



Andrell Education
Raising Standards in Education

presents

Big Write® & VCOP®

Professional Development Conference

Up-Levelling Sentences to Make Star Sentences

Session 3 of 3

Series: Let's Learn to Write Star Sentences

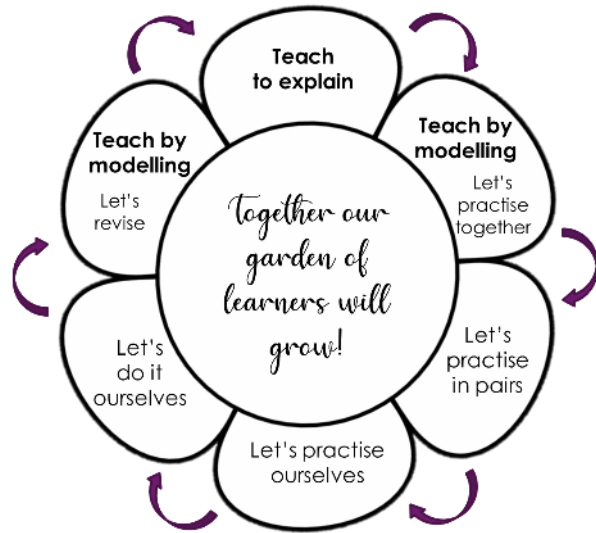
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Big Write & VCOP PowerPoint Notes



Uplevelling sentences to create 'star sentences'

Session 3



Teach by Modelling

Let's up-level our sentences.

Make a star sentence

You can up-level a sentence by up-levelling what's already there.

I went to the shops.

Who: I

What: went to the shops.

My dog, Winnie, and I walked to the Milk Bar.

You can also add more detail...



Teach by Modelling

Let's up-level our sentences.

Make a star sentence

You can also add more detail.

My dog, Winnie, and I walked to the Milk Bar.

When: Last night, Yesterday after school, As the sun was setting

Where: local Milk Bar, down the street to, around the corner, for ages

Why: because I wanted a lolly, as I needed some chocolate



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Let's practise in pairs

Let's up-level our sentences.

Make a star sentence

I played football.

Who: I (James)

What: played football.

When:

Where:

Why:

Try putting the information together.

Can you start with the when?

Does it sound better to start with the where?

Can you add another sentence to continue?



Let's practise in pairs

Let's up-level our sentences.

Make a star sentence

I played football.

Who: I (James)

What: played football.

When: Early Sunday morning

Where: Marriott Waters Reserve

Why: to verse Beaconsfield

Try putting the information together.

Can you start with the when?

Does it sound better to start with the where?

Can you add another sentence to continue?



Let's practise in pairs

Let's up-level our sentences.

Make a star sentence

I played football.

Early Sunday morning, my family and I headed to Marriott Waters Reserve to play football against Beaconsfield.

I played forward for Lyndhurst Lightning and scored an epic goal!

Big Write & VCOP PowerPoint Notes

Let's practise in pairs

Let's up-level our sentences.

Make a star paragraph

I played football.

If you read this sentence in a book, what extra information would you want to know? Think of questions to ask the character like:

- Who did you play against?
- Who do you play for?
- What position?
- Did you do anything to support your team during the game?
- What was the result?
- How did you feel (about the result, your effort, after the game)?

We started to answer them in our star sentence, so let's build on that further. How can you include more information? You can answer the same questions that you would ask if there wasn't enough information included.

Let's practise in pairs

Let's up-level our sentences.

Let's answer the reader's questions to add detail to our non-fiction texts.

WHO:	WHAT:
• Who is the text for? • Who are some of the experts of this topic?	• What tools do I need to complete the steps? • What facts do I need to know?
WHEN:	WHERE:
• When will I know I have completed the steps? • When will I know when to decide on my opinion?	• Where should I start? • Where can I find the tools/equipment I need? • Where does the text take place?
HOW:	WHY:
• How will I know to go to the next step? • How will I check if I am successful? • How will this solve a problem for me? • How will the text end?	• Why do I need to complete this task? • Why do I need to make a choice? • Why should I listen to you?

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Let's answer the reader's questions to add detail to our fiction texts.

WHO:	WHAT:
• Who is the main character? • Who else is in the story?	• What is the main character doing now? • What will they do next? • What is the problem/s the main character has? • What will happen if they don't solve the problem?
WHEN:	WHERE:
• When does the story take place? • When will the character solve the story? • When will a twist occur?	• Where is the text set? • Where will the character go next?
HOW:	WHY:
• How does the character feel during this story? • How will the problem get bigger? • How will the problem be solved? • How will the story end?	• Why is this problem happening?

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Support resources can be helpful, but they need to be personal to the student's needs, not just given out to the whole class, and they need to be modelled.

These are prompts, but they won't be specific to the topic, so use them as a basis and encourage students to create their own as we did before.

Make a star paragraph

I played football.

Early Sunday morning, my family and I headed to Marriott Waters Reserve to play football against Beaconsfield. I played forward for Lyndhurst Lightning and scored an epic goal! It was a close game, but we won. The boys and I were so pumped, singing the team song to celebrate. I couldn't wipe the smile off my face.

Big Write & VCOP PowerPoint Notes

Teach to Explain

Let's up-level our sentences?

How can VCOP help improve your writing?



VCOP refers to vocabulary, connectives openers and punctuation.

These four key elements can be used to create a strong voice or connection to the audience.

They generally work best through light and shade effects to create the biggest impact. So each element should be taught individually before building together.

Teach to Explain

Let's up-level our sentences?

Up-level it with Vinny Vocabulary



Vinny focuses on the vocabulary or words in the text.

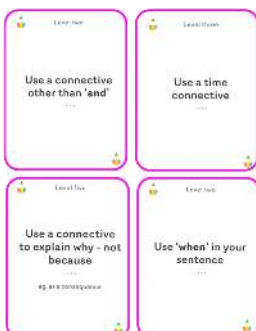
He helps you to think about your audience and what language would create the biggest impact. What will make them think, **wow**, tell me more!

He uses all parts of speech, so it's not always about adding more in, it's about looking at what's already there.

Teach to Explain

Let's up-level our sentences?

Up-level it with Connie Connective



Connie wants you to use connectives to connect sentences, paragraphs, thoughts, and ideas in the text.

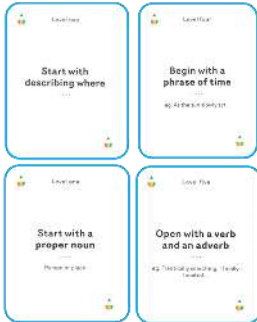
She uses connectives to add more detail and help the audience stay on track in the piece.

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Teach to Explain

Let's up-level our sentences?

Up-level it with Ollie Opener



Ollie wants to help you grab the audience's attention right from the beginning of the text- to hook the audience in.

He'll ensure you use your openers to keep the reader engaged and will quickly grab their attention again with power openers if he needs them.

Then he'll make sure you finish with just as much impact as you began.

Teach to Explain

Let's up-level our sentences?

Up-level it with Penny Punctuation



Don't be fooled by Penny's cute persona.

Sure, she'll help you remember your basic punctuation to make sure the piece makes sense, but she'll also teach you the power of punctuation for effect!

Use Penny's punctuation to tell the audience "Hey, look at this!" so they don't miss any of the good stuff you have to offer.

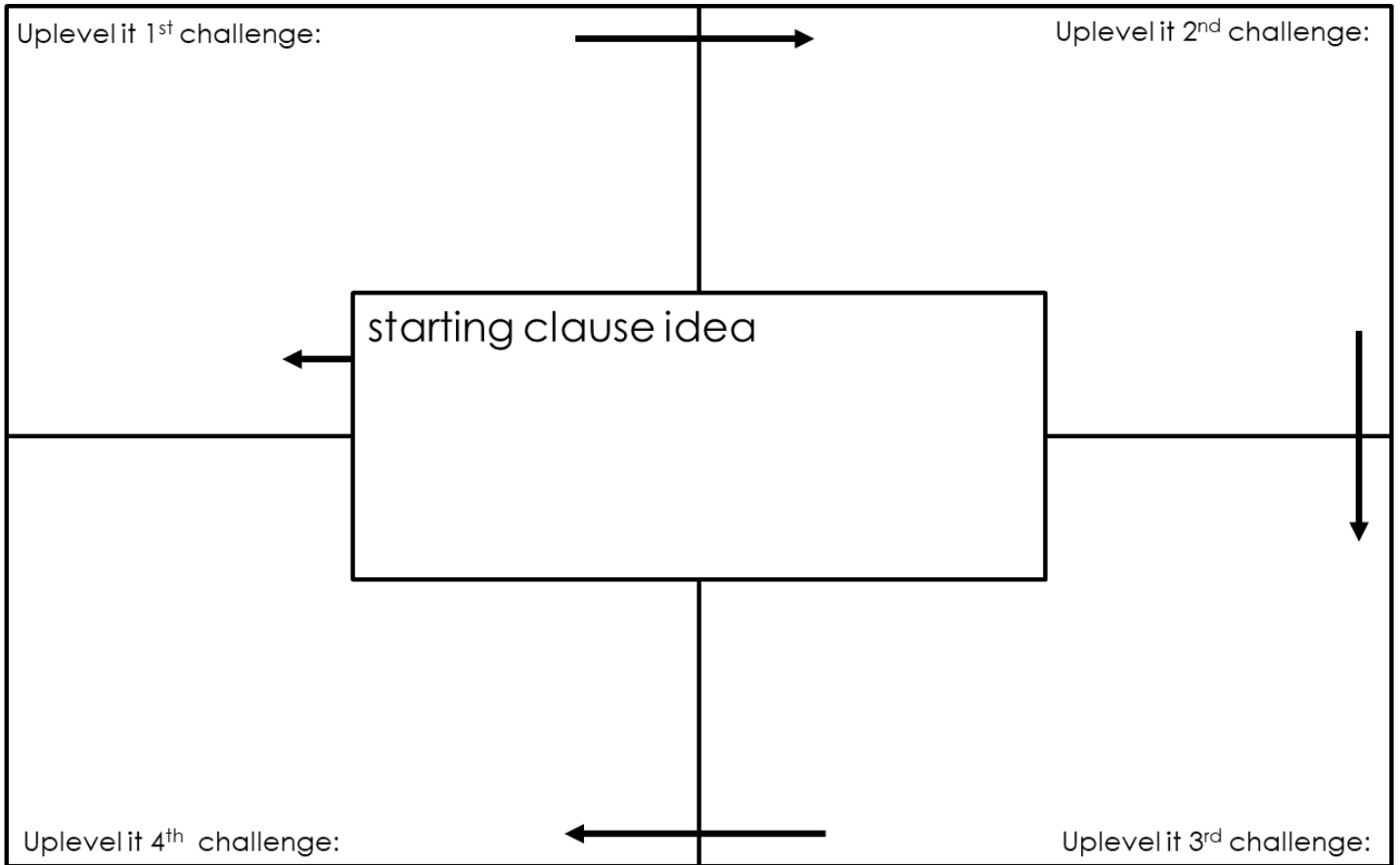
Up-level It

Aim: Up-level a basic clause using the 4 VCOP target areas.
Cards are levelled for differentiation.

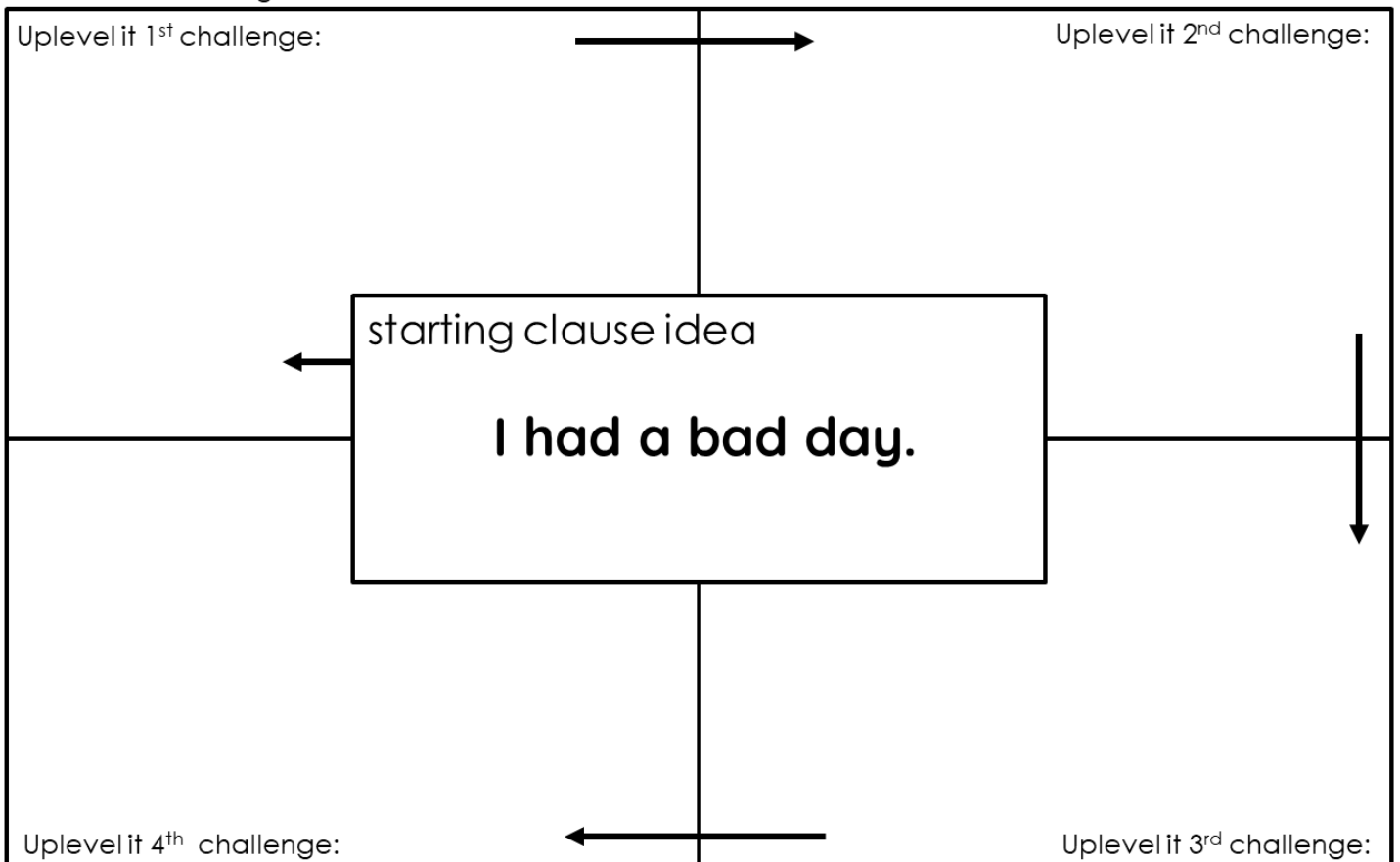
The teacher will give the scribe a basic clause to begin. All words in this clause can be shuffled, added to, removed and up-levelled, as long as the idea of the clause remains.

- Only 3-4 in a group and nominate a scribe, reader and gopher.
- The gopher will collect a challenge cards from the face-down pile, return to their table, and the group will complete the challenge.
- You have 2 minutes- use the whole time to edit and up-level the sentence
- Don't collect another card until the teacher says 'Next Card'.
- We will repeat the process for all 4 colours.
- Today, limit yourself to a maximum of 2 clauses.

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The starting clause is just the main idea or concept. Any of the starting words can be moved, changed or removed as long as the idea of the clause remains.



Up-level It



Level four

Add a simile
.....
Like a ... or as ... as ...

Level two

Describe a noun in detail
.....

Level one

Tell about 'when' or 'where' in your sentence
.....
eg. at the park or, last night

Level two

Up-level the verb in your sentence
.....

Level two

Use a connective other than 'and'
.....

Level three

Use a time connective
.....

Level two

Start with a describing where
.....

Level four

Begin with a phrase of time
.....
eg. As the sun slowly set...

Level three

Use the double comma trick to add information
.....

Level two

Use talking marks
.....

Level five

Use a connective to explain why - not because
.....
eg. as a consequence

Level two

Use 'when' in your sentence
.....

Level one

Start with a proper noun
.....
Person or place

Level five

Open with a verb and an adverb
.....
eg. Frantically searching, I finally located...

Level five

Add an aside using brackets
.....

Level three

Use a capital in 3 different ways
.....

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Let's practise ourselves

What is a sentence?

After completing tasks in pairs or small groups, students should have the opportunity to attempt the skill independently.

How much support and guidance you give the students is where you can differentiate so the same or similar task is being completed across the grade, but the expectations are varied to suit the individuals.

Some ways you might differentiate include using guided worksheets, task cards, support guides, or unassisted responses that start from a blank page.



Anchor charts available at
www.vcop.com.au

Let's do it ourselves

What is a sentence?

To help embed the skills, we need to ensure we are allowing multiple opportunities for students to attempt the skills independently. This should also be through a variety of text responses and content settings.

You can reduce the cognitive overload, but having student respond using either personal content that they can easily draw upon, or by using information that they have recently learnt, or are learning, in lessons. This is best connected with inquiry units of study with ongoing content.

Teach to Model – Let's Revise

What is a sentence?

No matter what level the students are in or what the curriculum says, don't assume that all the skills that have been taught in the past are still embedded.

Revise, revise, revise.

Only then can you build on to the next skill set.

Thank You...

Remember I'm here for you....

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