

Non-Fiction Unit 1



Instructions





Instructions

About this unit

This non-fiction unit focuses on reading, writing, and giving oral instructions. There is emphasis on creating concise, precise instructions and on using the imperative form of verbs.

This unit has close links to Fiction Unit 5 and uses the text and characters from *Treasure Island* as the basis for the lessons.

Lesson length

There are five lessons in this unit. The first two should take about 40 minutes, and the others up to an hour. Each lesson also has a set of extension activities for different abilities, as well as **(H) Hotspot!** (Higher Order Thinking/Higher level questioning) challenges.

Expectations

At the end of this unit most children will:

- write clear, precise and informative instructions;
- make some division between sections through bullet points and/or sub-headings;
- use mostly accurate punctuation including commas.

Some children will have made less progress and will:

- attempt to structure their writing with support, recognising the genre;
- group sentences in sequence, including some sentences that give extra information;
- be mostly accurate in using full stops and capital letters.

Some children will have progressed further and will in addition:

- combine presentational features of instructions effectively;
- use phrases to introduce new sections of paragraphs;
- have accurate and wide-ranging punctuation, such as bullet points and parentheses.

Vocabulary

Technical: clarity, command, concise, detail, direction, imperative, instructions, precision, prepositions, rules

Topic: arms, battleship, bay, compass bearings, coordinate, corner, east, fathom, glance, grid reference, harbour, head, hummock, inlet, landlocked, latitude, location, longitude, north, northeasterly, northerly, orientation, pace, route, shoreline, soundings, south, take, travel, tricorn, west

ICT opportunities

- Use the Internet for research about pirates and online texts such as *Treasure Island*.
- Use digital maps such as Google maps <http://maps.google.co.uk/> and look at the different views map, satellite and hybrid.
- Play coordinate games, such as Battleships, online versions can be found at: www.miniclip.com/games/battleships/en/ and www.superkids.com/aweb/tools/logic/bship/
- Children can create their own treasure maps on the computer using painting programs and/or mathematic programs to create a grid with coordinates.

Unit resources

Essential

PowerPoint presentations on LCP CD

NFI L1 - Silver says...

NFI L1 - The Captain's papers

NFI L3 - Battleships

NFI L5 - Instructions

Activity sheets

CD Resource sheets

Counters

'Treasure' for hiding

World maps or globes

Highlighter pens

Enrichment

A version of *Treasure Island* by Robert Louis Stevenson (for example from www.kellscraft.com/treasureislandcontent.html)

Information and features on *Treasure Island* (for example at www.ukoln.ac.uk/services/treasure/contents.html)

Maps with grid lines

'Aged' paper

Ribbon

Word processor and printer

Different examples of treasure maps

Made-up instructions for different treasure

Small world resources such as pirates, treasure chests etc. for children to explore mapping and treasure islands

Other instructional texts such as rules for games, DIY manuals and on-line safety codes.

Instructions

Lesson:	Learning objectives:	Activities:	Possible learning outcomes:	Essential Resources:	Enrichment Resources:	Cross-curricular links:
1 Long John Silver says...	<ul style="list-style-type: none"> To be able to follow instructions and to understand that instructions must be clear and precise. 	<ul style="list-style-type: none"> Playing 'Long John Silver' says with deliberately bad instructions. Trying to follow the map and notes in Treasure. Island – how effective are they as instructions? Comparing them with simpler instructions. 	<ul style="list-style-type: none"> Use and assess instructions. 	<ul style="list-style-type: none"> Activity sheet 1a 'The Captain's Papers' Activity sheet 1b 'Treasure Island' CD Resource sheet 1c 'Long John Silver says...' CD Resource sheet 1d 'Compass directions' CD Resource sheet 1e 'How to be a pirate' PowerPoint presentation NF1 L1 - Silver says... – starting instructions for Long John Silver says... (see LCP CD) PowerPoint presentation NF1 L1 - The Captain's papers – extract of text from Treasure Island (see LCP CD) 	<ul style="list-style-type: none"> Information and features on <i>Treasure Island</i> Props or items of costume for Long John Silver 	<ul style="list-style-type: none"> Geography - using maps; exploring a coastline; a comparative study of another country Computing - create a map of Treasure Island
2 It is imperative that you Understand...	<ul style="list-style-type: none"> To define and use imperative verbs. 	<ul style="list-style-type: none"> Discuss imperative verbs from previous 'Long John Silver Says' game. Introduce the term 'imperative verb' to the children. Use the text provided on activity sheet 2a to highlight the imperative verbs. Work in pairs to find more imperative verbs for direction. Write short directional sentences that begin with imperative verbs. 	<ul style="list-style-type: none"> To write contextual sentences using imperative verbs. 	<ul style="list-style-type: none"> CD Resource sheet 2a 'Long John Silver's other treasure' Activity sheet 2b 'Word bank of imperative verbs for direction' Highlighter pens 	<ul style="list-style-type: none"> Different examples of treasure maps Made-up instructions for different treasure Small world resources such as pirates, treasure chests etc. for children to explore mapping and treasure islands 	<ul style="list-style-type: none"> Geography - use maps with compass points; introduce a basic orienteering task Mathematics - use directional language PE - introduce directions into sessions involving movement and travel Art and Design - build Treasure Island using varied materials or as an introduction to the concept of scale models
3 Battleships	<ul style="list-style-type: none"> To write clear instructions and to recognise imperative verbs. 	<ul style="list-style-type: none"> Playing Battleships. Reviewing the instructions. Focusing on imperative language and genre-specific language features. 	<ul style="list-style-type: none"> Know that good instructions usually begin with an imperative. Write clear and precise instructions. 	<ul style="list-style-type: none"> Activity sheet 3a 'Treasure Island battleships' Activity sheet 3b 'Map of Treasure Island' PowerPoint presentation NF1 L3 Battleships – rules for Treasure Island Battleships (LCP CD) 	<ul style="list-style-type: none"> Additional maps with grid lines 	<ul style="list-style-type: none"> History/Design and Technology - research some famous wars/ships throughout history and the conflicts they were involved in Geography/Mathematics - use maps with grid references and coordinates

Instructions

Lesson:	Learning objectives:	Activities:	Possible learning outcomes:	Essential Resources:	Enrichment Resources:	Cross-curricular links:
4 Buried treasure	<ul style="list-style-type: none"> To write clear instructions. 	<p>Each group hides treasure in school grounds</p> <p>Writing instructions to find the treasure</p> <p>Other children follow the instructions</p>	<ul style="list-style-type: none"> Write concise instructions that other children can follow. 	<ul style="list-style-type: none"> Activity sheet 4a 'Writing frame for instructions' 'Treasure' to hide for example, gold-foil covered chocolate coins, silver or gold coloured artefacts from a second hand shop, bits of an 'old treasure map', fake jewels etc 	<ul style="list-style-type: none"> Props and costumes 	<ul style="list-style-type: none"> Geography - use and make maps, give and follow directions PE - orienteering
5 Treasure Island	<ul style="list-style-type: none"> To gather information and write clear instructions. To write extended instructions. 	<ul style="list-style-type: none"> Identifying where they believe the treasure is buried. Reviewing criteria for effective instructions Writing new instructions for Jim Hawkins' map. 	<ul style="list-style-type: none"> Adapt information taken from different sources. Write instructions that enable others to pinpoint a precise location. 	<ul style="list-style-type: none"> Activity sheet 1b 'Treasure Island' from Lesson 1 CD Resource sheet 1c 'The Captain's papers' from Lesson 1 PowerPoint presentation NPJ L5 Instructions - basic information on instructions Notes from the 'Treasure Island display World maps or globes 	<ul style="list-style-type: none"> Activity sheet 5a- 'How to find the treasure' 'Aged' paper Ribbon Word processor and printer 	<ul style="list-style-type: none"> Geography - use maps with compass points and grid references, relate the position of the Caribbean to Britain History - plot the history and prime locations of pirates from Tudor times to today Design and Technology - build 'Treasure Island based on details in the text

National Curriculum Framework - Year 5&6

Programme of Study (statutory requirements)

Non-Fiction Unit 1 - Instructions

Reading

Comprehension

- Maintain positive attitudes to reading and understanding of what they read. ✓
- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Read books that are structured in different ways and read for a range of purposes. ✓
- Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. ✓
- Recommend books that they have read to their peers, giving reasons for their choices.
- Identify and discuss themes and conventions in and across a wide range of writing. ✓
- Make comparisons within and across books.
- Learn a wider range of poetry by heart.
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume, so that the meaning is clear to an audience.
- Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Ask questions to improve understanding.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.
- Predicting what might happen from details stated and implied.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Identify how language, structure and presentation contribute to meaning. ✓
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Provide reasoned justifications for their views.

Writing

Transcription

Use dictionaries to check the spelling and meaning of words. ✓

Use a thesaurus. ✓

Composition

Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models. ✓

Note and develop initial ideas, drawing on reading and research where necessary.

When writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed.

Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. ✓

Describe settings, characters and atmosphere in narratives and integrate dialogue to convey character and to advance the action.

Précise longer passages using a wide range of devices to build cohesion within and across paragraphs.

Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). Spoken language.

Evaluate and edit by assessing the effectiveness of their own and others' writing. ✓

Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. ✓

Ensure the consistent and correct use of tense throughout a piece of writing. ✓

Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. ✓

Proof-read for spelling and punctuation errors. ✓

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. ✓

Spoken language

- Listen and respond appropriately to adults and their peers. ✓
- Ask relevant questions to extend their understanding and build vocabulary and knowledge. ✓
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions and explanations.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. ✓
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English. ✓
- Participate in discussions, presentations, performances and debates.
- Gain, maintain and monitor the interest of the listener(s). ✓
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication. ✓

Lesson 1 Long John Silver says...

WALT

- Follow instructions and to understand that instructions must be clear and precise.



Possible learning outcomes

- Use and assess instructions.

National Curriculum Framework

Reading

- Maintain positive attitudes to reading and understanding of what they read.
- Read books that are structured in different ways and read for a range of purposes.
- Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- Identify and discuss themes and conventions in and across a wide range of writing.
- Identify how language, structure and presentation contribute to meaning.

Writing

- Evaluate and edit by assessing the effectiveness of their own and others' writing.
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensure the consistent and correct use of tense throughout a piece of writing.

Spoken language

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and build vocabulary and knowledge.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Select and use appropriate registers for effective communication.

Vocabulary

Technical: clarity, command, detail, imperative, precision

Topic: arms, bay, compass bearings, east, fathom, harbour, hummock, inlet, landlocked, latitude, longitude, north, soundings, south, tricorn, west

Resources

Essential

Activity sheet 1a 'The Captain's Papers'

Activity sheet sheet 1b 'Treasure Island'

CD Resource sheet 1c 'Long John Silver says...'

CD Resource sheet 1d 'Compass directions'

CD Resource sheet 1e 'How to be a pirate'

PowerPoint presentation **NFI LI** - Silver says – starting instructions for Long John Silver says... (see LCP CD)

PowerPoint presentation **NFI LI** - The Captain's papers – extract of text from *Treasure Island* (see LCP CD)

Enrichment

Information and features on *Treasure Island*

Props or items of costume for Long John Silver

Cross-curricular links

Geography – using maps; exploring a coastline; a comparative study of another country.

Computing – use an art program, such as Microsoft® Paint, to make a map of Treasure Island.

Overview of lesson

Playing ‘Long John Silver says’ with deliberately bad instructions.

Trying to follow the map and notes in *Treasure Island* – how effective are they as instructions?

Comparing them with simpler instructions.

Activities

Class game

- Introduce a game of ‘Long John Silver says’ – the familiar game of ‘Simon says’, just with a different name. Explain that first you are going to check that everyone knows how to play it. Display and try the suggested starters provided on CD Resource sheet 1a or project them from the PowerPoint presentation **NFI LI** – Silver says - on the LCP CD.
- After a short time the children should realise that the lack of precision in these instructions is causing confusion – which ear, which corner?
- Ask them how they would improve the instructions. Allow different children to rephrase them and to suggest new, clearer ones, and play the game again. The children should now understand the difference between good and bad instructions. They should understand that bad instructions are vague, whilst good instructions are clear. For example, ‘Go to the corner’ is too broad and vague, ‘Go to the far left corner and stand on your left leg’ gives clarity, location and precision.
- Next, explain to the children that they are going to read some instructions relating to *Treasure Island*. Settle everyone down again and hand out ‘The Captain’s papers’ (Activity sheet 1a) to each group. Read the instructions as a class. These instructions are also available as a staged PowerPoint presentation – you could show and read through this presentation **NFI LI** as a whole class.

- Revise compass directions and help the children with terms such as ‘fathoms’ and ‘tottery’ as necessary. You can review the compass directions – North (N), South (S), East (E), West (W), Northeast (NE), Northwest (NW), Southeast (SE), Southwest (SW) – in the classroom by asking the children to point in the appropriate directions as you call them out. A compass with directions is provided on CD Resource sheet 1c, for your reference. (It can also be projected or downloaded for printing.)

Working in groups

- Hand out copies of the map of ‘Treasure Island’ on Activity sheet 1b. Ask the children to work together in their groups and see if they can locate on the map where the treasure and the weapons are.
- Ask the groups to mark an ‘X’ on the map on the board to show where they think the treasure might be.

Sharing ideas as a class

- Notice the different locations and discuss how the directions given are difficult to follow as, for instance, we don’t know where the black crag is.
- Now read and enjoy ‘How to be a pirate’ (CD Resource sheet 1e - you can display or print this off from the CD). Discuss how, even though these instructions are light-hearted and informal, they are straightforward and easy to follow.
- Discuss what makes effective instructions: clarity, precision and just the right amount of detail. Introduce the terms imperative verbs and command at this stage to help them to explain why some instructions are more effective than others. Imperative verbs are ‘bossy verbs’, such as: do, go, tell, etc. They are always in the present tense. Commands are instructions that usually begin with an imperative verb.

Extension activities

- Encourage children to read more from *Treasure Island* and related websites and commentaries to see if they can find further clues about the treasure. Begin a display board where children can add evidence about the location of the treasure.

Plenary

- Ensure the children understand the key features of good instructions:
 - instructions are written in the correct order;
 - writing is clear and simple to understand;
 - direct and simple commands are used;
 - imperative verbs may be used to be direct.

Evaluation

Differentiation

Less challenging: Help children to identify what is unclear about the instructions and then how they could be made clearer.

More challenging: Ask children to say or write some instructions that are deliberately unclear for others to improve.

Name: _____ Date: _____

The Captain's papers

The paper had been sealed in several places with a thimble by way of seal; the very thimble, perhaps, that I had found in the captain's pocket. The doctor opened the seals with great care, and there fell out the map of an island, with latitude and longitude, soundings, names of hills and bays and inlets, and every particular that would be needed to bring a ship to a safe anchorage upon its shores. It was about nine miles long and five across, shaped, you might say, like a fat dragon standing up, and had two fine landlocked harbours, and a hill in the centre part marked 'The Spy-glass'. There were several additions of a later date, but above all, three crosses of red ink – two on the north part of the island, one in the southwest – and beside this last, in the same red ink, and in a small, neat hand, very different from the captain's tottery characters, these words: 'Bulk of treasure here'.

Over on the back the same hand had written this further information:

Tall tree, Spy-glass shoulder, bearing a point to the N. of N.N.E.

Skeleton Island E.S.E. and by E.

Ten feet.

The bar silver is in the north cache; you can find it by the trend of the east hummock, ten fathoms south of the black crag with the face on it.

The arms are easy found, in the sand-hill, N. point of north inlet cape, bearing E. and a quarter N.

J.F.

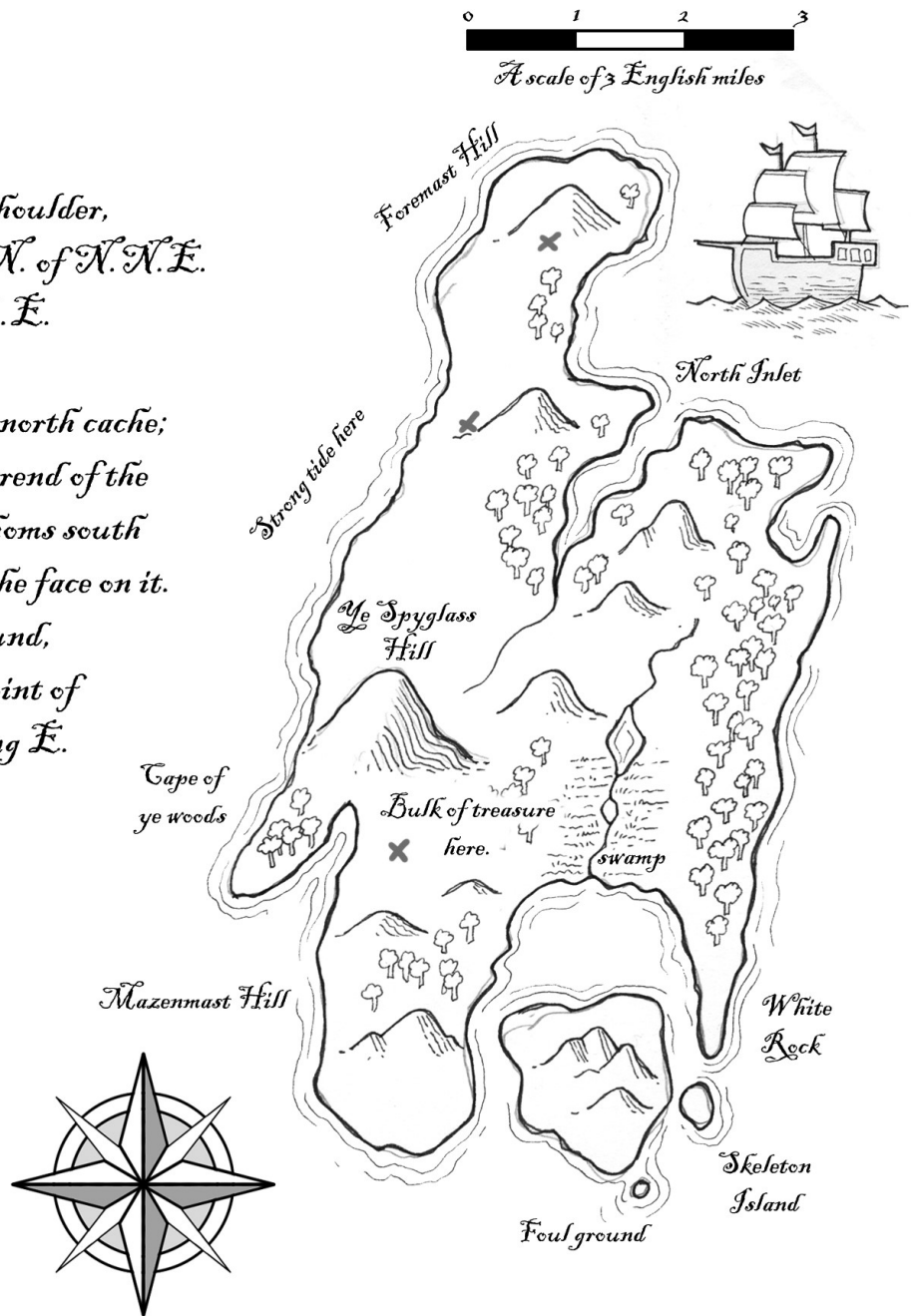
From *Treasure Island* by Robert Louis Stevenson

Name: _____ Date: _____

Treasure Island

*Tall tree, Spy-glass shoulder,
bearing a point to the N. of N. N. E.
Skeleton Island E. S. E.
and by E. Ten feet.
The bar silver is in the north cache;
you can find it by the trend of the
east hummock, ten fathoms south
of the black crag with the face on it.
The arms are easily found,
in the sand-hill, N. point of
north inlet cape, bearing E.
and a quarter N.*

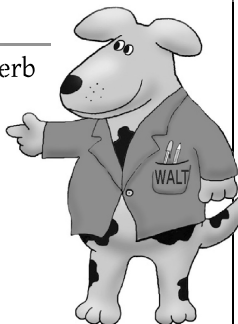
J. F.



Lesson 2 It is imperative that you understand

WALT

- Explain what an imperative verb is and use it in our writing.



Possible learning outcome

- To write contextual sentences using imperative verbs.

National Curriculum Framework

Reading

- Maintain positive attitudes to reading and understanding of what they read.
- Read books that are structured in different ways and read for a range of purposes.
- Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- Identify and discuss themes and conventions in and across a wide range of writing.
- Identify how language, structure and presentation contribute to meaning.

Writing

- Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models.
- Evaluate and edit by assessing the effectiveness of their own and others' writing.
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

- Ensure the consistent and correct use of tense throughout a piece of writing.

Spoken language

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and build vocabulary and knowledge.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Select and use appropriate registers for effective communication.

Vocabulary

Technical: clarity, command, directions, imperative verb, instructions, precision, prepositions

Topic: corner, glance, head, inlet, north-easterly, northerly, pace, shoreline, take, travel

Resources

Essential

CD Resource sheet 2a 'Long John Silver's other treasure'

Activity sheet 2b 'Word bank of imperative verbs for direction'

Highlighter pens

Enrichment

Different examples of treasure maps

Made-up instructions for different treasure

Small world resources such as pirates, treasure chests etc. for children to explore mapping and treasure islands

Cross-curricular links

Geography – Use maps with compass points; introduce a basic orienteering task, this could involve various points around the school/school grounds.

Mathematics – Use directional language.

PE – Introduce directions into sessions involving movement and travel.

Art, Design and Technology – The children can build Treasure Island; this can be done with the focus on imagination and the use of varied materials or as an introduction to the concept of scale models.

Overview of lesson

Discuss imperative verbs from previous ‘Long John Silver Says’ game.

Introduce the term ‘imperative verb’ to the children.

Use the text provided on CD Resource sheet 2a to highlight the imperative verbs.

Work in pairs to find more imperative verbs for direction.

Write short directional sentences that begin with imperative verbs.

Activities

Class discussion

- Ask the children to think about the previous lesson on instructions and discuss what made the instructions more helpful. Can they remember the key features of good instructions? (They should be written in the correct order, clear and simple to understand, use direct and simple commands, imperative verbs may be used to be direct.) Ask the children to focus particularly on the language used in instructions for example, more precise instructions were better, it was easier if directions were given, they were clear and straightforward etc.
- Now ask the children to focus on the commands that were given during ‘Long John Silver says...’, in particular on the first word of the instructions that were used. The language used is likely to include words such as go, get, do,

jump, run, crawl, turn, tell, etc. Encourage the children to come up to the board and write the initial words from the instructions down. You may wish to display the PowerPoint presentation, **NFI L1** ‘Silver says...’ from Lesson 1.

- Once you have a range of instruction openings ask the children if they can remember the term for words that usually go at the start of a command or instruction. Try to elicit the response ‘imperative verb’, if this is not forthcoming then reintroduce the term. Define an imperative verb as a bossy verb, always in the present tense, that instructions and commands normally begin with, such as do, get, say, walk, run, shout. Ask the children to look at the words they have collected on the board; are any of the words imperative verbs?
- As a class examine the instruction openings on the board and sort them into imperative verbs and not imperative verbs, for example, ‘Come and stand next to me’ starts with ‘come’ which is an imperative verb, but ‘Please could you think about tigers’ does not.

Hotspot!

Ask: *Is it possible to give orders and still be polite?*

Working in pairs

- Now give children Activity sheet 2a and ask them to work with a partner. Using a highlighter pen, the children should identify all of the imperatives in the text.
- When they have found all the imperative verbs in the text, ask them to look at Activity sheet 2b and, still working with a partner, add any more imperative verbs for direction used in the instructions to find Long John Silver’s other treasure to the word bank collection.

Working alone or in supported groups

- Encourage the children to use the imperative verbs they have recorded on their word bank sheet to create their own examples of short directional sentences that begin with imperative verbs.

Sharing ideas with the class

- Ask children to share some of the imperative verbs that they have collected and/or the directional sentences they have created. Encourage them to come to the whiteboard to write the words. You can use this as an informal assessment of their spelling knowledge.

Extension activities

- Can children use the instructions to create a map? Compare each child's interpretation of the instructions.
- Can children explore other instructions to find different examples of imperative verbs?
- What other features of instructions can they find for example, use of time connectives such as next, finally etc.

Evaluation

Plenary

- Using the whiteboard, work as a class, and attempt to use the instructions given in 'Long John Silver's other treasure' to create a map of the island and the location of the treasure. Encourage the children to evaluate throughout the task how successful the instructions are and ask them to suggest any improvements or how they could be rephrased.

Differentiation

Less challenging: Some children will require more help with this activity; you or the teaching assistant will need to support them in decoding the text.

More challenging: Encourage children to find a wider variety of imperative verbs; encourage the use of a thesaurus to help them.

Name: _____ Date: _____

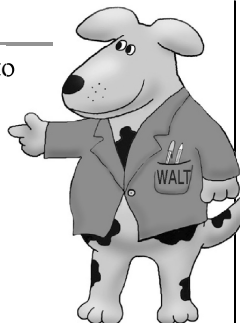
Word bank of imperative verbs for direction

Words	Work with a partner to find other imperative verbs for direction:
Go	
Move	
Travel	
Take	
Head	
Step	
Pace	
Look	

Lesson 3 Battleships

WALT

- Write clear instructions and to recognise imperative verbs.



- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Select and use appropriate registers for effective communication.

Possible learning outcomes

- Know that good instructions usually begin with an imperative.
- Write clear and precise instructions.

National Curriculum Framework

Reading

- Maintain positive attitudes to reading and understanding of what they read.
- Read books that are structured in different ways and read for a range of purposes.
- Identify how language, structure and presentation contribute to meaning.

Writing

- Evaluate and edit by assessing the effectiveness of their own and others' writing.
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensure the consistent and correct use of tense throughout a piece of writing.

Spoken language

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and build vocabulary and knowledge.

Vocabulary

Technical: clarity, imperative, precision, rules

Topic: battleship, coordinate, grid reference

Resources

Essential

Activity sheet 3a 'Treasure Island battleships'

Activity sheet 3b 'Map of Treasure Island'

PowerPoint presentation **NFI L3** - Battleships – rules for Treasure Island Battleships (see LCP CD)

Counters

Pens

Enrichment

Additional maps with grid lines

Cross-curricular links

History/Design and Technology – research some famous warships throughout history and the conflicts they were involved in.

Geography/Mathematics – use maps with grid references and coordinates.

Overview of lesson

Playing Battleships.

Reviewing the instructions.

Focusing on imperative language and genre-specific language features.

Activities

Class discussion

- Ask the children if any of them have played Battleships. In case some of the children don't know what 'Battleships' is – it is a game played on four square grids, two for each player. The individual squares in the grid are identified by letter and number. On one grid the player arranges his own ships and records the shots by the opponent. On the other grid, the player records his own shots. Before play begins, each player arranges a number of ships secretly on their grid. Each ship occupies a number of consecutive squares on the grid, arranged either horizontally or vertically. The number of squares for each ship is determined by the type of the ship. The ships cannot overlap. The types and numbers of ships allowed are the same for each player. These may vary depending on the rules. After the ships have been positioned, the game begins. In each round, each player has a turn. During a turn, the player announces a list of target squares in the opponent's grid which are to be shot at. If a ship occupies one of the squares, then it takes a hit. When all of the squares of a ship have been hit, the ship is sunk. If at the end of a round all of one player's ships have been sunk, the game ends and the other player wins.
- Encourage the children to share their experiences of the game. Have they ever played it? Were they good at it? Why do they think they were good at it?
- Hand out the activity sheets and explain that this is an on-land version of the game, using the island in Treasure Island. Read through the instructions on Activity sheet 3a, or on the PowerPoint presentation **NFI L3** - Battleships provided on the LCP CD.
- Focus on genre-specific language features and encourage the children to identify the imperative verbs. Highlight the genre-specific vocabulary, for example shipmates, opponents. If children are unsure of the meanings encourage them to look them up in the dictionary. Encourage the children to revisit the skimming skills used in previous lessons to

identify key words in the text. Underline the imperative verbs such as label, include, choose etc. Remind the children that an imperative verb is a 'bossy' verb that tells you to do something or gives you an order. Point out that these are usually near the start of a sentence.

- Also, ask the children to notice how the instructions are set out one step at a time. Discuss how this layout helps to make instructions easier to follow.

Working in pairs or in supported groups

- Organise the children to work in pairs to try to understand the rules on Activity sheet 3a. How clear are they? Can the children play the game? Encourage them to add any rules they think are missing (these are only directed at one player, for example, and there is no mention of the counters) and any diagrams that will give players a clearer understanding of the game.
- Now let the children begin playing the game. How do they get on? Is their set of rules complete enough now? Remind them that they may have differences of opinion about how to play the game and that they should amend the rules as they go along. If the game finishes too quickly or seems to be taking too long, how can they change the rules? Do they need to add more or fewer traps, for example?
- Make sure each player gets a turn at attacking and defending.

Sharing ideas as a class

- Ask the children to share their amendments to the instructions. Do their new or rewritten instructions follow the style of good-quality instructions, with simple but precise commands, with an imperative verb near the beginning?

Extension activities

- Give children further time to play the game, with improved instructions.
- Provide different maps and encourage the children to create different hazards.

Plenary

- Collate a list that defines good-quality instructions.

Evaluation

Differentiation

Less challenging: Children who struggle with coordinates may benefit from having fewer squares in which to hide or find the treasure.

More challenging: Provide children with six-figure grid references or no grid references at all so that they must provide clear directions.

Name: _____ Date: _____

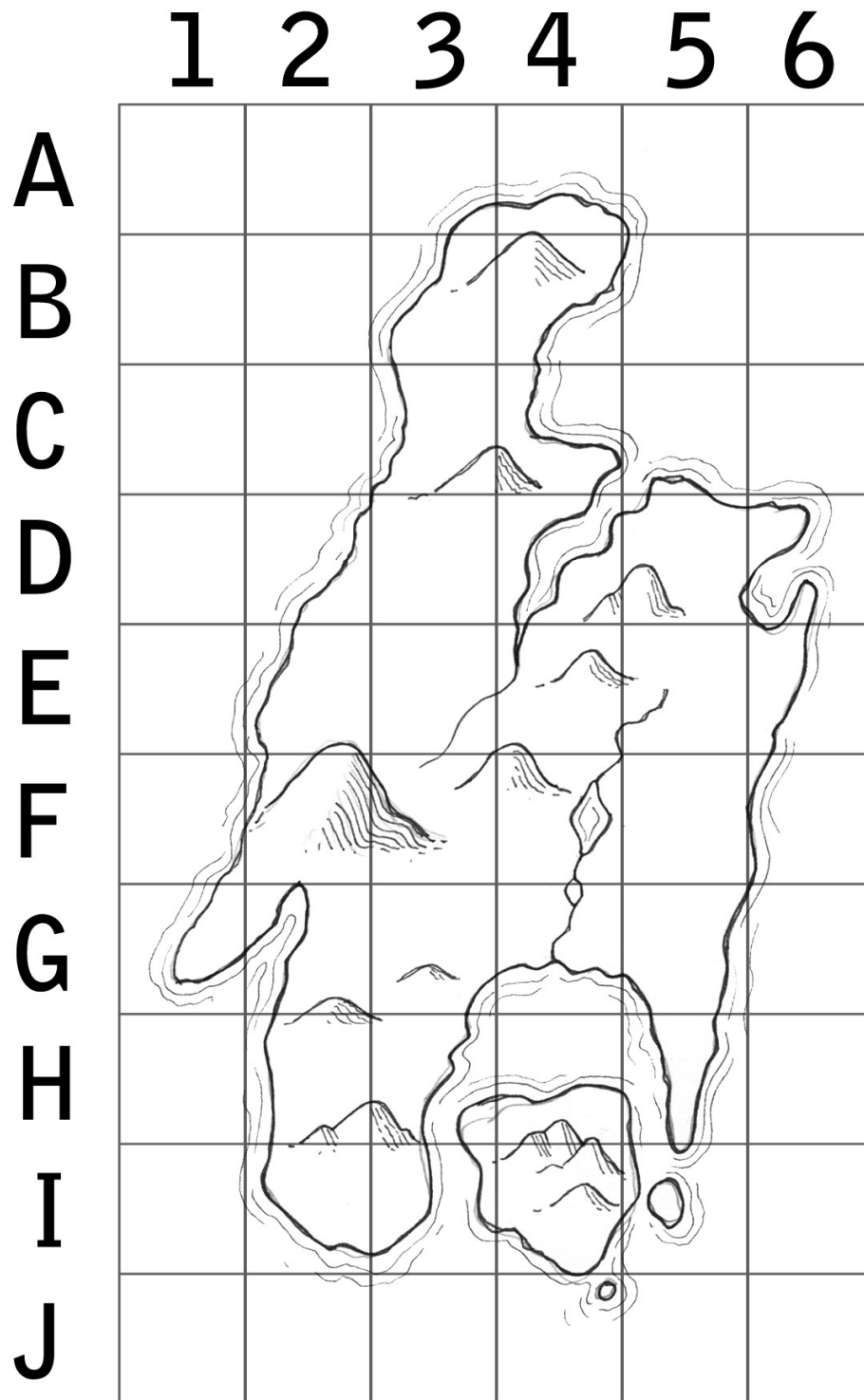
Treasure Island battleships

A game for two players. This game involves ten shipmates leaving the Hispaniola to hunt for treasure.

- Choose where to hide your treasure and mark it with an 'X' on your map.
- Label squares on your map to prevent your opponent (the ten shipmates) from reaching the 'X'.
- Include traps such as alligator-infested swamps, cannibals, incorrect compasses and all sorts of hidden dangers.
- Your opponent must guess where the treasure is by giving grid references. If a shipmate lands on one of your traps, he is out of the game. Your aim is to prevent all ten mates from reaching the treasure.
- No more than two mates at a time can be lost or die.
- In case your partner guesses the treasure's location within the first four moves, have a spare 'X' ready!

Name: _____ Date: _____

Map of Treasure Island



Lesson 4 Buried treasure

WALT

- Write clear instructions.



Possible learning outcomes

- Write concise instructions that other children can follow.

National Curriculum Framework

Reading

- Maintain positive attitudes to reading and understanding of what they read.
- Read books that are structured in different ways and read for a range of purposes.
- Identify how language, structure and presentation contribute to meaning.

Writing

- Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models.
- Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Evaluate and edit by assessing the effectiveness of their own and others' writing.
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensure the consistent and correct use of tense throughout a piece of writing.

Spoken language

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and build vocabulary and knowledge.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Select and use appropriate registers for effective communication.

Vocabulary

Technical: clarity, command, detail, direction, imperative, precision

Topic: east, north, orientation, route, south, west

Resources

Essential

'Treasure' to hide (e.g. gold-foil covered chocolate coins, silver or gold coloured artefacts from a secondhand shop, bits of an 'old treasure map', fake jewels)

Paper

Activity sheet 4a 'Writing frame for instructions'

Cross-curricular links

Geography – use and make maps; give and follow directions.

PE – orienteering.

Overview of lesson

Each group hides treasure in school grounds.

Writing instructions to find the treasure.

Other children follow the instructions.

Activities

Explaining today's challenge

- Organise the children into pairs or small groups.
- Tell the children that they are going to be writing some instructions.
- Provide each with a different item of 'treasure', making a note of which group has which item.
- Explain that they are going to be allowed to hide their treasure somewhere in the school grounds, making sure you specify any boundaries and advise the children to hide their treasure rather than bury it underground. Ensure that you conform to school policy regarding health and safety.
- Having hidden their treasure, they will then need to provide detailed instructions to help another pair find the treasure. Remind children about what the key features of an instruction are: order, clarity, simplicity, detail and use of imperatives. Encourage them to rehearse their own instructions to check they are clear and easy to follow before they give them to another pair.

Working in pairs or supported groups

- Give children time to think about where they will put their treasure and send out a group at a time, for a set time limit, to hide their treasure.
- When the pairs return, ask them to work together to write precise instructions for another group to find the treasure.
- Remind them of the language and layout features identified in the previous session.
- Advise them to re-read their instructions and imagine themselves walking the route.
- Let the children swap their instructions with other pairs and set them off to seek the treasure. Again, set a time limit and provide appropriate supervision.

Class discussion

- Back as a whole class, discuss how easy or difficult it was to find the treasure. *Has all of the treasure been found? Whose directions were most effective? Did any of the pairs provide a map to make the instructions clearer?*

Extension activities

- Challenge pairs to create a route map to go with their directions. This may be a birds-eye sketch with a clearly marked path, a map with a key and key features identified, or a plan with hidden clues incorporated – the children should allow their imagination to guide them.
- Hide an item of treasure somewhere in school and give the children cryptic clues as to its location. For example, 'A place where friends like to meet, here you can take a seat' (a bench in the playground) or 'Both arriving and leaving, these protectors of the school see you coming and going' (school gates).

Plenary

- How could the instructions be improved?

Differentiation

Less challenging: Work with groups on writing commands in full sentences. You may want to supply them with the writing frame for instructions given on Activity sheet 4a. Re-read the instructions to ensure they make sense.

More challenging: Encourage children to use appropriate layout features, such as a short introduction explaining the purpose and bulleted or numbered points.

Name: _____ Date: _____

Writing frame for instructions

Introduction: (Describe what your treasure is.)

Directions: (Here are some opening phrases you might choose from: Go to... Now take... Next, go... Look upwards, look downwards etc.)

1

2

3

4

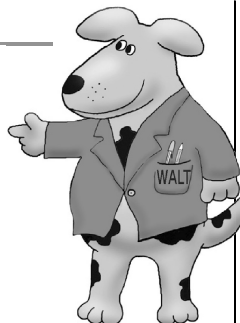
5

Conclusion: Now you have successfully found your treasure, go...

Lesson 5 *Treasure Island*

WALT

- Gather information and write clear instructions and to write extended instructions.



Possible learning outcomes

- Adapt information taken from different sources.
- Write instructions that enable others to pinpoint a precise location.

National Curriculum Framework

Reading

- Maintain positive attitudes to reading and understanding of what they read.
- Read books that are structured in different ways and read for a range of purposes.
- Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- Identify and discuss themes and conventions in and across a wide range of writing.

Writing

- Use dictionaries to check the spelling and meaning of words.
- Use a thesaurus.
- Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models.
- Evaluate and edit by assessing the effectiveness of their own and others' writing.
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

- Ensure the consistent and correct use of tense throughout a piece of writing.
- Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Proofread for spelling and punctuation errors.

Spoken language

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and build vocabulary and knowledge.
- Speak audibly and fluently with an increasing command of Standard English.
- Gain, maintain and monitor the interest of the listener(s).
- Select and use appropriate registers for effective communication.

Vocabulary

Technical: clarity, command, concise, detail, imperative, precision

Topic: fathom, harbour, hummock, inlet, landlocked, latitude, location, longitude, soundings

Resources

Essential

CD Resource sheet 1a 'The Captain's papers' from Lesson 1

Activity sheet 1b 'Treasure Island' from Lesson 1

PowerPoint presentation **NFI L5** - Instructions - basic information on instructions (see LCP CD)

Notes from the Treasure Island display

World maps or globes

Enrichment

'Aged' paper

Ribbon

Word processor and printer

Activity sheet 5a 'How to find the treasure'

Cross-curricular links

Geography - use maps with compass points and grid references; relate the position of the Caribbean to Britain.

History - plot the history and prime locations of pirates from Tudor times to today.

Design and Technology - build Treasure Island based on details in the text.

Overview of lesson

Identifying where they believe the treasure is buried.

Reviewing criteria for effective instructions.

Writing new instructions for Jim Hawkins' map.

Activities

Class discussion

- Explain to the children that they are going to write new instructions to go with Jim Hawkins' map so that pirates can find the treasure more easily.
- Provide the children with 'The Captain's papers' (CD Resource sheet 1a from Lesson 1) and any notes gathered on the evidence display that has been added to during the unit.
- Revise the criteria for effective instructions agreed on in Lesson 2. The LCP CD includes PowerPoint presentation **NFI L5** - Instructions offering basic information on instructions.

Working in pairs or in supported groups

- Ask the children to work in pairs to use their research to discuss and come to a clear decision about where the treasure is located.

- Having agreed on the location, tell them to write clear, concise instructions on how to find it. They need to remember that this map was originally found in England and therefore their instructions will need to start from there.
- Advise them that they may also want to produce diagrams and smaller maps to support their directions.
- Allow the children to word-process their instructions in a suitably old-fashioned font and/or stress the importance of clear handwriting if other children are going to be able to follow the instructions.
- Ask the pairs to swap their instructions with each other and mark on the map where the directions take them. Then ask the pairs to swap back and see if the mark is in the intended place.

Collating ideas

- Was each pair able to follow the instructions provided and locate the treasure? Do the children agree where the location is? Discuss any differences, encouraging the children to refer to evidence collected during research.

Extension activities

- Give children the opportunity to put their instructions into a booklet and design an appropriate cover.
- Other children might like to write on 'aged' paper and tie their papers into a scroll.

Plenary

Ask which kind of instructions the children find easiest to follow - simple or extended instructions. *Do extra details always make the task clearer?*

Differentiation

Less challenging: Provide the writing frame 'How to find the treasure' (Activity sheet 5a).

More challenging: Encourage children to use technical and topic-specific vocabulary that they have been exploring during the unit.

Name: _____ Date: _____

How to find treasure

Introduction (explain the purpose of the instructions)

--

Steps/directions

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Map/diagram

--

What you will find when you get there

--

