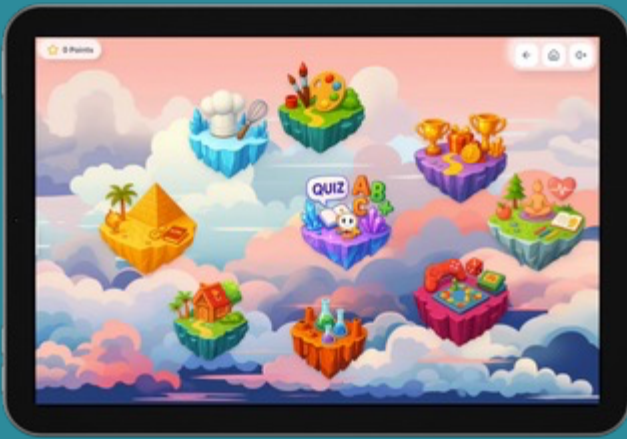


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Authors Bend the Pattern - Year 6

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Teacher guide · Set up and lessons 1-2

Purpose

Students analyse a deliberate departure from familiar narrative or persuasive order. They explain how event order changes reader knowledge and expectation, with evidence and a possible trade-off.

Equipment and preparation

Provide both complete original Greenhouse Door texts, the display, worksheets, workshop cards and pencils. Read the two stories before teaching. Optional word processing is an access support, not a different target.

Lesson 1 · Establish a comparison model · 45-60 min

Elicit prior knowledge: narrative, report, explanation and persuasion. Without showing answers, ask what readers know in the first lines of each Greenhouse story. Model time order versus told order with the display. Read the time-order story and opening of the adapted story. Partner identify the Friday warning and Monday crash, then explain one difference aloud. Collect one visible response from each learner.

Check and response

Ask: “Which event happened first, and which is told first?” If a learner only says “narrative”, return to the two exact opening details; do not reteach every genre.

Lesson 2 · Read a changed opening · 45-60 min

Read the complete adapted story. Mark the opening crisis, the “On Friday at lunch” move and the sentence that catches up. Think aloud what readers know at each point. Students complete the guided map, then explain how a delayed claim in a different appeal could work.

Access

Allow oral rehearsal and a partner reading of the corpus before independent writing. Keep the evidence–effect explanation as the common target.

Teacher guide · Lessons 3-5

Lesson 3 · Track reader knowledge · 45-60 min

Demonstrate one whole workshop turn, including the weak answer “it is a narrative” and its correction with a detail, reader question and possible cost. Students complete the core map and explain three cards each. Listen for the reasoning, not merely turn-taking.

Lesson 4 · Weigh benefits and costs · 45-60 min

Use Priya’s garden-gate appeal as a fresh case. Model how the waiting classmates make the need concrete before the request. Students complete the fresh-case page and repair the rigid-template answer. Give one specific correction, then ask for a new application.

Lesson 5 · Independent evidence · 45-60 min

Retrieve the success criteria without showing answer pages. Students independently read the bridge case, explain the adaptation and effect, then write a complete 120–160-word account and justify revise their opening. Apply the learning-evidence rubric and record a specific next step.

Support, core and extension

Support: oral planning, story protocols and spelling access. Core: complete coherent account plus independent rationale. Extension: compare a plausible alternative order and trade-off. Accept an accessible response mode and justified alternative interpretation.

Marking decision

Look for a correct contrast between told and actual order, an exact detail, a reasoned reader effect, coherent complete writing and a substantive revision. The red pages are examples, not the only valid answers. Do not grade effort, neatness or an accepted dialect.

Teacher guide · Workshop key

Card check routine

For every card, the partner asks: What is the usual order or direct claim? What changed? Which concrete detail supports your reading? What may the reader gain, and what could it cost?

A-F sample checks

A: found map before search → mystery / delayed cause. B: heat before shade request → concrete need / delayed claim. C: finish before missed turn → curiosity / unclear path. D: apology before breakage → question / delayed context. E: empty bottles before station request → need / delayed proposal. F: reunion before search → relief / reduced search suspense.

G-L sample checks

G: lights return before cut → result first / delayed cause. H: turned away reader before library-hours proposal → personal need / delayed claim. I: rescue before warning → urgency / context withheld. J: count arguments before screen-time claim → fair-mindedness / claim delayed. K: damaged beds before fence inspection → concern / cause withheld. L: encore before lost music → outcome first / rehearsal story delayed.

Common misconception

A genre label or a right-but-on-introduction-reasons-conclusion does not explain why this writer chose this order. Ask learners to point to the first detail, the delayed information, and the audience effect.

Record the next step

If order is wrong, compare the opening sentences with the time line. If evidence is vague, request a quotation or exact detail. If effect is unsupported, ask what a reader knows at that moment. If writing is incomplete, keep the same target and offer an oral plan.



Same events. Different opening.



A writer can change when we learn the cause.

TIME ORDER

Friday: Nia notices a loose greenhouse latch.

Monday: wind throws the door open.

The class repairs it.

MIDDLE-OF-ACTION OPENING

The door crashes.

Seedlings slide.

Only then do we learn Nia noticed the loose latch on Friday.



Order of events → What readers know → What readers expect



Explain the effect with a detail from the text, not just a genre label.

The Greenhouse Door

Time-order version • 1 of 3

On Friday at lunch, Nia carried a tray of tomato seedlings into the school greenhouse. She set it beside the door so her class could move the small plants into larger pots on Monday. The sky outside was clear, but a notice on the classroom board warned of strong winds after the weekend.

As Nia turned to leave, the top latch rattled. She pushed the door shut, and it creaked only after a second try. Arun, who was sorting seed labels, heard the sound too. "That latch is loose," he said. Nia agreed and he told Lewis Chen, who said the class would bring the tool trolley after lunch and check it. The bell rang before they could return. Nia wrote "greenhouse latch" on the corner of her notebook, meaning to mention it again on Monday.

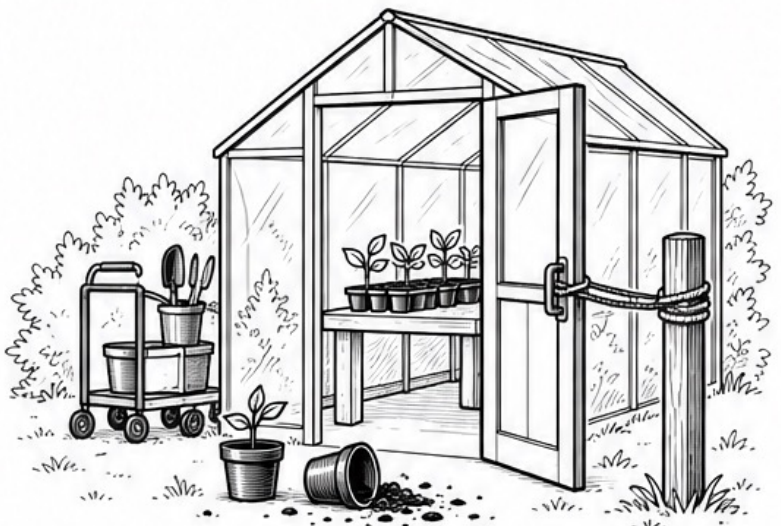


The Greenhouse Door

Time-order version • 2 of 3

On Monday morning, gusts bent the trees along the path. Nia carried her notebook; Arun carried the seed labels. Before the class reached the greenhouse, the door slammed against its frame. The top latch slipped free. The door swung open, and its edge caught the table holding the seedling tray. Pots slid towards the floor.

Arun braced the door with both hands. Nia caught the tray, but two pots tipped over and spilled soil. She called to Ms Chen, who moved the rest of the class away from the doorway. Nia saw the tool trolley outside the nearby shelter. With Ms Chen watching, she took a length of cord and tied the door handle to a sturdy post. The cord held the door still long enough for everyone to move the tray to a higher shelf.



The Greenhouse Door

Time-order version • 3 of 3

Ms Chen secured the faulty latch with a replacement bolt from the trolley. Arun swept the spilled soil while Nia replanted the two seedlings. Their stems were bent but unbroken. Once the door stayed shut through another gust, the class began its planned work.

Nia showed Ms Chen the note in her notebook. “I noticed the latch on Friday,” she admitted. “I should have reminded you before we brought the plants in.” Ms Chen thanked her for saying so. The class agreed to report a loose frame immediately and keep trays away from doors until a repair was checked.

On the way back, Arun said the seedlings had survived a rough start. Nia looked at the two small plants standing upright in their pots. She was relieved, but she also understood why a reminder written in a notebook mattered only if she used it.



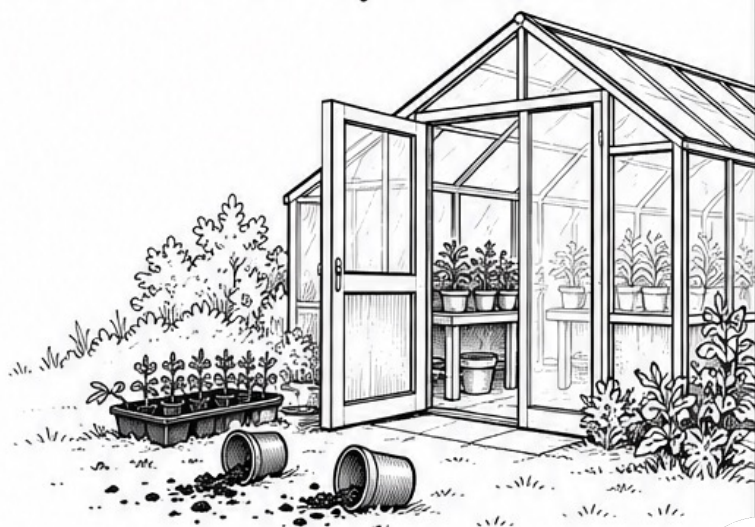
The Greenhouse Door

Middle-of-action version • 1 of 4

The greenhouse door crashed against its frame. A tray of tomato seedlings skidded towards the floor, and Nia lunged for it. Beside her, Arun caught the door with both hands. The wind pushed so hard that his shoes slid on the path.

Two pots fell. Soil scattered across the threshold. Nia caught the rest of the tray and called for Ms Chen. Why had the door flown open when the class was still walking towards it? Nia already knew part of the answer. She had heard that latch rattle before.

On Friday afternoon the weather had been calm. Nia had carried the same tray into the greenhouse and left it beside the door, ready for Monday's potting lesson. A notice on the classroom board warned of strong winds after the weekend, but the clear sky made the warning feel distant.



The Greenhouse Door

Middle-of-action version · 2 of 4

As Nia turned to leave on Friday, the top latch rattled. She pushed the door shut, and it clicked only after a second try. Arun was sorting seed labels. “That latch is loose,” he said. Nia agreed. They told Ms Chen, who said the class would bring the tool trolley after lunch and check it. Then the bell rang. They did not return. Nia wrote “greenhouse latch” on the corner of her notebook, meaning to mention it again on Monday.

Monday arrived with gusts that bent the trees along the path. Nia carried her notebook; Arun carried the seed labels. Before the class reached the greenhouse, the door slammed. The latch slipped free, the door swung open, and its edge struck the table. The seedling tray slid. That was the moment Nia had rushed to catch it.

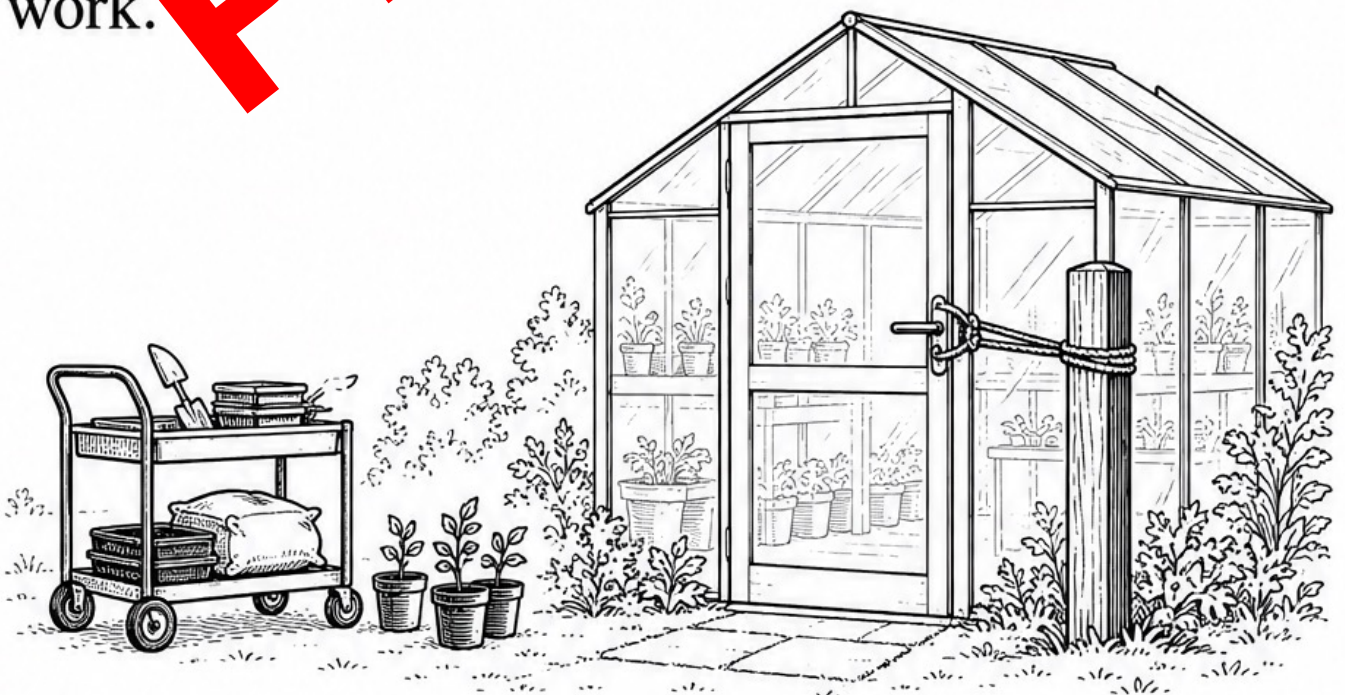


The Greenhouse Door

Middle-of-action version • 3 of 4

Arun kept bracing the door. Ms Chen moved the rest of the class away from the doorway. Nia spotted the tool trolley under the shelter. With Ms Chen watching, she tied the door handle to a sturdy post with a length of cord. The cord held while they moved the tray to a higher shelf.

Ms Chen secured the faulty latch with a replacement bolt from the trolley. Arun swept up the spilled soil, and Nia replanted the two tipped seedlings. Their stems were bent but unbroken. Another gust hit the greenhouse; this time the door stayed shut. The class began its planned work.



The Greenhouse Door

Middle-of-action version • 4 of 4

Nia showed Ms Chen her notebook. “I noticed the latch on Friday,” she admitted. “I should have reminded you before we brought the plants in.” Ms Chen thanked her. The class agreed to report a loose fitting immediately and keep trays away from doors until a repair was checked.

On the way back, Arun said the seedlings had survived a rough start. Nia saw the two small plants standing upright. Relief came first, then she understood that a written reminder mattered only if she used it.



Name: _____

Reader-knowledge map • Guided

Use both versions of The Greenhouse Door. Say what readers know and what is still hidden.



1. Before Monday's gust in the time-order version, what warning does the reader know?

2. At the crash in the middle-of-action version, what danger does the reader see?

3. Which Friday detail revealed only after the crash?

4. How does that delayed detail change your view of Nia's actions?



Use a story detail to support each decision.

Reader-knowledge map • Guided

Use both versions of The Greenhouse Door. Say what readers know and what is still hidden.



1. Before Monday's gust in the time-order version, what warning does the reader know?

Strong winds were forecast; Nia and Arun noticed a loose latch on Friday.

2. At the crash in the middle-of-action version, what danger does the reader see?

The door crashes and the tray of seedlings slides towards the floor.

3. Which Friday detail revealed only after the crash?

Nia and Arun had already noticed the loose latch on Friday.

4. How does that delayed detail change your view of Nia's actions?

Nia now seems aware of a risk she did not follow up; the delay changes our judgement.



Use a story detail to support each decision.

Name: _____

Reader-knowledge map • Core

Work independently. Use the two complete greenhouse stories.



1. What event is told first in the adapted version?

2. What event happened first in time?

3. Which words signal the return to Friday?

4. What does the reader still not know after the first crash?

5. Where does the telling catch up to its opening moment?

6. Name one gain and one cost of delaying the cause.

PREVIEW

Reader-knowledge map • Core

Work independently. Use the two complete greenhouse stories.



1. What event is told first in the adapted version?

The greenhouse door crashes and the seedling tray slides.

2. What event happened first in time?

On Friday, Nia brings the tray into the greenhouse.

3. Which words signal the return to Friday?

On Friday at lunch

4. What does the reader still not know after the first crash?

Why the latch failed, and that Nia had noticed it before.

5. Where does the telling catch up to its opening moment?

That was the moment Nia had rushed to catch it.

6. Name one gain and one cost of delaying the cause.

Gain: urgency and curiosity.

Cost: temporary confusion about the cause.

PREVIEW

Name: _____

Reader-knowledge map • Transfer



For each NEW case, identify the changed order and explain its effect with evidence.

1. Mara hid the torn banner at the final whistle. Earlier, she had pinned it to a loose fence.

Which event is told first, and what question might the reader ask?

2. A school shade appeal begins with children searching for a cover for lunch. The request for a shade sail comes later.

What claim is delayed, and why might the help?

3. The lights returned as Sam found the switch. The next paragraph takes us back to the power cut.

What uncertainty does this opening create? Give one possible cost.



Reader-knowledge map • Transfer



For each NEW case, identify the changed order and explain its effect with evidence.

1. Mara hid the torn banner at the final whistle. Earlier, she had pinned it to a loose fence.

Which event is told first, and what question might the reader ask?

Mara hides the torn banner first; readers wonder how it tore.

2. A school shade appeal begins with children searching for cover for lunch. The request for a shade sail comes later.

What claim is delayed, and why might the delay?

The shade-sail request is delayed so readers see the need first.

3. The lights returned as Sam found the switch. The next paragraph takes us back to the power cut.

What uncertainty does this opening create? Give one possible cost.

Why the lights failed stays unknown; the delay may confuse readers.



Author adaptation workshop

Every turn needs an explanation.

SAME IDEAS

DIFFERENT ORDERS

NEW PERSPECTIVES

Different choices.
Deeper meanings.
Stronger stories.

A
FRESH
WAY
TO TELL

SET UP: Work in pairs. Place the 12 challenge cards face down.
Keep the mentor stories nearby.

1



Pick a card and read its event or claim.

2



State the usual order, then describe the changed opening.

3



Explain what readers know first, what is delayed, the likely effect and one possible cost.

4



Your partner checks for a specific detail and a reason. Improve one weak answer, then swap.

Worked turn



Greenhouse: Begin with the creaking door, then reveal Friday's loose latch. Readers first see danger and wonder why it happened. Delaying the cause creates urgency but may briefly confuse.

Partner-check

- ☐ Did your partner include a specific detail from the card?
- ☐ Did your partner give a reason for the likely effect or cost?



Be helpful. Be specific. Build better ideas.

Finish: Finish when each partner has explained three cards and revised one explanation.



TURN EVENTS

DEEPEN IDEAS

GROW READERS

Stories
can grow
different ways.

A genre label alone is not an explanation.



Workshop challenge cards · A-F



A

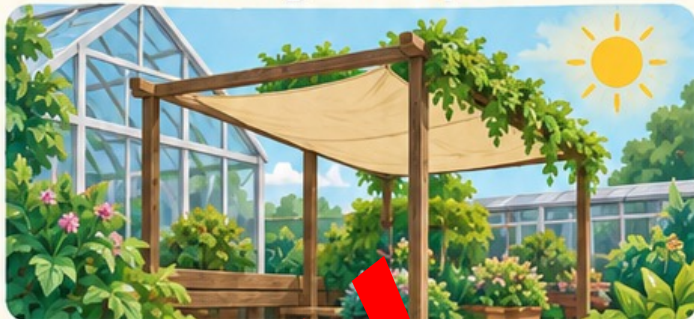
Lost map: Open with the map found under a bench; then show the search.



Effect? Evidence? Cost?

B

Shade appeal: Show pupils searching for cover before stating the request.



Effect? Evidence? Cost?

C

Race story: Open at the finish; then reveal the missed turn.



Effect? Evidence? Cost?

D

Apology: Begin with 'I'm sorry'; later reveal the broken display.



Effect? Evidence? Cost?

E

Refill appeal: Show empty bottles before naming the proposed station.



Effect? Evidence? Cost?

F

Dog reunion: Begin at the gate; then return to the search.



Effect? Evidence? Cost?



Workshop challenge cards · G–L



G

Power cut: Open when lights return; then explain how they failed.



Effect? Evidence? Cost?

H

Library hours: Show one reader turned away before the proposal.



Effect? Evidence? Cost?

I

Camp hike: Begin with the rescue; then reveal the ignored warning.



Effect? Evidence? Cost?

J

Screen time appeal: Begin with a counter-argument before your claim.



Effect? Evidence? Cost?

K

Garden fence: Show the damaged beds first; inspect the gap later.



Effect? Evidence? Cost?

L

Concert story: Open at the encore; then explain the lost music.



Effect? Evidence? Cost?

Explain a structure choice • Fresh case

At lunchtime, Priya stood beside the garden gate as five classmates waited with watering cans. One by one, they turned sideways to squeeze through. Only after describing that scene did Priya ask the school council to widen the gate. Her next paragraph explained when the class uses the garden and suggested measuring the entry before deciding on a change.



1. State the request that was delayed. Quote or name the detail that comes first.

2. Explain one likely benefit of starting with the scene for this audience.

3. Explain one possible cost of delaying the request. Would you keep this opening? Why?

Explain a structure choice • Fresh case

At lunchtime, Priya stood beside the garden gate as five classmates waited with watering cans. One by one, they turned sideways to squeeze through. Only after describing that scene did Priya ask the school council to widen the gate. Her next paragraph explained when the class uses the garden and suggested measuring the entry before deciding on a change.



1. State the request that was delayed. Quote or name the detail that comes first.

The request to widen the gate is delayed. Five classmates waited and turned sideways.

2. Explain one likely benefit of starting with the scene for this audience.

The scene helps the council picture the access problem before the proposal.

3. Explain one possible cost of delaying the request. Would you keep this opening? Why?

Cost: the request is unclear at first. I would keep the short scene, then state the request promptly.

Name: _____

Repair the rigid-template answer



A weak response

This is persuasive because it has an introduction, reasons and a conclusion. Every persuasive text should use that order.

1. What does this response fail to explain about Priya's opening?

2. Rewrite it as two or three sentences using an exact detail, the delayed request and a reader effect.

3. Give one alternative opening order and explain one benefit or cost.

A structure is a choice serving a purpose, not a fixed rule.

Repair the rigid-template answer



A weak response

This is persuasive because it has an introduction, reasons and a conclusion. Every persuasive text should use that order.

1. What does this response fail to explain about Priya's opening?

It names generic stages but ignores the delayed request, evidence and reader effect.

2. Rewrite it as two or three sentences using as much detail, the delayed request and a reader effect.

Priya first shows five classmates squeezing through. Delaying the request to widen the gate helps the court see the problem before the proposal.

3. Give one alternative opening order and explain one benefit or cost.

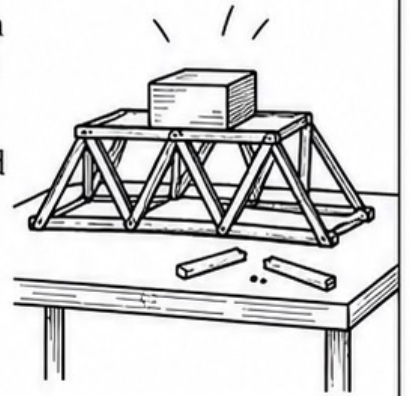
She could state the request first for clarity, but readers would see less concrete need at the start.

A structure is a choice serving a purpose, not a fixed rule.

Assessment • Unfamiliar structure

Name: _____

At the school showcase, the model bridge folded under its final wooden block. Leo grabbed the tray before pieces rolled off the table. How had the strong-looking support failed? The story steps back to Thursday. Leo had seen a hairline crack in one strip. With little time left, he painted over it instead of replacing it. On showcase day, he set out the bridge and asked for the final test. When the strip broke, his teacher cleared the table. Leo admitted what he had done, and the group rebuilt the support before retesting.



1. What event is told first? Which earlier event is delayed?

2. Quote one detail that changes how we understand Leo's choice.

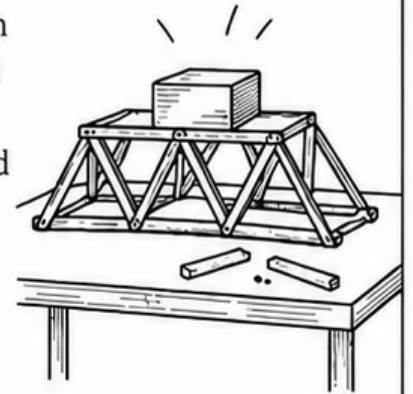
3. Explain one likely effect and one possible cost of this opening for a reader. Use *evidence*.

Explain the adaptation and its effect, not just a genre label.

Assessment • Unfamiliar structure

Name: **ANSWERS**

At the school showcase, the model bridge folded under its final wooden block. Leo grabbed the tray before pieces rolled off the table. How had the strong-looking support failed? The story steps back to Thursday. Leo had seen a hairline crack in one strip. With little time left, he painted over it instead of replacing it. On showcase day, he set out the bridge and asked for the final test. When the strip broke, his teacher cleared the table. Leo admitted what he had done, and the group rebuilt the support before retesting.



1. What event is told first? Which earlier event is delayed?

The bridge folds first. Thursday's crack and Leo's decision to paint over it are delayed.

2. Quote one detail that changes how we understand Leo's choice.

Leo had seen a hairline crack in one strip but painted over it instead of replacing it.

3. Explain one likely effect and one possible cost of this opening for a reader. Use *evidence*.

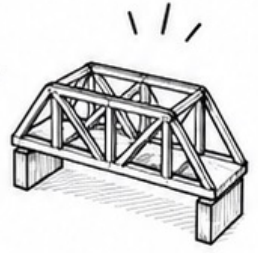
The collapse creates surprise and a question about the cause. Revealing Leo's earlier choice changes our judgement; delaying it can briefly confuse readers.

Name: _____

Assessment • Write and revise

Using the showcase events, write a complete 120–160-word account. Choose a time-order or middle-of-action opening. Keep the facts accurate.

Crack noticed Thursday → painted over → final block at showcase → bridge folds → Leo admits choice → support rebuilt and retested.



My complete account

PREVIEW

Why I chose this opening

Name a detail, what the reader knows first, and the intended effect.

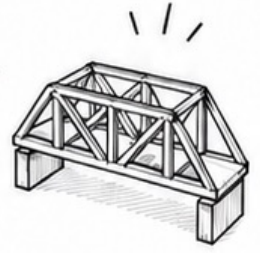
One substantive revision

Change one sentence or order choice to better match that effect; explain why.

Assessment • Write and revise

Using the showcase events, write a complete 120–160-word account. Choose a time-order or middle-of-action opening. Keep the facts accurate.

Crack noticed Thursday → painted over → final block at showcase → bridge folds → Leo admits choice → support rebuilt and retested.



My complete account

At the school showcase, the model bridge folded beneath the final wooden block. Leo grabbed the tray before any pieces rolled away. For a moment, the group could only stare at the broken support. Why had it failed? On Thursday, Leo had noticed a hairline crack in one strip. He worried there was not enough time to replace it, so he painted over it. At the showcase, he set out the bridge and asked for the final test. The crack gave way under the block. His teacher cleared the table, and Leo told the group about his choice. They rebuilt the support before retesting. Leo wished he had spoken up when he first saw the crack. The painted surface had hidden the problem from others, but it had not made the bridge sound.

Why I chose this opening

Name a detail, what the reader knows first, and the intended effect.

The collapse comes first so readers ask why it happened. Thursday's crack later changes our judgement of Leo.

One substantive revision

Change one sentence or order choice to better match that effect; explain why.

I replaced a vague failure sentence with "The crack gave way under the block" to make the cause clear.



Learning evidence rubric

Name: _____

	Needs teaching	Developing with support	Target met independently
Concept/accuracy	Names a genre only or misreads event order.	Finds a familiar change with a prompt.	Identifies the actual departure in a fresh case.
Application/procedure	Account or explanation is incomplete.	Completes an account with staged prompts.	Writes a coherent complete account and explanation.
Reason/evidence	Gives a guess or label without evidence.	Names a detail that needs help linking	Shows a precise detail, choice and reader effect.
Transfer/communication	Reader cannot follow the response.	Clear with support; fresh case remains insecure	Communicates independently and revises one mismatch.

Observed evidence

Targeted next step

Use evidence; do not grade effort, neatness or an accepted dialect.

Authors Behind the Pattern



Authors Read the Pattern Quiz

