

Raccoons in the dumpster — writing lesson plan

Purpose

To describe an event from the perspective of a character.

1. Motivation

Show the students this [video clip](#).







Introduce the *Video talk strip* and the idea of describing the event from the perspective of one of the main characters (the caretaker or the scared little raccoon).

Rewatch the video and model using the strip to share details from the perspective of a character.

Students work in pairs to complete the strip.

Share and discuss interesting details that could be included in a recount of the events.

2. Lesson criteria — unpack with the students

Early	Fluent
<p>Explain what your character:</p>  <p>Use two 'wow' words </p> 	<p> Retell the events</p> <p>Include interesting details</p>  <p> Vary sentence starters</p>

3. Teacher modelling

Model recording one event from the video and adding one detail.

Use the 'think aloud' strategy to demonstrate skills such as:

- Making a decision about which detail to include
- Composing a full sentence
- Add a 'wow' word or an extra detail to a sentence
- Selecting a sentence starter (students will need a list of possible sentence starters as they will tend to use 'I').

4. Independent writing

Students write their recount from the perspective of a character.

5. Self-check

Ask students to stop and 'self-check' their writing.

Teachers may ask them to search for specific errors they have noticed (for example, check suffixes) or give them a generic goal. For example:

- Read your writing in a quiet voice and fix-up three mistakes.

6. Partner-check and lesson wrap-up

Come together as a class to review and share writing.

Ask students to bring their books and editing pens and to sit with their writing partner.

Project one student's writing to share (ask permission first).

Share the projected writing and ask students to give general feedback.

- 'I like ... because ...'

Reread the writing and review one criterion. Find examples in the writing.

For example:

- Find two interesting details.

Now ask students to share their writing with their partner. Each student has a turn to read their writing. Then the pair identify the criterion. For example, the best detail.

Share some examples of the best details.

Extension

Return to the projected writing and make an improvement linked to the criteria.

Ask students to do the same improvement in their writing, then share examples.