

Scaffolding Report Writing

Lesson 6: Scaffolding Report Writing Teacher Instructions

Learning Focus:

Students will consolidate their knowledge of nouns/verbs, sentence types, clauses, and paragraph structure to understand how these elements support effective technical report writing.

Learning Intentions:

- I know how to plan a paragraph that includes a topic sentence, supporting sentences, and a concluding sentence.
- I identified and recorded key information for an informative report.

Success Criteria:

- I wrote a short paragraph which was structured appropriately.
- I used a variety of sentence structures with accurate nouns and verbs.
- I included relevant technical terms to strengthen my paragraph.

Materials provided:

- Presentation
- Scenario notes template

Materials not provided:

- Whiteboards or mini writing booklets
- *Optional* - Poster of Louise, images of a mechanic's workshop

Assessment Opportunities:

Formative: Recall during Hook, teacher observation checklist (provided) during individual and group activities.

Students to submit the before and after versions of their upgraded sentence.

Exit ticket: Quick review of individual understanding

Lesson Sequence:

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|------------------------------------|--------------------------------|
| 1. Hook & Introduction (7-10 mins) | 3. Stretch & Share (15 mins) |
| 2. Individual Work (10 mins) | 4. Wrap-Up Reflection (5 mins) |

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Hook and introduction - Meet the Experts (7-10mins)

Introduce the lesson: "Today, we're learning about scaffolding report writing."

Ask (*slide 4*): What can you remember about Louise?

Recap: (*slide 5*): Remind students about Louise's role, and that part of her role involves writing informative reports.

Task (*slide 6*): Meet the experts. Two students will role-play a scenario between a mechanic and a customer.

Show (*slide 7*): The scenario on the screen that the students will role-play. *Optional extension activity - see sentence building extension.*

Ask (*slide 8*): Can you identify these elements from their role-play?

Explain (*slide 9*): Today we're learning how all the things we've been learning about come together to help us write clear, technical reports.

Ask: Turn to a partner and tell them one thing that makes writing clearer.

Group work - Role-Play (10mins)

Task (*slide 10*): Students work in pairs and role-play a scenario between a mechanic and a customer. Students can use the provided note-taking cards.

Show (*slide 11*): Three scenarios students can choose for their role-play.

Ask: Students to pick a scenario and to decide who will be the customer and who will be the mechanic. Students then have 45-60 seconds to act out the scenario. *Optional: Record students so they can listen back before writing notes to strengthen the link between written and spoken language.*

Task: After completing the scenario, students are to take notes during the scenario. This can be done in notebooks or using the template provided. Students then turn one of their notes into a simple sentence.

Show (*slide 12*): The sentence checklist to support students.

Stretch: Students can use a conjunction to add another note to the sentence, to turn it into a compound sentence.

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Stretch & Share - Paragraph Construction (15mins)

Task (*slide 13*): Students work individually to draft simple sentence into a paragraph.

Ask: Now you will turn your simple sentences into draft paragraphs. Use the hamburger model when building your draft. Use one dependent clause, and relevant terms.

Show (*slide 14*): Hamburger model to help students draft their paragraphs and the definition of a dependent clause.

Check: Do paragraphs have the correct structure? Have relevant terms been used? Is there a dependent clause?

Stretch: Students to identify the relevant terms, the independent clauses and the dependent clause used in the paragraph.

Task (*slide 15*): Students to form groups of 3 and read their draft paragraphs aloud. The group then chooses one sentence from each paragraph to improve.

Ask: Now we're going to STREEEEETCH our knowledge. Form groups of three and choose one sentence from each group member's paragraph to improve. This might be through the use of a technical term, choosing a more suitable verb, or using a conjunction word to create a compound sentence.

Show (*slide 16*): Relevant terms, conjunction words, the definition of a verb.

Reflect & Share (5 mins)

Task (*slide 17*): Students complete a quick slip answering three prompts.

Ask: One thing I used today (noun/verb, clause, sentence type, or term).
One thing I improved during stretch & share.
One question I still have about writing reports.

Name: _____

Date: _____

Scenario Notes

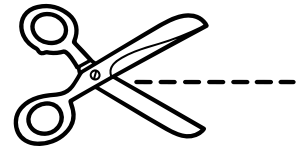
Things/words Louise would say

Nouns and verbs used

Nouns	Verbs

Information Louise would use in her report

Sentence Building Extension



Nouns

truck	engine
forklift	brakes

Verbs

made	produced
caused	created

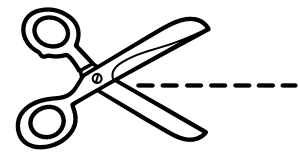
Adjectives

loud	sudden
strong	constant

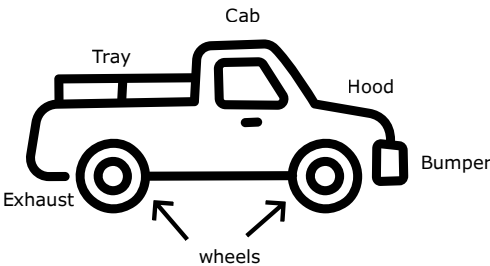
Phrase Starters

when slowing down
when operating under load
during everyday use
when the system was overheating

Note-taking Cards



More support



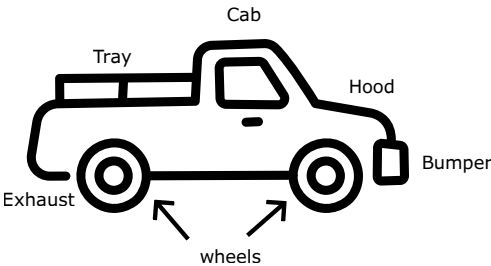
Vocab helpers

- truck
- brakes
- engine
- noise
- wheels
- slowing down

Dot-point notes

- I noticed.....
- There was a.....
- I heard a.....
- The truck made.....
- This happened when.....
- I said.....
- I explained that.....
- I asked the customer to.....

Medium support



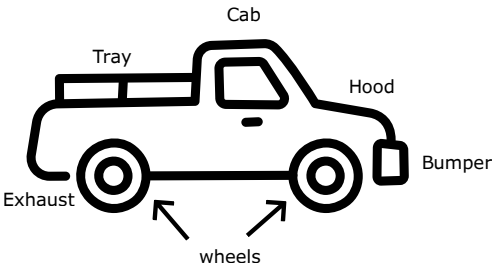
Observations

- What can be seen?
- What can be heard?
- When does it happen?

Dot-point notes

- The customer reported.....
- I heard.....
- There was a.....
- This happened when.....
- During.....
- It could be caused by.....
- The issue might be related to.....
- I checked the.....

Minimal support



Technical reasoning

- Possible causes?
- Evidence for causes?

Dot-point notes

- From what you've described.....
- I can hear that the truck is.....
- This usually happens when.....
- I recommend.....
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