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

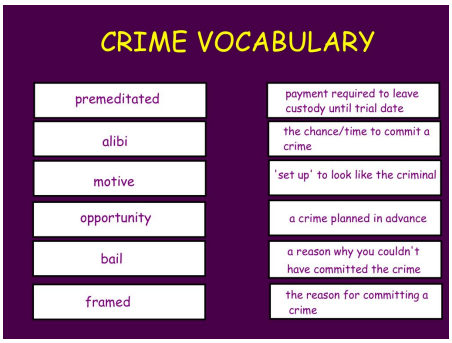
2). Matching terms and definitions

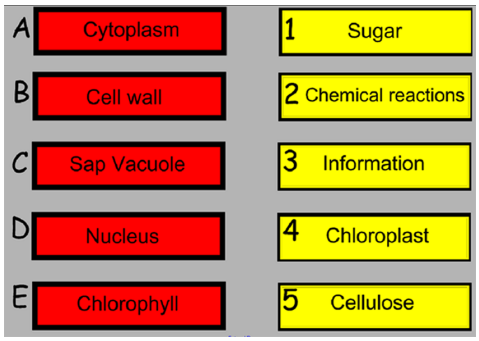
In a review of vocabulary from the previous lesson, explanations are moved by the children to match terms, confirming the accumulated 'common knowledge' from the previous lesson.

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)*

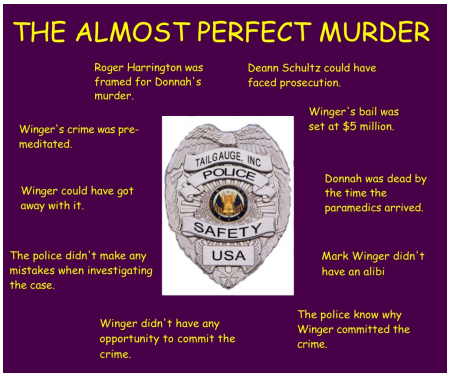


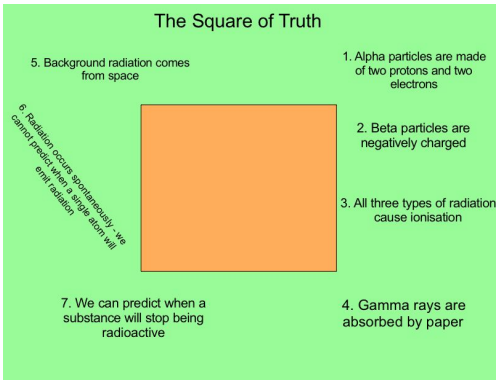


See templates: Notebook ideas – Word definitions (a, b & c)

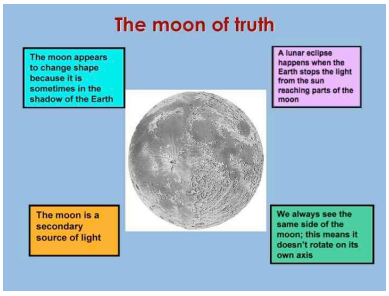
3) “Square of truth” or “magic box/window” activity

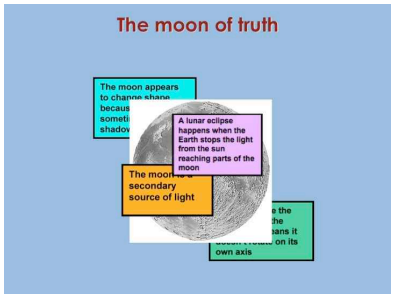
This activity creates suspense and stimulates discussion by allowing teacher or learners to sort objects, words or text phrases according to their properties. For example, correct answers to a question, True/False, or prime numbers, metaphors or addictive substances will be correctly categorised when 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.

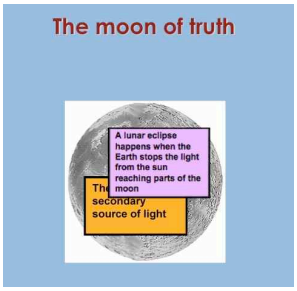




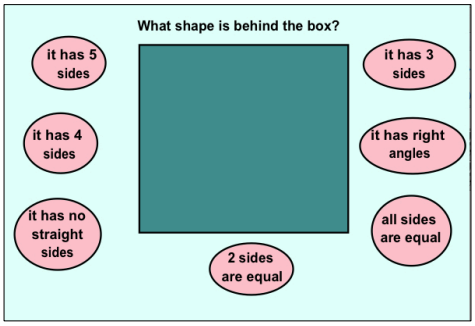
The second example is from a science lesson. The third example shows the objects (statements) before and during dragging them onto the object (the moon in this case). In the final example, ***Guess the shape or 'Box of truth',*** students might discuss and predict what shape they think is behind the 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.







Before, during and after manipulation



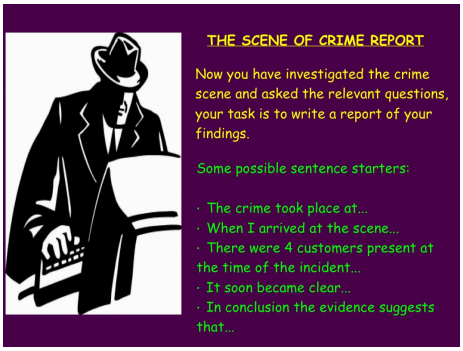
See templates: Notebook ideas – Magic window intro [instructions]; Moon of truth; Box of truth (a & b); Tortoise of truth (a & b);

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