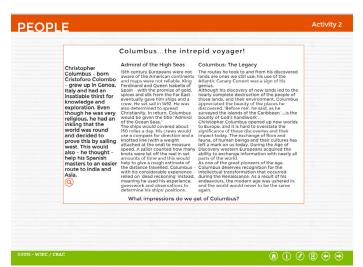


Teacher Notes



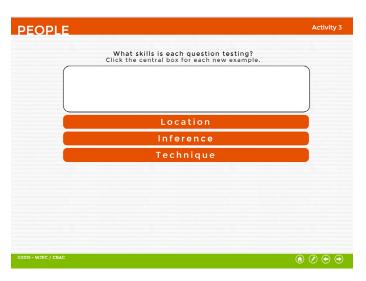
Activity 1

Thinking starter - class hypothesise which is most likely. Correct sequence is as shown.



Activity 2

Key question - "What impressions do we get of Columbus". Class explore opening section first. Magnifier icon reveals the difference between explicit and implicit meaning. Worth clarifying with class that it is often unnecessary to explain impressions for explicit parts of the text - implicit meanings do require some explanation.



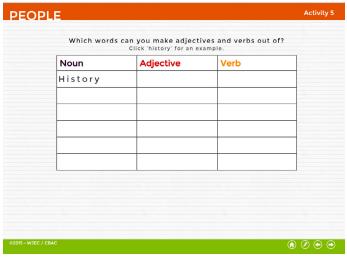
Activity 3

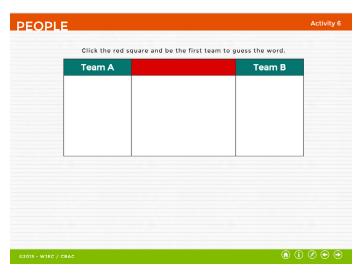
Class look at all the types of questions that might be asked about a text. Students can then decide whether the question is focused on Technique, Inference or Location. Worth following up with an example of a question that might test 'inference' and 'technique'. When finished class can then choose a question that they want to answer – which are most difficult questions to answer? And why?



Teacher Notes







Activity 4

Word classes refresher. Thinking skills activity – what links each of the colours. Here it is likely that students may be able to spot the basis of the pattern but won't be able to apply the apt terminology. Putting one of the root words in EACH word class into a different sentence might help here e.g. the legal age limit, alcohol is legalized etc...

Activity 5

This builds on the previous task and prompts ways of maximising vocabulary use (as well as raising awareness of word classes and finding a way into some of the more complex Victorian vocabulary items). Here students have to fill in the gaps. Extension – write a series a sentences using at least 3 of the word classes using sport or war as a theme.

Activity 6

This again links to last tasks. The mystery word is "indestructible".

After each click one half of class can guess the word. If wrong then another click reveals another letter. The other half of class have another guess. When this task is finished - class can construct their own mystery word. The rule here is that neither term are allowed to spell a word but must name a letter AND have a longer word 'in their head'. Either team have option of calling the other team's 'bluff' i.e. if Team A can't give a word then Team B wins!



Teacher Notes





Activity 7

Technique question - 'How does the writer try to persuade us that Columbus was a barbaric pirate'. Here class might need to understand meaning of the focus word. Click on word 'barbaric' and then a timer activity task appears - this then reveals key words. Class have to make a list of the words which might mean the same as 'barbaric' - the other words can be put in a separate column. After this task students then highlight aspects of the text (might be worth considering without the elements identified). If needed teacher can use reveal highlight tool to show some of the techniques.

Activity 8

Compare two model answers for the question previously asked. Class to evaluate best answer. Magnifier icon highlights the issue of problems that occur when there is a lack of focus on the question. After this task class work through question independently – with a clear sight on the focus of the question. Peer marking plenary can then look at highlighting most focused answers (again through highlighting on work).

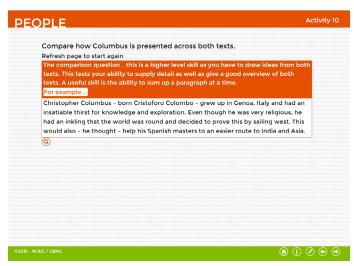


Teacher Notes



Activity 9

This is a synthesis question. Ask class to explore any clues in the question that tell us that there is no need to cross-refer. Magnifier icon helps to establish this. Class can then tackle this question – if necessary using the table structure.

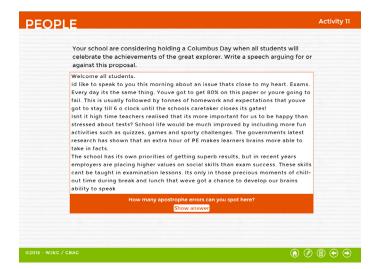


Activity 10

This is a more difficult comparison question requiring cross-reference. Very important to click through the "for example" button which selects the key points from the short passage, then the "but" button which shows how to select key issue from the second text. After finishing this task the magnifier icon then reveals larger text for class to work through – this also contains useful connectives.



Teacher Notes



Activity 11

Writing task. Activity 11 can be used for apostrophe use consolidation.



Activity 12

Activity 12 is useful for exploring some of the features that might be expected of a speech. When complete class can devise a speech on the topic suggested - or a topic of their own choosing.