and had a mighty battle. Finally, the Red Dragon won.</p>	<p>What is the dragon like? Make notes and write a description.</p> <p>Red dragon: blood-red skin, forked tongue, wide wings, pointed tail like a spear, curved talons, pointed scales on back, bigger than an elephant</p> <p>White dragon: snow-white skin, eyes like ice, scales hard as iron, long snake-like body</p>
<p>The Four Dragons</p>					

Enlarge to A3.

Tips for Writing a Description of a Dragon

- Write 1-2 paragraphs.
- Use 'it' (3rd person) and the past tense.

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- Start with what it looked like.
 - Then say what it could do.
 - Finally, describe its character and how it behaved.

You could...

- use carefully chosen noun phrases to make your description more realistic, e.g. *bulging yellow eyes*;
- use similes, e.g. *as big as a barn*;
- join two or more ideas using **and** or **with**.

Tips for Writing a Story Summary

- Try to tell the story in just a few sentences.
- Use 'he', 'she', 'it', 'they' (3rd person) and past tense.

Sum up the main events by writing about:

- Who** the main characters were and **where** it took place.
- What** the big problem was.
- How** the problem was sorted out.
- What** happened in the end.

