



Andrell Education
Raising Standards in Education

presents

Big Write® & VCOP®

Professional Development Conference

Opener Your Eyes to Openers

Mini Course

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Schedule:

Session:

Welcome

The Aim of Today

Activity 1: Opener Dice (easy)

Improving Writing—Openers/Endings

Once Upon A Time

Activity 2: Opener Dice (hard)

Power Openers

Transitional Time Openers

Figurative Language

Activity 3: Figurative Language

Speech, question, statement

Subordinate Clause, Prepositional Phrase

Activity 4: Subordinate Clause, Prepositional Phrase

Descriptive (Who/Where/What)

Borrow from Authors

Activity 5: Borrow from Authors

Shuffling Sentences

Activity 6: Shuffling Sentences

A Pair of Pairs

Activity 7: A Pair of Pairs

Question and Answers

Big Write & VCOP PowerPoint Notes

Andrell Education's



Big Write & VCOP



Open your eyes to openers
1 Hour Mini Course

The Aim of Today

The aim of today is to:

- Focus on a variety of openers and the importance of varying them.
- Understand the importance of a strong finish.
- Look at how to go about teaching and practising openers?

Improving Writing Standards Openers/Endings

- When we teach openers, it is more powerful if the children see the need for themselves.
- We are not just referring to the opening of the text, we are referring to all sentence openers.
- Link to endings.
- Must be taught and given time to embed.
- Not about handing out worksheets, lots of oral practise.

Opener Dice- Easy

1	In
2	Then
3	Yesterday
4	To
5	I
6	The

1	and
2	because
3	but
4	so
5	when
6	or

Big Write & VCOP PowerPoint Notes

Once Upon A Time...

Using a known tale think of a better opener to replace 'Once upon a time...'

Imagine the story written in a factual way, maybe in a newspaper article or as a recount.

It was mid-morning when the little girl entered the woods, her red cape adding a dash of colour to the otherwise gloomy surrounds.

The huge egg was sitting precariously on the brick wall.

Think of different text types that the tales may be written in.

It is my belief that the Big Bad Wolf is highly underrated: he demonstrated a lot of initiative and daring!

Opener Dice

1	'ly' opener i.e. Slowly
2	Connective opener i.e. Although
3	'ing' opener i.e. Creeping
4	Generalising word opener i.e. Often
5	Time /sequence opener i.e. Later
6	Basic opener i.e. Once

1	Connective to replace and
2	Connective to replace because
3	Connective to replace but
4	Connective to replace so
5	A time connective i.e. next
6	A parallel connective i.e. meanwhile

Power Openers

• Verbs – 'ing' not 'ed'

Approaching the door quietly ...

Closing rural schools does not ...

Annoyed, I gathered my ...

Annoying my sister, I gathered my gel pens she was using and ran to my room.

• Adverbs – 'ly'

Silently replacing ...

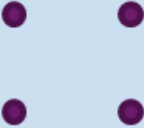
Sadly watching the procession of ...

• Connectives

Although I was reluctant ...

As well as being very opinionated ...

They need lots of oral practise by all students, not just a few.

1		
2		
3		
4		
5		
6		

1		
2		
3		
4		
5		
6		

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Transitional Time Openers

- **Ordering words** – Firstly ...
- **Looking back** - In the past I ...
- **Present** – While we waited ...
- **Future** – Eventually we will ...

Later

Henceforth

In future

Soon

Before long

Earlier

Figurative language

To make a powerful impression start with a metaphor, a simile, personification, alliteration or juxtaposition.

- Metaphor: *The snow was a silent blanket* across the fields...
- Simile: *As strong as an ox*, he was able to lift the tree trunk that had fallen across the road.
- Personification: *As the leaves fell they danced happily* across the lawn.
- Alliteration: *Bravely bracing himself, Bill battled on.*
- Juxtaposition: *His soft pudgy fingers lay confidently in the gnarled shaking hand of the grandfather...*

Figurative language

To make a powerful impression start with a metaphor, a simile, personification, alliteration or juxtaposition.

- Metaphor:
- Simile:
- Personification:
- Alliteration:
- Juxtaposition:

Can you practise starting with figurative language. Your topic is a haunted house, but you can use any text type for inspiration.

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Speech, question, statement

- **Open with Speech.**

Rather than - *Remy said, "when can we eat?"*

Begin with the dialogue and drop said. –

"When are we going to eat?" complained Remy

- **A question** can draw the reader in. It can be rhetorical and is often more powerful as a result.

Where was I and how did I get here?

- **A bold statement** can be effective in any text type. In a persuasive text.

Rather than saying a trite statement like - *I believe that homework is unnecessary because we don't like it and it doesn't help.*

Begin with - *The evidence is in, not only does homework not improve outcomes in children, it is totally unwanted by them!*

Subordinate clause, Prepositional phrase

Begin with a subordinate clause to add detail and description. These usually start with a subordinating connective or a verb.

Although I was really tired,...

Because it had been poorly constructed,...

Racing to catch the bus,...

Begin with a prepositional phrase

Over by the tree,...

Later that night,...

Subordinate clause, Prepositional phrase

Activity

The topic is a holiday on Hamilton Island.

Use these openers and complete the sentences.

Since it has started to rain,...

Even though I should have known better,...

As soon as I entered the room,...

Under the overhanging branches,...

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Descriptive (Who/Where/What)

- Starting with an effective description can add atmosphere and 'set the scene'.



- Show don't tell - Old and grumpy Mr. Brown left the room.

With thinning white hair, a stooped frame and perpetual scowl, Mr. Brown shuffled out the door mumbling morosely.

Shuffling Sentences

Teaching students to shuffle is very powerful.

- It teaches them about sentence structure.
- It gives them up-levelling skills which offers options in their writing.

Help me collect the books and put them away.

Collecting the books and putting them away would help me.

Would you like to help me by clearing away the books?

The books need putting away, can you help please?

Shuffling Sentences

With your partner discuss how many ways this sentence can be shuffled so that it still makes sense and retains the original meaning.

Of course other words can be added or deleted.

The boys left the room in a hurry to get to the oval.

- Which suggestion sounds best?
- Why?

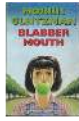
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Borrow from Authors

- Look at what writers do – Book Scramble Activity
- Daily oral examples, everyone involved.



Max Sumner peeked over his blanket, paralysed with fear.



I'm so dumb!



"What did you do today, Danny?"



The captain was a splendid sight: white glove and crimson vest, a shining golden medal gleaming on his chest.

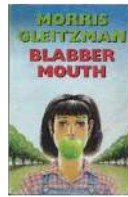
Borrow from Authors

Think of all the openers we have discussed and try 3 different ones about the topic: **A Bushfire**

Share with your partner and discuss which is most effective and why?



- Action



- Short Statement
- Feeling



- Dialogue
- Question



- Description

A Pair of Pairs

Try beginning with two pairs of related adjectives for high impact and detail in a short sentence.

Each pair of adjectives need to be separated by 'and' as well as a comma proceeding the pair. Then a relating clause completes the sentence to explain why those adjectives were chosen.

Angry and upset, overwhelmed and frustrated, she couldn't believe they were remote learning again!

Now come up with two of your own to model to your class.



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Thank You...

Remember we're here for you....

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