**PLANNING GUIDE**

**NAME**:
Michelle Andrews & David Kezilas

**TEACHING CONTEXT**:
Institutions: Preston North East Primary School & VicTESOL

Age level of students: 11 – 12 years old, Grade 5/6 class

Level of English proficiency: B1 – B2

This unit is a combination of the work of Michelle Andrews from Preston North East Primary School and David Kezilas from VicTESOL. The planning guide has been primarily written by David Kezilas, while the examples from the classroom are contributed by Michelle Andrews.

David designed the planning guide and activities for a mainstream classroom with a small group of EAL students within it, but it can also be amended for use in a small EAL support class.

Michelle was working with 2 groups of 3 EAL students in a withdrawn EAL support class, which students attend for 2-3 hours per week.
In Michelle's mainstream school context, EAL support is provided in small withdrawal groups, and is based dually on classroom topics and assessed student needs. Students in this group ranged from relatively newly arrived (within the last 18 months) to students who had been in Australia for nearly 4 years, and were withdrawn in two groups based on Language Levels. Students had varying prior knowledge of the concepts involved.

Students in her class were concurrently working on a 'Natural Disasters' unit in their mainstream classroom, and this unit was implemented to support students parallel to the mainstream classroom. The inquiry unit in the mainstream classroom was quite complex, covering a variety of topics from the Solar System, to weather patterns and events, to geological events, so Michelle chose to narrow the focus in the withdrawal groups to a single meteorological event on earth, a tornado, which could then be compared with similar events both on Earth and other planets. Details of Michelle's lesson sequence are included in blue type after the description of each stage in the main lesson plan.

 Comments identified by a speech bubble are comments about what actually happened in Michelle's classroom as the lesson sequence progressed.

 Comments identified by a thought bubble articulate Michelle's thinking - the reasoning, planning or thought process, or reflection on what happened.

Please note that this unit focuses on extreme weather and natural disasters so content needs to be handled sensitively, especially for students with post-trauma backgrounds.

| Teaching unit<br><br>Natural Disasters<br><br>Approx. 15-20 hours over 6 Weeks | | |
|---|---|---|
| **Culminating task & overall learning goal**<br><br>Students will learn:<br> - to recognize and describe the features of an information report (including an embedded explanation)<br>- to write and present an information report on a natural disaster with correct structure<br> - to use compound (complex) sentences to describe cause and effect, including simple (extended) sequential and causal vocabulary and language structures | **Genre/s**<br>Information Report/Explanation:<br><br>The report will include 4 parts.<br>1. A description of the natural phenomenon<br>2. An explanation of the scientific causes of the natural disaster<br>3. A description of the effects of the natural disaster.<br>4.  An evaluative summary statement<br><br>Michelle chose to use two text types – information report, and explanation – for the following reasons:<br><br>–    to give students the opportunity to compare and revise the two genres, both of which had been explicitly taught and practised previously, and to see how an explanation can form part of an information report<br>–    to explicitly teach and revise the language associated with sequencing of events (time-based) and cause and effect<br> –    to support students in their final classroom assessment task of writing a non-fiction text about | **Language focus**<br>Text Structure<br>·    Paragraphing<br>·    Topic sentences<br> -    compound (complex) sentences to describe cause and effect<br>Vocabulary<br>·    Vocabulary specific to describing the weather event (e.g. precipitation, temperature, degrees)<br>·    Adjectives<br><br>Text Cohesion<br>·    Conjunctions showing cause and effect (e.g. because)<br>·    Sequencing vocabulary<br> -    revise sequential (first, next, then…)<br> -    causal (because of this, as a consequence, so…) |

natural disasters

Student writing was based on these genre descriptions from the PM Writing chart. See below.

**INFORMATION REPORT**
**Purpose:**
To present information that classifies living or
    non-living things
**Text Structure:**
**General Statement:**
Identifies and classifies the subject
**Description:**
Provides information about the subject's physical appearance and other characteristics
**Evaluation:**
Provides a summary statement about the subject

**EXPLANATION**
**Purpose:**
To explain how or why something occurs
**Text Structure:**
**Identifying Statement:**
Tells what is to be explained
**Explanation Sequence:**
Explains a series of events or cause and effect; events are linked to time or by cause and effect
**Summary Statement:**
Draws all the information together

| TLC Stages | **Activities within the stage** (including different levels of scaffolding / differentiation where appropriate) |
|---|---|
| **1. Initial building knowledge of the topic (field)** ('message abundance') | In the first stage, EAL students will be learning with their mainstream peers. The activities described are designed to be EAL inclusive. |
| | 1.    Explain to students the aim/s of the unit and the assessment |
| | Explain that at the end of the unit they will be writing an information report on a natural disaster. Explain the learning goals in terms of both Geography and English/EAL. Write the goals and assessment on board and keep them there for the duration of the unit. |
| | 2.    Brainstorm the topic |
| | Create a mind map of the topic. Ask students to write the topic 'Natural Disasters' in a cloud in the middle of the page. Ask them to write down anything they think of when they think about the topic. Emphasise that there is no right or wrong answer. Ask them to then talk to the person next to them about what they wrote. As a class, create a mind map on the board using the students' responses and ask students to add to their mind map. |
| | 3.    Define the topic |
| | Ask students to work in pairs to write a definition of 'Natural Disasters' drawing on what they wrote in the mind map. Use the students' definitions to write a class definition on the board together. |
| | 4.    Discuss some examples |
| | Tell students you are now going to show them some pictures of natural disasters (e.g. volcano, cyclone, tsunami, earthquake, etc). Present a powerpoint with a selection of images showing various different natural disasters. Make sure images are appropriate. Facilitate a discussion about each disaster as a whole class. For each image ask: |
| |         1.    What is happening in the picture? What do you see? |
| |         2.    What do we call this natural disaster? |
| |         3.    How does it happen? |
| |         4.    What are the effects on people and the environment? |

| | 5.     Connect students to the topic |
| --- | --- |
| | Ask students to write a recount paragraph describing the most extreme natural phenomenon they have experienced. Write some prompting questions (see below) on the board to help students get ideas, and read out your own example first. Once they have finished writing, students move around the room, swapping exercise books with 5 other students and reading each other's paragraphs. Teacher reads 3 paragraphs to the class showing 3 different examples of extreme nature. You may even choose to do this task outside to get them thinking about nature.<br><br>Prompting Questions:<br>    1.    What happened?<br>    2.    Where were you?<br>    3.    What were you doing?<br>    4.    Who were you with?<br>    5.    What was the extreme weather?<br>    6.    What was the effect on you of the weather?<br><br>6.     Build curiosity and find out what students already know.<br>Break class into 6 groups. Give each group an open-ended question related to the weather and ask them to come up with an answer together. Emphasise that they may not know the answer and encourage students to guess using their thinking skills.<br>Questions:<br>    -    How do clouds form?<br>    -    Why does it rain?<br>    -    What is thunder and lightning?<br>    -    What causes wind?<br>    -    What is the driest/wettest place on earth?<br><br>AND/OR<br><br>Discuss the word 'disaster' in relation to weather and talk about the etymology of the word. |

| | The word disaster comes from the comes from Greek. Dis = bad + aster = star. So disaster literally means "bad star". In ancient times, people thought natural disasters were caused by the positions of the stars and planets in the sky.

AND/OR

Give each group a colour photo showing an impact of a weather disaster without any context explaining the weather event (e.g. a picture of a person sitting on the roof of their house (flood), a skeleton of a cow (drought), people living in an evacuation centre (bushfire), destroyed house (cyclone)). Ask the group to write down an explanation for what the weather event is and how it has impacted on people or environment. Teacher then reveals the context for each photo.

AND/OR

Watch a short documentary on Natural Disasters. See Michelle's examples below.

7. Students write a first draft of their report. Please note that this first draft is a 'naive' one, completed before the explicit teaching of the text type. This draft allows the teacher to assess students' current ability to write the text and gauge student understanding of the concepts. |
|---|---|

### Building the field - Natural Disasters

As the classroom topic was Natural Disasters, I needed to begin by building the field in this broader topic. This  introduced some of the subject specific language they would use in class discussions across all different disasters. Also, it was important to ensure that they really understood the concept of "natural" and "disaster" as this was assumed knowledge in the class unit planner.

At this stage in the teaching and learning cycle, I chose to watch a video on Natural disasters - https://www.youtube.com/watch?v=F4jLpuv9Hzc - to teach the concepts of natural, disaster, cause, effect)
*Could also watch* https://www.youtube.com/watch?v=iMWoYPaQx0Q (British) or
https://www.youtube.com/watch?v=GK8JsEmuygg
I also engaged students in group discussion (e.g. accountable talk) including shared recording of key words, definitions, new vocabulary, etc. I also recorded shared definitions.

*This is a record of the initial language the students used. Definitions were recast by me,  using the same key words but ensuring they were grammatically correct. Interestingly, the students really only came up with the names of disasters – I had to draw the description, comparisons and effects out in the discussion. I elaborated on each suggestion using questioning and "think aloud" strategy, and introducing some new vocabulary to extend their language (in preparation for the model reading passage and eventual writing task).  For example:*
*Student: "I see when the mountain come down on the road. Landslide?"*
*Teacher: "Right, we saw a landslide, when all the side of the hill slid down across that road. That would have been terrifying if there were any people on the road!*
*S: If the car is there, it will go under the landslide.*
*T: Yes, people could easily be killed or badly injured. Imagine if a landslide went through your house or your village! That would be disastrous! There's another disaster like a landslide, when it's raining and the ground has turned to mud.*
*Does anyone know what that one is called?...*
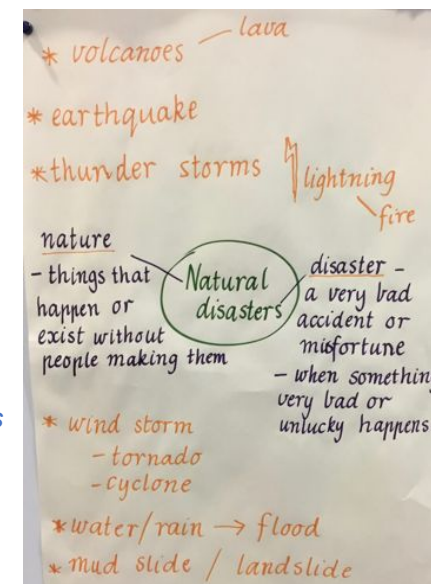
As students came up with new ideas, they were expanded and elaborated by the teacher, drawing out prior knowledge and adding important information and vocabulary.

I introduced the model text (Key Text 1 - Natural Disasters in resource folder) which we read together and then added to brainstorm mind map, including information about classification of disasters and effects.

I then asked students to write a short paragraph in their own words about what a natural disaster is, and what the effects are. This gave me an opportunity to revise the concepts with individual students as they wrote, and to start to draw attention to both sentence and text structure.
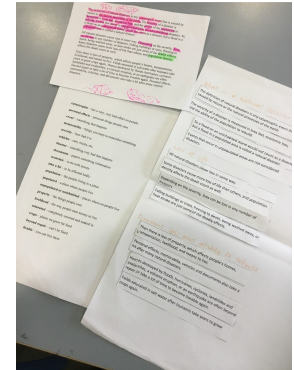
**Building the field – Tornadoes**

As part of Building the Field, I needed to then focus on our specific topic - Tornadoes. I chose to focus on tornadoes for four reasons. Firstly, The students were looking at weather patterns on Earth and other planets, so some kind of wind event would match other events we know happen on other planets. Secondly, I had found a couple of videos on Youtube that I felt would be engaging and accessible to my students. Also, two of the students had been born in the US, and lived there as babies before returning to Saudi Arabia. The family had experienced being evacuated due to tornado warnings, and this was part of their family folklore, so it gave us access to first/second hand experience. The final consideration was that tornadoes rarely happen in Melbourne - so for students who have experienced a refugee journey and possible trauma, I wanted to choose a disaster that was not likely to cause anxiety.

I chose to start by watching Youtube videos as an introduction specifically to tornadoes: https://www.nationalgeographic.com/environment/natural-disasters/tornadoes/. Could also watch https://www.youtube.com/watch?v=iMWoYPaQx0Q(British) or https://www.youtube.com/watch?v=GK8JsEmuygg

Then, I introduced model text* as another source of information, rather than as a model at this stage. I used a poster to record diagrams and key vocabulary after drafting with the students.

The group discussed the new information, using previously learned vocabulary for natural Disasters, and expanding to include subject specific vocabulary for tornadoes.

At this stage, students wrote the first draft of their information report. This was used to assess students' knowledge about the genre for future teaching.
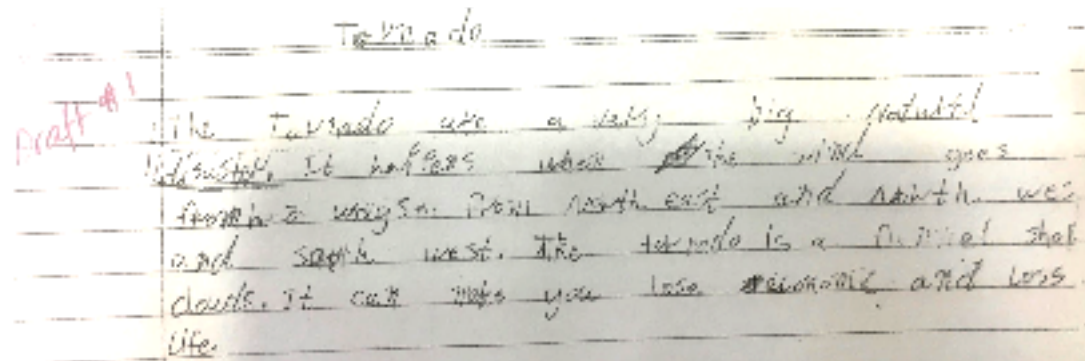


This student blended concepts from both the Natural Disasters and Tornadoes videos. There is minimal detail, and vocabulary is quite simple, though there is some attempt to use the vocabulary from the videos. At this stage, the student does not demonstrate a knowledge of paragraphing or the structure of an information report.

| **2. Supported reading** of written texts or multimodal texts | In this phase, students are building their knowledge about an extreme weather event. |
|---|---|
| - select reading material – probably more than one text so that students get input from a variety of texts on the topic - different levels of complexity;<br>- annotate text selected for modelled reading;<br>- annotate text for shared reading;<br>- prepare reading activities for collaborative and independent reading) | Choose and investigate 1 type of natural disaster as a class. This could be a bushfire or flood, as per the Geography curriculum, or whichever natural disaster you think is relevant to the class. Michelle's class chose to explore tornadoes.<br><br>In this section there are modifications for EAL students where needed.<br><br>1. Read an information report about the natural disaster. This text can be created by the teacher.<br><br>2. Watch a short video about the chosen natural disaster. The clip should explain the natural processes by which the disaster occurs. As a class make a step-by-step list of the process that causes this natural disaster. Watch the clip all the way through once, then watch it a second time with pauses to write.<br><br>3. Create a diagram to explain the science behind the weather event. Ask students to label the diagram. Ask students to explain to each other the diagram.<br><br>4. Present a powerpoint on the event explaining the cause/s of the weather event, which reinforces and deepens understanding what students have already learnt. Make sure the powerpoint includes strong visuals, diagrams and small amounts of text. Students take notes in their exercise books.<br><br>5. Select a suite of images from the weather event which show the human and environmental effects of the event. Put images in envelopes and give them to each table group. Ask the table group to sort images into the human and environmental effects.<br>OR<br>Watch a slideshow of images of the extreme weather event. Ask students to make a list of the effects on people and the environment of this disaster.<br><br>6. Read a newspaper article about a recent example of this type of natural disaster from around the world. Ask students to make a list of the effects of the disaster on people and the environment shown in the article. |

7.    Quiz students on the key information about the weather event using Kahoot! This can also be a formative assessment to see what they have learnt.

8.    Ask students to write a second draft of their report independently. Provide a small handout explaining the task. Allow students to use the information from their exercise books to write. Provide assistance as necessary. Collect and read first drafts. Assess using student-friendly rubric.

**Supported Reading - Tornadoes**

At this stage in the cycle, we examined the key text more closely. Students were led through a detailed reading of model text, including highlighting new vocabulary, elaborating key words and phrases (eg. horizontal, vortex, wind speeds, loss of life). Information from the text, as well as prior knowledge from the video, was used to construct a diagram showing key information from the explanation of how a tornado is formed. Word lists were created to support student understanding of vocabulary.

**Tornadoes**

A tornado is a fierce rotating storm that can cause tremendous destruction. Most of the tornadoes on Earth happen in the United States, but they have been recorded on all continents except Antarctica.

Tornadoes usually form in supercell thunderstorms, where winds travelling at different speeds cause a horizontal rotating tube of air called a vortex. The vortex is pushed upwards by an updraft of warm air, creating a vertical cylinder of rotating air. The mesocyclone sucks up more warm air, while the cold wind, rain and hail push down. This causes the wind to form a funnel shape, spinning faster and faster. Eventually, the funnel can touch down on the ground, becoming a tornado.

Many tornadoes are small and only last a few minutes, but larger tornadoes can be devastating, with wind speeds of up to 300 miles an hour.  The strong updraft of a tornado can suck large objects up into the air, however it is often the flying debris thrown around by the violent winds that causes much of the damage and loss of life.

Tornadoes are both fascinating and terrifying, an unpredictable and powerful natural disaster.

This is the text I used with my B1-B2 students. Unable to find a suitable model that was both accessible and challenging, I wrote this one myself with information gathered from other texts, modelling the genre, structures and vocabulary that I wanted students to be able to use in their own writing at the end of the unit.
It  is quite a challenging text for B1-B2 levels, however as these students were in Grades 5 and 6, it was important to scaffold them up to a text that was closer to age-appropriate, rather than choosing or writing a much simpler text.

Having introduced this text simply as a reference in the Building the Field stage, in this stage the students were led through detailed reading of the text, highlighting and elaborating key vocabulary (Tier 2 & 3 words) about tornadoes.
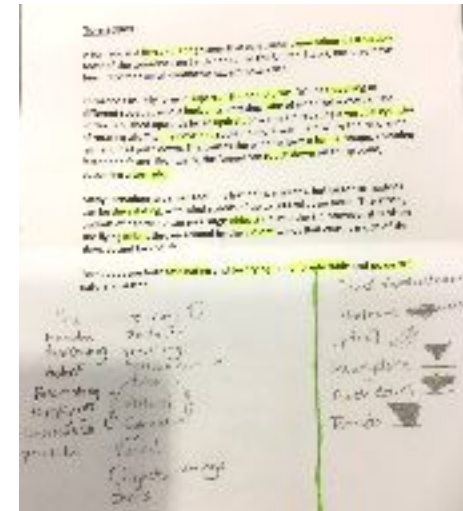


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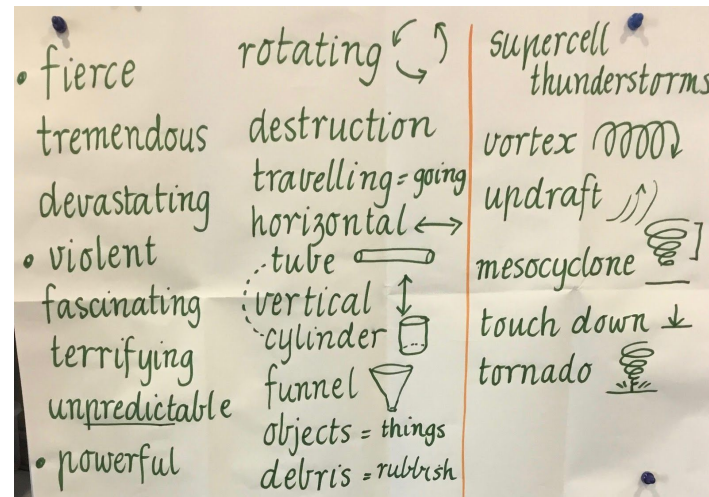


Students were also familiar with the concept of Tiered vocabulary. Tier 1 words are everyday words they should be able to use and spell (eg. bad, storm), Tier 2 are more interesting and precise vocabulary that can be used to talk about a variety of topics (eg. devastating, rotating) and Tier 3 are subject specific vocabulary (eg. supercell, mesocyclone). Obviously, the Tier 2 words were the main focus, as students would be able to use them when writing independently about different natural disasters, but in non-fiction texts, understanding and using Tier 3 words is also very important.

The video and model text included some unfamiliar vocabulary, however linking them to other related, familiar words provided support in comprehension (eg. students were not familiar with the noun 'destruction' but did know the verb 'to destroy').



It is important to scaffold students' language development by moving from oral language (with strong visual support) to written language. Therefore, much of this vocabulary had been modelled by the teacher in the Building the Field stage and included in discussions about the videos and early versions of diagrams. It was also included in a poster for students to use as reference when writing.

I find it useful to have a definition already written (for my reference) for each of the words I am going to highlight, to ensure the elaboration is clear and concise, to ensure that I elaborate using vocabulary that is accessible to the students, and so that I use the same language each time I elaborate, both in this initial stage, and later on when we are revising and recycling the vocabulary.

If students need more support, you could use an activity such as the "Reading to Learn" detailed reading, which also includes some of the elaborations of vocabulary that I used, or the cloze activity, both in the resource folder.
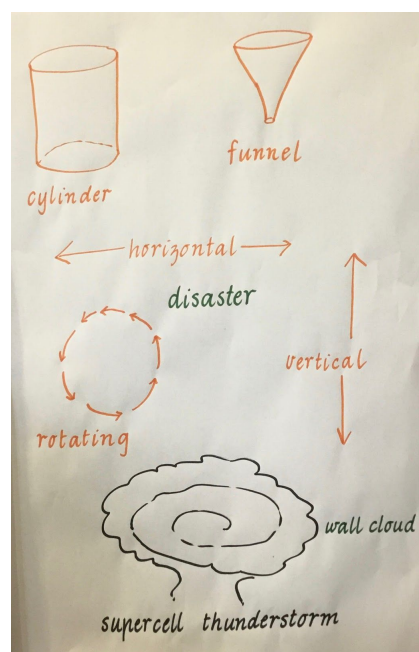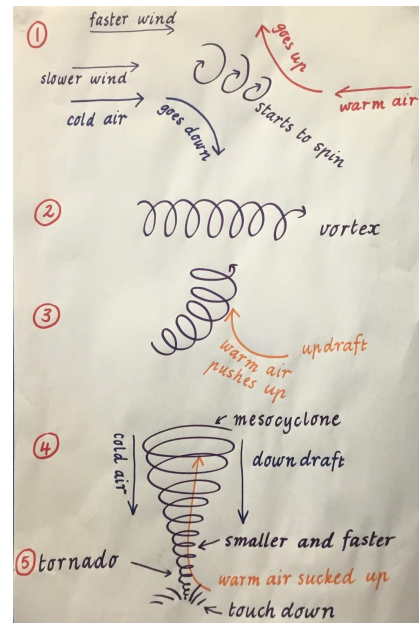
Embedded in this text is an explanation of how a tornado is formed. (I wrote this based on the explanation given in the video students had watched so that it was already a familiar process.) As each stage was discussed, I drew simple diagrams to represent the concepts, and key words or phrases that were part of the model text on the whiteboard. I transferred these to a poster so that students could use it as reference for the rest of the lesson sequence.
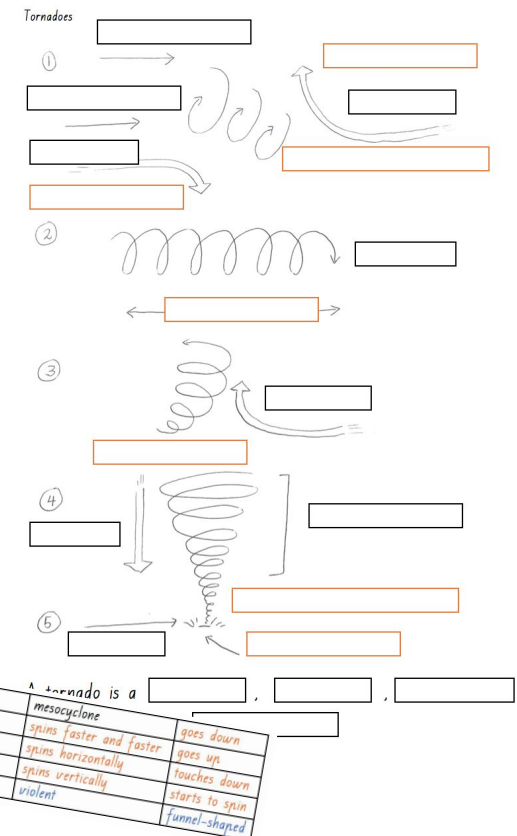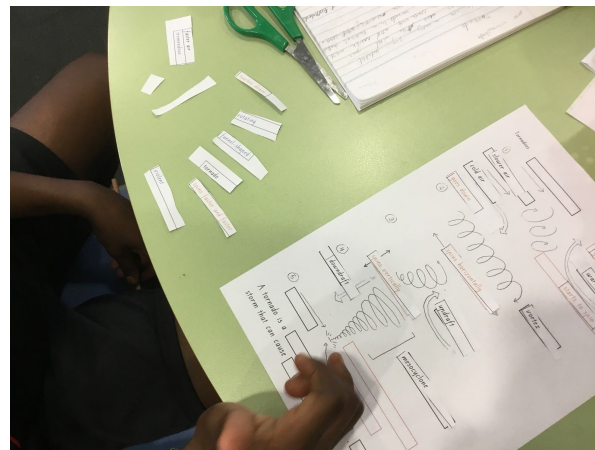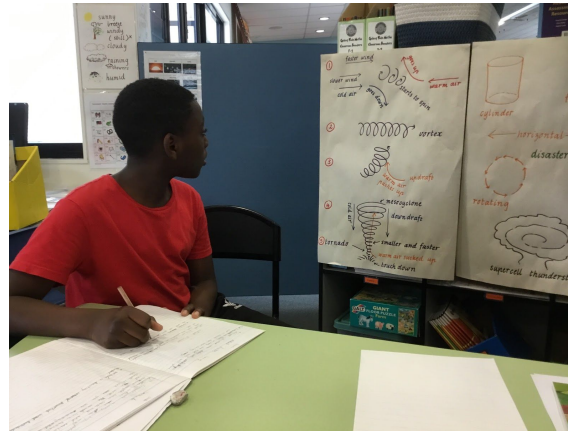
At this stage, students wrote a second draft of their information report, focusing on using some of the key vocabulary and including details from the model text. There was a lot of collaboration with the teacher (suggesting details to be included, sequencing ideas, clarifying information, etc.), oral rehearsal and self editing while constructing the second draft.

This draft is more detailed than the first, The student has started to include some Tier 2 and 3 vocabulary correctly, and has attempted to break his writing up into paragraphs.
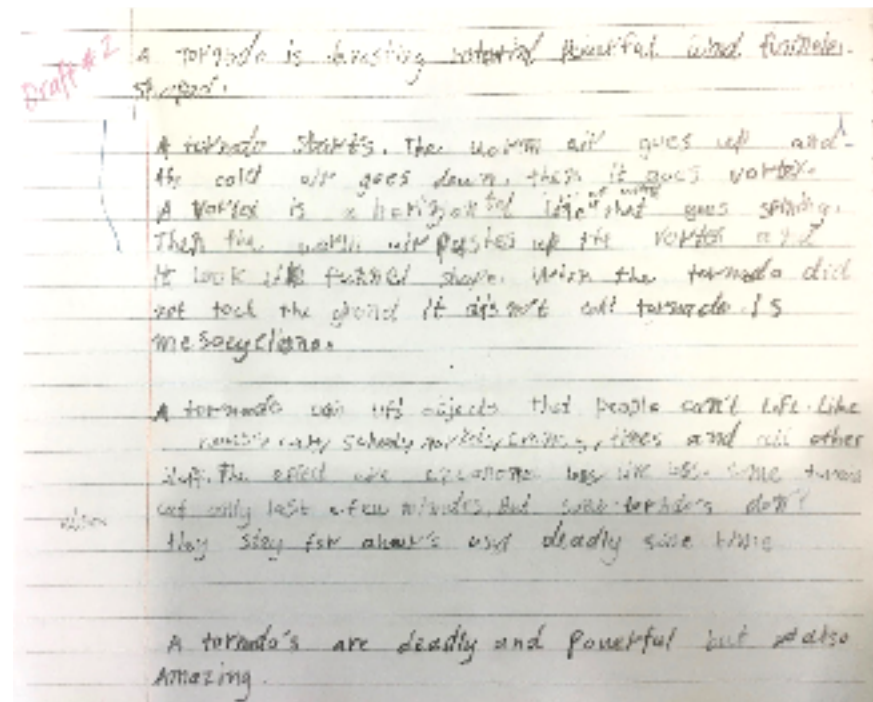
The rubric* I used with the students was constructed in simple language, and focused on the key teaching points for this lesson sequence. It was used as a tool for student self-assessment at each draft stage, a reference for student/teacher conferencing, and a reference for students to use independently to improve on previous drafts when writing independently. Specific descriptors (eg. sequencing vocabulary) in the rubric were explained to students.

I assessed the first draft, then supported the student to assess their own second draft, ensuring that they recognised where they had improved on the rubric. Support decreased with each draft, so students moved from full teacher assessment the first time, to a reasonably independent self-assessment of the third draft.

| | ★ | ★★ | ★★★ | ★★★★ |
|---|---|---|---|---|
| Text structure (Information Report) | Text has a heading and a body. | Text includes a heading, and a body identifying and describing the topic. | Text includes a heading, a general statement and a description. | Text includes a heading, general statement, description and evaluation. |
| Paragraphs | Information is written in sentences but no paragraphs. | Some information is organised into paragraphs. | All information is organised into paragraphs. | All information is organised into paragraphs with topic sentences. |
| Vocabulary | Only first tier vocabulary. | Tries to use some second and third tier vocabulary. | Some second and third tier vocabulary used correctly. | All second and third tier vocabulary used correctly. |
| Text cohesion | Sentences make sense. | Sentences are sequenced into paragraphs that make sense. | Sequencing vocabulary is used to link events in time sequence. | Sequencing and cohesive vocabulary is used to link events and ideas. |

I decided that the students should first use the rubric after their second draft, because their independent writing levels were relatively low, and I thought it would be discouraging to assess their first drafts without the context of improvements already achieved. (The rubric is based on teaching points that I had identified and was teaching, so some success was ensured at second draft stage.)

Colour coding was used to track progress through the drafting and redrafting process. The first assessment was completed by the teacher and used as a basis for initial feedback. Second and third assessments were made by the teacher and student jointly during further conferences.
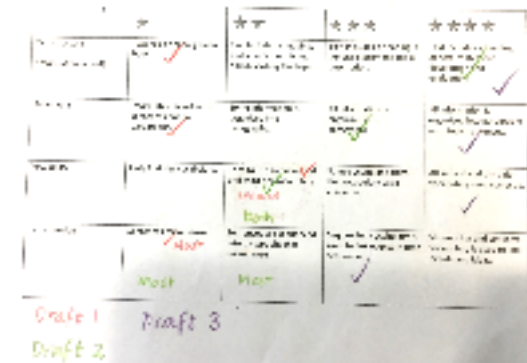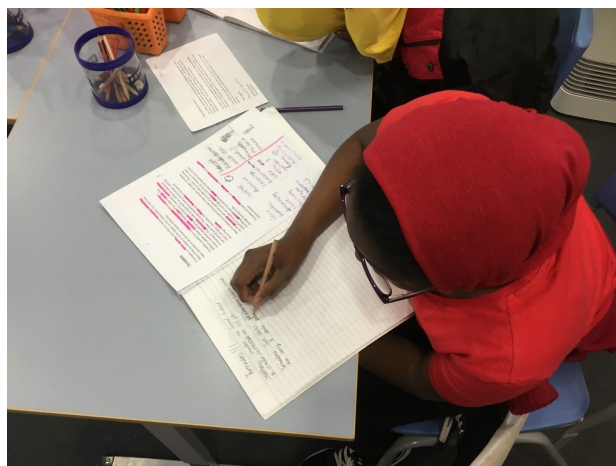
For students at higher levels, a couple of model texts could be used, eg. explanation of a tornado and recount of a tornado event. Students could note similarities and differences on a table. Task could be to cut up the model texts and stick onto an organizer, lining up the events then comparing eg. what is included/excluded in each and why (maybe character's feelings, describing the effect on particular people rather than generally), or what sort of language is used.

| **3. Learning about the genre** | In this phase, students are learning how to write an information report on a natural disaster. |
|---|---|
| - select/tweak or write a model text to demonstrate what the culminating task/target text will look like.<br><br>- analyse model text for stages (and perhaps minor phases within the stages) and for relevant key language features. | 1. Introduce the idea of genre. Create a list of writing genres with students.<br><br>2. Introduce the ideas of purpose, audience and mode. Create a table with four columns Text, Purpose, Audience, and Mode. Students then pick a piece of paper with a genre written on it out of a bowl (e.g. school report, traffic sign, speech to parliament) and have to identify the purpose, audience and mode of their chosen text. Make sure you include texts you know students have written/read in the past at school.<br><br>3. Shift to focusing on the information report on a natural disaster that students will be writing. Establish the purpose, audience and mode.<br><br>4. Focus in on audience. As a class, write a list of questions you would want to know if you were reading/viewing your report.<br><br>5. Focus in on structure and language. Show students a model of a completed Information report created by the teacher. Annotate the text to show the parts and language used in the text. You may choose to cut up the text and have students sequence the report with labels.<br><br>6. Select 1 or 2 language features students will need to know for report writing and teach these features. e.g. past, present and future tenses, paragraphing, topic sentences, conjunctions. All language features should appear in the model information report.<br><br>7. Select the vocabulary they will need to know to write their report. Allocate a word to each pair of students and ask them to fill in a suitable vocabulary template.<br><br>8. Create a word wall in the classroom. All words selected should be in context of what students are learning and thought should be given to how the words could be categorized.<br><br>9. Ask students to re-write the model text using synonyms from the word wall and their previous notes. |

10. Ask students to write third draft of their factual report. Allow students to use the information from their exercise books to write. Provide assistance as necessary. Collect and read third drafts. Assess using the same student-friendly rubric used in their first draft. Show students their progress on the rubric.

**Learning about the Genre - Information Report**

 The PM Text Types poster (mentioned in the introduction) is prominently displayed in the classroom, and we refer to it when writing. For flexibility, I made simple cards which could be added while we were focusing on the model text, and could also be used for revision (sorting, ordering, matching) and reference when writing.
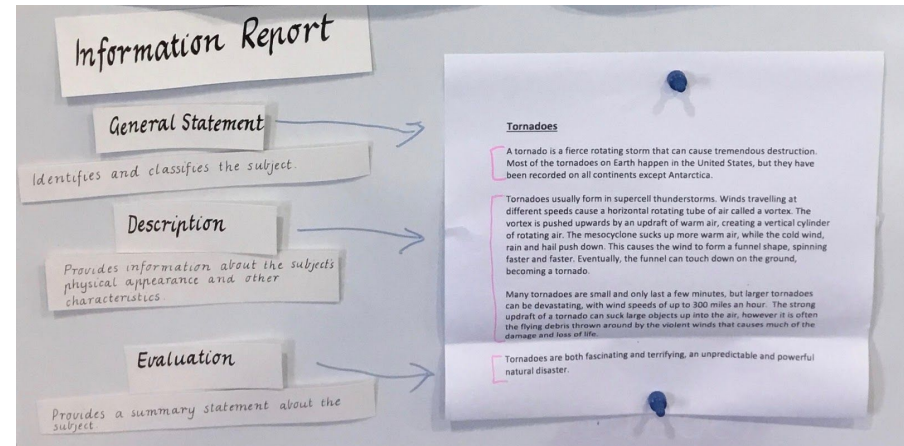


To reinforce the concept of grouping like information into paragraphs, and starting each paragraph with a topic sentence, a text ordering activity* was used. Students used text organiser to sort sentences from the key text, then identified the topic sentence and ordered subsequent sentences in logical order. Once again, there was collaboration between students, and guidance from the teacher to remind students about the structure, and to assist them to identify the topic sentence as this was a new concept for them.

 I chose not to get the students to write another draft at this stage - we moved on to the shared writing phase to practise the structure before students wrote independently again.

| **4. Supported writing** | In this phase, students are learning how to write an information report on a natural disaster with support. |
|---|---|
| - students experience writing the target text in collaboration with the teacher and other students; <br> - different levels of scaffolding <br> - focus on purpose for writing; ideas; audience; relevant language features; vocabulary; graphics | 1. Jointly construct a report. <br><br> As a class or in pairs use the information gathered about your natural disaster to construct a report together. Teacher writes and talks through the process aloud, drawing on input from students. It is important that students brainstorm how they can contribute to the report before joint construction so that they are ready to contribute. Allocate sections of the report to groups to brainstorm and write before writing as a class. <br><br> 2. Annotate the jointly constructed report, labelling the parts and language. <br><br> 3. EAL students work as a withdrawn group with the teacher to construct their text and mainstream English student work in pairs. For students who need it, you may offer them a cloze writing scaffold. <br><br> 4. Students write the fourth draft of their factual report. Collect and read drafts. Assess using the same student-friendly rubric used in their first draft. Show students their progress on the rubric. |

## Supported Writing - Tornadoes

In this stage of the cycle, I explicitly taught (or revised) appropriate language for collaboration as needed. For the students working at a lower language level, I made a sorting activity to practise agreeing, disagreeing and suggesting. We discussed unfamiliar phrases and practised them as they sorted.
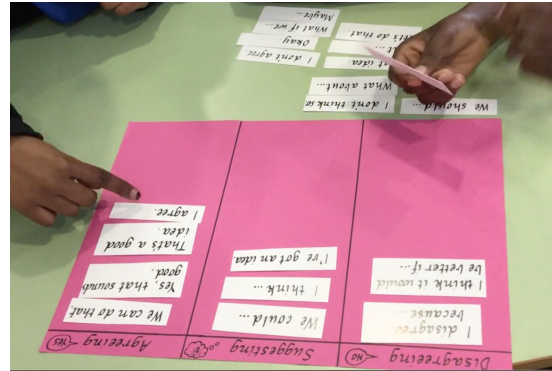
With students with very low oral language levels, these cards could be then used as cue cards as they worked, but for these students a reminder was enough.

Students then collaborated on a shared information report using reference posters and diagrams, and using a text organiser to assist with text structure. I gave support when they were really stuck, but mostly let them try to negotiate the language themselves using the knowledge they had gained from all the previous stages. Grammatical errors and incorrect vocabulary usage was corrected in a joint edit of the written piece, rather than as we went.

Often in a shared writing activity, I will take a guiding role in the discussion, and at least partly scribe the shared document. However for this shared writing activity, with very small groups of students who worked well together, I chose this time to simply set up expectations and let them write.

*The video **Shared Writing** shows students collaborating on their shared text.



Having practised negotiating meaning, orally constructing sentences and sequencing, and with revised knowledge about the structure of an information report, students worked on their third drafts using all the reference lists and diagrams built up over the course of the lesson sequence, conferencing feedback from the teacher and cumulative assessments on the rubric.
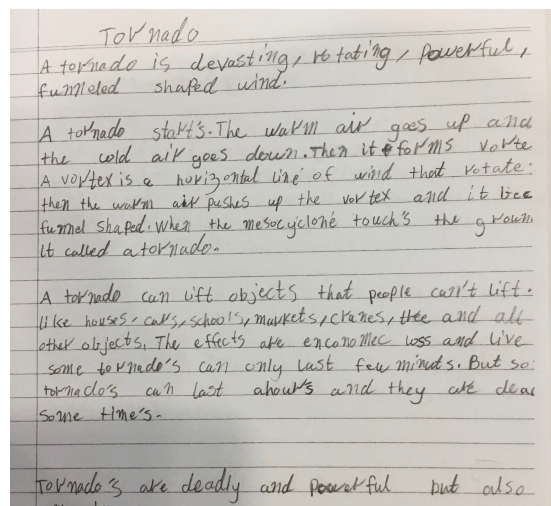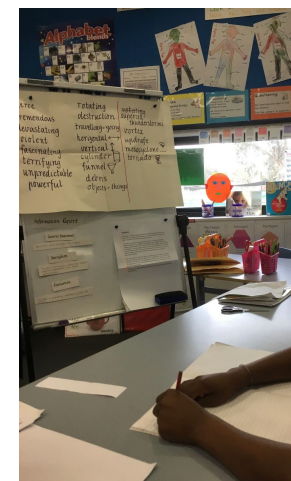


In this third draft, the student shows a developing understanding of the structure of an information report, based on the model text. The report now includes appropriate paragraphing, and the language used is less influenced by oral language, reflecting the focus on tier 2 and 3 vocabulary.
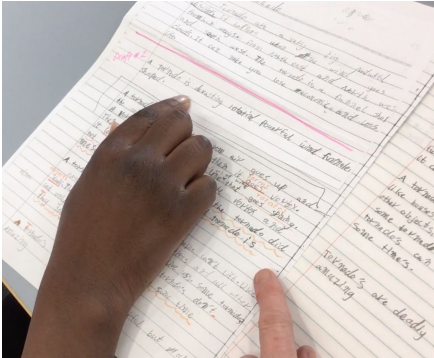
| **5. Independent writing** Composing the target text, revising (e.g. with peer or teacher conferencing), editing, proofreading and publishing | In this phase, students learn how to write an information/explanation report on a weather event by themselves. |
|---|---|
| | 1. Students write the final draft of their factual report. |
| | 2. Ask the students to 'be the teacher' and check/edit each other's work. Give students a checklist of the things they need to include in their report and ask them to check their work and each other's work for these things. |
| | 3. Teacher collects and makes final edits. Returns to students. |
| | 4. Students type up their report and publish it. |
| | 5. Students share their reports with each other or another class. |
| | 6. Assess students work using the same student-friendly rubric used in their first draft. Show students their progress on the rubric. |
| | 7. Students reflect on the writing process |
| | Extension |
| | If appropriate, provide students with an opportunity to write another report independently. This will help teachers assess what students have learnt and what they can now achieve by themselves. Give students a handout with basic information about a new natural disaster. Ask students to use this information to write another report using their final draft as a model. |

| | |
|---|---|
| | **Independent Writing - Tornadoes**<br><br> In this stage of the cycle, students used feedback from teacher and the completed rubric to finalise and then publish their information report on the computer.<br><br>As the classroom assessment task at the end of the Inquiry unit was to make a booklet about natural disasters, they were able to use this as one of their reports, and gain further practise by independently writing reports about other disasters. | **Tornado**<br><br>A tornado is a devastating, rotating, powerful, funnel-shaped wind.<br><br>When a tornado starts, the warm air goes up and the cold air goes down. Then it forms a vortex. A vortex is a horizontal line of wind that rotates. Then the warm air pushes up the vortex and it becomes funnel-shaped. When the mesocyclone touches the ground it is called a tornado.<br><br>A tornado can lift objects that people can't lift, like houses, cars, schools, markets, cranes, trees and all other objects. The effects are economic loss and lives lost. Some tornadoes can only last a few minutes, but some tornadoes can last hours and they are deadly sometimes.<br><br>Tornadoes are deadly and powerful, but also amazing. |
| **6. Reflection**<br>Students reflect at each stage of the writing process | **Reflection - Tornadoes**<br><br> At each stage of the writing process, explicit teaching provided focus for students to make improvements to their text. Students reflected on their writing, guided by the teacher in conferences and supported by the use of the rubric. Their final reflections* took the form of an interview where they explained what they had changed from their first draft through to the final draft, and explained why they had changed it. The interview required the students to talk about their writing and provided a great tool for me to assess what they had learned throughout the lesson series. Individual conferencing throughout the process was very valuable in building students' metacognition and their ability to articulate understandings about their writing process. | |

*Please see folder **Wild Weather Unit resources** for videos and texts referred to in the unit planner.