

Writing - WB

Activity 1

- Explain to children that over the remaining lessons of the unit they are going to write their own dream, given to them by the Dreamgiver.
- Play the clip again from last week
- What dreams do the children have? • What objects does the Dreamgiver crack the eggs over to materialise the dreams? • How do they think this works? • Are these good dreams or bad dreams?
- Look at the copy of the image on Resource 6B

Resource 6B - Through his tinted visor the floating astronaut gazed upon the millions of dazzling stars, each twinkling their own dance as they sparkled and shone, reflecting like diamonds in his eyes. He could hear no sound other than the steady rise and fall of his own heavy breathing inside his metallic helmet- with each inhale and exhale the oxygen tubes let out a gentle fizz of compressed air which seemed to intensify the power of the silence around him. The stillness was like no other. The quietness was unique. Touching down upon the moon's surface he bent to grab a handful of glittering silver dust in his gloved hand, imagining what it would feel like if he was able to take off his protective garment without the certainty of gravity sweeping him away into the galaxy forever. Rubbing the fine powder between his fingertips he felt the ancient grains and miniscule rocks which had drifted through time and space to become a part of this spectacular landscape.

- Write ideas about what an astronaut in the picture might be experiencing with regards to the five senses.
- Once this is done, show them the sentence examples on Resource 6c which describe the space setting- can they identify where the five senses have been used to create imagery?

Task: Ask children to have a go at writing sentences to describe space using one of the five senses.

- Next, tell the children to think of an object that represents something they love that could be in their bedroom whilst they sleep. This is going to be the stimulus for their dream.

Activity 2

- Explain to children that over the remaining lessons of the unit they are going to write their own dream, given to them by the Dreamgiver.
- Play the clip until 2:15 then ask the children the following questions to discuss in talking pairs:
What dreams do the children have? • What objects does the Dreamgiver crack the eggs over to materialise the dreams? • How do they think this works? • Are these good dreams or bad dreams?
- Show children the image of the ballet theatre on Resource 7a, covering the word bank underneath.
- Ask them what words they would use to describe it before revealing the word bank. Can they think of any others to add?
- Give each child a copy of the blank word bank on Resource 7b.
- Next, discuss how to use description as a sentence opener.
- Show the example narrative on Resource 7c, asking children to identify and underline the descriptive vocabulary.
- Look at the person and tense used to write the narrative- they will model their own on this.

Task: Children are to write a narrative opening paragraph explaining how their dream begins, using descriptive sentence openers and descriptive vocabulary.

Activity 3

- Play the clip from 2:10-4:05 At what point during the clip do we become aware that the dream has gone bad?
- What is the first clue we are given (3:15 the broken stone faces and skulls lying beside them)?
- What other clues point towards something bad about to happen before the shadow serpent appears?
- What is the problem in the boy's dream (the shadow serpent)?

Look at the resource below:

Resource 9b

Suddenly, the light around me changed and I was plunged into a hazy darkness- not pitch black, but dark enough that shadows began to dance from behind the trees. Amidst the obscurity, a creaking sound to the left brought my gaze to the huge circular rocks surrounding me; cracked from top to bottom. The ancient stones within each were arranged into contorted faces as though tormented souls could be trapped within. Scattered bones and human skulls lay at the foot of each crumbling relic; some still donning battle armor, some etched with deep crooked scars, some so old that the growing tree roots had begun to twist and coil around them like the prey of a persistent python- forever

entrapped. My palms were sweaty, my heart beat faster and faster and with wide eyes darting around the clearing for a way out of this nightmare, I felt a suppressed scream begin to choke me... Where was I? Would I ever get out of here?

- Spend some time analysing the language used in the example
- Can they identify trigger words?
- How does figurative language lend itself to the tension?
- How is the boy?
- Where expanded noun phrases have been used, why do they think certain adjectives/verbs were chosen?
- **Task : Children will focus on writing the build-up and problem stages of their dream. Now write the next part of their story**

Activity 4

- Ask the children to look through their writing from the previous lesson.
- They should have ended the narrative at a point where the problem was introduced.
- **Tell them that today they are going to continue building tension and suspense with the problem before leading into the resolution, therefore easing the tension and taking the reader out of their suspense.**
- Play the clip from 4:05 to the end, then ask the children to orally discuss how the problem in the boy's dream (the shadow serpent) was resolved.
- How do they think the boy's feelings changed as he watched the creature fall? How did he feel when he woke from his nightmare?
- Show them the example on Resource 10b.
- I gasped as it towered before me, writhing and squirming with smoke bellowing from its jaws and cat-shaped eyes transfixed on my every move. What should I do? Giving up hope, I bent to my knees and curled into a ball to shield myself, closing my own eyes and holding back the tears that pricked the corners whilst wishing that I could wake up from this awful nightmare. Then suddenly, it stopped. It became still. Though still staring at me, eyes ablaze with malicious intent, it was frozen like a statue. Cautiously, I stood. Nervously, I watched. Slowly, I began to walk away. One step at a time, backwards so that I could still see its evil eyes upon me, I retreated back into the forbidden forest to the spot where the tunnel of golden light beckoned me back to reality...

Task : Today they are going to continue with their story - building tension and suspense with the problem before leading into the resolution, therefore easing the tension and taking the reader out of their suspense.

