Pterosaurs - Shared Writing Lesson - Video Transcript

Editor's Note: the text below has been automatically generated using speech-to-text robot recognition software from Google and then edited.

Please ignore any typos, incorrect words and/or grammatical errors. If you discover anything grossly inappropriate, please do contact us so that we can correct it, thank you.

Watch the video:

https://murraygadd.co.nz/working-with-students/shared-writing-lesson-pterosaurs-writing-an-informational-report/

Morning everyone. Now look, why I've gathered you together is because we've done all this research about pterosaurs - yeah there's our pterosaur up there and I thought we might have a go at putting together an informational report on all the information that we've actually found.

I'm not going to go through that information with you, because basically - you guys already know it - but you will know hey, that it's all about their physical characteristics; it's all about the different types of pterosaurs there are; it's all about the size of them;

It's all about where they lived, what they ate and their habits -the sort of things that they do.

But we also know, that an informational report needs three parts hey? So what's that part up there

Dimitri? [The introduction.] The introduction, what's that part

down there Navia? [Body?] Oh, the body and that's broken into different sections isn't it? So each of those sections will be something beginning with 'p' what's that? [Paragraph...] - paragraphs. Oh well done,

okay and it needs a conclusion and that as well.

Now look guys, what I've done to help us out - is that I've taken all those facts and I tried to put them in the right place within my planning document - and I'll show this to you. You can see what I've done? I've actually gone through that - those documents there and I've actually worked out which ones will go under physical characteristics; which ones will go under types of pterosaurs; which ones will go under size;

etc, etc. Now once I've done that, I find that really, really easy to do my writing from. That planning, that explicit, that deliberate planning around those headings - is essential for me to actually do my report, in an okay way.

But you'll notice that I haven't got anything in the introduction...

I haven't got anything in the conclusion.

And so what I thought we might have a go at doing, is writing an introduction together - all right?

I'm going to put this up there, just so that we can actually refer to it and everything...

An introduction, an introduction... can you guys think about what an introduction should have in it? What do you reckon?

[What the topic's gonna be about?]

OK, so it needs to state the topic. Jake?

[An interesting fact ?] Oh, now why would it need an interesting fact?

[To hook the reader?] Oh, so you need something to hook the readers - so you're talking about -

What did you say? - It states the topic? - It's got an interesting fact.... can you think of anything else?

Well what I thought - you're quite right - what I thought I'd do - is actually I'd written a report ...

not on pterosaurs, I'd actually written a report on kangaroos. So I went into my laptop and I've actually printed it off - and I thought I might just share it with you, as an example of an introduction for an informational report.

So I'll read it to you and you guys see if you can work out, what I've actually had a go at doing. Which animal is the symbol of Australia? It's the kangaroo of course!

You probably already know that kangaroos hop around on two legs, rather than four - but do you know how fast they can move? A red kangaroo can reach a top speed of about 64 kilometers per hour...

That's faster than a car driving through town.

All right, now you stated - Barishka - that I would need to...

make sure the reader knew what my topic was.

Do you think they would know this? [Yes] - Where have I stated the topic Dimitri?

[Right in the second sentence.] Okay - 'it's the kangaroo of course...'

Okay and in full, that's my title and that as well.

Now you mentioned, Jake I think

that in fact I would need to have an interesting and engaging fact at the beginning.

Have I done that at all? [Yes] - Matthew's nodding his head -

what's the fact that I've tried to put out there?

[You talked about red kangaroos being able to

move around 64 kilometers per hour ?]

Oh so I talk about the speed of the kangaroo why do you think I've mentioned that Honey? [Because in comparison to a car, it's faster than that - so that it's... shocking?] - okay - and also I was thinking that most of my readers would know about being in a car driving through town - therefore they'd think "Gee, the the speed that Mum or dad is actually driving now - a kangaroo would beat us in a race!

So I thought that might be a little bit interesting?

What do you reckon, do you reckon I've done okay?

[Yeah, I think that's good]. Okay, okay - have you picked up

anything else? Jake? [It looks like you have a rhetorical question].

Oh - phew - in fact I think I've got more than one haven't I?

[Yeah...] okay, where's the first one Jake?

[What animal's the symbol of Australia]. Oh okay so I start off with a rhetorical question. Okay. You guys all know what a rhetorical question is don't you? [yeah] - What's a rhetorical question?

[It's like where you don't want an answer...]

No, you're just asking it to get the reader to think aren't you? [Yeah]. Is there another one there?

[It's like, how fast can they move ...] - where's that? Oh yeah yeah, 'but do you know how fast they can move'...

I suppose you could say - the reader could go 'yes I do', or 'no I don't' - but no I am just trying to get them to think and get engaged and everything.

So look guys, let's just - I'll put that up there for a second...

and let's just tell me - if I'm gonna - I'll just put 'writing

an introduction.....

So what did you tell me that needs to be in this introduction? What did you tell me needed to be in the introduction? [The topic ?]

All right, so I need to state the topic.

State topic - and in fact in this one, I've done it not only in that sentence down there, but I've done it in the title as well - and what did you tell me needs to be in the introduction? [An interesting fact?] - Right, an interesting fact... - and the reason that we want an interesting fact in it Jake is why? [Hook the reader ?] To hook the reader.

okay, but someone picked up something else that I did two of in it? [A rhetorical question?] - All right - rhetorical - oh, I think it's got an 'H' in it? Is that right [Mmm]

I'll have a go... 'rh....

does that look right guys? [Yeah]

In fact I used two so I could... Okay okay Now look guys - oh look - I'm just wondering though...

I'm looking at this - anything about the sort of sentences I'm using? I'll read it again...

'Which animal is...' well that's a question - 'it's the kangaroo of course. You probably already know that kangaroos hop around on two legs, rather than four, but do you know how fast they can move? A red kangaroo can reach a top speed ... blah blah blah - Would you describe that as formal or informal writing?

What do you reckon? What do you reckon Matthew? [I think it's very 'formalish' writing].

That's a nice way of putting it - so it's not totally formal writing but

it's 'formalish' writing, okay. Because I am sort of like 'writing as a scientist', but on the other hand I'm trying to think 'well I hope my readers actually won't get turned off', because I make it too formal - alright so you think

formalish is a reasonable word for us to use? [Yes]. Alright...

... formalish ...

Okay, now look guys...

I'll tell you what I did. When I did the kangaroo one,

I had a whole lot of facts up like that and then basically I did the same exercise with my kangaroo facts - I did a plan like that and then I worked out, which of the facts I hadn't put into my plan, and I used those as the basis of my introduction.

You guys have had a little chance to have a look at my facts and my plan. Could you see any facts up there that I haven't mentioned on the plan? You reckon you can

[Yeah, that they were excellent hunters?] Oh okay where's that

[There] - Is it that one there? [Yeah]

Okay, so they were excellent hunters,

there's the phrase isn't it? 'Excellent hunters'...

What did you notice? [They were flying reptiles?] -

Oh right at the top - they were flying reptiles.

In their day, they ruled the skies - the largest flying creatures - okay you're quite right - although I've got 'very powerful, leathery wings' etc., I haven't actually said anywhere I think that they are 'flying reptiles' - so that could be a fact that goes in the introduction - that could be a fact that goes in the introduction - the 'excellent hunters', if I want it to be. Can you see anything else? What do you reckon? [They appear to be related to bats and flying squirrels] -

Oh okay, so that one there's not there, okay look I might just - put a circle around that one there - and - where's the 'excellent hunters' that one there, and that one that Jake's just told me, around there. Okay so those things could be the basis of an introduction. Of those three things that we've circled, what do you think is the most important one, that I should start stuff - what do you reckon Matthew? [They were flying reptiles?] - Okay so that really defines them doesn't it - as he says.

So, how could I start? Would I start off with 'Pterosaurs

were flying reptiles' ? Or shall I start off with a question like I did with... what do you reckon Dimitri? [Could you start with like - 'Ruling

The sky as the largest flying creature, 65 million years ago - the flying reptile pterosaurs' and then kind of like another fact maybe?] - So all right say it again start me off : [So - 'Ruling the sky as the largest flying creature, 65 million years ago - the flying reptile pterosaur'... and - you can say like it was an 'excellent hunter' as a fact.]

All right - shall I try that? [Yes] - All right, okay, I'm not quite sure if it's going to work, but we'll give it a go. All right, now tell it to me again: ['Ruling the sky as the.... Ruling the sky...go on [as the largest flying creature] the largest

flying creature [65 million years ago]

oh okay 65 million

years ago - go on

[You need a comma] oh I need a comma there all right okay - 'Rulling the sky is the largest flying creature, 65 million years ago'... you want to go on ?

[Add in a rhetorical question - do you know which ? It's the pterosaurs of course.] Ahhh - so you're suggesting it could start with 'do you know which was'?

Okay I'll come back to that - let's just try and finish this

sentence off for him, and then we might come back to your idea.

[You can put to end the introduction

'Ruling the sky is the largest flying creature

65 million years ago: Enter the pterosaurus !]

Oh that's quite nice, what do you reckon Jake? [Yeah].

Enter the pterosaur! What do you reckon Honey?

[I think that sounds great.] What do you reckon?

[I think that sounds awesome.] Hmmm, what do you reckon ?

[It's pretty good.]

... Enter the.....

Now Mr Writer you gave us the beginning of it, are you okay if we go "enter the pterosaur"? [Yep.]

Enter the....

I better check out spell pterosaur...

All right, okay oh - I quite like that! Is there anything else

I need to put into it, or do you think that's sufficient ?

Hey? [I think that's pretty good.] You think that's okay, what do you reckon? [Yeah I think it's good.]

Now you had the idea for a rhetorical question because we had

a couple there didn't we? Hhmm, do I need to turn that into a rhetorical question? Have a go at doing it,

even if I don't write it up.

[You could do 'What ruled the sky as the largest flying creature?']

Oh what ruled the sky is the largest, flying creature

What are you gonna say? [What do you think ruled the sky

65 million years ago?] - All right, so we've got different possibilities for rhetorical questions, if we wanted to. Have you got another idea Matthew? [Imagine a creature ruling the sky as the largest flying creature, 65 million years ago.] Okay, so yours is not a rhetorical question, yours is an imagine one - they're nice, that's nice.

Look, so really I've got a range that I can call on but are you guys okay if we stick to this one here? [Yeah, yep.] - All right - now look, look I'm just looking up there... 'They were flying reptiles, in their day they ruled the sky, as the largest flying creatures...' Now, I'm just thinking - that idea of them being reptiles - that's quite important.

Could I get that into that sentence in some way?

What do you reckon? [If we take out creature, we could say

'Ruling the sky was the largest flying reptile...] Oh - okay,

so instead of creature, what are you gonna say?

[Well you could do: 'Enter the pterosaur, the terrifying, flying reptile of the....'

- although we don't have what period it was, like the Jurassic period...]

Okay, we have got that there though, haven't we -

- the '65 million years ago' - so your idea is to maybe, substitute 'creature' for 'reptile'? Your idea is to actually enter the pterosaur -

and then put something about the largest reptile of its time... although we've got largest up there

[Enter the pterosaur - the terrifying, flying reptile!] -

The terrifying, flying reptile.

Alright, okay - we've got flying there.... I'm just not sure...

I'm not sure! I like the idea of thinking there or thinking there.

Let's make a decision guys - Honey which would you go with - changing that? Or

put something on the end? [Just change creature.] Are you all comfortable with that? [Yeah ...]

[You don't want to get too wordy...] No - you're quite right!

But I do like your idea of adding to the end.

Alright, so I'll change 'creature' to 'reptile'....

whoops excuse my messy writing - Right can you read this guys with me ?

"Ruling the sky is the largest flying reptile, 65 million years ago - enter the pterosaur'! Not bad hey? Not bad!

And then we would go on to the other - the next stage of it, the body of it and everything...

Look - I've just realised this one down there: 'They appeared to be related to today's bats and flying squirrels.

We probably need another sentence to say that -

would we want to? Or would we leave that - leave their part out - what do you think?

[You could go: 'Ruling the sky the largest flying reptile,

65 million years ago...

relating to today's bats and flying squirrels...] Enter.... so now....

I think your point about trying to make sure

that the sentence doesn't get too complicated [Yes...]

- is a good one. We'd probably have to do a new sentence Dimitri wouldn't you? [Yeah...] - Good go though mate.

[I would leave that to the conclusion.]

Oh, why not there's our conclusion done, and you've got it guys!

[And then, you can link it to the main point...? Yeah] - Yeah yeah !

okay okay, so let's go back to here guys - okay, now look.

Have we actually stated the topic within this here?

[Yes - yes] - It's quite interesting...

because we don't actually say it, til the last word of the sentence -

but I think it works? [Yeah...] - Okay... Have we got an interesting fact?

[Yeah, Yes] - what's our interesting fact? [65 million years ago?]

Okay there's an interesting fact - is there another interesting fact? [A flying reptile ?]

Flying reptile - and I love that almost emotive thing of 'ruling the sky' [agreemement] -

All right, okay - so we've got that.....

Put a tick there and put a tick there...

Have we got a rhetorical question? [Nooo] - No - but

we've worked out that we could have one if we wanted to, couldn't we?

What are you going to say Dimitri?

[A rhetorical question...

... is usually used to kind of 'hook a reader' - but if you save it

because it's the main topic, it's right at the last so people want to see - what it is and they're waiting kind of until the last word again ....] Ohh okay, okay...

So we didn't really need it, because we're hooking the reader already, through that interesting fact and everything - and then by mentioning the pterosaur at the end, it's a great segue

into going onwards - is that what you're saying?

[Yeah] - Yeah, okay, so I don't need to put a tick beside, but I'm not not putting across either because we know that we.... hey and do you think we've written it in a reasonably 'formalish' sort of way, or is it too formal... What do you reckon, Matthew?

[I think it's a perfect - I think it's formalish, because we've got - we could have just said something instead of 'Enter the pterosaur'... we put 'Enter the pterosaur', which is - not too formal and not too... not formal] - Okay, okay, yeah, yeah, yeah. Alright, I'm going to put a tick there... guys actually, I'm thinking - just going back a few steps - we're writing this report - what would be our purpose for writing? I was thinking about - are we trying to inform the reader? Or persuade the reader... or entertain the reader - or what are we trying to do?

[We're sort of going for inform and - a little

bit of entertainment as well.] - Okay so a mixture of inform - informing the reader - but also entertain them a little bit with interesting facts. Thank you.

Who do you think our readers for this are likely to be ?

[People who are interested in the pterosaur?] Okay, okay -

yeah - sorry... [Just the people who are interested in dinosaurs.]

In dinosaurs in general - yeah, yeah or in prehistoric times or whatever. Do you think they're kids of your age or younger or older? [I think adolescence] - Oh why do you think that Honey? [I think that this could Intrigue all ages because - it's the information that it includes and the topic itself it's.... intriguing for all, in my opinion.] Good, good - okay

so do you think the language and style we've used is

appropriate for what you're calling

adolescents? [Yes]. Okay what about you?

[Cause you've kind of got - a topic that littler kids would like

but then you've got facts that ... older people would, wanna know?] Yeah, yeah, yeah

and I'm thinking also, that probably people that don't know a great deal about pterosaurs already -

that's why I probably try and have to cover it all eventually. [Maybe primary school kids - to

intermediate school kids - maybe if they want to learn more about dinosaurs or if you're just reading a book to them, it would be interesting...]

Yeah, yeah. Thank you guys! Thank you very much indeed. What you've done....

- I've done my planning, so I'm ready to write my informational report, but it did need an introduction - you helped me work out from this one here - what should be in an introduction. You've actually helped me work out, by going back to our planning - what

what facts we could actually put into our introduction.

And I love the fact - the way that you actually just

created that sentence with and for me to help us actually introduce this interesting topic - Dimitri.

[Cause an introduction it doesn't have to necessarily be real large like as the kangaroo one...] Right!

[It just has to be able to hook people in...] Yeah, yeah - you're quite right,

buddy - that's right, so they know what we're writing

about - they go for it. Hey I'm going to leave it there.

You guys - I'll probably eventually get you to actually

have a go at your own introduction -

you might want to use some of our words there, or some of the ideas that we've come up with?

And then eventually, you will write

your own informational report!

Thanks guys - [Students together: Thank you]

[Filming, editing, subtitles and transcript by Sol Harris @ purpledog.co.nz]