



Objectives		Extra Information
<p><b>Lesson 3 – Whole Class Version.</b></p>	<p><b>GUIDANCE</b> - You can use the scenarios in your pupil's stories in the future as the basis for real-world conversation on potentially how to deal with theoretical situations that may put a strain on our physical or emotional wellbeing.</p>	
<p><b>L.O:</b></p> <p>To Write The First Draft Of Your Beastie's Story.</p>	<p><b>VCOP/S/G – Using interjections and prepositions. (10 Minutes)</b></p> <p>Discuss the meaning of interjections and why they are important for a storyline to highlight action, emotion and the general vibe of any given scene. Now ask when an interjection could be used in an example scene.</p> <p><b>Suggested examples:</b></p> <ul style="list-style-type: none"> <li>✓ The rain was coming in fast through the open window: “(Quick!) Shut that window,” exclaimed Doris.</li> <li>✓ Crumpton dropped his homemade flan: “(Oops!) I dropped my homemade flan,” cried Crumpton.</li> </ul> <p>Encourage the pupils to think of a number of different interjections that could be used in one of these (or your own) examples and discuss why they are used.</p> <p>Now discuss the meaning of prepositions and why they are important to the journey element of a story which helps immerse the reader into the adventure. Now ask when a preposition could be used in an example scene.</p> <p><b>Suggested examples:</b></p> <ul style="list-style-type: none"> <li>✓ Spengler went (down) to the bottom of the ocean.</li> <li>✓ Gordy travelled (across) the desert.</li> </ul> <p>Encourage the pupils to think of a number of different scenarios in which a preposition could be used and discuss why they are used.</p> <p><b>Bonus exercise:</b> See if your pupils can include an adjective into the preposition examples as well as their unique features from lesson 1.</p>	<p><b>Materials Required:</b></p> <ul style="list-style-type: none"> <li>✓ Story planner from previous lesson</li> <li>✓ Writing materials</li> <li>✓ Lined paper</li> <li>✓ Dictionary and thesaurus</li> </ul> <p><b>Key Words:</b></p> <p>Interjection Preposition Immerse</p> <p><b>Differentiation:</b></p> <p>Varied story lengths accepted for different ages and capabilities of writer.</p> <p>Take a group of LA pupils to one table during this independent writing task so you can lightly guide and keep them on task.</p> <p>Pupils have had the opportunity to bring their work home so they can work independently or with an adult to develop their plan.</p>



## Objectives

### **MAIN TEACHING – BIG WRITE – Using adjectives, adverbs, interjections and prepositions within as story format. (5 Minutes)**

Tell your pupils they are now going to write up their stories based on the plans they have produced. Remind them they need to aim towards a finishing point and that you will warn them 10 and 5 minutes before the end of the writing session. Pupils should use pens or pencils depending on their current ability and likelihood to make mistakes which would make using a pen impractical.

**GUIDANCE** – It is good to play non-intrusive classical music as the pupils write; this should be a silent activity with minimal movement during the writing time. You should provide as much natural light as possible in the writing environment and can even support this through candles on tables that are safely protected for use in a classroom environment.

### **MAIN TASK – (35 minutes)**

Pupils independently work to write up their story from their plan. Give them a ten and five minute warning as they come towards the end of their time.

### **PLENARY – (10 minutes)**

Ask for volunteers from the class to read the opening two paragraphs of their story – allow time for other students to comment on what they think, based on the prepositions used may happen next and offer constructive feedback. (If the pupil would feel more comfortable, they could have their partner from the mini-plenary join them and help explain the plan).

## Extra Information

### **Traffic light expected lesson outcomes:**

- ✓ I wrote a first draft of my Beastie story.
- ✓ I wrote a first draft of my Beastie story whilst correctly using adverbs and adjectives.
- ✓ I wrote a first draft of my Beastie story whilst correctly using adverbs, adjectives, interjections and prepositions.



**Reflection**

**Child's Progress**