Zoo - Shared Writing Lesson - Video Transcript

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Watch the video:

https://murraygadd.co.nz/working-with-students/shared-writing-lesson-zoo-year-7-8-students/

Ah, nice to have you all here guys.

Look I read this book to you before 'Zoo', by Anthony Browne - and we were

focusing on one of the characters. Which character were we focusing on Lucas? "The dad".

The dad - we could see him there, hey? And after

we read this book, we worked out all the things that we could about this Dad.

We worked out collectively: that he's dominating; He's loud; He's embarrassing; Oh, he's aggressive sometimes, in fact.

That he's a liar; That he's self-centred, and he tells bad jokes.

I know there's other things we could have worked out, but they were the main points that we came up with and everything.

Now, how do we work those points?

Because Anthony Browne didn't use any of those words.

Oh - I think he used embarrassing, at one stage. How do we work out? What reading skill did we use? Can you remember?

"Inferring". Ah, so we inferred. So what does infer mean Emma?

"It's like reading between the lines". Oh, so you gotta find the

clue. We found the clues in the story didn't we? And we worked out that this was telling us.

So that's what we do as readers. Now as writers what we're going to have a go at doing,

is taking those Clues and using them in a piece of writing, to

see if we can make this dad come alive.

So what's the word up there that we are doing? "Imply"

We are going to imply aren't we? And another

way of thinking about implying, is to 'show

not tell'.

Alright, okay.

Now let me have a think...

I know what my job is, the job

is to imply this guy's personality.

I know I've actually got to actually make all

these points down here about him,

come alive. I'd better give him a name.

Give me a name for him Joseph, any name.

"Bob" Bob, what were you gonna say?

Shall we go with Bob? Is Bob Okay?

Bob the Builder. All right. Okay now

where might this Bob be, 'cause I can't just write

Bob is a... blah blah blah. We've got to have

him doing something. Where could he be?

What do you reckon? "Maybe

at a theme park?" Oh, he'd be behaving very badly if he was at

the theme park wouldn't he? Where else could he be, Francis?

Can you think of somewhere he could be?

"In a park." - in just an ordinary park? "Yeah".

Where do you reckon Lucas? "He might be... at the zoo?"

He could - like the guy in the story!

I think he could be at the movies. Oh imagine him at the

movies.

He would be behaving very badly. I imagine

him moaning about the fact that

the ticket prices are too expensive!

I could see him moaning because

people are using their cell phones, but when

his goes off he doesn't just answer it, he speaks in

a very loud voice.

Um, I could imagine... I could imagine him

at a rugby match!

What would he be like at a rugby match? How would he behave? "Embarrassing"!

What would he do that would be embarrassing?

"Shouting your name?" Oh, so if you're

one of the players could be shouting your name? Any other ideas?

"He might run onto the field". ‘Hey, Ref...

you should have gone to Specsavers’. I can imagine him saying

things like that. Okay, so that's this

guy... Bob... Now let me have a think.

Where are we gonna place him? I know

I'm gonna pretend, that he's

arrived at your school - at our school

and that in fact, he is

standing over by that door there.

I'm going to imagine, he opens that

door, he looks around....

What the heng's he gonna say to us?

'Good morning, everyone. How are you?' I don't think so.

What might he say to us Lucas? "Tell us a bad joke?"

Tell us a bad joke - anyone else got any other ideas? What

do you reckon Alex?

"Ask what we're doing?" What are you guys doing?

All right, any other ideas? "Take over the teacher's job".

'Oh, well, that looks like an easy job. Give me your chair. '

It could say things like that. I might

go with his idea. Is that okay? What was your one again?

You've forgotten! Oh, I might have to prompt you

a little bit then. Your one was about asking what we

were doing. So, what's the actual sentence he's gonna

say? "What are you guys doing?"

'What are you guys doing?' All right. Okay well I'll

get that down. What - are - you - guys - doing -

said - Bob....

As what....

Now he's going to come into the

room. How's he going to come into the room guys? Is he going to walk

gently into the room? How's he going to come in Francis?

"Aggressively"? Oh, so you'd like

to put the adverb aggressively into it.

As he enters aggressively?

All right. Anyone got any other ideas?

"As he storms into the room." As he storms into the room?

As he stomps into the room?

As he comes in aggressively? Which one should

we go with Munro? "As he storms in?"

All right. Okay. Can we go with storms? As he storms....

As - he -

storms -

- into - the - room...

and...

Now I reckon he's gonna find a chair,

and he's gonna sit in it.

'As he storms into the room and sits nicely

in a chair'? I don't think so.

How's he going to go into this chair?

"Plonks himself down in the chair..." Plonks himself,

into the nearest chair... pushing Joseph

off it.... No, [laughing] we'll leave you out Joseph. Okay...

As he stomps.... Sorry... as he.... ??

"Plonks himself into the chair."

What's ‘plonks himself’ mean Alex?

"Like throwing your weight down". Yeah and

Urghhh like that? Alright, As he plonks himself into the chair...

And plonks - himself -

- into -

- a chair.

All right, guys, can you read this with me, please? All together:

'What are you guys doing?' says Bob,

as he storms into the room and plonks

himself into a chair?

Oh, look. look. look. I'm looking

at this word.... I'm looking at this word there "said",

I reckon we can do much better than "said".

What word would be a good one to use for him,

to show that he's a bit loud

and a bit aggressive. Yep?

"Shouted?" Right. ‘What are you guys doing?’ shouted Bob.

Any other ideas? "Yelled?"

Yelled Bob.

Any other ideas?

"Screamed". Screamed Bob. Which one

should we go with Francis?

Yelled? You wanna go with yelled. We'll go with you

because you've chosen it. All right

‘yelled, Bob’.

‘As he storms into the room and

plonks himself into a chair’.

All right. Are there any changes we need to make guys?

Well look I've noticed something. What I've

noticed is we've got ‘yelled’ and

then we've got ‘storms’ and we've got

‘plonks’. Now one of those is the past tense

and two of them are the present tense.

Which is the past tense one guys. "Yelled?"

How do we know it's past tense Lucas? "Because it has the 'ed' ".

Oh because it has the 'ed' on the end.

So we either change ‘yells’ yelled.

I'm giving you the answer now.... into what? "Yells"

‘Yells’ - or we change

‘storms’ and ‘plonks’ into ‘stormed’ and

‘plonked’. What do you want to do guys? Which one you

want to change Joseph? "Plonked"? Oh

you want to change those to the past tense? So

the whole thing's in the past tense? What do you reckon

Alex? "Ah yeah, the past tense".
Okay. What do you reckon Nay?

Ah yeah, past tense". Alright - we'll do it then. All

right, so I'll take the S out and I can put

ed and I put the S out and put....

Why do we do that guys?

Why have I made that particular change? What do

you reckon? "To make the

story make sense?" Yeah make sense, but also we're

looking for something beginning with "C" - Consis.....

You got something else in mind...?

Okay, I'll tell you then. We've got to try

and be consistent if we start with the past tense,

then we've got to keep going with the past tense, otherwise the

reader's likely to get muddled.

Now, is there anything else that

you want to do?

To change it?

Well, look I'm going to go back to this guys:

'What are you guys doing?', yelled Bob as he

stormed into.... do we need to say 'the room' or

'the classroom'?

Oh you reckon classroom? So all right I'll put that there, so

we're putting a bit more detail into it.... we're being

a bit more specific. 'And plonked' - now, I reckon we

can do better than just 'and plonked himself into a chair'.

''plonked himself into....' ''The teacher's chair''.

The teacher's chair!

Why not? And pushing the teacher away?

No, I won't go that far... [giggling] All right...' - plonked - himself -

- into - the -

- teacher's -

chair. All right. So we've made a few

changes anything else guys.

Well look guys. I'm sorry, but we've got some punctuation missing

haven't we? [Students agreeing] All right, you've

pick that up. You're being too polite to me to tell me! What have you

picked up Munro? ''The question mark and speech marks''.

Well come and do it.

Oh, okay. And I really like the fact that you actually

put the question mark inside the speech

mark there too. 'What are you

guys doing', yelled Bob as he stormed

into the classroom and plonked himself into the

teacher's chair.... Ohhh I've noticed something else

punctuation-wise - right down the

end. I've got a full stop, but there's

something else that's missing. "Teachers?"

Say it again. "Teachers?" What do I do ? "Put the T

in capitals?"

Oh.

Now that's a debatable point, good idea,

though.

Probably if I was talking "Hey Teacher" I

might put a capital. But we're just talking generally about teachers.

Good go though. But it is to do

with teachers. What have I left out?
"It's the curly part". "Go on...

What do you call that guys ? [Apostrophe] - An apostrophe and

why have we put it in there Alex? "So we can have a little break

... after the -

other sequence?" Oh, now buddy

that would be a really good idea if it was a comma.

But that's a good go though, because it looks like a comma just

up in the air, doesn't it. Yeah? "An apostrophe is when you're

saying that they own it". Oh, so

the chair belongs to the teacher. Is that

right? [Yes] Okay. Okay.

Now look, let's go back to here.

Which of these "What are you guys doing",

yelled Bob as he stormed into the classroom and

plonked himself into the teacher's chair.

Which of these points do you

think we've made come alive? We haven't got a bad joke in there,

but is there any hint that he's dominating?

What do you reckon, Lucas? "I reckon he's dominating".

How've you worked that out buddy? "Because he's just stormed into the room".

Oh, so there's your clue there: that he

stormed into the room.

Oh and he plonked himself into a teacher's

chair.

Okay. Okay. Have we got

anything that he's loud?

What do you reckon Alex? "Ah, yelled"?

Oh yelled's a nice one, isn't it? Yeah, that

indicates we can infer from that that

he's loud. He would be

embarrassing if his kid was in the classroom wouldn't he?

That would be incredibly embarrassing for your father to come

into the room like that. Um.... is he

aggressive in this.

What do you reckon Joseph? "Yeah, 'cause he plonked himself into the chair".

Alright so you get the idea of the

teacher might have had a chance.

Oh, he's not really a liar in this is he? Is he

self-centred? [Yes] How'd you work that out?

He plonks himself into the chair?

Oh, okay. Oh, so you took the

idea of plonking himself into the chair?

All right. So look guys, we've actually done that.

So look.... So do you think we've implied

his personality? [Yes]

Do you think someone reading this would get the

idea that these are the features of him?

Alright, I'm going to put a tick up there then. Yeah, we did

show not tell, but I'm just going to be a

bit more specific guys, with some of the things that

we've done. We've started with a question and

we've got a couple of actions there. So

I will get you guys eventually to

do that yourself. You don't need to call him Bob. You don't even

need to have him coming into the room. You could have him going anywhere,

if you wanted to. But I'm

thinking, what else have I done as a writer,

to make him come alive?

I'm looking at yelled, stormed

and plonked. What sort of words are those?

Are they adjectives? Are they nouns? "Verbs" -

Ah they're verbs - they're things that he does hey?

Now, do you know what?

By changing said to yelled - I reckon

we've created what I call strong

verbs, because they give you a really strong picture

in your mind. So I might write down

here, that we've used strong verbs.

Can you see anything else that we've done as writers there,

to try and make this work?

What do you reckon? "We changed - 'into a chair' - to 'into the

Teacher's chair". Oh, so we made... we did... What

do you call that when you make changes to your writing Francis? "Editing?"

Yeah, so we've edited haven't we?

So we've edited, basically for impact...

edited...

I'm going to say "for impact".

But of course, we've also - even by putting that word

'class' in - we've added a bit of detail. So I

might just put detail in here as well.

So guys, that's your job: Your job

is to actually take this guy here.

To actually write just a paragraph about

him, in which you imply his

personality.

There's his personality - and in yours, you

can look at him using some strong verbs.

Making changes for impact, and maybe

even adding a little bit of detail into

it and that as well. Alright, okay

Now, um, as I say you can

use our idea of a question and a couple

of actions if you want to, or you can do your own thing.

Thanks. I look forward to reading them.

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