

**English Week 3 15.06.20**

**WALT: Write a report about a creature of the sea**

Through the course of this week, your aim is to create a report on a sea creature of your choice (links with our topic activity for week 3). This could be a fish, a mammal, crustacean e.g. a type of crab or lobster or even a type of coral. You could also choose to be creative and write it about the deep sea creature you created on Friday.

The aim is to create a professional looking report which is structured, eye-catching and informative. It could be typed on the computer or as a double page spread such as these examples:



A useful website to gather the information you need is National Geographic:

<https://www.nationalgeographic.com/animals/facts-pictures/>

You can click on the 'Fish' section or just search for the creature you have chosen.

Possible sub-headings for your reports:

General Information and description / Diet / Threats to survival / Reproduction / Habitat / Special Features

Suggested plan for the week:

Day	
Monday	<ul style="list-style-type: none"> <li>➤ Choose my creature</li> <li>➤ Gather facts in note form on the different sections I want to write about – use the plan to help me</li> <li>➤ What diagrams or pictures do I want to include? Do I want to include some close-ups with labelled parts?</li> </ul>
Tuesday	<ul style="list-style-type: none"> <li>➤ Write a draft version of the:                             <ul style="list-style-type: none"> <li>• Introduction – general facts and a possible description of the creature, including dimensions and sizes</li> <li>• Habitat – where in the world? / which layer of the sea? / warm or cold seas?</li> <li>• Diet – what does it eat? How does it eat? What special features does it have which help it do this?</li> </ul> </li> <li>➤ At the end, re-read and edit my work, checking for punctuation, tenses and spellings of key words</li> </ul>
Wednesday	<ul style="list-style-type: none"> <li>➤ Write a draft version of the:                             <ul style="list-style-type: none"> <li>• Adaptations – how is it adapted to its environment</li> <li>• Threats to survival</li> <li>• Reproduction</li> <li>• Fascinating / Awesome fact</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>➤ At the end, re-read and edit my work, checking for punctuation, tenses and spellings of key words</li> </ul>
Thursday	<ul style="list-style-type: none"> <li>➤ Plan how I want to present my work on the page. What colours will I use for different sections?</li> <li>➤ Leave a space for a diagram of my creature</li> <li>➤ Start writing my report in my best hand-writing</li> </ul>
Friday	<ul style="list-style-type: none"> <li>➤ Finish writing up my report</li> <li>➤ Include any labelled diagrams</li> <li>➤ Shade different areas lightly so they stand out.</li> <li>➤ Add colour</li> </ul> <p>If you can, share with the class on dojo through the Portfolio section or send a copy of your work to myself or Mrs Twigger.</p>

There is a word bank to help you start some of your sentences in different ways on the website

Here is an example of a report on the Weedy Sea Dragon - themed using paragraphs but without sub-headings:

# Weedy Seadragon

In the genus *Phyllopteryx* all by itself, the weedy seadragon is a close relative of the seahorse. It is also closely related to the leafy seadragon. Both species look like they have leaves growing on them. These are not fins; they are only for **camouflage**, the ability to blend in with one's environment. The weedy seadragon has dorsal (back) and neck fins that it uses to swim. Like seahorses, they

are not fast swimmers, but they are actually a type of fish.

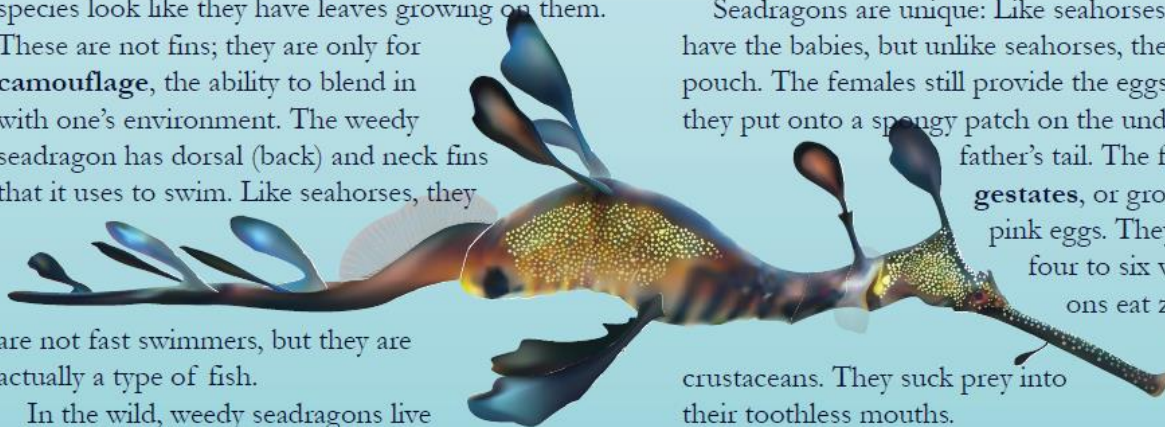
In the wild, weedy seadragons live exclusively around Australia in the Indian Ocean. Because of this, it is the marine emblem of the State of Victoria in Australia. When they are full grown, weedy seadragons are a rusty red color with yellow and purple markings. Like their cousin, the seahorse, weedy and leafy seadragons have long, thin snouts that make their heads look like a horse. Their bodies are made up of bony rings and they have thin tails. Unlike seahorses, weedy seadragons don't have **prehensile** tails that can grip things. Instead, they drift and go with the flow of

the sea current, looking like a loose piece of seaweed. Leafy seadragons can be up to 14 inches long, while weedy seadragons can be up to 18 inches long.

Seadragons are unique: Like seahorses, the males have the babies, but unlike seahorses, they have no pouch. The females still provide the eggs, which they put onto a spongy patch on the underside of the father's tail. The father then **gestates**, or grows, the bright pink eggs. They hatch after four to six weeks. Seadragons eat zooplankton and tiny

crustaceans. They suck prey into their toothless mouths.

Seadragons are classified as "near threatened" on the International Union for Conservation of Nature's red list. They were taken for pets too often and are now under the Australian government's protection as well. It is difficult to breed weedy seadragons in captivity, but many aquariums are trying. The Aquarium of the Pacific in Long Beach, California, the Tennessee Aquarium in Chattanooga, Tennessee, and the Melbourne Aquarium in Melbourne, Australia, are a few that have been successful.



Evaluating my work – have a look at the success criteria below. Have you included these features in your writing?

What I think	<p><b><u>Write a report about a creature of the sea</u></b>                  In my writing I need to show:</p>
	<b>Basic punctuation is used and I have re-read each sentence carefully</b>
	<b>Powerful adjectives (sentence of 3) and adverbs to entice the reader: Interestingly, ... Curiously,...</b>
	<b>Use of 'generalisers': many, some, a very few, usually</b>
	<b>Connectives used; Furthermore, In addition, Moreover</b>
	<b>Use of 3 questions / questions to engage the reader e.g. would you like to know more? Have you ever wondered...?</b>
	<b>Embedded clause with punctuation , , ( ) - -</b>
	<b>e.g. Sea-dragons, who are closely related to seahorses, are masters of camouflage.</b>
	<b>Varied sentence starts – see the word bank for ideas</b>
	<b>Sophisticated punctuation - / : / ...</b>