

DATE: 24.1.11  
 SUBJECT & TOPIC: Literacy – Flashback unit – GBL – Another Code R  
 YEAR GROUP & CLASS: 6E  
 LESSON TIME & DURATION: 9:40 – 10:40  
 OTHER ADULTS PRESENT: Mrs Nash - Mrs Steward

**Learning Objectives**

**Context**

**Success Criteria**

<p><b>Mental Oral Starter:</b> I can list words that describe emotions.</p> <p><b>Main Objective:</b> I can identify, understand and explain techniques used by writers to indicate shifts in time!!</p>	<p>Yr 6, 29 mixed ability chn. 15 girls 14 boys...</p> <p>Beginning of 1 week unit on flashbacks, using Another Code R, a Wii based mystery novel as stimulus.</p>	<p><b>Remember to...</b></p> <p>Think VCOP!</p> <p>Write about what happened in the flashback, who, what, where...</p> <p>Identify unanswered questions</p> <p>Infer you ideas about what happened and why</p> <p>Make links between characters from information</p>
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**Key Vocabulary & phrases**

**Key Questions**

<p>Narrative techniques, Flashbacks, note making, themes, GBL (Games Based Learning), genre, mystery, emotion, feeling, opinion.</p>	<p><b>What is a flashback? Why use this technique?</b></p> <p>Should Ashley trust her dad? What would you do? Why?</p> <p>Who do we meet? How do we know? Who is Sayoko? What did we notice during the flashback? Does it make sense? Is it supposed to?</p> <p>Importance of the clock tower? Pendant?</p> <p>Why no new photos only old ones?</p> <p>Who is the woman? Deduct that it is probably Aunt Jessie (prologue) Watch up to the second flashback...</p> <p>The shadowy figure... Who might this be? Why? Gunshot? What happened?</p> <p>Was mum shot? By who? Why? How?</p>
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**Procedures (including differentiation & TA/Teacher support)**

<p><b>Mental oral starter:</b> 8 mins: Game music is playing in the background... Chn list as many words as they can to describe how it makes them feel... On WB's, for 1 minute. <b>Yellow (DM) group have 1:1 support from TA, working as a prompt and to boost confidence.</b></p> <p>Chn to share their favourite word - CT to make a list on WB for chn to refer to later...</p> <p><b>Whole Class Teaching:</b> 17 mins: Wii Game – Another Code R; A journey into lost memories...</p> <p>TfL - Recap what we know about the game, give chn time to think, partner talk... (chn do have a limited prior knowledge of it)</p> <p>Can they identify what genre they think it will be? (mystery novel, how do they know?)</p> <p>Music reflects characters moods and feelings, no spoken words... The first few minutes of the lesson should move quickly as it is revision of what chn already know...</p>
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### **Guided Reading:**

CT to read prologue, discuss characters, what we know, what we want to know, identify any questions that we want answering... CT to record on WB

Share character sheet with chn A3 size... Encourage the chn to record anything they find out about each character as we go...

Review rules of using Wii-mote on this game... encourage chn to call out if they want to pause the game at any point to discuss something.

Start the game!!! Chn to watch, and pick up on all the details!!

When the screen says "Ashley?" Stop the game; ask the chn should she trust her dad? What would you do? Why?

During the flashback (link to L.O.) Who do we meet? How do we know? Who is Sayoko? What did we notice during the flashback? Does it make sense? Is it supposed to? (The point is to drip feed info to the reader... leave them gagging for more information)

Importance of the clock tower? Pendant?

Mrs S to challenge HA to think about this... Infer possible links... They need to be relevant to text and suitable for the genre.

Continue the game:

Why no new photos only old ones?

Who is the woman? Deduct that it is probably Aunt Jessie (prologue) Watch up to the second flashback...

### **Independent/Group Task**

#### **Task - 5 mins:**

The shadowy figure... Who might this be? Why? Gunshot? What happened? Was mum shot? By who? Why? How? Chn to mind map their ideas...

#### **20 mins:**

Chn to write their explanations to this second flashback and answer giving ideas about these key questions... The shadowy figure... Who might this be? Why? Gunshot? What happened? Was mum shot? By who? Why? How? Chn to use their mind map ideas to structure their writing...

CT to model opening sentence e.g.

*Mysteriously the shadowy figure has not revealed their identity. I am so curious about who it is! When will we find out? The gunshot was frightening. It seems obvious that we are meant to believe Sayoko was the victim, and this caused her death. However I can't help but think it is not going to be as obvious as that!*

Chn to write a paragraph of text explaining the flashback from their point of view, linking it to evidence from the stimulus!!!

LA will have a template with sentence opening prompts

After AfL (smiley face) CT to move red, amber faces together to for focus group. TA to support.

#### **Extension:**

Challenge – Can the chn make links to the significance of the clock tower and the pendant? What role do they think these things will play?

### **Plenary:**

10 mins:

Chn to share their writing, is it realistic? Is it in tone with the game so far?

What have we been learning today? What do you think you have learnt?

Have you enjoyed using the Wii game? Why?

Link to tomorrow where we will be exploring the camp (Lake Juliet) meet new characters and piece together more of the mystery!

### **Notes on GBL:**

Games are ubiquitous in our children's worlds, so why should they not be used in schools to engage, excite and enhance our teaching and learning. As technology becomes more and more embedded in our culture, we must provide our learners with relevant and contemporary experiences that allow them to successfully engage with technology and prepare them for life after school.

It is widely recognised that learners are motivated and purposefully engaged in the learning process when concepts and skills are underpinned with technology and sound pedagogy.

In this case the game ACR is the stimulus to generate talk about a mystery novel. Specific reference to flashbacks, the literacy unit covered in year 6! When planning GBL lessons it is fundamental to have the objective in mind from the beginning.

GBL is not always about all children having access to game physically, however it is crucial that they engage with it mentally!

### **Resources & Safety Issues**

Wii, IWB, Character sheets A3, Prologue x15, Another Code R game, Mind Map for flashback 2 thoughts, sentence openers for LA template, WB's, pens, books, smiley faces!

### **Assessment Opportunities (What? Who? How?)**

- 🍏 TA records chn's misconceptions during warm up on tick list, also during main (smiley faces) plenary.
- 🍏 TA to record observations on feedback sheet provided (have the focus group achieved LO).
- 🍏 CT target questioning LA after booster session with TA.
- 🍏 Teacher observation. Teacher discussion. Oral feedback.
- 🍏 Children's discussions, oral responses and justifications
- 🍏 Record chn's responses on iPod

# Another Code™: R

## A Journey into Lost Memories