I Spy a New Paragraph

This lesson explores the five rules for starting a new paragraph. Activities include identifying the reason for a new paragraph from short extracts and writing a new paragraph for a specific purpose.

I spies a pirate ship.

Drat, that means I need to start a new one o' 'em paragraph things!

Evidence-**B**ased **L**earning (EBL) is the most effective learning because it is underpinned by research that has identified classroom practice that is proven to work.

There are eight key EBL skills.

Five of these skills are developed in this lesson.

EBL skills developed in this Lesson	
Collaboration	✓
Thinking Skills	✓
Metacognition	✓
Self-Regulation	✓
Independent Learning	✓

Our EBL resources will develop all eight key thinking and learning skills
Our EBL resources will develop the eight key thinking and learning skills identified by extensive educational research as necessary for developing the highest levels of thinking and learning.
These EBL resources use pirate stories to develop the highest levels of thinking and learning. Using a well-known genre allows pupils to think in complex ways and this avoids cognitive overload.

5 MINUTES evidence-based CPD

Our EBL resources will also develop teaching skills
This lesson also contains an overview of EBL

plus

a 5 minute evidence-based teacher CPD activity |

What is Evidence-Based Teaching and Learning?
Evidence-based teaching and learning is based on the principle that teachers should use research to make informed decisions with regards to learning.
Evidence-based approaches to learning and teaching – Mar 2020
European University Association – eua.eu

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5 MINUTES CPD

There is a 5 minute evidence-based CPD activity for teachers to add to their own skill set.

A different emoticon is used for each of the eight EBL skills to reinforce for pupils which skill they are currently learning.

When you are writing a story, a new paragraph needs to be started when something in a story changes. Look at this table about when a new paragraph should be started.

A new paragraph should be started when:	
1	The setting in the story changes.
2	There is a new character in the story.
3	The time in the story changes.
4	Someone in the story starts speaking.
5	Something different happens in the story.

• The following pages tell you more about this.

A new paragraph should be started when:

| The setting in a story changes	There is a new character	The time in a story changes	Someone starts speaking	Something different happens
The setting was on a ship. Now it is on an island.	There was one pirate on the island. Then three more pirates arrive.	It was daytime on the ship. Now it is night.	Patch said, "We found the treasure" Pete said, "We will be rich. Arr!"	First Jack drew the treasure map. Then he hid it in a chest.

Individual Metacognitive Activity

● You are going to work with a partner. But, before you start, complete this page on your own.

You will learn more if you think about how you are learning.

This is something that a metacognitive thinker would say:

Talking to my partner about the work helps me to learn because…

Copy the words in the thought bubble and complete the sentence.

Talking to my partner about the work helps me to learn because…

This is metacognitive thinking!
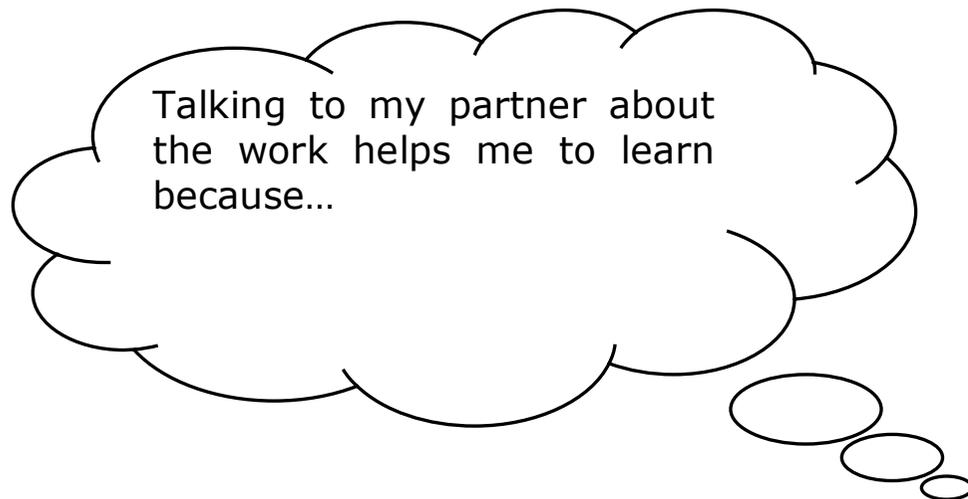
Collaborative Thinking Skills Activity

Work with a partner on the following activities	Activity 1

Paragraph 1	Paragraph 2
Red Legs was digging down into the earth. It was dry and full of rocks. Finally his spade hit something hard and metallic. He thought "It MUST be the treasure!".	*All of a sudden he heard a noise in the bushes behind him. He looked around to see a fierce pirate with a very sharp sword heading straight towards him.*

What changed in the second paragraph to need a new paragraph?

the setting changes	a	there is a new character	b	the time changes	c	someone starts speaking	d	something different happens	e

Activity 2

Paragraph 1	Paragraph 2
After a long time at sea in very bad weather, it was a lovely sunny morning when the pirate ship finally arrived at the island. The pirates were on all deck for this special moment.	*The pirates jumped off the ship and ran onto the island to try to find the treasure. The first place they made for was the palm trees that were drawn on the treasure map.*

What changed in the second paragraph to need a new paragraph?

the setting changes	a	there is a new character	b	the time changes	c	someone starts speaking	d	something different happens	e

Activity 3
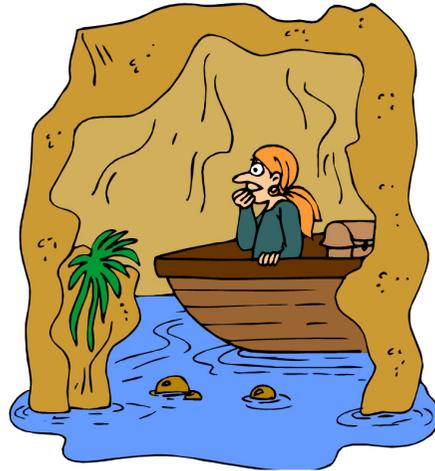
Write the start of paragraph 2 to show that a new paragraph has started because Pete starts speaking.

Paragraph 1	Paragraph 2
Pete had searched the island for Morgan. Morgan had gone ahead of the crew to try to find somewhere to hide the treasure chest. Pete finally spotted Morgan just in front of his boat.	

Activity 4

Write the start of paragraph 2 to show that a new paragraph is needed because something different happens in the story.

Paragraph 1	Paragraph 2
It was all quiet on deck. There was no sign of either Cut-Throat or his gang of nasty pirates. The lads were on deck. Some were repairing the sails and some were playing cards. One-eyed Pete was feeding his parrot.	

Activity 5

Write the start of paragraph 2 to show that a new paragraph is needed because the time in the story changes.

Paragraph 1	Paragraph 2
It was past midnight. I went to my bunk tired to my bones. The storm had made heavy work of the night watch. Two of the sails had been ripped to shreds and the water had poured over the deck and soaked everything. I'd sleep all right tonight.	

Write one sentence to start a new paragraph after each of the story openings below.

Activity 6

As soon as the pirates reached the island they jumped out of the boat to race to the spot where the treasure was buried.

Write a sentence to start the next paragraph
because the setting has changed.

Activity 7

The pirates sailed towards the little island. It looked like a pirate was stranded on it.

Write a sentence to start the next paragraph
because the time in the story changes.

Activity 8

Belle couldn't believe that she had finally found the treasure. And no sign of Blackbeard either. He had been on her trail the whole time, but she had finally given him the slip.

Write a sentence to start the next paragraph
because something different happens in the story.

Activity 9

"I told you that the treasure would be 'ere," said Patch to Jim.

Write a sentence to start the next paragraph
because someone new starts speaking.

Activity 10

The girls were looking forward to the party. They had dressed up as pirates and were hoping to win the fancy dress competition.

Write a sentence to start the next paragraph
because another character has arrived.

- Working on your own. Fill in the blanks in the table below.

The five reasons for starting a new paragraph				
1	The		in the story changes.	
2	There is a		character in the story.	
3	The		in the story	
4	Someone in the story starts			
5	Something different		in the story.	

Individual Self-Regulation Activity

Self-regulation is the most powerful way to learn. Self-regulation needs:	
1	2
the thinking skills needed to do a task	the perseverance to keep working on a task when it gets difficult

Finish this sentence with the correct ending below.	
A learner that perseveres in a task will…	
a	stop working on a task when it gets difficult.
b	carry on working at a task even when the task is not easy.

Now write the complete sentence	

Independent Learning Activity (2)

Work on your own. Write five things that you would keep in a treasure chest. These do not need to be valuable items, but they should be special to you. Next to each item explain why it is important to you.

The five things I would keep in a treasure chest		Why these things are important to me
1		
2		
3		
4		
5		

Teacher Overview

The first table shows the eight EBL skills identified by research as key to learning. Each skill has its own icon. The second table shows the skills that were developed in *this* lesson and their purpose.

The eight EBL skills proven to maximise learning			
Collaborative skills	Thinking skills	Peer Assessment skills	Peer Teaching skills
Self-Assessment skills	Metacognitive skills	Self-Regulation skills	Independent Learning skills

This lesson has developed these EBL skills	
self-regulation skills	to develop the highest levels of thinking with the most productive learning behaviours
independent learning skills	to develop the ability to seek out and gain new skills, new knowledge and new understandings
metacognitive skills	to develop the capacity to understand their own thinking processes - which has more impact on learning than ability
collaborative skills	to develop the most effective ways of working with peers
thinking skills	to develop and consolidate higher and lower order thinking skills

Five-Minute CPD for Teachers: Self-Regulation

All eight EBL skills
are research-driven.
An example of the research that supports
the self-regulation used in this unit is:

"Self-regulated learners can self-control their performance"

Self-regulated learners can self-control their performance in a variety of ways including increasing or decreasing effort on a task, as well as persisting on a task or giving up.

Help-seeking behaviour is another important self-regulatory behaviour. Good self-regulators would adjust their effort levels to the task and their goals; they know when to persist, when to ask for help, and when to stop doing the task.

Motivation - Self-regulated Learning
www.education.stateuniversity.com

This extract is one from our collection of research-based CPD resources written for classroom teachers

Five-Minute Evidence-Based CPD

A good question to ask yourself after using this EBL skill is "how can I help pupils to self-control their performance?"

You can use the information opposite to identify ways in which "self-regulated learners can self-control their performance." They can:

1	increase their effort on a task
2	persist on a task
3	ask a peer for help
4	ask the teacher for help
5	adjust their goals to match the task
6	decrease their effort on a task
7	stop doing the task

Action Step

Make a poster showing the 'hierarchy of help' available for pupils in your classroom. It is important to emphasise the full range of options available to your pupils.