


A vibrant, stylized illustration of a jungle scene. In the background, several large trees with thick, dark brown trunks and dense green foliage are visible. The leaves are in various shades of green, some appearing as bright lime green and others as darker forest green. In the foreground, there is a thick layer of undergrowth, including various types of ferns, broad-leafed plants, and tall grasses. The overall lighting is bright, suggesting a sunny day in a tropical environment.

The Game

Wb 11.5.20



Task 1 - planning

Think back to your writing inspired by 'The Game' text we looked at last week. This week, you will plan and write your own version of the story (a finding tale). You may want to refresh your memory by reading the text again before you start.

Think about the questions on the following slides to gather some ideas. You may want to jot these down as you go.

First, think about a different setting. Where could your story take place?

At a friend's house?

In a playground?

On holiday?

At a football match?

At home during lockdown?



Next, think about what the children will find.

Will it be a game? (this could be a prequel or sequel to the original text)

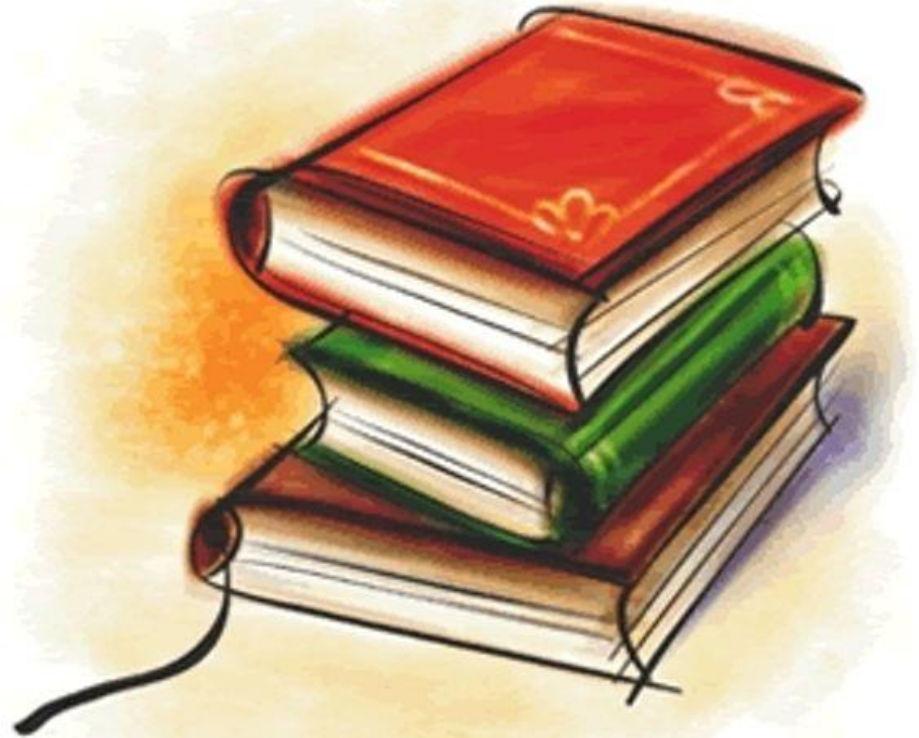
A book?

Shoes?

A wand?

A phone?

A pen?



Then, think about what will happen when the object is found.

Will the characters enter the game or will elements escape?

Book characters come to life?

Shoes turn them into different people?

Wands cast disastrous spells?

Phones turn people into robots?

Whatever is written by the pen comes true?




Now, add your ideas to a boxed-up grid to plan your story.

Remember you only need to make notes, not write full sentences.

Think about key vocabulary, punctuation, dialogue etc you want to include.

You could draw a picture story map too if you wish.

Introduce the main characters (MCs) and where they are	
MCs find something they have not seen before	
The object that has been found causes strange things to happen	
MCs work out how to stop the strange things	
Everything is back to normal	



Task 2-3 Writing

Look back at your plan and talk through your ideas aloud to ensure you are happy with them.

Think carefully about how you will open your story. Will you use action, description or dialogue? See the examples below.

Action: Tommy kicked the wall stubbornly.

Description: The faint glow of sunshine lingered as the children gathered in the desolate playground.

Dialogue: "I'm so bored," Jamie moaned loudly to Annie.

Think about how you will describe your main characters and setting. How can you create a picture in the reader's mind? Think back to the work we have done on similes, metaphors and personification. See examples on the next slide.

Expanded noun phrases

Expanded noun phrases are phrases that tell you more about the noun. These can be achieved by adding an adjective to a noun phrase.

'The scary monster'

The dinosaur had **sharp teeth**.

You can add a prepositional phrase in order to give additional detail to your expanded noun phrase.

'An enormous, menacing monster in the mouth of a dark cave'

Metaphor

She is a ray of sunshine.
Heart of stone.
He is the light of my life.
A rollercoaster of emotions.

Personification

The snow speaks.
The grass tickled my feet.
The leaves danced on the trees.
The husky corn spoke.

Onomatopoeia

Crash! Splash! Boom!
Pop! Bam! Snap!
Honk! Buzz! Drip!
Swish! Ring! Crackle!

Simile

Pure as snow.
Quiet as a mouse.
Busy as a bee.
Cute as a kitten.

Don't forget to use different sentence openers

-ing openers

- Running like the wind,
- Screaming in pain,
- Tiptoeing down the path,
- Scanning the horizon,
- Treading carefully,
- Gazing out of the window,
- Wondering how she would escape,
- Questioning her reasons for being here,
- Advancing towards her were...
- Clambering over the wall,
- Stopping dead in her tracks,
- Hearing the sound of laughter,

-ly openers

- Wearily, the old man...
- Anxiously opening the door,
- Arrogantly holding the sack of gold in his hand,
- Temporarily blinded by the bright light,
- Quickly gathering his sword, the prince...
- Calmly, she backed out of the room...
- Silently and swiftly, the figure floated towards the door.
- Eagerly, she opened the treasure chest and...
- Greedily stuffing the gold into his sack, Jack...
- Bitterly regretting ever entering the labyrinth, James...

Preposition openers

- Inside a huge chest, James discovered...
- Under the silvery moonlight, he...
- Beyond the towering mountains, lay...
- Ahead of Perseus, lay a gaping cavernous opening,
- Without a moment's hesitation, Helen...
- On top of the fiery mountain, lay a...
- Amidst a sea of nettles and brambles, the golden egg...
- Between the looming clock tower and the court house, a large...
- Above the unsuspecting crowds, circled a...

Time connective openers

At that moment, ...
All of a sudden, ...
As fast as lightning, ...
After a while, ...
Eventually...
Meanwhile
Until...
Soon after...
Finally
Without warning...
Once...
Subsequently...
In the end...
Next
At last...
Firstly / secondly / etc
While...

Remember to include dialogue to convey character and advance the action.

Don't forget the golden rule: only 3 pieces of speech allowed in a row before including some description or action.

See the next slide for more help.

Remember:

- start direct speech with a capital letter
- include punctuation inside the inverted commas
- use commas to separate the direct speech and reporting clause
- new line for a new speaker
- add more information with a reporting clause



Examples:

"Quick! Look at this," Archie called to Tim.

Archie called to Tim, "Quick! Look at this."

"Quick!" Archie called to Tim. "Look at this."

Can you include any 5/6 spellings?

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

The background is a detailed, colorful illustration of a jungle. It features a large, dark tree trunk on the left, various types of green leaves and plants, and several flowers in shades of pink, purple, and red. The overall style is reminiscent of a digital painting or a high-quality illustration. The text 'Task 4 - Editing' is overlaid in the center in a white, sans-serif font.

Task 4 - Editing

Read back through your writing.

The most important thing is that your story makes sense and is an enjoyable read.

You could create your own success criteria to help you proof-read. Think about what you have worked hard on. For example, if you have focused on including dialogue, read back through looking just at speech and double check your punctuation, ensuring that all speech is purposeful and advances the action or conveys character.

If you have worked hard on creating imagery (a picture in the reader's head), read back focusing just on your language choices and check that you are happy with these.

Then, check your punctuation and basic spelling and edit in a different coloured pen.

Can someone else read your writing aloud so that you can hear what it sounds like?

Once you are happy with your story, you could create a top copy with illustrations or make a mini book to share with a family member if you wish.

<https://www.youtube.com/watch?v=21qi9ZcQVto>

It may take you longer than the two days to write your story so if you do not have time to do a top copy or complete Task 5, that is fine.

It would be better to spend the time focusing on the quality of your writing.

Task 5 - Comprehension



Watch the video and listen carefully to the words. What do you think the song is about? Use the song lyrics in the separate document to help you answer the following questions.

<https://www.youtube.com/watch?v=2595abcvh2M>

Big Yellow Taxi Comprehension Questions

1. What adjective is used to describe the hotel?
2. Write two pairs of words which rhyme in the song.
3. Find and copy the phrase which suggests that they replaced nature with a busy place for people to have a party
4. What do you think the acronym D.D.T. stands for?
 - a.) don't dance in the toilets
 - b.) dirt, dust and traffic
 - c.) dichlorodiphenyltrichloroethane - chemicals used to kill insects
 - d.) descriptions, design and technology

What key word(s) in the text helped you answer this question?

5. What do you think 'paved paradise' means?

6. Why do you think they put the trees in a tree museum in the song?

7. What do you think is the main message the song is trying to give?

a.) don't destroy car parks

b.) be environmentally friendly

c.) be grateful for what you have

d.) plant more trees

8. Which do you think is mostly likely true?

a.) Joni Mitchell's favourite car is a big yellow taxi

b.) Joni Mitchell wrote the song after seeing how tourists had ruined the Hawaiian mountains

c.) Joni Mitchell doesn't like apples

d.) Joni Mitchell had previously visited to a tree museum

Answers

1. pink
2. 2 pairs including: lot/spot, museum/see 'em, no/go, bees/please, slam/man
3. a swinging hotspot
4. C - the word 'farmer' indicates this could be a chemical farmers would use to protect their crops.
5. Paved paradise means that beautiful places of nature have been built on or over
6. It's a prediction that if we cut down too many trees, then we will eventually run out. Therefore, rare and valuable things are often put in museums.
7. C
8. B