

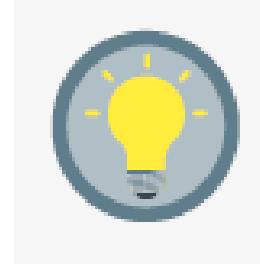
Year 3 Literacy

Week Beginning 12/10/2020 – Story Writing

Day 1: We are learning...

L.O. to write a story based on a text

Let's activate our learning!



- What are the features of a story? Can you do it without looking at your notes?

Let's learn!



Reread the story.

At home: Follow this link <https://www.youtube.com/watch?v=nc8OeZr825U> and then use the example on the next slide.

Talk Partners: Share your plan with your partner.

Teachers: Model using the story mountain to write the beginning and build up of the story.

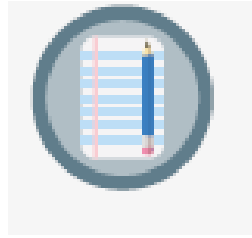
At home:

I can remember very clearly, even now, we were looking for an adventure when we climbed over the wall and saw that beautiful garden. I couldn't believe my eyes! There was a large green ship made of bushes, twigs and leaves.

As we walked towards the ship we could see something like a treehouse. 'Let's explore' I said. We carefully climbed up the wooden steps. Inside we found a wheel with spokes, a telescope and a small picture of a man in uniform.

And then suddenly, we heard a voice. Outside there was an old, thin lady in a fancy purple dress and a man who looked like a gardener. Together they taught us how to swab the decks, use a telescope and climbed the masts. They even got a turn at steering the ship!

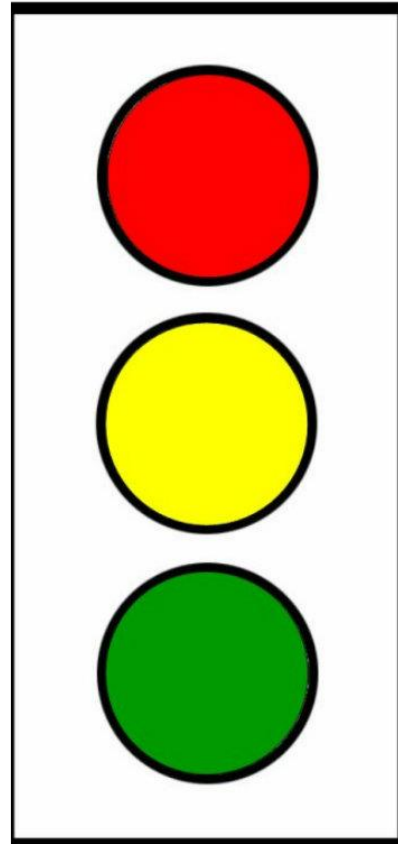
Your task



- Write the beginning and build up of your story.
- Use your checklist to help you.

Success Criteria	Example from my work	T
I can write the beginning of a story.		
I can use conjunctions to extend my sentences. (and, because, so that, since)		
I can use the correct tense in my work.		
I can use the correct verbs in my work		
Always check for: Capital letters and full stops Spelling (use a dictionary if unsure) punctuation (., ! ? : :)		

Time to reflect on our learning!



I don't get it!
I need some
help
understanding.

I think I
understand
but I need a
little support.

I understand
and can try
this on my
own.



I can do this!



I'm getting there.



I need help!

Let's review our previous learning



Last lesson

Reread the beginning of your story to your partner.

Last week

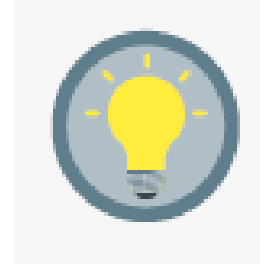
What is a verb? Can you give examples.

Day 2: We are learning...

L.O. to write a story based on a text

Children, please write the short date
in the margin to continue your story

Let's activate our learning!



The middle of our story is our conflict/problem.

Talk Partner: What happens in the middle of our story?

Remember: This is the part of the story we are going to change.

What are you going to change the problem to?

Let's learn!



At home: Follow this link

<https://www.youtube.com/watch?v=nc8OeZr825U>

and then use the example on the next slide.

Talk Partners: Share your plan with your partner. What will your problem be?

Teachers: Model using the story mountain to write the conflict and the problem.

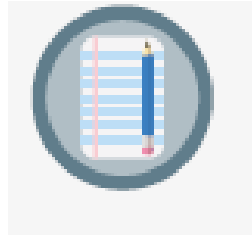
At home:

The next day was our final day of our holiday and we were excited to be sleeping over at the big house. The weather was hotter than ever. It was so hot we thought we were on the sun. And then, after tea, without warning, the sky suddenly turned a strange colour. Large drops of rain began to fall. The wind began to blow furiously.

‘There’s going to be a tornado’ cried Mrs Tredegar, ‘Quick crew, into the wheelhouse’.

Mrs Tredegar took the wheel of the ship and began to steer it into the eye of the tornado. And what a tornado it was! There were huge gusts of wind, items were blowing everywhere. The swaying of the ships lantern and the rain rushing against the windows made us feel like we were really at sea. The tornado went on for what felt like forever.

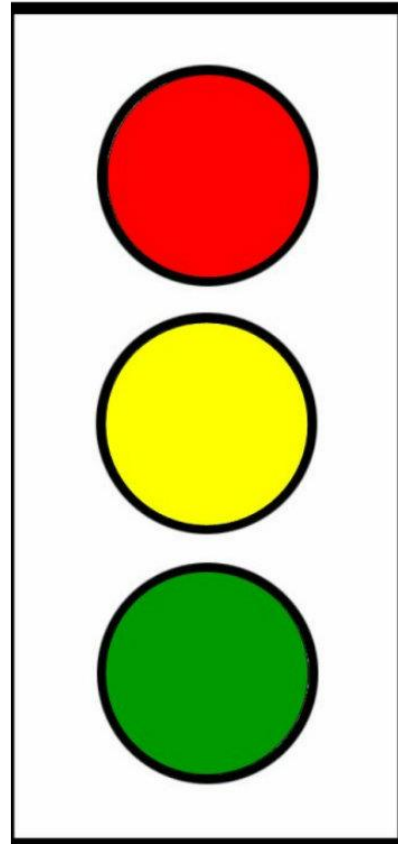
Your task



- Write the middle of your story (the problem).
- Use your checklist to help you.

Success Criteria	Example from my work	T
I can write the middle of a story.		
I can use conjunctions to extend my sentences. (and, because, so that, since)		
I can use the correct tense in my work.		
I can use exclamation mark in my work.		
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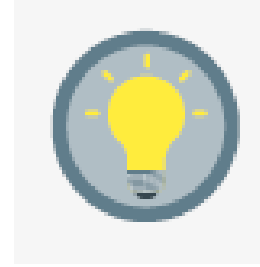
Last lesson

Reread your whole story to your partner.

Day 3: We are learning...

L.O. to edit my work

Let's activate our learning!



What does editing our work mean?

What does it look like?

Play:

<http://teacher.scholastic.com/activities/adventure/grammar2.htm#>

Write their answers on your whiteboards.

Let's learn!

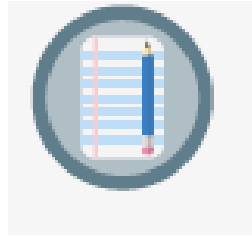


Use class example and edit together using the checklist.

At home: Use checklist to edit slides 5 and 12.

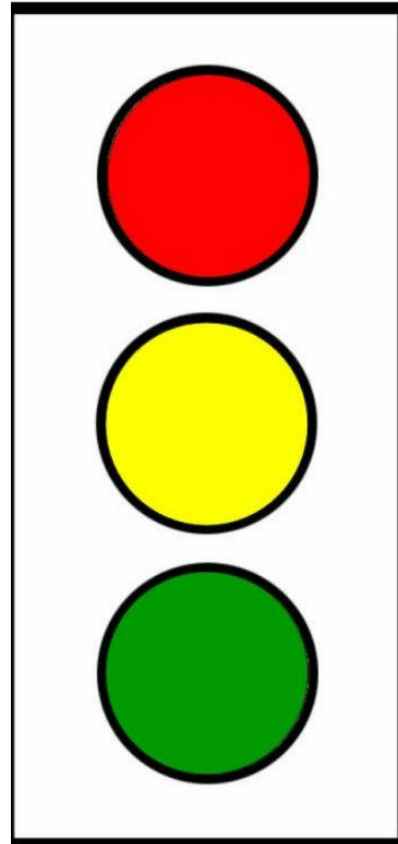
Success Criteria	Example from my work	Teacher
I can write the middle (conflict) of a story.		
I can use a range of conjunctions to extend my sentences (because, so that, whenever...)		
I can use apostrophe for possession.		
I can write use speech marks to show conversation.		
I can use exclamatory sentences.		
Always check for: Capital letters and full stops Spelling (use a dictionary if unsure) punctuation (.,! ? ; :)		

Your task



- Use your checklist to edit what you have written so far.
- ***Tips for editing:***
 - Read your work out loud to check if it makes sense.
 - Capital letters at the start of a sentence and for names (Mrs Tredegar)
 - Punctuation at the end of sentence (full stop, exclamation, question mark)
 - Use the word bank or dictionary to help with your spelling

Time to reflect on our learning!



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Last lesson

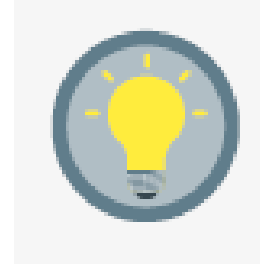
Reread your whole story to your partner.

Day 4: We are learning...

L.O. to write a story based on a text

Reread your whole story to your partner.

Let's activate our learning!



- Today we will write the resolution (how the problem is solved) and ending of our story.
- Read these parts of your story mountain to your partner.

Let's learn!



At home: follow this link

<https://www.youtube.com/watch?v=nc8OeZr825U>

and then use the example on the next slide.

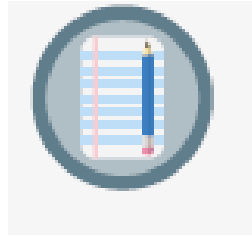
Teachers: Model using the story mountain to write the resolution and ending of the story.

We kept ourselves safe inside the ship. Eventually we must have fallen asleep because when we woke up we were on the floor of the ship and the early morning sun was shining on us.

Mrs Tredegar declared she was ever so proud of us for surviving the tornado and she even said the captain would've been proud of us. She tied the boat up with a long trail of green ivy. It had come into port at last. Our holiday was over.

Every year we still go back to visit Mrs Tredegar and Bosun, but they are getting too old and stiff to look after the ship. Over the years, the green ship has begun to lose its shape and become overgrown. Soon no one will ever know it existed.

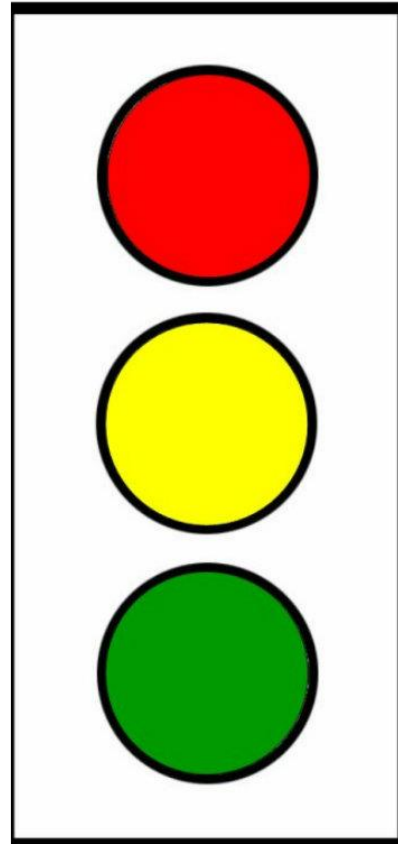
Your task



- Write the resolution and ending to your story.
- Use your checklist to help you.

Success Criteria	Example from my work	Teacher
I can write the ending of a story		
I can use a range of conjunctions to extend my sentences (because, so that, wherever...)		
I can use apostrophe for possession.		
I can write use speech marks to show conversation.		
I can use exclamatory sentences.		
I can use a range of speech verbs.		
Always check for: Capital letters and full stops Spelling (use a dictionary if unsure) punctuation (., ! ? ; :)		

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Last lesson

Last week

What have we been writing?

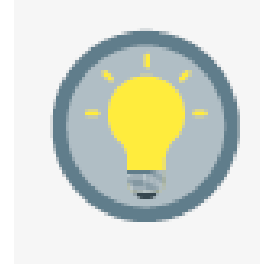
What are the features of a story?

How do we edit our work?

Day 5: We are learning...

L.O. to edit my work

Let's activate our learning!



What does editing our work mean?

What does it look like?

Play:

<http://teacher.scholastic.com/activities/adventure/grammar2.htm#>

Write your answers on your whiteboards.

Let's learn!

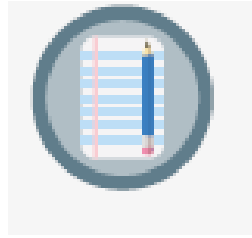


Use class example and edit together using the checklist.

At home: Use checklist to edit slides 25.

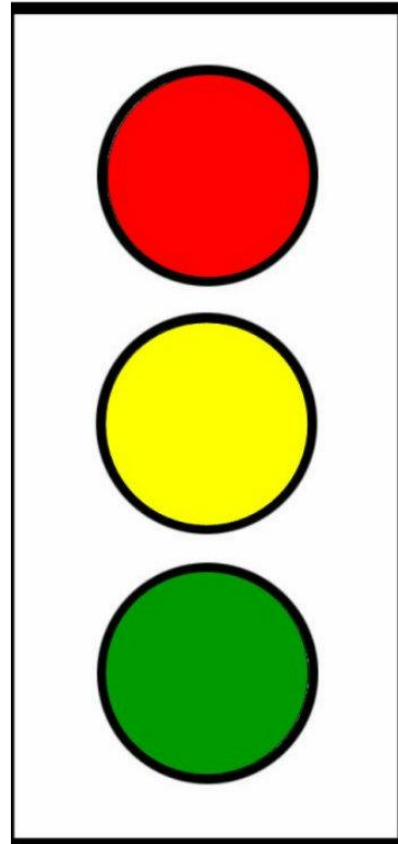
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I can use a range of speech verbs.		
Always check for: Capital letters and full stops Spelling (use a dictionary if unsure) punctuation (.,! ? ; :)		

Your task



- Use your checklist to edit the resolution and ending of your story.
- Tips for editing:
 - Read your work out loud to check if it makes sense.
 - Capital letters at the start of a sentence and for names (Mrs Tredegar)
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