Literacy – Week 7

Story writing

Overview

This PowerPoint details the children's literacy lessons for this week. Each week they will focus on a genre, using a video or book study. The document separates the learning into 5 days, including a learning objective, 'teaching input' and task.

The work should be mostly independent, although your child may need some support for certain tasks. The children may choose to focus on a day at a time, or complete consecutive days at once – however this suits your home learning timetable.

Please contact me if you require further assistance.

Adventures are the pits
https://www.youtube.com/watch?v=5zr9aiWQ8Tw

Day 1

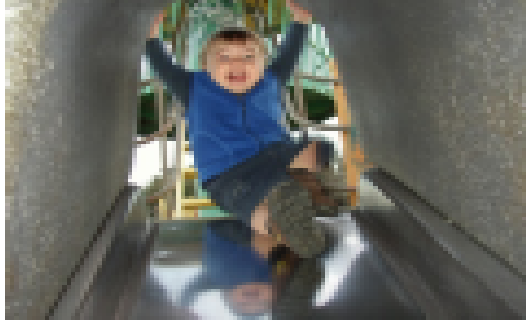
LO. To be able to story board the main points of the film.

Children produce story boards detailing the main points of the story

- Replay the film ‘Adventures Are The Pits’ if necessary.
- Challenge the children to tell you what happened in the story using a maximum of 8 sentences.
- This will help the children to summarise and identify the key points of the story.
- Remind the children of story structures (introduction, build-up, dilemma/problem, resolution).
- Listen to children using full sentences and time conjunctions to tell the story.

- Gather feedback from children. Could they tell the story in 8 sentences or less?
- Explain that they will be storyboarding the main events from the film today. Begin to model how to this using both sentences and pictures on resource.
- Ask children for their full sentences e.g. In the beginning, the boy was afraid to go down the slide. He stood at the top for a long time.
- Write these in the appropriate boxes (they may not fill them all). Talk to the children about sequencing language. How can we show that time is passing by? (this does not have to be printed- you can create your own!)
- Look at and discuss given resource if you are unsure.

The boy stood at the top of the slide. He was afraid to go down.



After what felt like forever, the boy felt brave enough to slide down. It was the most exciting, but terrifying, thing he had ever done!

Task

- Use the shared write to create a story board.
- Include the key parts of the story using pictures and words.
- Emphasis needs to be placed upon the writing and not on the drawing of pictures.

Task

- Independently retell the story using a story board template – use full sentences and pictures.
- Emphasis needs to be placed upon the writing and not on the drawing of pictures.

Task

- Independently retell the story using a story board template –use full sentences including time conjunctions to move the story forward and pictures.
- Emphasis needs to be placed upon the writing and not on the drawing of pictures.

Plenary –

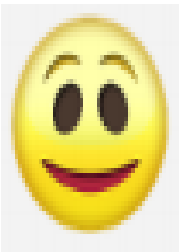
Ask the children to pick out their sequencing language.

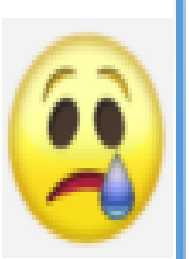
Day 2

LO. To be able to infer characters thoughts, feelings and motives.

Children explore the characters thoughts and feelings during the main events.

- Re watch the film if necessary.
- Recap on all that has been said about the thoughts and feelings of the boy throughout the story. How did he feel in the beginning/middle/end?
- How will the events of the story change him moving forward? Together create an emotions graph – mapping the changing feelings of the boy.
- Use resource to do this.





Beginning Middle End

- Explain to the children that they will be hot seating the boy from the film and they will have the opportunity to ask him some questions about his experience that day.
- You might want to come up with some questions together at this point before working independently e.g. Explain why you were afraid to slide down the slide? Tell me more about how you felt when you finally went down it? What made you feel brave enough to climb out? What did it feel like when you realised where you were? Discuss open and closed questions.
- Give the children examples of each.
- Remind children that we are focusing on the thoughts and feelings of this character and that their questions should reflect this. After children are confident send them away to write some of their own questions

Task

- Use/write questions which have been thought up together/pre-prepared. They record the answers independently.

Hot Seat Questions

Can you think of some questions to ask the boy from 'Adventures Are The Pits?'
Remember to include questions about his thoughts and feelings!

Q:_____

_____

A:_____

_____

Q:_____

_____

A:_____

_____

Q:_____

_____

A:_____

_____

TASK

Think of your own questions to ask the boy about his thoughts and feelings.
Record your ideas using full sentence answers.

Hot Seat Questions

Can you think of some questions to ask the boy from 'Adventures Are The Pits?'
Remember to include questions about his thoughts and feelings!

Q:_____

_____

A:_____

_____

Q:_____

_____

A:_____

_____

Q:_____

_____

A:_____

_____

TASK

Think of your own open questions to ask the boy about his thoughts and feelings.
Record their ideas using full sentence answers.

Hot Seat Questions

Can you think of some questions to ask the boy from 'Adventures Are The Pits?'
Remember to include questions about his thoughts and feelings!

Q:_____

_____

A:_____

_____

Q:_____

_____

A:_____

_____

Q:_____

_____

A:_____

_____

Plenary

- Children should take it in turns with a grown up to play the character/ask questions. Children should record the answers.

Day 3

LO. To be able to use ‘show, don’t tell’ to build tension.

Children create ‘show, don’t tell’ paragraphs about different emotions.

- Re watch the film from 0.15s to 1m52s.
- Explain that you have looked at describing the action sequence of this section of the film.
- Today you are going to focus more upon the character. Tomorrow you will use all of the writing we have done in the unit to help create the narrative for the film.
- In books write a different word: Worried, excited, afraid, determined. Tell the children that these are 4 of the emotions felt by the boy throughout the film.
- Watch the film again and see if the children can point out when they think the boy might be feeling one of these emotions. Worried- as he is stood at the top of the slide, excited- as he travels down the slide, afraid- when he enters the cave, determined- when he is climbing the ball mountain.

- Next tell the children they are going to think about what happens to our bodies when we experience these emotions.
- Ask the children to write onto the words anything that they think people might do when they experience that emotion.
- Focus on the body. Give examples for WORRIED such as biting nails, knees trembling slightly, breathing faster, chest feels tight, put your head in your hands etc.
- Give the children 5-10 minutes to put as many things as they can onto the words.

- Next look at resource on next slide.
- Explain that, today, the children will be writing short sections of ‘show, don’t tell’ writing to explain these different emotions and build tension. Can the children see the difference between the two?
- Look at how the different elements from the Worried poster have been combined. Explain that we don’t actually see all of this going on, but it is helping us to build the picture for the reader.
- Look at the use of the coordinating conjunction and to join ideas. Remind the children NOT to use the emotion word they are writing about

Worried

Showing

Jamie clung to the top of the slide. His knuckles were white and his legs were trembling. His breathing had started to increase and he could feel his heart hammering in his chest. Looking down the slide, his eyes widened and he took one last long deep breath before diving into the darkness.

Telling

Jamie was worried about the size of the slide. He took a deep breath before diving into the darkness.

- TASK
- Use this resource to help you to create a short paragraph of writing about the boy being afraid inside the cave.
- Encourage the children to include at least 5 of the elements from resource.

- TASK

Try to write a ‘show, don’t tell’ paragraph for one of the emotions of your choice.

- TASK
- Try to create a ‘show, don’t tell’ paragraph for two of the emotions.
- They should also look to use conjunctions to join ideas.
- Encourage the children to think about sentence openers

Plenary

Children to read a paragraph to the rest aloud.

Can the children determine which of the emotions the they have talked about?

Day 4

LO. To be able to write an action section of narrative in the third person.

The children will create the opening, build up and problem for their story.

- Tell the children that today they will combine the work they have done to write the section of the story from 0.15s to 1m52s.
- Ask the children to look back at their work from lesson 4, 5 and 8, from the last 2 weeks.
- They will be using this to help them create their narrative.
- Ask the children to come up with as many different ways of showing that time has moved on quickly. Can they think of 6 in their pairs? Show Resource. Did they get any from the list? Have they got any to add?

Showing a short time has passed

Several moments passed
A few seconds later
Just after that
A little while later
Within moments
Suddenly
Then
As quick as a flash
Seconds ticked by
In the blink of an eye
Seconds flew by
After a minute or so
Moments flew by
After a short time
Within seconds
In a matter of moments
Several seconds elapsed

Explain to the children that they will be retelling the story today, writing in the third person and including the main points.

At this point explain to the children what they will need to include – the features you are looking for. E.g. written in the third person, events in the correct order etc.

You could create a checklist together. .

Look together at resource.

Point out that it is an combination of the work from lessons 4, 5 and 8, in particular. The piece includes action chains, expanded noun phrases, similes, ‘show, don’t tell’ and the passage of time.

Explain that these are the things you will be looking for, in particular, when you look at the children’s writing.

Show the children how you have directly taken the work from lessons 4, 5 and 8 to help write the piece. There are very few additions made.

Look at how you have selected the sentences and where to put them. Explain that the children might not have written about worry to begin with and so they might want to use the skills from lesson 8 to write a sentence to show how worried the boy was.

Also explain to the children that they do not have to finish the story by climbing out of the pit. They might want to use a rhetorical question to finish like the example.

Jamie clung to the top of the slide. His knuckles were white and his legs were trembling. His breathing had started to increase and he could feel his heart hammering in his chest. Looking down the slide, his eyes widened and he took one last long deep breath before diving into the darkness. Seconds later, he was tumbling down the slide, wailing loudly. His eyes were screwed tightly shut. The journey down red slide was like slipping down a giant's throat. His arms dragged behind him, trying to stop the fall but at the same time filled with excitement.

At the end of the slide, the bright, colourful balls were hiding a secret and moments later, he burst through the top layer of balls and down into a dark cave. Inside the gloom, was an enormous, towering ball mountain as tall as a skyscraper. Jamie's howling body bounced over and over against the surface, until he landed, flat on his face, with a yelp and a THUD! How vast the cave was! Scattered everywhere were lost objects. A half eaten lollipop, which was as sticky as glue, fell from out of nowhere. From above him, a filthy plaster peeled slowly off the mountain of balls and fell onto his face. Yuck! An old, green boomerang made the perfect foothold for climbing. All around him, the scary, suffocating darkness was creeping in. Was there any escape?

- Task
- Use your prior work to help write a short narrative about the ball pit.
- Adult support should be used to help encourage expanded noun phrases and some show, don’t tell sentences.

- Task
- Use your prior work to help write a short narrative about the ball pit.
- Expect that the children will use expanded noun phrases, at least one simile, action sequences and show, don’t tell.

- Task
- Use your prior work to help write a short narrative about the ball pit.
- Expect that the children will use expanded noun phrases, at least one simile, action sequences and show, don’t tell.
- The children should show passage of time and include conjunctions to join ideas.
- There should also be an emphasis placed upon flow and using a variety of sentence openers.

Plenary

- Look at the checklist created together. Have they included the correct features? Highlight use of sentence structures

Day 5

LO: To be able to edit and improve a piece of writing by responding to feedback.

Children use editing stations to re-read and improve on their ideas.

- Explain that the room has been split into different stations. (if you can- or just show each station on the next slides)
- Children will be allowed to move around the room and edit/improve their work depending on their feedback.
- Different coloured pens could be used to show edits.
- Next, ask the children to read their work in a mumble voice. Can they hear any errors or things that they think need to change?

Punctuation Station

C . ! ? “” , ; : …

Punctuation Station Steps

1. Re-read your work.

2. Do your sentences make sense? Have you used spaces between words?

3. Check that you have put a capital letter to show the beginning of each new sentence.

4. Check that you have put a . ! Or ? on the end of each of your sentences.

5. Are your letters the right way around? Are they the right size?

a b c d e f g h i j k l m n
o p q r s t u v w x y z

Do my sentences make sense?

Rewrite station

Rewrite Station Steps

1. Read your sentences. Do they make sense? Have you missed any words or put extra words in? Do you need to change anything?

2. Check your sentence openings. Have you used different words to start your sentences? Do you need to change anything?

3. Have you missed anything out? Does each paragraph feel finished or do you need to add in a little more detail?

Improve vocabulary and phrases station.

Vocabulary Station Steps

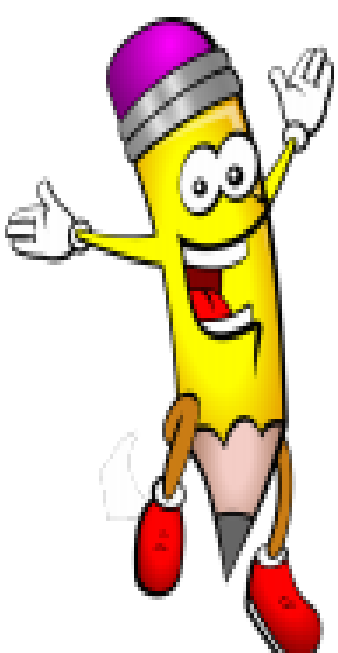
1. Have you used powerful verbs? Do you need to change any vocabulary so that it sounds more powerful?

2. Have you attempted to use any joining words (conjunctions) to help you join two ideas together?

3. Have you used simple sentences? Could you develop some to include more information?

4. Have you included expanded noun phrases?

5. Have you use a simile?



Spelling Station

I can use a dictionary!

Spelling Station Steps

1. Read through your work to check your spellings. Underline any words which you are unsure of.

2. If you are unsure about the spelling, check the sounds in each word. Have you used the correct spelling of the sound/phoneme? Have you missed anything?

3. Pay extra careful attention to words with a double letter, homophones and verbs. All of these can be tricky.

4. Use a dictionary to help you to check the correct spelling or ask an adult to help you.

- Look at each of the station steps sheets, so that the children understand what they need to do.
- Talk through what they need to do when they get to each table. Show children how to make edits.
- If a sentence needs to be rewritten, show them how to do it.
- Model how to scan for missing punctuation and add it in.
- Recap on using dictionaries

- TASK
- With adult support make some edits to spelling and punctuation.
- Re-read your writing to check it makes sense.

- TASK
- Make assured revisions: responding to feedback.
- Use the stations to edit and improve your work asking for help when needed.

- TASK
- Make assured revisions: responding to feedback.
- Think about all aspects of your work.

- Plenary
- Look at their edited and improved work.
- Ask children to identify why the writing is now improved.