

What to do today Day 2-3 Tuesday & Wednesday

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any web links or use of internet.


1. Re-watch the clip

- Watch [Dustin](#) but you will be writing the next chapter.

2. Story board your ideas.

Consider what you think will happen next and plan to write the next chapter of the story. What will the pug and the robot get up to next? Which direction will their relationship lead? Friends, enemies or something in-between?

1. **Create a storyboard** a storyboard shows what is going to happen in your story. You can tell your story through the use of pictures and writing. You will need to make sure that your story has a beginning, middle and end. Think about adding narration or speech bubbles can also be used. **Storyboard resource, see sheet 1** How much of a creative Elli unicorn can you be? You don't have to use every section on the storyboard.

2. **Add more detail to each**  **section of your story board** -Put pen to paper to begin to describe your chapter. Remember, a longer piece of work doesn't mean that it's better. Noun phrases, adjectives, fronted adverbials inverted commas and accurate punctuation.

3. **Challenge 3:** Can you add some speech punctuation? Work through the powerpoint / PDF activity. This will help you accurately punctuate your speech. **Answer** for slide 7. **It should read: 3. The referee blew the whistle and shouted, "Time's up!"**

4. Once you're happy that you've included as much interesting detail as possible begin your draft on **sheet 2**. To keep your reader interested, use exciting vocabulary, describe the setting, behaviours of your characters, use a range of sentence openers, make sure the story 'flows' and finally **PROOFREAD** your work. This will be continued

through the rest of the week, so there's no rush. Make it your best. Use **Resource sheet 3** throughout to edit your work. **Sheet 4** is for you to publish your ideas. Before you do this, read your final draft aloud with great expression, to an adult, does it flow and make good sense?

Sheet 1 – storyboard

Chapter title: _____

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Sheet 3

Use this checklist repeatedly, for your plan then, your draft and lastly, your final draft for publishing.

You may not have all areas covered on the first draft but aim to by your final draft.

<u>Plan</u>	<u>My Writing Checklist</u>	
	Writing Focus	Achieved?
	Careful planning –beginning, middle and end	
	Correct punctuation	
	Paragraphs	
	Inverted commas- speech with action	
	Exciting vocabulary (use a dictionary and thesaurus)	
	Proofread story	
	Edit with a learning partner (parent / sibling) using power of the pen	

<u>Draft</u>	<u>My Writing Checklist</u>	
	Writing Focus	Achieved?
	Careful planning –beginning, middle and end	
	Correct punctuation	
	Paragraphs	
	Inverted commas- speech with action	
	Exciting vocabulary (use a dictionary and thesaurus)	
	Proofread story	
	Edit with a learning partner (parent / sibling) using power of the pen	

<u>Final draft</u>	<u>My Writing Checklist</u>	
	Writing Focus	Achieved?
	Careful planning –beginning, middle and end	
	Correct punctuation	
	Paragraphs	
	Inverted commas- speech with action	
	Exciting vocabulary (use a dictionary and thesaurus)	
	Proofread story	
	Edit with a learning partner (parent / sibling) using power of the pen	

Published chapter

My chapter title: _____

Write your next chapter about Dustin here. Remember to use a new paragraph for a new speaker.

A large rectangular writing area with a decorative orange and black border. The border features a repeating zigzag pattern with small black dots. Inside the border, there are 20 horizontal lines for writing, creating 19 rows of text.