

# My favourite time of day — writing lesson

## 1. Lesson introduction

### Motivation and generating ideas

Share images of the four times of day (dawn, middle of the day, dusk, night-time).

**‘Think, pair, share’** What is your favourite time of day?

Ask students to tell their partner why they like it. Encourage them to talk in full sentences. Model using an example:

*Dusk is my favourite time of day because I feel most relaxed and energised.*

**What do you do at your favourite time of day?**



### ‘Walk and talk’

Ask the students to go for a walk around the room and find a partner who likes the same time of day as them (some students may need to get into threes).

Students tell their partner what they enjoy doing at this time of day. Remind them to talk in sentences. Older students could add interesting details so that the partner can visualise them doing these things.

Model an example:

*I enjoy walking up Mt Albert and admiring the sun setting over the Waitakere Ranges.*

### Here is an extension for fluent writers

### ‘Think, pair, record’

Ask the students to talk to their partner and take notes describing how this time of day ‘looks’.



Model an example:




- *Late afternoon light glows on the horizon*
- *Long shadows*
- *Street lights turn on.*

### ‘Walk and talk’ sharing and adding to notes

Students go for a walk and share their descriptive notes.

Challenge: can you add one new note to your list?

### Possible criteria — unpack with the students and record visually

Emergent writers	Early writers	Fluent writers
<p><b>A.</b> Use capital letters and full stops.</p> <p>Challenge: use two ‘wow’ words.</p> 	<p><b>Include in your writing:</b></p> <ol style="list-style-type: none"><li>1. Why? (Why you like this time of day.)</li><li>2. What you enjoy doing.</li></ol> <p>Challenge: include three interesting details.</p> 	<p>Write three paragraphs with interesting details:</p> <ol style="list-style-type: none"><li>1. Introduce your favourite time of day.</li><li>2. Describe what you do at this time.</li><li>3. Describe what it looks like.</li></ol> <p>Challenge: vary sentence starters (make a list with the students).</p> 

### Teacher modelled/shared writing

Model how to compose one or two sentences based on the criteria for the lesson. Ask students to contribute using 'think, pair, share'. For example, add an interesting detail, improve a word so that it is a 'wow' word.

### Independent writing

Students write about their favourite time of day.

**Self-check** (Model this first if the students are not familiar with proofreading.)

*Read your writing in a quiet voice.*

*Can you spot three mistakes?*

**Partner-check** (Model this first if the students are not familiar with 'partner-checking'.)

*I like ... because ...*

*Review one of the criteria — highlight examples in the writing.*

**Extension:** can the students work together to improve something in their writing (based on the criteria)?

### Wrap-up

Celebrate examples of the criteria that the students identified in the 'Partner-check'.

Project an example of writing from one of the students onto a screen/board (ask permission first).



Review the 'challenge' for the lesson in the projected writing.

Ask the students to check whether they achieved the challenge (they could add this to their writing while they are checking). Students could stamp/draw the challenge trophy in the margin if they have achieved it.

For more information about the organisation of a writing lesson, refer to *The Writing Book* (Cameron and Dempsey, 2013).

[www.thewritingbook.com](http://www.thewritingbook.com)