

**C4 Case Study: Caroline's Lesson Sequence** illustrating some of the previous techniques and several further ones

**A series of lessons focusing on elements of the crime-writing genre with middle school children aged 12-13, in preparation for children writing their own crime stories**

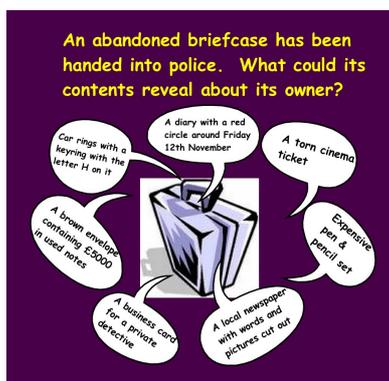
**1). Using text and pictures to stimulate interest and initial dialogue**

A starter activity to stimulate discussion in pairs or table groups. The children have to negotiate a response to each item and consider the links between them.

Note that a sound file – the 'Pink Panther' theme – is embedded in the picture. The slide was up at the start of the lesson and the music attracted the children's attention as they entered the room.

Clip illustrates teacher modelling responses and encouraging the children to consider alternatives.

**Video 16**



See flipchart: **Reader Appendix B3.1**

**2). Matching terms and definitions**

In a review of vocabulary from the previous lesson, explanations are moved by the children to match terms, confirming the accumulated 'common knowledge' from the previous lesson.

The clip illustrates a child getting the meaning of 'alibi' correct. It was important for this child, who misunderstood the meaning of alibi in the first lesson, to have the opportunity for dialogue with his group prior to completing this task.

**Video 17**

The second example of matching terms and definitions is from a science lesson. (See also the related activity 'Interactive multiple choice quiz' in 'C5 Further Ideas', below)

CRIME VOCABULARY	
premeditated	payment required to leave custody until trial date
alibi	the chance/time to commit a crime
motive	'set up' to look like the criminal
opportunity	a crime planned in advance
bail	a reason why you couldn't have committed the crime
framed	the reason for committing a crime

A	Cytoplasm	1	Sugar
B	Cell wall	2	Chemical reactions
C	Sap Vacuole	3	Information
D	Nucleus	4	Chloroplast
E	Chlorophyll	5	Cellulose

See templates: **Notebook ideas – Word definitions (a, b & c)**

### 3) "Square of truth" or "magic box/window" activity

This activity creates suspense and stimulates discussion by allowing teacher or learners to sort objects, words or text phrases according to their properties. For example, correct answers to a question, True/False, or prime numbers, metaphors or addictive substances will be correctly categorised when dropped into the box / other shape or a window is dragged over them. Typically students are asked in turn to predict whether – and to explain why – a set of given statements will be true / false or fit the given category, then to drag the statements over a central square or other opaque object (a badge in the first, crime writing example) to receive immediate physical feedback about correctness. Statements deemed false by the teacher are previously formatted to disappear behind the box using the object layering feature of the proprietary IWB software; those that are true stay visible. This kind of activity can either develop or test students' understanding. In the first example the aim was to consolidate children's understanding of the plot of a real-life crime, developing both crime vocabulary and ideas for their own crime story.

**THE ALMOST PERFECT MURDER**

Roger Harrington was framed for Donnah's murder.

Deann Schultz could have faced prosecution.

Winger's crime was pre-meditated.

Winger's bail was set at \$5 million.

Winger could have got away with it.

Donnah was dead by the time the paramedics arrived.

The police didn't make any mistakes when investigating the case.

Mark Winger didn't have an alibi.

Winger didn't have any opportunity to commit the crime.

The police know why Winger committed the crime.



**The Square of Truth**

5. Background radiation comes from space

1. Alpha particles are made of two protons and two electrons

2. Beta particles are negatively charged

3. All three types of radiation cause ionisation

4. Gamma rays are absorbed by paper

6. Radiation occurs spontaneously – we cannot predict when a single atom will emit radiation

7. We can predict when a substance will stop being radioactive



The second example is from a science lesson. The third example shows the objects (statements) before and during dragging them onto the object (the moon in this case). In the final example, **'Guess the shape or 'Box of truth'**, students might discuss and predict what shape they think is behind the box based on whether the clues are shown to be true (when dragged are on top of the box) or false (when dragged behind the box). The green box can then be moved to reveal the mystery shape.

**The moon of truth**

The moon appears to change shape because it is sometimes in the shadow of the Earth

A lunar eclipse happens when the Earth stops the light from the sun reaching parts of the moon

The moon is a secondary source of light

We always see the same side of the moon; this means it doesn't rotate on its own axis



**The moon of truth**

The moon appears to change shape because sometimes in shadow

A lunar eclipse happens when the Earth stops the light from the sun reaching parts of the moon

The moon is a secondary source of light

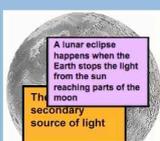
It is the same side of the moon that always faces it on its own axis



**The moon of truth**

A lunar eclipse happens when the Earth stops the light from the sun reaching parts of the moon

The moon is a secondary source of light



Before, during and after manipulation

**What shape is behind the box?**

it has 5 sides

it has 3 sides

it has 4 sides

it has right angles

it has no straight sides

all sides are equal

2 sides are equal



See templates: Notebook ideas – Magic window intro [instructions]; Moon of truth; Box of truth (a & b); Tortoise of truth (a & b);

See templates: ActivInspire ideas – Magic window intro [instructions]; Box of truth (a & b); Tortoise of truth (a & b)

#### 4). Focusing on evidence – identifying key parts of the screen

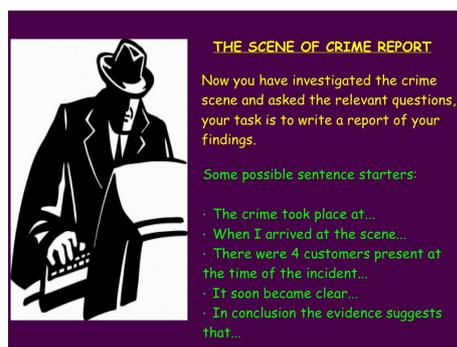
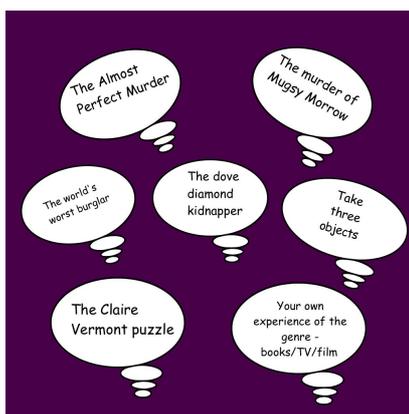
The slide below of a crime scene was shown at the end of the lesson. The children were asked to demonstrate their understanding of a crime scene investigation by coming to the board and circling anything in the scene that could help them solve the crime. The intention was that they express their individual understanding of these points. The clip illustrates a child selecting 'interesting' areas of the screen and being asked to explain his choice.

#### Video 18



#### 5). Reviewing work and framing a written task

These two slides were part of a review and story planning section of the final lesson in the sequence. With reference to the first slide, the children were asked to consider individually how their previous work might impact on their own crime story writing. The second slide was used once the children had planned their stories. They were asked to work with a response partner to share their ideas; the response partner's job was to question the basis and structure of the plan to help improve it. The slide provided question prompts to help to maintain a focused dialogue.



See flipcharts: Reader Appendices B3.2, B3.3