

6 NARRATIVE PROMPTS

GETTING WARM

Today you will write a narrative (story) using the topic of 'Getting warm'.
Your narrative might be set in a polar region, your home, or anywhere else. The characters might get warm by exercising, clothing, heating, or another way. Be creative with your thinking!

You will need to think about:

- the characters
- where the story takes place
- the problem or complication



FLIGHT

Today you will write a narrative (story) using the topic of 'Flight'.
Your narrative might be set in the air, but not necessarily. It might be about something that can fly, or something that is thrown. Be creative with your thinking!

You will need to think about:

- the characters
- where the story takes place
- the problem or complication

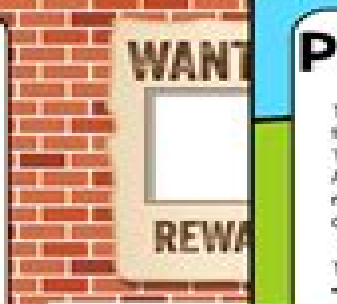


WANTED

Today you will write a narrative (story) using the topic of 'Wanted'.
Write a narrative about somebody, or some creature, who does, or has done, the wrong thing. What did they do? What effects did it have? Be creative with your thinking!

You will need to think about:

- the characters



PLAYING OUTSIDE

Today you will write a narrative (story) using the topic of 'Playing Outside'.
Your characters could be playing anything at all. And the playing could happen at any stage of the narrative (the beginning, middle, or end). Be creative with your thinking!

You will need to think about:

- the characters



WATER

Today you will write a narrative (story) using the topic of 'Water'.
Your narrative can have anything to do with water. It could be about one of the pictures on this page, or anything else to do with water. Be creative with your thinking!

You will need to think about:

- the characters
- where the story takes place
- the problem or complication
- how the story will end

Remember to:

- plan your story with a beginning, middle and end
- write in paragraphs and complete sentences
- check your spelling and punctuation
- edit your work to make sure it makes sense



NIGHT

Today you will write a narrative (story) using the topic of 'Night'.
Your narrative can have anything to do with night time. It could be about one of the pictures on this page, or anything else to do with night. Be creative with your thinking!

You will need to think about:

- the characters
- where the story takes place
- the problem or complication
- how the story will end

Remember to:

- plan your story with a beginning, middle and end
- write in paragraphs and complete sentences
- check your spelling and punctuation
- edit your work to make sure it makes sense



Stimulus Material For Year 7 Narrative Writing

Steve Barnes



Stimulus Material For Year 7 Narrative Writing:

50 Ways to Use Technology Enhanced Learning in the Classroom Peter Atherton, 2018-01-15 This is a practical guide to the use of technology enhanced learning TEL in the classroom Introducing 50 ways to use technology for learning Areas covered include Gamified learning Social media Video streaming The flipped classroom Instant feedback tools And many more Guidance on how to use these technologies for learning is complemented by an exploration of their impact on learning For each example the opportunities for evidencing progress are evaluated *Resources in Education* ,1995

Year 5 Naplan*-style Tests James A. Athanasou, Angella Deftereos, 2011 This book is designed for parents who want to help their children and for teachers who wish to prepare their class for the NAPLAN Tests NAPLAN Tests are sat by Year 5 students Australia wide These tests are held in May every year The tests are in literacy and numeracy In literacy there are three tests Language Conventions %spelling grammar and punctuation there are around 50 questions in this test Reading %comprehension there are around 35 questions in this test Writing% written expression there is one piece of writing in this test In the numeracy test mathematics is tested There are 40 questions in this test Parents may also use these books separately from the tests and just as a general way of revising or when tutoring their children This book is divided into sample questions and practice tests It starts with samples of the literacy Reading and Language Conventions and numeracy questions This is then followed by four practice tests for numeracy four practice tests for reading and four practice tests for language conventions There is a sample writing task and four practice writing tasks Samples can be revised if the practice tests are not completed This is not an officially endorsed publication of the NAPLAN program and is produced by Pascal Press independently of Australian governments

Understanding the Dynamics of Teacher Agency, Resilience, and Identity in the Neoliberal Age Gang Zhu, 2022-12-19 Understanding the Dynamics of Teacher Agency Resilience and Identity in the Neoliberal Age focuses on the complexity of teachers agency resilience and identity across various contexts Neoliberal educational policy technologies have been constantly reshaping educational professionalism subjectivity teaching and evaluation Within this climate teacher agency resilience and identity are vital factors for maintaining teachers well functioning and well being Moreover teacher agency resilience and identity do not exist independently but reinforce each other constitutively which enable teachers to see beyond challenge and fluctuating confidence and withstand pressure The educational contexts in this book encompass rural immigrant preservice education special education internationalized school contexts etc Theoretically this book disentangles the conceptual understandings and methodological considerations of teacher agency resilience and identity Practically the contributors from various countries and regions explore how various contexts influence teacher agency resilience and identity in the neoliberal age

Teaching Story Writing in Primary Christopher Youles, 2024-10-31 Everything you need to teach story writing to primary pupils packed full of effective curriculum aligned classroom ready resources and strategies To be used as a standalone or alongside existing writing

schemes this book contains comprehensive practical guidance on planning and teaching story writing including how to pick the right text effective strategies for selecting vocabulary and teaching pupils how to edit Step by step advice covers all elements of story writing including the difference between plot and story story shapes and how to use them characters and their goals and the effective use of dialogue Written by an experienced classroom teacher all of the classroom ready strategies are in line with the National Curriculum and are tailored for every Key Stage and ability level making this the ideal time saving resource for any primary teacher and any writing scheme *Learning, Keeping, and Using Language* M.A.K. Halliday, John Gibbons, Howard Nicholas, 1990-01-01 This volume contains selected papers from the Eight World Congress of Applied Linguistics held in Sydney in 1987 Volume I starts off with an overview of the field by G Richard Tucker in which he identifies two areas innovative language education and language education policy The overall focus of the papers to follow focus on the individual language learner how that individual in given contexts or in interaction with specific others develops a command of a first language of two or more first languages or of a second language in home and in classroom settings At the same time cutting across these variables there is a gradual shifting of attention from investigations of the language learning process to proposals for language teaching curricula and syllabuses **Resources in Education** ,1990 **Meeting the Needs of Your Most Able Pupils: History** Steve Barnes, 2007-11-27 Featuring comprehensive appendices and online resources this book provides specific guidance on a range of aspects including planning differentiation and extension enrichment in history and teacher questioning skills *How to be Outstanding in the Classroom* Mike Gershon, 2015-01-09 Every teacher wants to be outstanding But what does outstanding mean And how do we stay outstanding if the goalposts move In this book bestselling author Mike Gershon presents you with everything you need to know to make outstanding learning happen in your classroom It breaks down the nature of outstanding teaching so as to expose the underlying principles which hold true across the curriculum Featuring advice on all the different elements that contribute to outstanding teaching and learning including assessment differentiation literacy leadership and ensuring progress it covers Cultivating the habits of outstanding learning The role assessment plays in planning learning securing progress and helping students to achieve great outcomes Leadership and your role as a leader The communication that takes place in the classroom Firmly rooted in the day to day experiences of being in the classroom the book clearly explains the why the how and what to do if things go wrong Packed full of clear easy to implement strategies and ideas it is the text you can call upon time and again in order to cultivate and sustain the habits actions and thoughts of outstanding teaching Reflective Teaching of History 11-18 Rob Phillips, 2002-10-11 This series of textbooks is aimed at teacher training students and comprises two concerns the practice of teaching and how to use theory and research findings to improve that practice and how to meet the TTA standards whilst placing them in a wider context This comprehensive textbook is an accessible guide to all those who are new to the profession of teaching history Covering all aspects of the job from planning through to teaching and assessment Rob

Phillips provides constructive practical advice to help subject teachers become more effective in their work *Nelson English Teacher's Resource Book 1* John Jackman, Wendy Wren, 1998-05 Nelson English has been specifically designed to ensure that you cover the basics of the National Curriculum and other UK curricula Activities cover NLS Text Word and Sentence Level objectives *Teaching Listening and Speaking in Second and Foreign Language Contexts* Kathleen M. Bailey, 2020-03-05 This book guides language teachers in planning and teaching activities that promote the development of speaking and listening skills at all levels of target language proficiency for teachers of any modern language Kathleen M Bailey draws on her extensive experience as a language teacher teacher educator and language learner to interweave practical activities with the research and theory that support their use Activities include the use of pictures songs drama techniques tasks and projects to promote the development of speaking and listening skills The author shares reflections of her own and encourages readers to reflect on their own experiences and become aware of their existing mental constructs through multiple reflection tasks and discussion questions Each chapter provides focusing questions The systematic chapter structure scaffolds the readers understanding of the concepts explored which include communication strategies interactive and non interactive listening speaking anxiety accentedness and intelligibility and much more Through its companion website this book provides access to resources that enable readers to continue their own professional development as teachers of listening and speaking in second and foreign language contexts *Creativity and Innovations in ELT Materials Development* Dat Bao, 2018-03-13 This book brings together renowned scholars and new voices to challenge current practices in ELT materials design in order to work towards optimal learning conditions It proposes ideas and principles to improve second language task design through novel resources such as drama poetry literature and online resources and it maps out a number of unusual connections between theory and practice in the field of ELT materials development The first section of the book discusses how innovative task writing ideas can stretch materials beyond the current quality to make them more original and inspiring the second part examines how different arts and technologies can drive innovation in coursebooks the third section describes how teachers and learners can participate in materials writing and negotiate ways to personalize learning **Constructions across Grammars** Martin Hilpert, Jan-Ola Östman, 2016-03-22 Up to now most research in Construction Grammar has focused on single languages most notably English This volume aims to broaden the scope of Construction Grammar towards issues in bi and multilingualism second language learning and generalizations across different languages and language varieties The contributions in this volume show that speakers entertain generalizations across their repertoire of languages which holds important implications for a multilingual Construction Grammar Originally published in *Constructions and Frames* 6 2 2014 *Learning to Teach English in the Secondary School* Jon Davison, Caroline Daly, 2014-06-27 How do you approach teaching English in the contemporary classroom What is expected of a would be English teacher The fourth edition of this best selling text combines theory and practice to present an indispensable

introduction to the opportunities and challenges of teaching English in the secondary classroom It offers insight into the history policies and definitions surrounding the subject together with innovative and practical strategies which can be used for effective teaching and learning Already a major text for many university teacher education courses the new edition reflects the extent and impact of current reforms whilst retaining its focus on what is of enduring value for English teaching With an emphasis on developing your own values and on stimulating approaches that underpin English teaching it will help you navigate your way through changing curriculum requirements assessment practice and the demands of professional development Key topics explored include Reading writing and speaking and listening Teaching language and grammar Drama in English teaching Poetry Working with digital technologies Post 16 English language and literature Developing as a critically reflective practitioner Written particularly with the new and student teacher in mind Learning to Teach English in the Secondary School aims to equip readers with the tools to make critically informed judgements about how to teach develop principled practice and most importantly be mindful of pupils and their experience of English in the secondary classroom

The Guided Reader to Teaching and Learning History Richard Harris, Katharine Burn, Mary Woolley, 2013-10-15 The Guided Reader to Teaching and Learning History draws on extracts from the published work of some of the most influential history education writers representing a range of perspectives from leading classroom practitioners to academic researchers and highlighting key debates surrounding a central range of issues affecting secondary History teachers This book brings together key extracts from classic and contemporary writing and contextualises these in both theoretical and practical terms Each extract is accompanied by an introduction a summary of the key points and issues raised questions to promote discussion and suggestions for further reading to extend thinking Taking a thematic approach and including a short introduction to each theme the chapters include The purpose of history education Pupil perspectives on history education Assessment and progression in history Inclusion in history Diversity in history Teaching difficult issues Technology and history education Change and continuity Historical Interpretations Professional development for history teachers Aimed at trainee and newly qualified teachers including those working towards Masters level qualifications as well as existing teachers this accessible but critically provocative text is an essential resource for those that wish to deepen their understanding of History Education

Learning about Language Assessment Kathleen M. Bailey, 1998 Learning About Language Assessment is one volume of the authoritative 13 title TeacherSource Series The author examines the issue of classroom assessment from three distinct perspectives Teachers Voices which are authentic accounts of teachers experiences Frameworks which are comprehensive discussions of theoretical issues and Investigations which are inquiry based activities

Advances in Cognitive Research, Artificial Intelligence and Neuroinformatics Boris M. Velichkovsky, Pavel M. Balaban, Vadim L. Ushakov, 2021-04-17 This book reports on theoretical and experimental research answering key questions in neuroscience philosophy of mind and cognitive research It gives a special emphasis on findings achieved within the

territory of the former U S S R which has remained largely unknown to an international readership The volume gathers authoritative studies on cognitive development consciousness attention and perception It covers research on eye movements language speech and semantics emotion as well as brain functional states and a variety of decision making processes It also highlights important advances in cognitive robotics and artificial intelligence discussing brain computer interfaces and other practically relevant technologies It includes studies on human subjects in both healthy and disease conditions and investigations on the molecular mechanisms of cognition in animal models Chapters are based on invited lectures and peer reviewed contributions to the 9th International Conference on Cognitive Sciences Intercognsci 2020 held on October 10 16 2020 in Moscow The conference was organized by the Interregional Association of Cognitive Studies with the participation of the Pavlov Society for Neurophysiology and Higher Nervous Activity and supported by the Russian Academy of Sciences the Russian Foundation for Basic Research and a number of the north eastern European research institutions All in all this book provides cognitive scientists around the world with a timely snapshot of interdisciplinary research and cutting edge models and a major source of inspiration for future collaborations in the areas of artificial intelligence and cognitive neuroscience

Curriculum for Culturally Responsive Health Care Jeffrey Ring, Julie Nyquist, Suzanne Mitchell, 2018-10-08 This is a creative comprehensive and user friendly manual comprising a curriculum for residencies and medical schools looking to implement new or enhance existing curricula in culturally responsive care It meticulously describes teaching strategies that will prove engaging to learners and faculty alike challenging them to grow in their attitudes awareness desire knowledge and skills to effectively practice culturally responsive medicine It demonstrates commitment to teaching culturally responsive medicine towards the elimination of health disparities be they related to gender race ethnicity income sexual orientation religious background or world view The manual includes a step by step guide for each year of the curriculum with detailed session descriptions and sections on teaching techniques evaluation tools cultural competence exercises together with information on further resources The curriculum provides a solid foundation upon which educational programs can build as they evolve to meet the needs of patients and their communities toward preventing and treating illness and improving access to excellence in medical care

Effective Teaching Methods Gary D. Borich, 1996 This text presents practical yet realistic research based teaching practices that have proven effective for engaging students in the learning process managing their classroom and increasing student achievement It not only tells what to do to obtain these results but shows how to obtain them The text explains how individual differences and learner diversity affect student learning needs and classroom management It also explores teaching strategies in depth explaining how to use both direct instructional methods and indirect methods A self report survey instrument is included to help teachers measure concerns about themselves the teaching task and their impact on students

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