

LC: Can I compose key questions that would be answered in my report?

WHAT HAS HAPPENED SO FAR?

What are the features of a non chronological report?

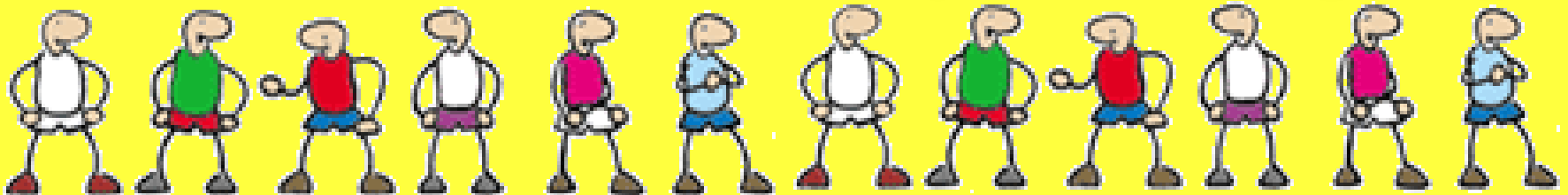
The features are..

Generic subject

Causal Language



Descriptive language



**OVER THE NEXT FEW LESSONS WE WILL CREATE A
NON CHRONOLOGICAL REPORT!**

A guide for dragon spotting

The field guide will give information useful to someone who needs to prepare for dragon spotting as well as being concise enough to use in the field.



WHAT WILL MY REPORT LOOK LIKE? WHAT SHOULD IT HAVE IN IT?

We are now going to read p67-69 in your anthology text books.

Whilst reading can you make notes on the types of subjects a dragon spotter will need to know? And how it should be laid out?

<https://www.youtube.com/watch?v=uOAGHtmf7c0>



WHAT TYPE OF INFORMATION WOULD BE GOOD FOR A DRAGON SPOTTER THEN? WHAT SHOULD BE INCLUDED IN THE REPORT?

What food they eat?

TOP TIPS

Where they live?

How would we group this information into headings?



What they look like?

How to kill them?

Are they vicious?

SO HOW WOULD YOUR REPORT LOOK LIKE?

Today you are going to plan what your chronological report will look like and what information will be included!

Habitat

Diet

Appearance

Behaviour



LAYOUT (THIS MAY TAKE TWO OF YOUR PAGES)

Introduction

This will need to explain general facts about dragons.
How long have they lived for?

Appearance



I am able to ...

I am starting to ...

I need more support to ...

LC: Can I research information
about a mythical creature?

WHAT HAS HAPPENED SO FAR?

What is our non chronological report all about?

What is causal language?

Can you give an example?



Dragons are very intelligent creatures even though they can be ferocious

TODAY WE ARE GOING TO START GAINING INFORMATION ABOUT THE DRAGONS!

Books

Internet

Ipad

How would we find this information?
To find the information we shall use..



Researching material can give us vast amounts of knowledge, but we have to look through and get the key points that we need!

LET ME SHOW YOU AN EXAMPLE!



We are now going to read about the Knucker dragon!

Can you turn to page 54 pupil book?

As you can see there is a lot of information here under one heading and when we planned for our report we had several headings!

Can you help me sort the information into our relevant headings?

WHAT INFORMATION GOES WHERE?

Table 1- Habitat

Table 2- Diet

Table 3- Appearance

Table 4- Behaviour

Table 5 -Top Tips



Habitat

The knucker is a European dragon found mainly in woodlands, marshlands and fens throughout Europe.

Diet

They eat mainly livestock and rabbits

Appearance

It is a very snake-like dragon approximately 8 meters long, standing 2-3 meters high.

Behaviour



Which Dragon will
you choose?

I am able to ...

I am starting to ...

I need more support to ...

LC: Can I draft my non-chronological
report?

WHAT HAS HAPPENED SO FAR?

What have you learned about your dragon so far?

I have learned that my dragon, which is called the?



TODAY WE ARE GOING TO USE OUR INFORMATION TO START WRITING OUR REPORTS!

We are going to do this using generic and specific language.

What do these words mean? **Generic** means...however **specific** means..

Generic

Specific

Generic is giving the object a general name, whereas specific is speaking about the subject directly. Give an example of this using Mai Ling (she does not call the ogre by its name but talks about ogres generally. However if she was talking about Fred the ogre then that would be specific

**LOOK AT THESE WORDS!
ARE THEY GENERAL OR SPECIFIC!**

How do you know?
These words are ?
because..

**The people
of Yishan**

Ogres

**Thunder, the ogre
of Yishan**

**Some
dragons**

Yishan Mai-Ling

**Dragon
Spotters**

Knucker

you

HOW DO WE USE GENERAL AND SPECIFIC LANGUAGE WITHIN OUR REPORT?

Using the knucker information, we are now going to write it in our own words being generic!

Behaviour

- ★ spits acid venom
- ★ constrictor
- ★ cannot fly

The knucker mainly feeds on rabbits and livestock that is easily found. One of the ways they catch their prey is to constrict (where they wrap around the prey to suffocate until death)

However dragon spotters be aware! As they can spit acid venom which would burn and kill you instantly if the correct protection is not worn.

Where is the general language?

REMEMBER GENERAL AND SPECIFIC LANGUAGE!

Behaviour

The ? Is known to be.....

But

Appearance

Habitat

The ? Is well known to
located..

Diet

I am able to ...

I am starting to ...

I need more support to ...

LC: Can I edit and improve my
work by using adverbs?

WHAT HAS HAPPENED SO FAR?

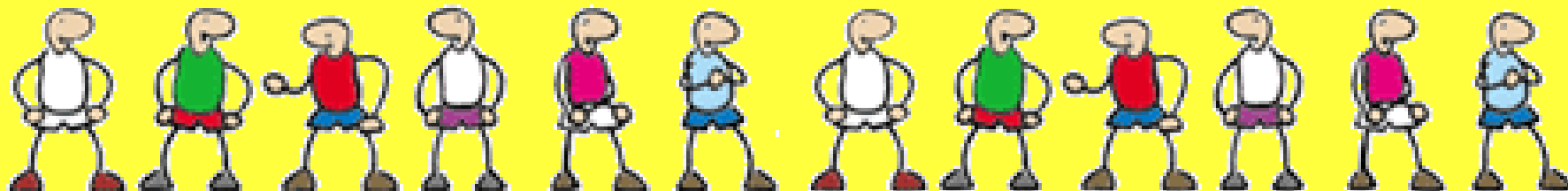
What is generic and specific language?

Generic and specific language is..

Dragon Spotters



Mai Ling



TODAY WE ARE GOING TO IMPROVE OUR WORK USING ADVERBS!

What are adverbs?

Adverbs are..

Words that describe the
verb!

What adverbs do you
know already?

What do you notice the
adverbs end in?

Cautiously

Steadily

Quickly

They all end in -ly

DO YOU THINK ADVERBS ONLY END IN –
LY?



NO THEY DON'T!

How?

We have adverbs
that tell us how
something has
happened!

Where is the adverb
in the sentence?

How much?
(quantity)

almost
completely
entirely
little
much
rather
totally
very

(frequency)

always
annually
constantly
daily
hourly
monthly
never
occasionally
often
once
regularly
repeatedly
sometimes
usually
yearly

The knucker dragon usually constricts its prey
to death before eating.



NO THEY DON'T!

Where?

We have adverbs
that tell us where
something has
happened!

Where is the adverb
in the sentence?

Where?
(place)

above
around
away
below
down
downstairs
everywhere
here
inside
outside
there
up
upstairs
wherever

The Wyvern dragon flies everywhere
until its has caught its prey.



NO THEY DON'T!

We have adverbs
that tell us when
something has
happened!

Where is the adverb
in the sentence?

When?

When?
(time)

afterwards
again
before
beforehand
early
lately
never
now
often
punctually
recently
soon
then
today
tomorrow
yesterday

The Yong dragon hypnotises their
prey before they kill it.



WHERE ARE THE ADVERBS IN THE SENTENCE?

Can you underline your adverbs? Remember they modify or describe the adverb!

1. We finally got our grades from the test. 
2. Jack walked his dog to the park quickly.
3. The balloon rose quickly in the sky.
4. We danced merrily around the school yard.
5. Lisa watched the ball game closely.
6. The player boldly ran from base to base.
7. My mom cares deeply about me.
8. I almost ate a rotten apple.
9. Tom plays football outside.
10. I already finished my homework.

HOW DO WE USE ADVERBS IN OUR REPORT?

Appearance

★ Their wingspan is up to 40 feet long. They are up to 50 feet long, including their tails, and up to 20 feet high

Frost Dragons are so named for their "frosted glass" appearance. Colouring varies from dragon to dragon, mostly in pale shades of blue, lavender, and silvery-white. Other colours can occur, such as a light icy green or shimmering pale pink, but the brown or black scale colouring of Horned Dragons is never found on these northern predators.

The long, agile bodies of Frost Dragons represent a very elegant snake-like form of [dragonkind](#). Their enormous wings look like fragile sheets of ice, but in truth are strong, hard wings with which male Frost Dragons can propel themselves through the air with speed and agility.

The Frost dragon is named after its appearance as they look like 'frosted glass' Their colour varies between dragon to dragon as sometimes the Frost has pale shade of lavender and silvery-white. However other colours have rarely been seen such as...

REMEMBER YOUR ADVERBS!

Diet

As you can imagine the ?
Dragon has to consume a
lot of food for its size. IT
been seen to eat...

Appearance

Don't worry about spotting
the ? Dragon because when
seen this magnificent
dragon has...

Top Tips

Some other useful
information that you may
wish to know is:

-

I am able to ...

I am starting to ...

I need more support to ...