

Education Support Pack

Primary Curriculum *Creative Writing (Key Stage 1)*

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Introduction

This Pack

Creative Writing for Key Stage 1 provides examples of just some of the ways Kar2ouche can be used to enhance your students' learning through visualisation, discussion, speculation and exploration. It links closely with the National Curriculum and the National Literacy Strategy as well as the Early Learning Goals for the Foundation Stage. In addition, lesson suggestions incorporate activities that can be used to develop ICT capabilities and could also be used to complement PSHE teaching.

So why use Kar2ouche at all? Students find Kar2ouche an easy-to-use, accessible and absorbing program that enables them to explore fictional texts in a way that develops insight and understanding of sometimes quite difficult concepts. Where material is open-ended, students find that Kar2ouche helps them to develop interpretations that they are then able to justify with close reference to the material they have read. Through the activities, students are also given the opportunity to communicate ideas through collaborative working, exchange of views and group presentations. The texts and images also provide the stimulus for creative writing and also give students the opportunity to reflect critically on their own work and the work of others.

One of the benefits of using Kar2ouche is, therefore, its versatility. It allows you as a teacher to use it in the ways you consider most appropriate with your classes. The variations are almost limitless.

This pack covers aspects of writing relating to the retelling of traditional tales and writing from students' own experiences. It is intended to support the development of students' creative writing and also help with planning, organising and sustaining their writing when they come to prepare for SATs.

The following lesson suggestions are for those occasions when you want some hints on getting started. All of the activities are cross-referenced with the relevant attainment targets for English, ICT and PSHE from the National Curriculum for Key Stage 1, the National Literacy Strategy and, where appropriate, the Foundation Stage Early Learning Goals. The activities also link with ideas suggested in *Developing Early Writing* (DfEE 2001).

However, the activities described **are not prescriptive**. They provide a range of stimuli to be adapted for your own creative lesson planning. The *Teacher Notes* provide the overview, whereas the *Student Notes*, reproduced from the activity screen in Kar2ouche, give the step-by-step instructions.

Structure

The pack is divided into sections.

- **Introduction:** comprises an overview of curriculum coverage and an introduction to Kar2ouche.
- **Units:** The four units provide suggested activities for using Kar2ouche to support creative writing. These are only suggestions and as you get used to using the software you will be able to use it to devise your own storyboards for use with your classes.
 - **Unit 1** is based on the story of *The Three Little Pigs* for reception classes. The focus is on sequencing aspects of the story and retelling.
 - **Unit 2** uses *Cinderella* as the focus for Year 1 and takes students through elements of planning stories, plot and character.
 - **Unit 3** also focuses on *Cinderella*, but here Year 2 look at retellings from different cultures.
 - **Unit 4** is for Years 1 and 2 and looks at story-writing in everyday settings.
- **Appendices:** contains copies of some of the stories used within the Content Library, some suggestions for further reading, a bank of frequently used words and a paper on the use of Kar2ouche for supporting children with special educational needs.

Curriculum Links

The main links to the National Curriculum and National Literacy Strategy are listed below. However, you may find opportunities to link the activities to other work across the curriculum.

National Curriculum

English

En1 Speaking and Listening

1a, c speaking; 2a-f listening

3a group discussion and interaction

4 a-c participate in a range of drama activities

8a, 9a-c, 10b range.

En 2 Reading

3a-f develop understanding of fiction, poetry and drama

6a, c, e range of literature.

En 3 Writing

1b, c, f composition

2a, b planning and drafting

3a-c punctuation.

Drama

En 4a use language and actions to explore and convey situations

4b create and sustain roles

ICT

1a and 1b finding things out;

2a developing ideas;

3a and b exchanging and sharing information; 4a reviewing work.

PSHE

1b to share their opinions on things that matter to them and explain their views

1c to recognise, name and deal with their feelings in a positive way

1d to think about themselves, learn from their experiences and recognise what they are good at

2a to take part in discussions with one other person and the whole class

4c to identify and respect the differences and similarities between people

4e know that there are different types of teasing and bullying.

Early Learning Goals

- extend their vocabulary, exploring the meanings and sounds of new words
- use language to imagine and recreate roles and experiences
- use talk to organise, sequence and clarify thinking, ideas, feelings and events
- explore and experiment with sounds, words and texts
- retell narratives in the correct sequence, drawing on language patterns of stories.

**National
Literacy Strategy**

The following links relate to the Text Level section of the Strategy for each year group. For links to word and sentence level work, please see the relevant pages in the National Literacy Strategy document.

Reception

T5 understand how storybook language works

T7 to use knowledge of familiar texts to retell in sequence

T8 locate and read significant parts of the text

T9 be aware of story structures

T14 use experience of stories as a basis for independent writing.

Year 1 Term 1

T5 to describe story settings and incidents and relate them to own experience and that of others

T7 to re-enact stories in a variety of ways

T9 to write about events in personal experience linked to a variety of familiar incidents from stories

T11 to make simple picture storybooks with sentences, modelling them on basic text conventions.

Year 1 Term 2

T4 to re-tell stories, giving the main points in sequence

T8 to identify and discuss characters, e.g. appearance, behaviour, qualities

T10 to identify and compare basic story elements, e.g. beginnings and endings in different stories

T14 to represent outlines of story plots using, e.g. captions, pictures, arrows to record main incidents in order, e.g. to make a class book, wall story, own version

T15 to build simple profiles of characters from stories read, describing characteristics, appearances, behaviour with pictures, single words, captions, words and sentences from text

T16 to use some of the elements of known stories to structure own writing.

Year 2 Term 1

T4 to understand time and sequential relationships in stories,
i.e. what happened when

T5 to identify and discuss reasons for events in stories, linked to plot

T6 to discuss familiar story themes and link to own experiences,
e.g. illness, getting lost, going away

T10 to use story structure to write about own experience in
same/similar form

T11 to use language of time to structure a sequence of events,
e.g. *'when I had finished...'* *'suddenly...'* *'after that...'*

Year 2 Term 2

T4 to predict story endings/incidents

T5 to discuss story settings

T6 to identify and describe characters

T7 to prepare and retell stories

T13 to use story settings from reading ... write a different story in the
same setting

T14 to write character profiles.

Useful hints

Readability

When using Kar2ouche with younger students, you may like to change the screen fonts. Do this by going into the Utilities screen and clicking on the question mark. Go to the third page and change the Window, Bubble and Tool tip fonts. Window and Bubble work well on Comic Sans 12, whereas the Tool tip works at Comic Sans 14 bold. You will need to type in your password. The default password is password – but your network manager may have changed this so check first.

Presentations

Many of the activities culminate in a presentation of some sort. Ideally, this will involve a networked data projector and possibly an interactive whiteboard. Alternatively, you could use a data projector linked to a standalone computer and disks on which to record the pupils' work. Other methods of sharing work might include:

- a network management system allowing all pupils to see the same presentation on their individual computer screens
- saved files in a shared area where pupils can gain access at their own speed
- pupils moving around the room to view presentations at the machines on which the work was produced.

You may therefore need to discuss with your ICT coordinator what methods are available to you and your class.

Copying

The materials in the Education Support Pack are copyright Immersive Education 2003, but may be photocopied for use within the purchasing organisation.

Adding text and images

To add text to the text/audio palette, type what you want to add using a word-processing package and save as a .txt file. Insert this into the text/audio screen by clicking on the orange **open file** icon at the top of the text/audio palette, navigating to the file you have created and opening it. It will then appear without audio in the text/audio palette.

Digital photographs and scanned pictures can be saved on the PC, and inserted as additional backgrounds. To insert these go into the composition screen, click on the backgrounds tab and the orange **open file** icon at the bottom of the background palette. Please check available disk space before adding too many of your own backgrounds as they tend to be heavy on memory.

Websites

Where appropriate reference has been made to a number of websites. All were live at time of writing, but it is worth checking their currency and suitability prior to using them in your lessons.

Getting in Touch

We would welcome feedback on the materials we are providing and if you have additional suggestions it would be great to share them with other teachers. You can get in touch with us by:

- visiting our Web page www.immersiveeducation.com
- e-mailing support@imed.co.uk

What is Kar2ouche?

Kar2ouche is a multimedia authoring tool, used in a series of Content Libraries focused on enhancing learning in a number of different subjects. In each instance the application's functions and interface are the same; it is just the backgrounds, characters, props and texts that change. Consequently, once students have learned to use Kar2ouche they are able to use it across a range of subjects.

Kar2ouche appeals to a range of learning styles: visual, aural and kinaesthetic. Engaging students of all abilities, Kar2ouche not only helps them develop skills relevant to particular subject areas, it also facilitates the development of more generic thinking skills. Thus students are encouraged to know how and why as well as what.

Information – processing skills	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> • read for meaning • identify key images, text and ideas • sort the relevant from the irrelevant and extract what is essential • organise and where necessary prioritise ideas • sequence events • develop cultural awareness.
Reasoning skills	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> • justify decisions using evidence • make informed choices • work out subtexts • consider alternative perspectives, interpretations, ambiguity and allusion • extract meaning beyond the literal.
Enquiry skills	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none"> • work collaboratively to question text • observe events and predict subsequent action • consider consequences • explore how ideas, values and emotions are portrayed • analyse the relationship between characters.

<i>Creative thinking skills</i>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none">• offer individual interpretations of texts or situations• create original multimedia texts• add imagined scenes and events• respond imaginatively to texts and situations.
<i>Evaluation skills</i>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none">• consider how meanings are changed when texts are adapted to different media• review, modify and evaluate work produced• reflect critically on written text, their own work and the work of peers• compare and contrast their work with the work of others.
<i>Communication</i>	Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none">• engage in collaborative working and dialogue• listen, understand and respond critically to others• articulate ideas in groups of different sizes• use visual aids and images to enhance communication.

Activities Using Kar2ouche

You and your students can use Kar2ouche in a range of contexts and in a number of ways. Roughly, Kar2ouche can be used to create:

- storyboards
- animations
- publications.

Storyboards

These are particularly useful in encouraging students to show their understanding and ability to extract key information. By producing storyboards, students often show their ability to summarise and synthesise key information. Students can be asked to create:

- a summary of a particular event or piece of text in a specified number of frames
- witness reconstructions – step-by-step – as if for the police
- a summary with speech bubbles or caption containing important quotations
- a storyboard with their own commentary or summary in their own words
- alternative beginnings
- alternative endings
- before and after shots
- additional episodes
- alternative interpretations of a key moment where the text is ambiguous
- outlines of structure
- explorations of subtext through the use of thought bubbles
- illustrations of the difference between what people say and what they may think with reference to evidence
- presentations for class
- illustrations of alternative points of view/debate
- imagined meetings between characters
- photographs/freeze frames for a particular moment
- a proposal for a new film/advert/documentary etc to be presented to a board of executives.

In all of these students can add sound, their own digital images, special effects and recordings of their own voices.

If time is limited, you can complete partial storyboards for your students to complete in the lesson. Partially completed storyboards may comprise, for example:

- the first and last frame – students make the frames for the central section
- storyboards that contain blank thought bubbles, blank speech bubbles and/or blank text boxes
- storyboards with questions in text boxes or caption windows
- storyboards with text in the caption window – students create the pictures
- storyboards with odd frames missing
- sequencing activities
- a quiz – ‘who says what?’, ‘what happens next?’ etc.

Students can also create their own incomplete storyboards for other students to complete.

Animations

Students who have access to Kar2ouche out of class time can enjoy creating animations. As with storyboards, animations enable students to demonstrate their understanding and ability to extract key information. Most of the activities listed below *can also be created as still storyboards*. Students may be told that they have been commissioned to create a:

- news programme
- documentary
- TV chat show/interview
- film trailer
- advertisement
- musical score.

Publications

As a plenary, students can either present their storyboards to the class using a data projector or on screen. Alternatively, they can use the print facility to create publications in Kar2ouche. The sorts of publications students create, could include:

- posters
- programmes
- reviews of a performance (with pictures)
- covers (and blurb) for the text of a play
- storybooks – picture above, story below (concentrating on structure/settings etc)
- cartoon strips (or film strips)
- graphic novels.

- diary entries (with photos/pictures)
- letters (with pictures)
- photo albums
- magazine spreads.

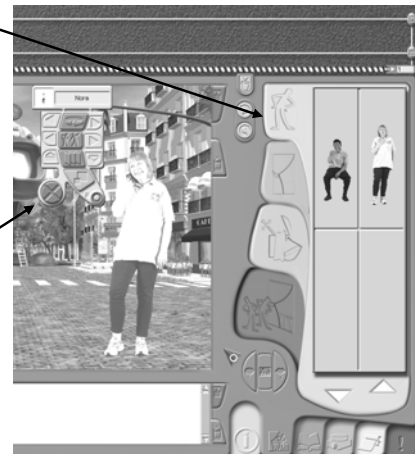
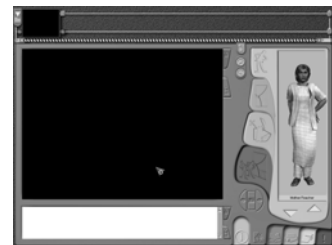
In all of these activities you can stipulate the audience and purpose for the students. The possibilities are almost endless. As you get used to the software and use it within your area of expertise, other activities will suggest themselves.

If You Haven't Used Kar2ouche Before – A Starter

If students have not used Kar2ouche before, QuickStart and User Guides are available on Disc 2 within your CD pack, on the hard drive for schools with Kar2ouche *Unlimited* service or can be downloaded via our website <http://www.immersiveeducation.co.uk/support/kar2ouche/>. A good way of showing them the main functions is to demonstrate how to create a title frame. This introduces selecting backgrounds, adding and posing characters, introducing text bubbles, as well as adding text and sound. Students can pick up other skills as they go.

To create a title frame

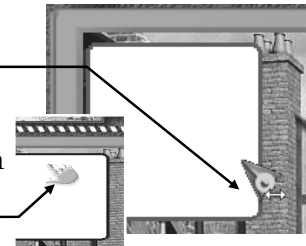
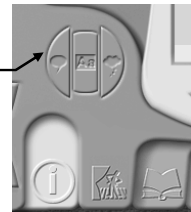
1. Ask students to open Kar2ouche – the first screen they see is the composition screen.
2. Next ask them to select a background by clicking on the **blue background tag**. They should click again to see six backgrounds and yet again to see twelve. (Do not click again, otherwise they return to a single view.) They can scroll through the backgrounds using the **green arrows** at the bottom. Once they have browsed the backgrounds they should select one they like by left clicking on it. It will appear in the composition window.
3. Having selected a background, students should choose a character to add to the frame. They do this by clicking on the **green character tab** (click once more to see four characters, click again to see sixteen) and scrolling through using the green arrows at the bottom. They select the character by left clicking (holding down) and dragging it into the frame. Now for the fun. This character can be resized, posed and rotated by right clicking on it in the frame. This brings up the **manipulator tool**.



- To rotate the character students click on the left and right facing arrowheads at either side of the top icon.
- To reposition the character they click on the arrowheads either side of the central character's icon.
- To resize the character students should left click on the blue squares at the bottom of the manipulator tool, then drag the mouse towards them to make the character bigger or backwards to make it smaller.
- The bottom icon allows the layering of characters and/or props.
- The character can be moved around by left clicking and dragging.



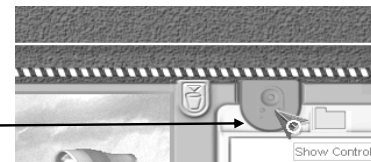
4. Next ask students to add a text bubble. They can do this by left clicking on the **text bubble icon**. The text bubble will appear in the top left hand portion of the screen. Students can then write in their name, form and the title of the storyboard they are about to complete. If they need to make the bubble bigger, they do this by passing the cursor over the right or bottom borders until a **double arrowhead** appears. They should then click and drag to size. To move the bubble to elsewhere on the screen students should hover over the top of the bubble until the **hand** appears, left click to grab it and then drag to position.



5. Finally, students could be asked to add some sound, either in the form of a sound effect or a recording of their own voice. In either case they should begin by clicking on the **text/audio tab** at the bottom of the screen.



Next they should click on the **show controls icon** at the top of this text/audio frame. This will bring up the audio control panel.



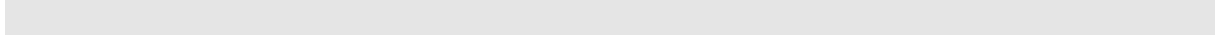
To add a sound effect they should click on the orange folder, then select one of the sound effects offered by clicking on it and then on open. If they want to preview these sound



effects they should click on the effect and then on play. To record their own voices students press on the red microphone icon and speak into their microphones. To stop the recording they should press the square red button. They will be prompted to give their soundfile a name. They type this into the box and then click on save. The sound is attached to their frame.

Students will now know how to use the main functions of Kar2ouche. Encourage them to play in order to learn what other things it can do, for instance how to attach a soundfile to a frame.

Unit 1



Teacher Notes

Activity 1 Story Sequencing

Key Stage/Year Reception

Group Organisation This activity is suitable for students working in small groups, supported by the teacher or teaching assistant.

Suggested Timing 1 lesson

Overview of Task

Students are introduced to the story of *The Three Little Pigs*. They retell the story, reinforcing the repetitive language. Students then identify the main characters and events in the story and use a storyboard to help sequence these.

Objectives

All students will: listen carefully to the story and recognise familiar structures.

Most students will: use talk to organise, sequence and clarify thinking, ideas, feelings and events.

Some students will: retell complete narratives in the correct sequence.

Curriculum References

National Curriculum

English

En1 Speaking and Listening: 1a, c speaking; 2a-f listening; 8a, 9a-c range.

En2 Reading: 3a-f develop understanding of fiction, poetry and drama; 6a, c, e range of literature.

ICT

1a and 1b finding things out; 2a developing ideas; 3a and b exchanging and sharing information; 4a reviewing work.

National Literacy Strategy

Reception

T5 understand how storybook language works; T7 to use knowledge of familiar texts to retell in sequence; T8 locate and read significant parts of the text; T9 be aware of story structures.

Early Learning Goals

- extend their vocabulary, exploring the meanings and sounds of new words
- use talk to organise, sequence and clarify thinking, ideas, feelings and events
- retell narratives in the correct sequence, drawing on language patterns of stories

Outcomes

By the end of these sessions, students will have:

- recounted the main points of the story in the correct order
- retold the story of *The Three Little Pigs*.

Resources Required

Kar2ouche *Creative Writing (Key Stage 1)* Content Library:

- **The Three Little Pigs** audio
- **Piggy Checking** storyboard

Retellings of *The Three Little Pigs*

The following websites contain versions of the story of *The Three Little Pigs*.

<http://www.bbc.co.uk/education/tweenies/storytime/stories>

<http://www-math.uni-paderborn.de/~odenbach/pigs/pig25.html>

<http://www.eurotales.eril.net/pigsuk.htm>

Printed pictures from Kar2ouche of the Wolf and the Three Little Pigs – enough for groups of 4-5 students

Activities

Introduction - The Three Little Pigs



- 1 Read the story of *The Three Little Pigs* to the class or listen to the audio in Kar2ouche.
- 2 Ask the class to recall the main characters in the story – the Wolf and Three Little Pigs. Explain that although there are also three other characters in the story, the men with the straw, sticks and bricks, the story is not *about them* so they are not **main** characters.

**Development -
What Happened
Next?**

- 3 Ask the class to help you remember what happened in the story. Invite volunteers to explain the main events in order. As the class responds list what they say on paper or the board. Alternatively type them into a text box in Kar2ouche. The events might include:
- The three little pigs leave home.
 - They decide to make their own houses.
 - The first pig sees someone carrying straw, so he builds his house out of straw.
 - The second and third pigs carry on their journeys.
 - A wolf comes along, smells the pig and wants to have him for dinner.
 - He blows down the house of straw.
 - The first little pig runs to the second little pig for safety.
 - The second pig sees a man gathering sticks, so she builds her house out of sticks.
 - The third pig carries on his journey.
 - The wolf comes along smells the pigs and wants to have them for dinner and breakfast.
 - He blows the house of sticks down.
 - The first and second little pigs run to the third little pig for safety.
 - The third pig sees a man stacking bricks, so he builds his house out of bricks.
 - The wolf comes along, smells the pigs and wants to have them for dinner, breakfast and lunch.
 - He tries to blow the house of bricks down without success.
 - The wolf climbs up the house of bricks and down the chimney.
 - The three pigs put a pot of hot water under the chimney.
 - The wolf falls into the pot and the three pigs live safely.

**Plenary - Story
Time**

- 4 Using the order of events that you have created and the cut-out characters, ask the class to get into small groups and practise retelling the story. Tell them to concentrate on the names of the characters and where they live. Also ask them to think about the words that the wolf and the little pigs say. (You might want to go through these lines a couple of times first.) Each time they get to a point where a character is named, they should hold up the picture of that character.
- 5 Invite each group to tell part of the story.

Extension



- 6 If you have time, let students check their knowledge of the story by completing the **Piggy Checking** storyboard. This asks questions like, 'What did the first little pig build his house of?' and tells them if they got it right.

Student Notes

Activity 1 Story Sequencing

Objectives

In these Kar2ouche activities you will retell the story of *The Three Little Pigs*. You might need an adult to help you.

Outcomes

By working step-by-step through the main activity you will:

- listen to the story of *The Three Little Pigs*
- retell the story in the right order.

Resources

To complete the activities you will need access to:

- Kar2ouche *Creative Writing (Key Stage 1)* Content Library
- Cut-out characters from the story of *The Three Little Pigs*

Activities

Introduction - *The Three Little Pigs*

- 1 Listen very carefully to the story of *The Three Little Pigs*. Your teacher will ask you about the main characters.



Click here to hear the story of **The Three Little Pigs**.

- 2 Do you know who the main characters are? Tell your partner or helper if you do.

Development - *What Happened Next?*

- 3 Did you listen carefully to the story?
- 4 Your teacher is going to ask you what happened in the story. Do you know?
- 5 Tell your teacher if you are asked.

Plenary - *Story Time*

- 6 Can you help to retell the story with your friends?
- 7 Every time you mention a character, show their picture.
- 8 Include some of the words that the Wolf and the Three Pigs say.

Extension

- 9 If you have time, your teacher will let you check how much of the story you remember.



Click on the **Piggy Checking** storyboard to test your memory.

Teacher Notes

Activity 2 'Unjumbling'

Key Stage/Year Reception

Group Organisation This activity is suitable for students working in small groups, supported by the teacher or teaching assistant.

Suggested Timing 1-2 lessons

Overview of Task

Students continue work on *The Three Little Pigs*. Using what they remember from the re-telling in the last lesson, they re-sequence the story from a jumbled storyboard.

Objectives

All students will: use talk to organise, sequence and clarify thinking, ideas, feelings and events.

Most students will: retell narratives in the correct sequence.

Some students will: attempt writing for different purposes.

Curriculum References

National Curriculum

English

En1 Speaking and Listening: 1a, c speaking; 2a-f listening; 8a, 9a-c range.

En2 Reading: 3a-f develop understanding of fiction, poetry and drama; 6a, c, e range of literature.

En 3 Writing: 1b, c, f composition; 2a, b planning and drafting.

ICT

1a and 1b finding things out; 2a developing ideas; 3a and b exchanging and sharing information; 4a reviewing work.

PSHE

4c to identify and respect the differences and similarities between people;

4e that there are different types of teasing and bullying.

National Literacy Strategy

Reception

T5 understand how storybook language works; T7 to use knowledge of familiar texts to retell in sequence; T8 locate and read significant parts of the text; T9 be aware of story structures; T14 use experience of stories as a basis for independent writing.

Early Learning Goals

- extend their vocabulary, exploring the meanings and sounds of new words
- use language to imagine and recreate roles and experiences
- use talk to organise, sequence and clarify thinking, ideas, feelings and events
- explore and experiment with sounds, words and texts
- retell narratives in the correct sequence, drawing on language patterns of stories

Outcomes

By the end of these sessions, students will have:

- recounted the main points of the story in the correct order
- sequenced the main events of the story from a jumbled storyboard
- retold the story of *The Three Little Pigs*.

Resources Required

Kar2ouche *Creative Writing (Key Stage 1)* Content Library:

- **Three Pigs Outline** storyboard
- **Jumbled Pigs** storyboard
- Printout of **Jumbled Pigs** storyboard frames for each group of students

Whiteboard and projector


Creative Writing Unit 1 Sheet 1 *Sentence Bricks*

Activities

Introduction - Planning your Story



- 1 Using the list of events that was created in the previous lesson, explain to the class that you are going to show them how to make a storyboard plan which will help them to retell the story in the right order later.
- 2 Open the **Three Pigs Outline** storyboard in Kar2ouche. Pause at each title frame and ask the class to remind you of each main event in the story. Show the following frame and ask the class to supply the missing details. Add these to the frame before moving on. Encourage students to join in with the repetitive elements.



Contents of the Three Pigs Outline storyboard

Frame 1: Title – Beginning

Frame 2: Picture – three pigs leaving home. Text box – What is happening here? Write the caption.

Frame 3: Title – Pig 1

Frame 4: Caption – The first little pig builds his house of straw. Add the little pig to the picture. Picture – background of straw house.

Frame 5: Title – Wolf

Frame 6: Speech bubble – Wolf: *Little Pig, Little Pig, let me come in.* What does the little pig say? Write in the bubble: Wolf: *Then I'll huff and I'll puff and I'll blow your house down.* Which is just what he did, and the little pig ran to the Second Little Pig for safety. Picture – Wolf blowing down the house.

Frame 7: Title – Pig 2 Caption – The second little pig builds her house of sticks. Add a background to this picture. Picture – second little pig being joined by first little pig (no background).

Frame 8: Title – Wolf

Frame 9: Caption – Wolf: *Little Pig, Little Pig, let me come in.* Second little pig: *Not by the hair on my chinny chin chin. I will not let you in.* Wolf: *Then I'll huff and I'll puff and I'll blow your house down.* Which is just what he did, and the little pigs ran to the Third Little Pig for safety. Add the little pigs running away. Picture – Wolf blowing down the house.

Frame 10: Title – Pig 3

Frame 11: Pig 3 Caption – The third little pig builds his house of (Finish the caption) Picture – third little pig being joined by first two little pigs at the brick house.

Frame 12: Title – Wolf

Frame 13: Caption – Wolf: *Little Pig, Little Pig, let me come in.* Third Little Pig: *Not by the hair on my chinny chin chin. I will not let you in.* Wolf: *Then I'll huff and I'll puff and I'll blow your house down.* Picture – Wolf standing outside brick house.


Frame 14: What happens next?

Frame 15: The end

Development - Jumbled Pigs



- 3 Working in small groups and with adult support, students open the **Jumbled Pigs** storyboard in Kar2ouche.
- 4 Students should look very carefully at each frame, talking through the story and thinking about the correct order of events.
- 5 Using a printout of the **Jumbled Pigs** storyboard frames, students could cut out the frames and place each frame in what they think is the correct order.



Contents of the Jumbled Pigs storyboard.

Frame 1: Picture – wolf huffing and puffing, house of straw demolished and the first pig running away. Caption – The wolf blows down the house of straw. The first little pig runs for his life.

Frame 2: Picture – wolf climbing up the house of bricks. Three pigs inside looking out of window. Caption – the wolf climbed into the house of bricks. The little pigs were too clever. The wolf landed in a pot of water and the three pigs lived happily ever after.

Frame 3: Picture – three pigs walking through woods. Caption – Once there lived three pigs. They had left home and were going to make their own way in the world.

Frame 4: Picture – second little pig building house of sticks. Caption – the second little pig built her house of sticks.

Frame 5: Picture – wolf huffing and puffing at the house of bricks. Caption – the wolf huffed and puffed but the house of bricks stood still.

Frame 6: Picture – third little pig building house of bricks. Caption – the third little pig built his house of bricks.

Frame 7: Picture – wolf huffing and puffing, house of sticks demolished and the second pig running away. Caption – The second little pig runs for her life.

Frame 8: Picture – first little pig building house of straw. Caption – the first little pig built his house of straw.

Plenary - Retelling the Story

- 6 As they put each frame in order, students should be encouraged to discuss the part of the story relating to the frame and decide how they could tell it to make it more exciting.
- 7 The frames can be placed in the correct order in a print template by the adult support and checked by the students as each frame is placed. The correct order is **3, 8, 1, 4, 7, 6, 5** and **2**.
- 8 Students can print their storyboard and use it as a stimulus as they retell the story. The students should be encouraged to use the repetitive story language from the story in the correct places, but to add a little detail to the basic framework. This can then be recorded as an audiofile within Kar2ouche.

For assessment purposes, teachers can check the completed storyboards against the early learning goals as well as the NLS.

Extension

- 9 Students could retell other well-known stories and tales in a similar way, emphasising the repetitive language of the story. Other stories with repetitive language include *The Three Billy Goats Gruff*, *The Great Big Enormous Turnip* and *The Gingerbread Man*.
- 10 Creative Writing Unit 1 Sheet 1 *Sentence Bricks* could be used with groups as an additional exercise looking at writing in sentences.



Student Notes

Activity 2 'Unjumbling'

Objectives

In these Kar2ouche activities you will un-jumble a storyboard and retell the story of *The Three Little Pigs*. You might need an adult to help you.

Outcomes

By working step by step through the main activity you will:

- put storyboard frames in the right order
- use some parts of the story you've heard plus your own words to retell the story of *The Three Little Pigs*.

Resources

To complete the activities you will need access to:

- Kar2ouche *Creative Writing (Key Stage 1)* Content Library
- printed copies of the **Jumbled Pigs** storyboard frames
- Creative Writing Unit 1 Sheet 1 *Sentence Bricks*

Activities

Introduction - Planning Your Story

- 1 Your teacher will ask you to help make a storyboard plan of *The Three Little Pigs*. Think carefully about the main events in the story.



Click here to see the **Three Pigs Outline**.

- 2 Help the class to choose the missing bits in each part of the story.

Development - Jumbled Pigs

- 3 When you are told to, look carefully at the story in the storyboard. Can you see something wrong with the story?



Click here to look at the **Jumbled Pigs** storyboard.

- 4 If you have some, use the printed pictures from the storyboard to help you put the story in the right order.
- 5 Discuss the story as you go, just to make sure that you have got it right.

Plenary - Retelling Your Story

- 6 Share your un-jumbled story with the rest of the class. If you can, record your retelling in Kar2ouche.
- 7 Don't forget to huff and puff in the right places!

Creative Writing Unit 1 Sheet 1

Sentence Bricks

Can you use these bricks to make up sentences?

of	pig	fir st	straw .	The	house	a	made
----	-----	-----------	------------	-----	-------	---	------

third	The	brick s.	pig	a	of	made	house
-------	-----	-------------	-----	---	----	------	-------

house	a	made	of	The	pig	stick s.	second
-------	---	------	----	-----	-----	-------------	--------

house	of	ble w	the	The	wolf	stic ks	down.
-------	----	----------	-----	-----	------	------------	-------

wol f	of	down.	straw	The	house	the	blew
----------	----	-------	-------	-----	-------	-----	------

bricks	The	down.	of	ble w	house	th e	wolf
--------	-----	-------	----	----------	-------	---------	------

Teacher Notes

Activity 3 Story Writing

Key Stage/Year Reception

Group Organisation This activity is suitable for students working in small groups, supported by the teacher or teaching assistant.

Suggested Timing 1-2 lessons

Overview of Task

In this activity students will work with the teacher to write a class version of *The Three Little Pigs* where the teacher helps model how to put a story together.

Objectives

All students will: contribute to a group retelling of a story.

Most students will: use repetitive phrases appropriately showing good understanding of story structures.

Some students will: add interesting detail to excite and interest their audience.

Curriculum References

National Curriculum

English

En1 Speaking and Listening: 1a, c speaking; 2a-f listening; 8a, 9a-c range.

En2 Reading: 3a-f develop understanding of fiction, poetry and drama; 6a, c, e range of literature.

En 3 Writing: 1b, c, f composition; 2a, b planning and drafting.

ICT

1a and 1b finding things out; 2a developing ideas; 3a and b exchanging and sharing information; 4a reviewing work.

National Literacy Strategy

Reception

T5 understand how storybook language works; T7 to use knowledge of familiar texts to retell in sequence; T8 locate and read significant parts of the text; T9 be aware of story structures; T14 use experience of stories as a basis for independent writing.

Early Learning Goals

- extend their vocabulary, exploring the meanings and sounds of new words
- use language to imagine and recreate roles and experiences
- use talk to organise, sequence and clarify thinking, ideas, feelings and events
- explore and experiment with sounds, words and texts
- retell narratives in the correct sequence, drawing on language patterns of stories

Outcomes

By the end of these sessions, students will have:

- used their experience of stories as a basis for independent writing/shared composition with adults
- created their own retelling of *The Three Little Pigs*, adding voices and using words to support their story
- created a plan for their own story using repetitive structure.

Resources Required

Kar2ouche *Creative Writing (Key Stage 1) Content Library*:

- **Story Map** storyboard

Creative Writing Unit 1 Sheet 2 *Story Starter Sheet*

Activities

Introduction - Story Mapping



- 1 Open the storyboard and explain to the class that you are going to use this **Story Map** storyboard to help plan out the story of *The Three Little Pigs* for retelling. Explain that story plans and maps help you to think about what is happening and where the story is leading.

Contents of the Story Map storyboard.

Each frame contains a background for each main section of the story. There are no characters, as the students are to add these themselves later.

Frame 1: woodland with signpost

Frame 2: wood with straw house

Frame 3: wood with stick house

Frame 4: wood with brick house

- 2 Select the first frame and ask the class, 'What happened here?' Model adding a sentence or a title to this frame of the storyboard. Discuss the wording of the sentence, ensuring that the class agree, and then type the sentence into the caption window of the storyboard.
- 3 Complete sentences for the remainder of the frames. Save the storyboard in a shared area of the network as Story Map 2 so that individual students or groups of students can add to it later.

Development - Writing the Story



- 4 Using the saved **Story Map 2** storyboard groups of students can add characters to each of the frames to help retell the story. Some students may need help from the teacher or another classroom assistant.
- 5 More able students can add to the sentences in each frame. Those who need support might need an adult helper to scribe their ideas for improvements.
- 6 As each character is added, students should be encouraged to talk through the story.

Plenary - I'll Tell You a Story



- 7 The groups can be encouraged to audio record the sentences they have included as a caption in each frame.
- 8 The stories can be printed off and used as a big book with the class.
- 9 As an additional or alternative activity, students could write their own versions of the story using the *Story Starter Sheet*. They should fill in the missing words and then complete the story in their own words.

Student Notes**Activity 3 Story Writing****Objectives**

In this activity you will work with your teacher to create a class retelling of *The Three Little Pigs*. You will then add characters to a Kar2ouche storyboard to create your own pictures showing what happens.

Outcomes

By working step by step through the main activity you will:

- make your own illustrated version of *The Three Little Pigs*.

Resources

To complete the activities you will need access to:

- Kar2ouche *Creative Writing (Key Stage 1) Content Library*
- Creative Writing Unit 1 Sheet 2 *Story Starter Sheet*

Activities**Introduction - Story Mapping**

- 1 Help your teacher retell the story of *The Three Little Pigs*. Don't forget to huff and puff!
- 2 Your teacher will help you write a simple version of the story using the **Story Map** storyboard. Watch very carefully.



Click here to see the **Story Map** storyboard.

Development - Writing the Story

- 3 When you are told to, open the **Story Map 2** storyboard. Your teacher will tell you how.
- 4 Look carefully at each frame and read the sentences in the caption window.
- 5 Can your group choose the right characters to go in the frame?
- 6 Drag the character into the frame.
- 7 Can you make the sentences that go with the picture better or more exciting? You can ask a helper to write your new ideas for you.

Plenary - I'll Tell You a Story

- 8 You will need to save your work. Ask someone to help you.
- 9 Record your story. If you are working with a group decide who will read which bits.
- 10 Look at, and listen to, at least one other group's story. Tell the group what you liked best about their story.

Creative Writing Unit 1 Sheet 2

Story Starter Sheet

Once upon a time there lived three little _____.

The first little pig _____ a house out of _____.

The wolf said, 'Little pig, little pig, can I come in?'

The first little pig _____, 'Not by the hair on my chinny chin _____.' I'll not let you in.'

The wolf said, 'I'll _____ and I'll _____ and I'll blow your house _____.'

The second _____ pig made a _____ out of sticks.

The wolf said, 'Little pig, _____ can I come in?'

The _____ little pig said, 'Not by the _____ on my chinny chin chin. I'll not let you in.'

The wolf said, 'I'll _____ and I'll _____ and I'll blow your house _____.'

The third little _____ made a house out of _____.

The wolf said, 'Little pig, little pig can I come in?'

The _____ little pig said, 'Not by the _____ on my chinny chin chin. I'll not let you in.'

Now can you finish the story?

Teacher Notes

Activity 4 Adding Detail

Key Stage/Year	Reception
Group Organisation	This activity is suitable for students working in small groups, supported by the teacher or teaching assistant.
Suggested Timing	1-2 lessons

Overview of Task

In this activity students look at a brief section of the story to rewrite in their own words adding additional detail in order to interest their readers or listeners.

Objectives

All students will: use talk to organise, sequence and clarify thinking, ideas, feelings and events in this section of the story.

Most students will: add interesting detail whilst retaining the familiar story structure.

Some students will: consider the needs of their audience and add detail that will entertain and amuse.

Curriculum References

National Curriculum

English

En1 Speaking and Listening: 1a, c speaking; 2a-f listening; 8a, 9a-c range.

En2 Reading: 3a-f develop understanding of fiction, poetry and drama; 6a, c, e range of literature.

En 3 Writing: 1b, c, f composition; 2a, b planning and drafting.

ICT

1a and 1b finding things out; 2a developing ideas; 3a and b exchanging and sharing information; 4a reviewing work.

National Literacy Strategy

Reception

T5 understand how storybook language works; T7 to use knowledge of familiar texts to retell in sequence; T8 locate and read significant parts of the text; T9 be aware of story structures; T14 use experience of stories as a basis for independent writing.

Early Learning Goals

- extend their vocabulary, exploring the meanings and sounds of new words
- use language to imagine and recreate roles and experiences
- use talk to organise, sequence and clarify thinking, ideas, feelings and events
- explore and experiment with sounds, words and texts
- retell narratives in the correct sequence, drawing on language patterns of stories

Outcomes

By the end of these lessons, students will have:

- planned an embellishment of the final section of *The Three Little Pigs*
- used the plan to write, where necessary with help, a new version of the final section.

Resources Required

Kar2ouche *Creative Writing (Key Stage 1)* Content Library:

- **The Third Pig** storyboard

Retellings of *The Three Little Pigs*

Activities**Introduction - Planning The Third Pig**

- 1 Tell the class that you are going to concentrate on the part of the story where the wolf is angry at the third little pig.
- 2 Read or tell the story from the part where the wolf becomes angry at the third little pig and prepares to attack him.
- 3 Talk with the class about what the third pig does. Ask questions such as, do you think that the pig is scared? Ask the class to come up with good words to describe being scared.
- 4 Ask the class how they would start writing the story of the third pig. Tell them to imagine that this is a new story just about the third pig and the wolf.
- 5 Take some ideas for opening sentences from the class and scribe these onto paper or into Kar2ouche.

**Development -
Adding to the
Story**

- 6 With support from a classroom assistant where necessary, students should write four sentences that scaffold the story of the third pig. That is, one sentence in the caption window of each of the four blank frames in **The Third Pig** storyboard.
- 7 Explain that they need to think carefully about what they would do if they were the third pig and how they would stop the wolf.
- 8 Once the students are happy with their story, they can create pictures to go with them and, if possible, record their sentences as audiofiles to accompany their writing.

**Plenary - The
Third Pig's Story**

- 9 Students could share their own third pig stories with the rest of the class by presenting their storyboards on a whiteboard or as printouts.
- 10 Ask the class which parts of the stories they liked best.

For assessment purposes, teachers can check the completed storyboards against the early learning goals as well as the NLS.

Extension

- 11 Students could be asked to think about a time when they were scared. They could draw pictures and write sentences to create a story called 'The Time That I Was Scared.'

Student Notes

Activity 4 Adding Detail

Objectives

In these Kar2ouche activities you will think about the third little pig and what you would do if you were that pig and met the wolf. You will plan and then retell your story. You might need an adult to help you.

Outcomes

By working step by step through the main activity you will:

- plan what you would do if you were the third little pig
- write your own ending to the story.

Resources

To complete the activities you will need access to:

- Kar2ouche *Creative Writing (Key Stage 1)* Content Library
- **The Third Pig** storyboard

Activities

Introduction - Planning The Third Pig

- 1 You are going to think about the third little pig. Help your teacher retell the story of *The Three Little Pigs* from where the wolf comes to the house made of bricks.
- 2 What happened to the third pig? Do you think that the pig was scared?
- 3 Can you think of other words to describe how the third pig was feeling? Tell your teacher if you think of a good word.
- 4 Imagine that there is a new storybook just about the third pig and the wolf, and you are going to help write it!
- 5 How would the story start? Tell your teacher if you can think of a really good opening.

Development - Adding to the Story

- 6 You have to imagine that you are the third little pig. Think about being inside the house made of bricks. You can shut your eyes for a moment if it helps you to think. Open your eyes again.
- 7 What would you do if you were the little pig inside the house made of bricks? The wolf is coming to get you.
- 8 How would you feel? Would you be really scared, or are you very brave?
- 9 Try to think of four sentences to tell your story. You could start with, 'I can hear the wolf ...' Type your sentences in the four blank frames of **The Third Pig** storyboard.



click here Click here to open **The Third Pig** storyboard.

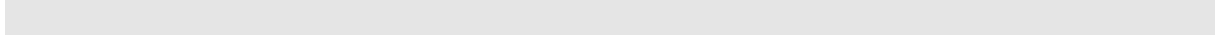
Student Notes

- 10 You can ask someone to help you with your sentences if you need to.
- 11 When your story is finished, you could ask to record yourself telling your story.

Plenary - The Third Pig's Story

- 12 Share your story with the rest of the class.
- 13 Listen to some of the other stories.
- 14 Say which story you liked best. Tell the class why you liked it.

Unit 2



Teacher Notes

Activity 1 Story Characters

Key Stage/Year Key Stage 1 / Year 1

Group Organisation This activity is suitable for students working in small groups, supported by the teacher or teaching assistant.

Suggested Timing 1 lesson

Overview of Task

Using the story of *Cinderella*, students identify the characters and discuss their behaviour and feelings. They begin with freeze-frame, and then produce storyboard frames with questions for the characters to answer.

Objectives

All students will: discuss the characters from *Cinderella* and their behaviour.

Most students will: think of simple questions to ask characters to establish feelings.

Some students will: ask more probing questions that begin to look at motivation.

Curriculum References

National Curriculum

English

En1 Speaking and Listening: 1a, c speaking; 2a-f listening; 8a, 9a-c range.

En2 Reading: 3a-f develop understanding of fiction, poetry and drama; 6a, c, e range of literature.

Drama

En4a use language and actions to explore and convey situations
4b create and sustain roles.

ICT

1a and 1b finding things out; 2a developing ideas; 3a and b exchanging and sharing information; 4a reviewing work.

PSHE

4c to identify and respect the differences and similarities between people;

4e that there are different types of teasing and bullying.

**National
Literacy Strategy****Year 1 Term 2**

T8 to identify and discuss characters, e.g. appearance, behaviour, qualities; T15 to build simple profiles of characters from stories read, describing characteristics, appearances, behaviour with pictures, single words, captions, words and sentences from text.

Outcomes

By the end of these sessions, students will have:

- identified and discussed the characters from *Cinderella*
- written simple questions to ask characters.

Resources

Kar2ouche *Creative Writing (Key Stage 1)* Content Library:

- **Cinderella** audiofile
- **Freeze-frame** storyboard

Retellings of *Cinderella*

Activities**Introduction -
Who's Who in
Cinderella?**

- 1 Tell the story of *Cinderella* using the audio version, a storyboard retelling, or a version from your class library.
- 2 Ask the class to tell you the names of the characters in the story. These can be listed on the board so that they can be referred to during the lesson.
- 3 Tell the class that they are going to be thinking about each person's character – what they are like and how they are feeling at different points during the story.

**Development -
Questions,
Questions**



- 4 Show the class the **Freeze-frame** storyboard. This shows different characters during different scenes in the story.

Contents of the Freeze-frame storyboard.

Frame 1: Cinderella in the kitchen being bossed by her stepsisters.

Frame 2: The stepsisters preparing for the ball.

Frame 3: Cinderella is alone in the kitchen after the stepsisters have left for the ball.

Frame 4: Cinderella is dancing with the prince, while the stepsisters look on.

Frame 5: The prince is left holding Cinderella's slipper.

Frame 6: Cinderella tries on the slipper with the stepsisters and the prince watching.

To reinforce the story and to get the class thinking about the task, you can ask questions such as:

- What is happening here?
 - Who is in this picture?
 - What is ___ doing in this frame?
 - How do you think ___ is feeling?
 - Why do you think that ___ is feeling like that?
 - Can you think of a word that would describe how the ugly sisters are to Cinderella?
- 5 Using printed out copies of the pictures from the **Freeze-frame** storyboard, divide the class into small groups and give each group one frame.
- 6 Supported by a classroom assistant, the groups think of and write down, or have scribed for them, questions that they might want to ask the characters in the frame about how they are feeling or what they have done in the frame.
- 7 Alternatively, the groups could record their questions to be saved as audiofiles in the **Freeze-frame** storyboard, which can then be attached to their frame.
- 8 The groups share their questions with the rest of the class, either by playing back the frame they have worked on in the **Freeze-frame** storyboard, or by talking through the list of questions.
- 9 If you have time, you could get small groups to volunteer to act out one of the freeze-frame scenes.

**Plenary -
Question Time**

Student Notes

Activity I Story Characters

Objectives

In these activities you will use the story of *Cinderella* to explore characters. You will be able to ask the characters questions, so that you can find out about their feelings.

Outcomes

By working step by step through the main activity you will:

- discuss the characters from the story of *Cinderella*
- question the characters.

Resources

To complete the activities you will need access to:

- Kar2ouche *Creative Writing (Key Stage 1)* Content Library
- Copies of the story of *Cinderella*

Activities

Introduction - Who's Who in Cinderella?

- 1 Listen to a retelling of the story of *Cinderella*.



Click here if you want to hear the retelling of **Cinderella** in Kar2ouche.

- 2 Can you remember the names of all of the characters in the story? Tell your teacher if you are asked.
- 3 You need to think carefully about what each character is like and how they feel in different parts of the story.

Development - Questions, Questions

- 4 Look very carefully at the pictures that your teacher shows you. You will be asked some questions to help you with your work.
- 5 If you need to see the pictures again, open the **Freeze-frame** storyboard and have a look at the pictures.



Click here if you need to see the **Freeze-frame** storyboard.

- 6 Your teacher will give you a frame from the storyboard to look at. It shows one or two characters from the story. Imagine that you have been asked to interview these characters.
- 7 Talk about the picture with your group. You need to think about what is happening in the picture and which part of the story the scene is from.
- 8 Think about and then write down some questions that your group would like to ask the character(s) in the interview. If you need help to write your questions, ask a helper.
- 9 When you have written your questions, you can find the frame in the **Freeze-frame** storyboard and type or record your questions in that frame.

Student Notes



Plenary - Question Time

- 10 Share your questions with the rest of the class using the storyboard saved on your machine.
- 11 Listen to the questions that other students in your class have written. Are there any really good questions that you have heard? Talk about them with the class.

Teacher Notes

Activity 2 Hot-Seating Characters

Key Stage/Year Key Stage 1 / Year 1

Group Organisation This activity is suitable for students working in small groups, supported by the teacher or teaching assistant.

Suggested Timing 1-2 lessons

Overview of Task

Using the story of *Cinderella*, students identify the characters and discuss their behaviour and feelings. They begin with drama-based activities, such as hot-seating, and create simple autobiographies or character profiles.

Objectives

All students will: discuss how the characters from *Cinderella* might respond to questions asked.

Most students will: hot-seat characters and suggest appropriate responses based on the story.

Some students will: write simple character profiles using sentences.

Curriculum References

National Curriculum

English

En1 Speaking and Listening: 1a, c speaking; 2a-f listening; 8a, 9a-c range.

En2 Reading: 3a-f develop understanding of fiction, poetry and drama; 6a, c, e range of literature.

En 3 Writing: 1b, c, f composition; 2a, b planning and drafting.

Drama

En4a use language and actions to explore and convey situations
4b create and sustain roles.

ICT

1a and 1b finding things out; 2a developing ideas; 3a and b exchanging and sharing information; 4a reviewing work.

PSHE

4c to identify and respect the differences and similarities between people;

4e that there are different types of teasing and bullying.

National Literacy Strategy**Year 1 Term 2**

T8 to identify and discuss characters, e.g. appearance, behaviour, qualities; T14 to represent outlines of story plots; T15 to build simple profiles of characters from stories read, describing characteristics, appearances, behaviour with pictures, single words, captions, words and sentences from text.

Outcomes

By the end of these sessions, students will have:

- identified and discussed the characters from *Cinderella*
- hot-seated characters from freeze-frame storyboards
- written simple autobiographies or character profiles.

Resources

Kar2ouche *Creative Writing (Key Stage 1) Content Library*:

- **Freeze-frame** storyboard
- **Autobiography** storyboard
- **Character Profile** storyboard

Retellings of *Cinderella*

Cassette recorder (optional)

Activities**Introduction - In the Hot-seat**

- 1 Using some of the questions from the previous lesson, demonstrate hot-seating a character with a classroom assistant or other helper.
- 2 Explain to the class that they are going to use the questions they wrote in the last lesson and 'interview' or hot-seat the character so that they can find out the answers.
- 3 Tell the class that the answers are going to help them to write an autobiography or a character profile.

Development - Character Profiles

- 4 In their groups, supported by an assistant where possible, students hot-seat the character(s) for whom they wrote the questions in the previous lesson.
- 5 The answers can be recorded into Kar2ouche as audiofiles, a cassette recorder, or can be scribed or written by the students themselves.
- 6 Using their answers, students can then create a simple autobiography of one character using the **Autobiography** storyboard containing a writing frame. This can be completed on screen or printed out for the students to write on.

Contents of the Autobiography storyboard.

A single frame with the following sentences in a text box to be completed by the students:

My name is _____

I live in _____

My job is _____

I feel _____

I would like to _____

Caption window – complete the blanks and then drag the character you have described into the box. Put the character in a suitable pose.

- 7 Alternatively, the students can use the **Character Profile** storyboard, in which they write the words that describe the character in the speech bubbles around the posed character. Again this can be printed out for students to write on, or completed on screen.

Contents of the Character Profile storyboard.

Each frame has a main character posed in it, with speech bubbles round it.

Frame 1: Cinderella

Frame 2: an ugly stepsister

Frame 3: the prince

**Plenary -
An Interview
With ...**

- 8 Students could be asked to share their hot-seat interviews with the rest of the class.
- 9 They can also be asked to share their autobiographies or character profiles.
- 10 These can then be displayed as a book or class display. For assessment purposes, the use of story language, sentence structure and use of descriptive words within the character profiles can be checked alongside the NLS requirements.

Extension

- 11 Students could carry out hot-seating or freeze-frame activities for other characters from *Cinderella* and/or other traditional tales.

Student Notes**Activity 2 Hot-Seating Characters****Objectives**

In these Kar2ouche activities you will use the story of *Cinderella* to hot-seat characters and create a character profile for one of them.

Outcomes

By working step by step through the main activity you will:

- question the characters in a hot-seat
- write a character profile for a character of your choice.

Resources

To complete the activities you will need access to:

- Kar2ouche *Creative Writing (Key Stage 1)* Content Library
- Copies of the story of *Cinderella*

Activities**Introduction - In the Hot-seat**

- 1 Watch carefully as your teacher shows you how to 'hot-seat' a character.
- 2 Your teacher will explain that you have to think carefully about the person who is being hot-seated. You must not forget which character the person is supposed to be and only ask questions about that character.

Development - Character Profiles

- 3 You are going to hot-seat one of the characters from the frame you used in the last lesson. Your teacher will tell you who is in the hot-seat. Remember to think carefully about who the character is and how they are feeling in that part of the story.
- 4 Your character is going to try to answer all the questions you asked in the last lesson.
- 5 Take it in turns to ask your questions.
- 6 Try to remember the answers to the questions or make some notes. You will need them to complete your task. If you have a tape recorder, you could record the interview.
- 7 You are going to create an autobiography or a character profile for the character that you interviewed.
- 8 Open either the **Autobiography** storyboard or the **Character Profile** storyboard and follow the instructions. Ask your teacher for help if you need to.



Click here to open the **Autobiography** storyboard



Click here to open the **Character Profile** storyboard

Plenary - An Interview With ...

- 9 Save your work.
- 10 Show your work to the rest of the class.
- 11 Is there something that you have found out about one of the characters from *Cinderella* that you didn't know? Tell someone about it if you have.

Teacher Notes

Activity 3 Story Plots

Key Stage/Year Key Stage 1 / Year 1

Group Organisation This activity is suitable for students working in small groups, supported by the teacher or teaching assistant.

Suggested Timing 1-2 lessons

Overview of Task

Students continue working with the story of *Cinderella*. They learn to sequence the story and use sentences to retell it in their own words.

Objectives

All students will: place the story in the correct sequence.

Most students will: retell the story of *Cinderella* using familiar story-telling language.

Some students will: retell the story in writing, using sentences and typical phrases from traditional tales.

Curriculum References

National Curriculum

English

En1 Speaking and Listening: 1a, c speaking; 2a-f listening; 8a, 9a-c range.

En2 Reading: 3a-f develop understanding of fiction, poetry and drama; 6a, c, e range of literature.

En 3 Writing: 1b, c, f composition; 2a, b planning and drafting.

ICT

1a and 1b finding things out; 2a developing ideas; 3a and b exchanging and sharing information; 4a reviewing work.

National Literacy Strategy

Year 1 Term 2

T4 to re-tell stories, giving the main points in sequence; T14 to represent outlines of story plots using, e.g. captions, pictures, arrows to record main incidents in order, eg to make a class book, wall story, own version; T16 to use some of the elements of known stories to structure own writing.

Outcomes

By the end of these sessions, students will have:

- sequenced the story of *Cinderella*
- used a plan to map out the story
- retold the story of *Cinderella* using sentences and story language.

Resources Required

Kar2ouche *Creative Writing (Key Stage 1) Content Library*:

- **Jumbled Plan** storyboard
- **Jumbled Plan** storyboard frames, printed out one set per group
- **Captions** storyboard (optional)
- **Cinderella** audio

Retellings of *Cinderella*

Activities

Introduction - Cinderella

- 1 Revise the story by asking the class questions, such as:
 - Who is the main character?
 - Where did she live?
 - Who were the ugly sisters?
 - How did the fairy godmother help?
 - What happened at the ball?
 - How did the story end?

If necessary, play the audiofiles of the *Cinderella* story from the text/audio screen to the class.

- 2 Show the class the **Jumbled Plan** storyboard. Play the storyboard through and ask the class if they notice anything odd about it.



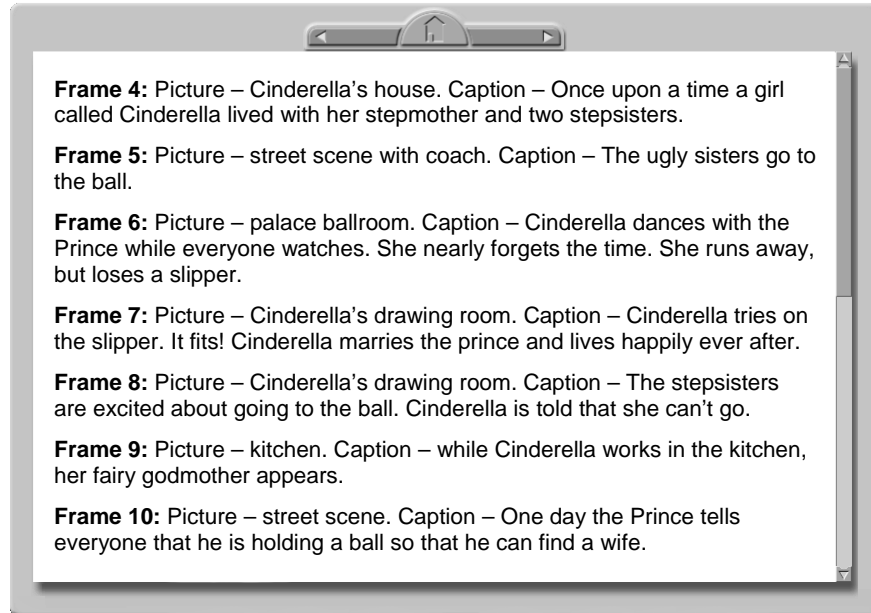
Contents of the Jumbled Plan storyboard.

Contains the story of Cinderella, but out of sequence. The text is contained in the caption window.

Frame 1: Picture – kitchen. Caption – The fairy waves her wand and Cinderella is given a beautiful dress, coach and horses. She goes to the ball, but she needs to be home by midnight.

Frame 2: Picture – street scene. Caption – The Prince searches for the owner of the slipper. All the girls try the slipper, but it doesn't fit any of them.

Frame 3: Picture – kitchen. Caption – Cinderella does all the work. She lives in the kitchen.



- 3 Once the story has been recognised as being out of sequence, show the class the story cards, printed out from the storyboard.
- 4 Demonstrate how to start putting the story into the correct order. For instance, you could ask, 'Who knows how the story begins? ... The story begins with Cinderella in her home doing the cleaning...so I need to find the picture of Cinderella doing the housework ...' etc.
- 5 Once the first card has been found, hold it up and ask for the class to give you a sentence to tell the story opening, for instance 'Once upon a time there lived a girl called Cinderella.' The correct order is: **4, 3, 10, 8, 5, 9, 1, 6, 2** and 7.

Development - 'Unjumbling' Cinders

- 6 Working in small groups, students put the story into the correct order, using the printed out frames from the **Jumbled Plan** storyboard.
- 7 As a check to ensure that they have got the story sequenced correctly, the students should be encouraged to retell the story, trying to use sentences and some of the story language that they have heard in previous readings.
- 8 If the groups are working with support assistants, they can remind the students to use this language.

Plenary - Story Sequence

- 9 Groups can be encouraged to read out their versions of the story or add captions to the **Captions** storyboard. This is the same as the previous storyboard but in the right order and without text in the caption windows.



- 10 Each group can share their sequence of cards with the rest of the class. As each card is put up on a board, or held by another student, the group can say the sentences that accompany that part of the story.
- 11 To check the story sequence, reorder events in the **Jumbled Plan** storyboard, by going to the print screen and asking the class to tell you which order the frames should be in. Drag them into a template in the right order. This can be printed out for reference in the next lesson.

Student Notes

Activity 3 Story Plots

Objectives

In this activity you will put the story of *Cinderella* into the right order so that you can retell it to others in your class.

Outcomes

By working step by step through the activity you will:

- put the story of *Cinderella* in the correct order
- add your own retelling of the story.

Resources

To complete the activities you will need access to:

- Kar2ouche *Creative Writing (Key Stage 1)* Content Library
- Copies of the story of *Cinderella*

Activities

Introduction - *Cinderella*

- 1 Your teacher will ask you some questions about the story of *Cinderella*. Can you remember what happens in the story? Listen carefully to the questions and see if you can answer them.
- 2 Look carefully at the **Jumbled Plan** storyboard that you are shown. Do you notice something different about the story?
- 3 Listen carefully as you are told how to use the **Jumbled Plan** in your work.



Click here to look at the **Jumbled Plan** storyboard.

Development - 'Unjumbling' *Cinders*

- 4 Use the printed copies of the **Jumbled Plan** storyboard to put the story in the right order.
- 5 As you put the frames into the right order, check it by telling the story. You can then change the order if you think it isn't right.

Plenary - Story Sequence

- 6 Share your story using the printed out frames.
- 7 Your teacher might try to un-jumble the story using the **Jumbled Plan** storyboard on the computer. Do you think that you can help to put *Cinderella* in the right order on the computer and then print it out?
- 8 If you have time you might be asked to add your story as captions to the pictures you have put in the right order



Click here to look at the **Captions** storyboard.

Teacher Notes

Activity 4 Story Plans

Key Stage/Year Key Stage 1 / Year 1

Group Organisation This activity is suitable for students working in small groups, supported by the teacher or teaching assistant.

Suggested Timing 1 lesson

Overview of Task

Students continue working with the story of *Cinderella*. They use a simple story plan to help them plot the story and then write their own opening paragraph with support.

Objectives

All students will: see that stories have beginnings, middles and ends and relate this to the story of *Cinderella*.

Most students will: contribute to the division of *Cinderella* into beginning, middle and end; use the notes made on the beginning section of *Cinderella* to write their own beginnings using the language of traditional tales.

Some students will: create simple plans for other traditional tales and write the opening paragraph.

Curriculum References

National Curriculum

English

En1 Speaking and Listening: 1a, c speaking; 2a-f listening; 8a, 9a-c range.

En2 Reading: 3a-f develop understanding of fiction, poetry and drama; 6a, c, e range of literature.

En 3 Writing: 1b, c, f composition; 2a, b planning and drafting.

ICT

1a and 1b finding things out; 2a developing ideas; 3a and b exchanging and sharing information; 4a reviewing work.

National Literacy Strategy

Year 1 Term 2

T4 to re-tell stories, giving the main points in sequence; T14 to represent outlines of story plots using, e.g. captions, pictures, arrows to record main incidents in order, eg to make a class book, wall story, own version; T16 to use some of the elements of known stories to structure own writing.

Outcomes

By the end of these sessions, students will have:

- used patterned stories as models for their own writing
- used a plan to map out the story
- written an introduction to the story of *Cinderella* (and possibly other stories).

Resources Required

Kar2ouche *Creative Writing (Key Stage 1)* Content Library:

- **Story Plan** storyboard

Retellings of *Cinderella*

Activities

Introduction - Planning

- 1 Remind the class of the work that they completed in the previous lesson using story cards to sequence the story of *Cinderella* and retell it.
- 2 Explain that when they write they need to make sure that all their ideas are in a logical and easy-to-follow order before they start writing. To help them do this, you are going to show them a plan that they can use.
- 3 Demonstrate a simple beginning, middle and end plan using the **Story Plan** storyboard.



Contents of the Story Plan storyboard

Each frame contains a text box with the following text inserted:

Frame 1: Beginning. How does the story start?

Frame 2: Middle. What happens next?

Frame 3: End. How does the story finish?

- 4 Model adding brief notes to the caption window for each frame of the plan. For the beginning, you could ask, 'What happened at the beginning of the story? Cinderella does cleaning ... ugly sisters are horrible.'
- 5 Show the class the brief notes in each box and explain that in plans sentences aren't used, as these are only the ideas. The sentences will come in the story writing.
- 6 Model writing the beginning of the story from the plan. Explain to the class that now you have your plan you can start writing. Check what the plan says for the beginning of the story and then tell the class that you need to think of a good opening sentence. Suggest that you begin with 'Once upon a time Cinderella lived with her wicked stepmother and ugly sisters.' Tell the students that this is a good opening to use as lots of traditional tales begin in this way.
- 7 Continue with a second sentence to explain what Cinderella did.
- 8 Point out to the students that your sentences begin with a capital letter and end with a full stop.

Development - Story Opening



- 9 Ask the students to think of and then write, or have scribed for them, two more sentences to complete the opening section of the story. Use the notes attached to the first frame as stimuli.
- 10 If students have access to Kar2ouche, these sentences can be typed into the caption window of a new storyboard and saved as 'story opening.' The sentences could also be added as audiofiles.

Plenary - Our Sentences

- 11 Students can be encouraged to share their sentences for the opening section of *Cinderella*.
- 12 Check as a group that there is evidence of sentence demarcation (capital letters and full stops).
- 13 Choose two suitable sentences to add to the two in the initial model.
- 14 Read the opening section together as a group.

Extension

- 15 Able students might like to take another familiar tale, divide it into beginning, middle and end and then write the opening paragraph. Other students can then see if they recognise the story.

Student Notes

Activity 4 Story Plans

Objectives

In these activities you will look at the way the story of *Cinderella* is planned.

Outcomes

By working step by step through the main activity you will:

- make a plan of *Cinderella*
- write your own version of the story-start.

Resources

To complete the activities you will need access to:

- Kar2ouche *Creative Writing (Key Stage 1)* Content Library
- Copies of the story of *Cinderella*

Activities

Introduction - Planning

- 1 A plan helps you to make sure that you have all of your ideas together in the right order before you start writing. Plans are usually divided into three parts – beginning, middle and end. Listen carefully as your teacher shows you how to make and use the plan.



Click here to see the **Story Plan** storyboard.

- 2 Together you will think about how to start the story. How do lots of stories begin? When the teacher asks you, you can share your ideas with the class.

Development - Story Opening

- 3 Talk with your group about what happens at the beginning of the story of *Cinderella*.
- 4 How has your class started the story? Look at the sentences that your teacher wrote for the class.
- 5 Can you think of two more sentences to complete the beginning of the story? To help you, try to think about the answers to these questions:
 - What did Cinderella have to do at home?
 - How did she feel?



Click here to open a new storyboard.

- 6 Write your sentences. Don't forget to use **capital letters** and **full stops** in the right places.
- 7 If you have time, you can open a new storyboard and type your sentences into the caption window. You could record your sentences as well.
- 8 Ask someone to help you add your recordings to the storyboard and save your work as *Story Opening*.

Student Notes**Plenary - Our Sentences**

- 9 Share your sentences with the rest of the class.
- 10 Help the class to check that they have used capital letters and full stops to show where their sentences start and finish.
- 11 Talk about the sentences that you have written.
- 12 Choose two sentences to add to the class version that you started the lesson with.

Extension

- 13 If you have time, think about another story you know well.
- 14 What happens at the beginning? What happens in the middle? How does it end?
- 15 Write the opening paragraph.
- 16 Ask other students if they know the story you have planned.

Teacher Notes

Activity 5 Middles

Key Stage/Year Key Stage 1 / Year 1

Group Organisation This activity is suited for students to work in small groups, supported by the teacher or teaching assistant.

Suggested Timing 1 lesson

Overview of Task

Students continue working with the story of *Cinderella*. They refer to a simple story plan to help them retell the middle of the story.

Objectives

All students will: refer to the plan created in the previous lesson and write a middle that uses the notes.

Most students will: retell the central section of *Cinderella* using prepared notes and following on from the introduction created earlier.

Some students will: retell the story in writing, using sentences.

Curriculum References

National Curriculum

English

En1 Speaking and Listening: 1a, c speaking; 2a-f listening; 8a, 9a-c range.

En2 Reading: 3a-f develop understanding of fiction, poetry and drama; 6a, c, e range of literature.

En 3 Writing: 1b, c, f composition; 2a, b planning and drafting.

ICT

1a and 1b finding things out; 2a developing ideas; 3a and b exchanging and sharing information; 4a reviewing work.

National Literacy Strategy

Year 1 Term 2

T4 to re-tell stories, giving the main points in sequence; T14 to represent outlines of story plots using, eg captions, pictures, arrows to record main incidents in order, eg to make a class book, wall story, own version; T16 to use some of the elements of known stories to structure own writing.

Outcomes

By the end of these sessions, students will have:

- used a plan to map out the story
- retold the central section of *Cinderella* using sentences and story language.

Resources Required

Kar2ouche *Creative Writing (Key Stage 1)* Content Library:

- **Middles** storyboard
- Storyboards saved in previous lesson (in particular the **Story Plan** storyboard)

Retellings of *Cinderella*

Activities

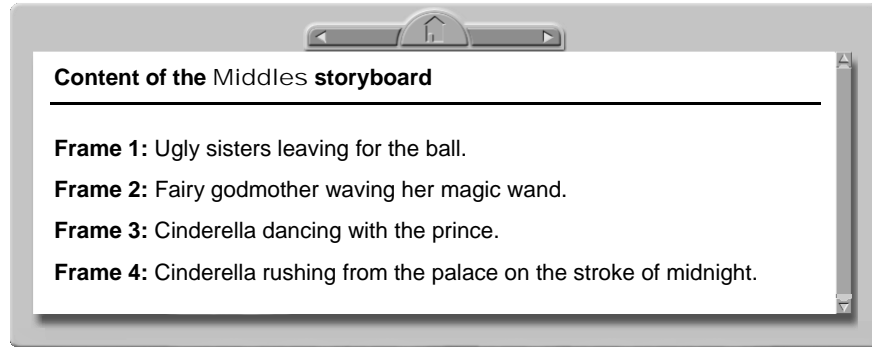
Introduction - Story Middles

- 1 Explain that in this session the students are going to be helping to write the middle and ending of the story in the same way that you wrote the opening in the previous lesson.
- 2 Look at the story plan and then read through the sentences that were written for the opening section.
- 3 Check the plan for the middle section of the story and model the first sentence together on the board.
- 4 Explain that the first sentence of the middle section has to lead on from the last sentence in the opening, so that it all makes sense.

Development - Writing the Story Middle



- 5 Supported by a teaching assistant or other adult support, students write sentences for the middle and the end of the story.
- 6 The sentences can be added to the caption window of the **Middles** storyboard. The students can also add their sentences as audiofiles. You may wish to amend this storyboard if the structure doesn't quite correspond to the one created in class.



Plenary - Sharing the Story

- 7 Alternatively, students can add their sentences to their own Story Opening storyboard, which they might have started in lesson 1, to create their own *Cinderella* storyboard.
- 8 Students can share their story middles and check for demarcation of sentences.
- 9 If there is time you can also finish the model writing on the board using suggestions from the class based on what they have just written.

For assessment purposes, teachers can check the completed storyboards against the NLS requirements, especially for sentence structure and demarcation.

Student Notes

Activity 5 Middles

Objectives

In this activity you will work on the plan and write what happens in the middle of *Cinderella*.

Outcomes

By working step by step through the main activity you will:

- plan your own version of *Cinderella*
- write your own version of the story using a Kar2ouche storyboard.

Resources

To complete the activities you will need access to:

- Kar2ouche *Creative Writing (Key Stage 1)* Content Library
- Copies of the story of *Cinderella*

Activities

Introduction - Story Middles

- 1 You are going to write the middle of the story in the same way that you wrote the opening in the previous lesson. Look at the story plan and then read through the sentences that you wrote for the beginning of the story.
- 2 Watch carefully as your teacher shows you how to start the middle section.
- 3 The first sentence of the middle section has to lead on from the last sentence in the opening, so that it all makes sense. Can you think of a good sentence that could start this part of the story?

Development - Writing the Story Middle

- 4 Check the plan for the middle of the story. Can you remember what happens here?
- 5 Talk to the other students in your group and decide on your sentences.
- 6 Write your sentences for the middle of the story.
- 7 Ask your teacher which Kar2ouche storyboard you should use to finish your work. If you want to continue the one you started last lesson, your teacher will tell you how to find it.



click here if you need to use the **Middles** storyboard.

- 8 Add your sentences to your chosen storyboard. If you need to, choose backgrounds and characters to add to your story.

Plenary - Sharing the Story

- 9 Share your story middles.
- 10 As you are reading the stories, remember to check for sentences. (Do your sentences begin with a **capital letter** and end with a **full stop**?)
- 11 If you have time you may be able to help your teacher finish the middle of the story you started together at the beginning of the lesson.

Teacher Notes

Activity 6 Endings

Key Stage/Year Key Stage 1 / Year 1

Group Organisation This activity is suited for students to work in small groups, supported by the teacher or teaching assistant.

Suggested Timing 1 lesson

Overview of Task

Students complete their versions of *Cinderella* using their simple story plan.

Objectives

All students will: write the end to the story.

Most students will: refer in detail to the plan to write the ending to the story.

Some students will: retell the ending of the story using sentences and phrases from traditional tales.

Curriculum References

National Curriculum

English

En1 Speaking and Listening: 1a, c speaking; 2a-f listening; 8a, 9a-c range.

En2 Reading: 3a-f develop understanding of fiction, poetry and drama; 6a, c, e range of literature.

En 3 Writing: 1b, c, f composition; 2a, b planning and drafting.

ICT

1a and 1b finding things out; 2a developing ideas; 3a and b exchanging and sharing information; 4a reviewing work.

National Literacy Strategy

Year 1 Term 2

T4 to re-tell stories, giving the main points in sequence; T10 to identify and compare basic story elements, eg beginnings and endings in different stories; T14 to represent outlines of story plots using, e.g. captions, pictures, arrows to record main incidents in order, eg to make a class book, wall story, own version; T16 to use some of the elements of known stories to structure own writing.

Outcomes

By the end of these sessions, students will have:

- used patterned stories as models for their own writing
- used a plan to map out the story
- completed the story of *Cinderella* using sentences and story language.

Resources Required

Kar2ouche Creative Writing (Key Stage 1) Content Library:

- **Ending** storyboard
- Storyboards saved in previous lesson (in particular the **Story Plan** storyboard)

Creative Writing Unit 2 Sheet 1 *Endings*

Activities

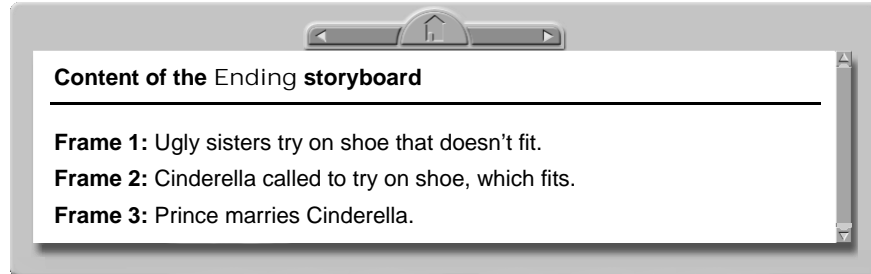
Introduction - Endings



- 1 Explain that in this session the students are going to help write the ending of the story in the same way that they wrote the opening and middle in previous lessons.
- 2 Look at the story plan and then read through the sentences that were written for the opening and middle sections.
- 3 Ask students to read out some of the sentences on Creative Writing Unit 2 Sheet 1 *Endings*. These have been used to finish other traditional tales. Do the students know what happens in any of the stories? Discuss the nature of these sentences – are they happy, final, dramatic, sad etc?
- 4 Look again at the plan for the final section of the story and model the first sentence together on the board.
- 5 Explain that this sentence has to lead on from the last sentence of the middle section, so that it all makes sense.

**Development -
Finishing Off**

- 6 Supported by a teaching assistant or other adult support, students write sentences for the end of the story.
- 7 The sentences can be added to the caption window of the **Ending** storyboard. The students can also add their sentences as audiofiles. You may wish to amend this storyboard if the structure doesn't quite correspond to the one created in class.



- 8 Alternatively, students can add their sentences to their own Story Opening storyboard, which might now also contain the middle, to create their own *Cinderella* storyboard.

**Plenary - Sharing
the Story**

If students have created separate beginning, middle and ending storyboards, these can be linked together by:

- opening the first storyboard
 - going into the utilities screen
 - dragging the load icon to the bead at the end of the first storyboard
 - opening the second storyboard (which will now appear at the end of the first one)
 - saving
 - adding the final storyboard in the same way.
- 9 Model redrafting with students using the beginning, middle and end created during the lessons. Alternatively choose work by one of the groups. As well as checking accuracy, review content against the original plan. Show students how to add extra words and sentences as necessary.
 - 10 Students can then check their stories for sense and consistency; accuracy, in particular demarcation of sentences; adherence to the plan and interest.
 - 11 If they haven't already added audio to the storyboards they could do this now.
 - 12 Completed storyboards can be shared with the class or printed out as books.

For assessment purposes, teachers can check the completed storyboards against the NLS requirements, especially for sentence structure and demarcation.

Student Notes

Activity 6 Endings

Objectives

In this activity you will work on a plan and write what happens at the end of *Cinderella*.

Outcomes

By working step by step through the main activity you will:

- create your own ending to the story of *Cinderella*
- check that your story is as good as it possibly could be.

Resources

To complete the activities you will need access to:

- Kar2ouche *Creative Writing (Key Stage 1) Content Library*
- Creative Writing Unit 2 Sheet 1 *Endings*

Activities

Introduction - Endings

- 1 Your teacher will remind you how you planned *Cinderella* and what happened at the start and in the middle.
- 2 Read some of the sentences on Creative Writing Unit 2 Sheet 1 *Endings*. These have been used to finish other traditional tales. Do you know what happens in these stories?
- 3 Look again at the plan for the final section of the story and help your teacher write the first sentence on the board.

Development - Finishing Off

- 4 Write some sentences to finish your story. Remember to begin with a **capital letter** and end with a **full stop**.
- 5 Your teacher will tell you which storyboard to use. If it is one you have already started you will be told where to find it. If you are asked to use the **Ending** storyboard, click below.



Click here to open the **Ending** storyboard

Plenary - Sharing the Story

- 6 Your teacher will show you how to check and improve your story. You need to check that your:
 - spelling is right
 - sentences begin with a capital letter and end with a full-stop
 - story follows your plan
 - story makes sense and is as interesting as possible.
- 7 If you haven't already added your reading of the story to the storyboard your teacher might let you do this now.
- 8 Look at or listen to other groups' stories and tell them what you like about what they have created.

*Creative Writing Unit 2 Sheet 1***Endings**

A. The slipper fitted perfectly. The sisters fainted away in amazement. The prince looked into Cinderella's face and recognised the beautiful princess from his party. They married and lived happily ever after.

Cinderella

B. The woodcutter sliced open the wolf and out jumped Little Red Riding Hood and grandma. Quickly they filled the wolf's tummy with stones and stitched him up. When he woke he said, 'My, my eating people makes you thirsty. I must get a drink.' As he stood up his legs gave way beneath the weight and he rolled right out the door, never to be seen again.

Little Red Riding Hood

C. 'Ready or not, here I come,' shouted the big bad wolf and he slipped down the chimney straight into the big pot. Splash, he went. And that was the end of the wolf, thank goodness.

The Three Little Pigs

D. Munch, munch went the fox.

'Oh, no I'm half gone,' said the gingerbread boy.

Munch, munch, munch went the fox and licked his big lips.

'Ouch, I'm three-quarters gone,' wailed the gingerbread boy.

Munch, crunch, slurp went the fox, 'Mmm.'

The little gingerbread boy said nothing.

'All gone,' smiled the fox and went on his way.

The Gingerbread Man

E. She gave a loud squeal and jumped straight out of the window. She ran all the way home as fast as her legs would go.

'I'm hungry,' complained Baby Bear.

Daddy and Mummy Bear said, 'Let's have breakfast.'
Goldilocks and the Three Bears

F. 'Is it perhaps Rumpelstiltskin?' asked the man.
The little man jumped up and down in a terrible temper.
He jumped so hard he went right through the palace floor
and was never seen again.
Rumpelstiltskin

G. The prince was so happy he asked the princess to marry
him. She liked him much better as a prince than a frog,
so she said yes. He took her to his castle where they
lived happily ever after.
The Frog Prince

H. The prince cut through the thorns and went into the
castle. He found the princess fast asleep. She was so
beautiful he had to kiss her. As he did she opened her
eyes. The wicked fairy's spell was broken.
Sleeping Beauty

I. It was the end of Jack's big adventures. He lived
happily ever after with his mother, the magic harp and
the cow he bought back from the farmer.
Jack and the Beanstalk

J. When she saw her prince was blind she cried and the
tears that dropped into his eyes were magic so he could
see again. The prince married Rapunzel, her hair grew
long again, and they never saw the witch again as long as
they lived.
Rapunzel

K. Hansel and Gretel gave their sick father the treasure
they had taken from the witch's house. From that day on
they lived in great happiness and were never hungry
again.
Hansel and Gretel

L. The spell had been broken by her pity. Fur fell away
from the beast's face and hands, his back straightened

and there stood a beautiful prince. He wiped away the final tear on Bella's cheek and took her hand. 'Will you marry me?' he asked. 'Of course,' she replied. And they lived happily ever after.

Beauty and the Beast

Unit 3

Teacher Notes

Activity 1 Different Characters

Key Stage/Year Key Stage 1 / Year 2

Group Organisation This activity is suitable for students working in pairs or small groups, supported by the teacher or teaching assistant.

Suggested Timing 1-2 lessons

Overview of Task

Students will be focusing on retellings of the story of *Cinderella* from different cultures. They will identify characters and express their views of characters by writing a character passport.

Objectives

All students will: discuss similarities and differences between retellings of a similar story.

Most students will: explore how characters behave, feel and are described in stories.

Some students will: compare the main characters in at least two different retellings of the same story from different cultures.

Curriculum References

National Curriculum

English

En1 Speaking and Listening: 1a, c speaking; 2a-f listening; 4 a-c participate in a range of drama activities; 8a, 9a-c range.

En 2 Reading: 3a-f develop understanding of fiction, poetry and drama; 6a, c, e range of literature.

En 3 Writing: 1b, c, f composition.

ICT

1a and 1b finding things out; 2a developing ideas; 4a reviewing work.

PSHE

4c to identify and respect the differences and similarities between people.

National Literacy Strategy

Year 2 Term 2

T6 to identify and describe characters; T14 to write character profiles.

Outcomes

By the end of these sessions, students will have:

- expressed their views about story characters through writing character passports
- compared retellings of the same story.

Resources Required

Kar2ouche *Creative Writing (Key Stage 1)* Content Library:

- **Cinderella, An Egyptian Cinderella and The Wicked Stepmother** audiofiles
- **Character Passport** storyboard

(optional) Texts of retellings of Cinderella, including those from another culture, for example *The Egyptian Cinderella*, *The Wicked Stepmother* (Kashmir)

Activities

Introduction - A Different Story



- 1 Discuss the western story of *Cinderella*. Find out what the class already knows and fill in the gaps.
- 2 Read alternative versions of the story to the class, or ask students to listen to either of the versions from Kar2ouche (listed above and in Appendix 1). Don't feel restricted to the versions provided, you may have alternatives in the class library, for example, *Mufaro's Beautiful Daughters*. There are other suggestions in 'Further Reading' Appendix 2.
- 3 Briefly discuss with the class the differences and similarities between the version that you have read and the western *Cinderella* story that they may be used to hearing.
- 4 Discuss the main characters from the story and make a list for future reference.
- 5 Open a new storyboard. Tell the class that they are going to concentrate on one of the main characters in the story.
- 6 Open the character palette, click twice to see twelve characters in one view. With the class, choose one character to look at in detail (try to avoid the Cinderella character).

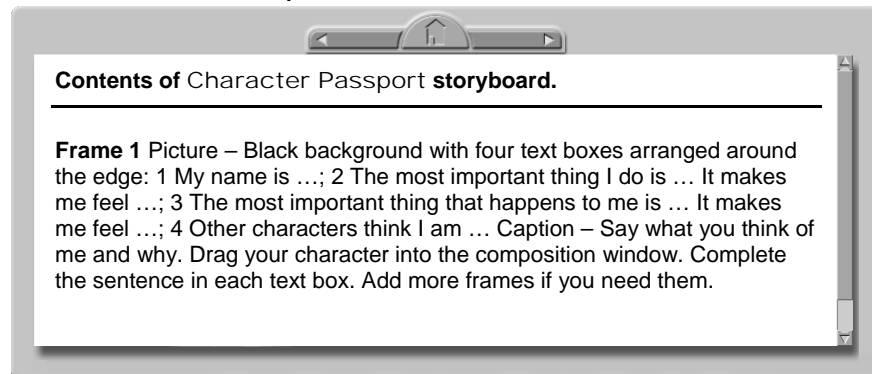


- 7 Ask the class which parts of the story tell them most about their chosen character. You might like to ask questions such as:
 - what does the character do?
 - what does he or she say?
 - what do other people say about the character?
 - how does (the character) feel?
 - when do we know what kind of person (the character) is? (For example, good or bad.)
- 8 If possible, model hot-seating a character with a classroom assistant. Ask the character questions about him or her self.

Development - Character Passports



- 9 Divide students into groups and ask them to hot-seat a different character.
- 10 Working in pairs, using the information from the hot-seating, and information from the stories, students now create a passport for the character using key biographical information.
- 11 Students choose their character, open the **Character Passport** storyboard and type in the information, following the on-screen instructions in the caption window.



Plenary - Portrait Gallery

- 12 Students can create a portrait gallery of the story's main characters by printing off their passports and displaying them in class.
- 13 Discuss with the class how the author describes the characters to give a sense of what they are like and influence how the reader should react. Draw attention to how the children know if the character is good or bad, and the sorts of things that alter how they feel about characters.
- 14 Students could be asked to create a 'guess the character' game, in which a character is described without saying who it is. Try hiding the text box with 'My name is ...' or making it transparent. The rest of the class then has to guess the name of the character.

Extension

- 15 More able students could be asked to complete a passport for the equivalent character in each of the retellings. They should use these frames to discuss how the characters are similar and in what way they are different. They may be able to say which one they think is best and why.

Student Notes**Activity I Different Characters****Objectives**

In this activity you will read different versions of *Cinderella* from other countries and cultures. You will look at the characters, hot-seat them and then make a character passport.

Outcomes

By working through the main activity you will:



- look at different versions of a story
- make a character passport.

Resources

To complete the activities you will need access to:

- Kar2ouche *Creative Writing (Key Stage 1)* Content Library

Activities**Introduction - A Different Story**

- 1 Say what you know about the story of *Cinderella*.
- 2 Listen carefully to a *Cinderella* story from a different country. Your teacher will read it to you, or you can listen to one in Kar2ouche.
[click here](#)  Click here to listen to **An Egyptian Cinderella**.[click here](#)  Click here to listen to **The Wicked Stepmother** (A Tale from Kashmir).
- 3 Think carefully about how the story is the same as the one you know and how it is different, then tell your teacher.
- 4 Can you remember the characters in the story? Help your teacher to make a list of them to remind you.
- 5 With your teacher you will look at one of the main characters.
- 6 Can you think which parts of the story tell you the most about the character? You will be asked some questions, so listen carefully.
- 7 Watch your teacher hot-seating one of the characters from the story. The character needs to be asked about their feelings at different points.

Development - Character Passports

- 8 Choose another character to hot-seat with other students. Think carefully about what you want to know. Remember it isn't your classmate in the hot-seat, but a character from the story.
- 9 Work with a partner to create a passport for your character.

Student Notes

- 10 Can you remember the answers to the questions from the hot-seat? You can use the information from the hot-seating and other information from the story to create your character passport.
- 11 Open the **Character Passport** storyboard and type in the information, following the on-screen instructions. Don't forget to ask for help if you need it.



Click here to open the **Character Passport** storyboard.

Plenary - Portrait Gallery

- 12 Save and print your character passport and give it to your teacher. You are going to create a portrait gallery of the story's main characters.
- 13 Discuss what authors do to help the reader know what the character is like. What sorts of things do they tell you? What sorts of words do they use?

Extension

- 14 If you have time, add another frame to your storyboard by clicking on the red bead. Make another passport for your character, but this time showing how they appear in a different version of the story.

Teacher Notes

Activity 2 Story Settings

Key Stage/Year Key Stage 1/ Year 2

Group Organisation This activity is suitable for students working in pairs or small groups, supported by the teacher or teaching assistant.

Suggested Timing 1 lesson

Overview of Task

Students will focus on retellings of *Cinderella* from different cultures and look at the settings used in the story. Finally they will write their own story opening using an alternative setting.

Objectives

All students will: explore some of the settings used in stories.

Most students will: use knowledge of story settings (particularly at the beginnings of stories) in their own writing

Some students will: structure their writing so that it is consistent in genre and tense.

Curriculum References

National Curriculum

English

En1 Speaking and Listening: 1a, c speaking; 2a-f listening;
4 a-c participate in a range of drama activities; 8a, 9a-c range.

En 2 Reading: 3a-f develop understanding of fiction, poetry and drama; 6a, c, e range of literature.

En 3 Writing: 1b, c, f composition; 2a, b planning and drafting.

ICT

1a and 1b finding things out; 2a developing ideas; 3a and b exchanging and sharing information; 4a reviewing work.

PSHE

4c to identify and respect the differences and similarities between people.

National Literacy Strategy

Year 2 Term 2

T5 to discuss story settings; T13 to use story settings from reading ... write a different story in the same setting.

Outcomes

By the end of these sessions, students will have:

- discussed story settings
- used story settings to write different story openings.

Resources Required

Kar2ouche *Creative Writing (Key Stage 1)* Content Library:

- **Egyptian Story Setting** storyboard
- **Wicked Story Setting** storyboard
- **Cinderella Setting** storyboard

Retellings of Cinderella, including those from another culture, for example *The Egyptian Cinderella*, *The Wicked Stepmother* (Kashmir), *Mufaro's Beautiful Daughters*

Activities

Introduction - Story Settings



- 1 Revisit the story that you were using in the previous lesson by asking the class to tell you briefly who the main characters were and what happened in the story.
- 2 Using one of the **Setting** storyboards, look at the different settings/places used within the story. Ask the students to identify each setting and say what event took place there.

← ↑ →

Contents of the Egyptian Story Setting storyboard.

Frame 1: river


Frame 2: palace courtyard

Frame 3: palace interior

Frame 4: river bank

Frame 5: palace exterior

Frame 6: palace interior



Contents of the Wicked Story Setting storyboard.

Frame 1: peasant's house


Frame 2: fields

Frame 3: peasant's house

Frame 4: fields

Frame 5: stream

Frame 6: palace interior



Contents of the Cinderella storyboard.

Frame 1: kitchen

Frame 2: street scene

Frame 3: drawing room

Frame 4: palace exterior

Frame 5: palace interior

Frame 6: woodland

- 3 Ask the class the following questions.
 - How many different places are mentioned in the story?
 - How are the places different?
 - Is what happens in any of the places something that couldn't happen in any of the other places?
- 4 Discuss the opening setting of the story. Ask the class what the story would be like if we changed the first place/setting for somewhere else?
- 5 Ask the class to choose a different setting as an example, and then get volunteers to come up with new sentences to start the story. The settings will differ depending upon which version of the story you choose to share with the class.
- 6 In pairs or small groups, with support where necessary, students should write new openings for the version of the story with which you have been working.
- 7 Tell the class to choose a setting in a new storyboard.
- 8 Students type their opening sentences below the setting in the caption window. Alternatively print screens from the **Setting** storyboards and write the sentences below the appropriate frames.

Development - A New Setting



- 9 To complete their work, students can add characters and backgrounds to the frames that they have created and add their sentences as audiofiles.

Plenary - New Beginnings

- 10 Students share their new story openings with the rest of the class.
- 11 You may wish to have a discussion about how setting changes the story and students' preferences.

For assessment purposes, teachers can check the completed storyboards against the NLS.

Extension

- 12 Students could try writing openings using different stories and/or settings.
- 13 The activity could be extended to include writing the whole story using different settings, either from the same story or a variety of different tales. Students could then extend their starter storyboard to reflect the changes.

Student Notes

Activity 2 Story Settings

Objectives

In these Kar2ouche activities you will look at versions of *Cinderella* from different countries and cultures. You will concentrate on the different settings used in the stories and write your own story opening using a different setting.

Outcomes

By working step by step through the main activity you will:

- explore different story settings
- write story openings using different settings.




Resources

To complete the activities you will need access to:

- Kar2ouche *Creative Writing (Key Stage 1)* Content Library
- Copies of the story of *Cinderella*

Activities

Introduction - Story Settings

- 1 Can you remember which story you listened to last time? Your teacher will ask you questions about the story. See if you can remember the main characters and what happened in the story.
- 2 Think about the different settings, or places, used in the story. Look at the settings in the storyboard your teacher asks you to open.
 Click here to see the **Egyptian Story Setting** storyboard.
-  Click here to see the **Wicked Story Setting** storyboard.
-  Click here to see the **Cinderella Story Setting** storyboard.
- 3 Can you recognise each setting? Do you know what event took place there? Tell your teacher if you can.
- 4 Think about the opening of the story. This is important, because it sets the scene for what happens next. Can you imagine what the story would be like if the first setting was changed for somewhere else?
- 5 Do you think that the story might not sound as good if it happened in a different place, or do you think it might make it better? Share your ideas with the rest of the class.
- 6 Help your teacher to choose a different setting for the start of the story.
- 7 Can you think of a new sentence to start the story? If you have a good idea, share it with your class, or a helper.

Student Notes**Development - A New Setting**

- 8 Create a new story start using the characters from the story that you have been reading, but changing the settings that are used.
- 9 Open a new storyboard and choose a background.
- 10 Type your opening sentences in the caption window below your picture.



Click here to open a new storyboard.

- 11 Add characters to your frame.
- 12 If you have time, you could also record your sentences as audiofiles.

Plenary - New Beginnings

- 13 Share your new story openings with the rest of the class.
- 14 As you listen, can you guess which story the opening is based on?
- 15 Which version of the story do you prefer; the original or the new one? Can you explain why?
- 16 Your teacher may ask you to talk about how the setting changes the story. What will you say?

Teacher Notes

Activity 3 Predicting Story Endings

Key Stage/Year Key Stage 1 / Year 2

Group Organisation This activity is suitable for students working in pairs or small groups, supported by the teacher or teaching assistant as necessary.

Suggested Timing 1-2 lessons

Overview of Task

Students will focus on retellings of the story of *Cinderella* from different cultures. They will predict outcomes to incidents from the stories and also predict story endings. They will have the opportunity to discuss alternative outcomes and story endings and will both plan and write their own alternative endings.

Objectives

All students will: predict outcomes and endings to stories.

Most students will: think of alternative outcomes and endings to stories; write in sentences.

Some students will: plan and write alternative endings to stories using known story elements.

Curriculum References

National Curriculum

English

En1 Speaking and Listening: 1a, c speaking; 2a-f listening; 4 a-c participate in a range of drama activities; 8a, 9a-c range.

En 2 Reading: 3a-f develop understanding of fiction, poetry and drama; 6a, c, e range of literature.

En 3 Writing: 1b, c, f composition; 2a, b planning and drafting.

ICT

1a and 1b finding things out; 2a developing ideas; 3a and b exchanging and sharing information; 4a reviewing work.

PSHE

4c to identify and respect the differences and similarities between people;

4e know that there are different types of teasing and bullying.

National Literacy Strategy**Year 2 Term 2**

T4 to predict story endings/incidents; T7 to prepare and retell stories; T13 to use story settings from reading.

Outcomes

By the end of these sessions, students will have:

- applied knowledge of story elements to their own story writing
- predicted endings and incidents from unfinished storyboards
- prepared and retold stories using storyboards.


Resources Required

Kar2ouche **Creative Writing (Key Stage 1)** Content Library:

- **An Egyptian Cinderella** and/or **The Wicked Stepmother** audiofile
- **Incomplete Cinderella** storyboard
- **Incomplete Egyptian Cinderella** storyboard
- **Incomplete Wicked** storyboard
- **What Happens Next?** storyboard
- Retellings of *Cinderella* from another culture

Activities**Introduction - Story Incidents**

- 1 Using one of the **Incomplete** storyboards, begin telling the class the story.
- 2 As the storyboard progresses, there are blank frames. Stop the storyboard at each blank frame, and ask the class 'what happens next?'
- 3 Continue in this manner until the end of the storyboard.



Contents of Incomplete Cinderella storyboard

Each frame contains a scene from the story, with a caption.

Frame 1: Once there lived a girl called Cinderella.

Frame 2: She lived with her two ugly stepsisters and her stepmother.

Frame 3: blank

Frame 4: One day the prince made an announcement.

Frame 5: blank

Frame 6: Cinderella stayed behind while her stepsisters went to the ball.

Frame 7: blank

Frame 8: Cinderella enjoyed herself at the palace, dancing with the prince.

Frame 9: blank

Frame 10: The prince searched for the owner of the shoe.

Frame 11: blank



Contents of Incomplete Egyptian Cinderella storyboard

Frame 1: Once there lived a girl called Rhodopis.

Frame 2: She was kidnapped by pirates and taken to Egypt where she became a slave.

Frame 3: blank

Frame 4: One day her master saw her dancing by the river and gave her some red slippers.

Frame 5: blank

Frame 6: When the other servants had left the house, Rhodopis went to the river.

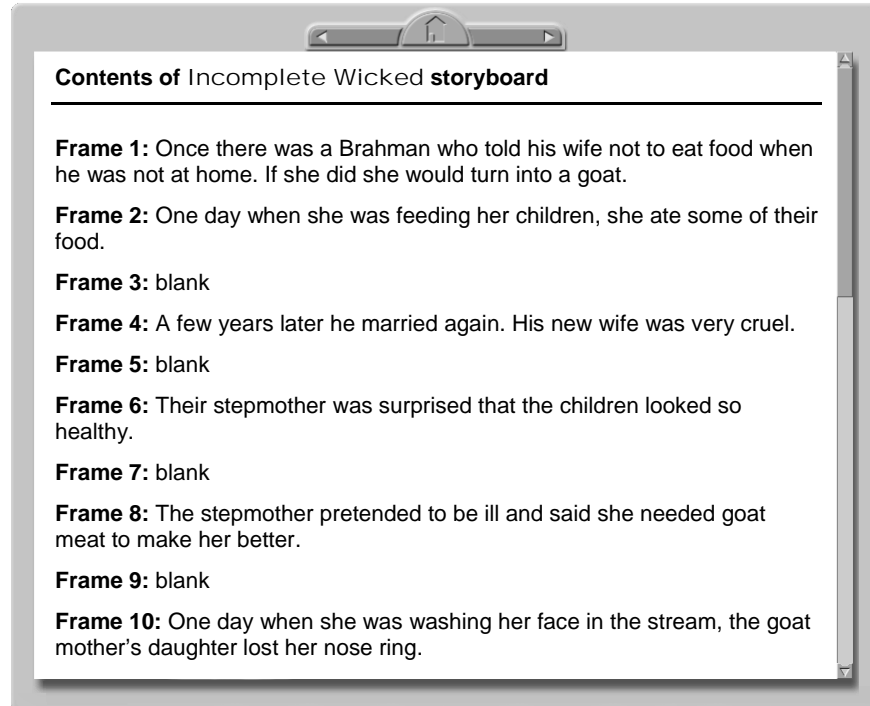
Frame 7: blank

Frame 8: Horus dropped the slipper into the Pharaoh's lap.

Frame 9: blank

Frame 10: The Pharaoh searched for the owner of the slipper.

Frame 11: blank

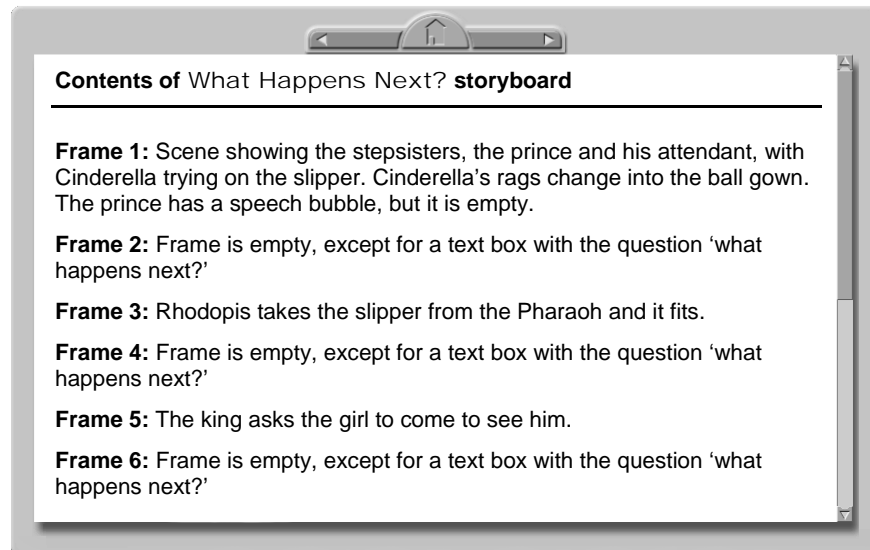


- 4 Alternatively, you could read another story based on the Cinderella theme, such as *Mufaro's Beautiful Daughters* or a different traditional tale, in order to give the class more variety.
- 5 Discuss the incidents that were left blank in the storyboard with the class. Ask them if it could have been possible for something else to happen there, or whether the outcome of the incident could have been different.
- 6 Ask for volunteers to suggest some interesting alternatives and write them on the board for use later.
- 7 Discuss the story endings with the class. Ask the students 'How does this story end?' and 'How could it end?' For instance, look at the example of the ending of Cinderella, where traditionally the prince and Cinderella get married and live happily ever after. Ask the class, 'How do you think the story would end if Cinderella didn't like the prince.'
- 8 Get the class to suggest some different endings to the story, or another traditional tale. You may wish to have some of the alternative versions of the traditional tales available, to give the class some further ideas.

Development - What Happens Next?



- 9 Using the **What Happens Next?** storyboard, ask students to work in pairs. First they should locate the story they have been working on (frames 1 and 2 – *Cinderella*; frames 3 and 4 – *An Egyptian Cinderella*; frames 5 and 6 – *The Wicked Stepmother*). Having done this they can create an alternative ending to the story. They can delete the frames that don't relate to their story. Show them how to drag the frames into the bin. Alternatively right click and delete the frames.
- 10 Students should plan their work and then add the characters, backgrounds and props to the frames.
- 11 They can then add their sentences and record their voices to save as audiofiles.
- 12 Alternatively, students could take an incident from within one of the stories that they have been using and write a different outcome.



Plenary - A Happy Ending?

- 13 Students share their new story endings, either as a presentation in Kar2ouche, or printed out as a book to share with the class.
- 14 Students could then discuss the alternative endings.
- 15 If you have access to some of the alternative versions of traditional tales, the class could predict the endings from these and other stories.

For assessment purposes, teachers can check the completed storyboards against the NLS for understanding of story settings and use of story language. Sentence structure can also be assessed.

Extension

- 16 Students could retell other traditional stories using their own sentences and adding alternative endings.

Student Notes

Activity 3 Predicting Story Endings

Objectives

In these Kar2ouche activities you will predict what happens at different points in versions of *Cinderella* from different countries and cultures. You will talk about the things that could have happened and then plan and write a version of the story with a different ending.

Outcomes

By working step by step through the main activity you will:

- predict the endings of stories
- plan a different story ending
- retell your story using a storyboard.

Resources

To complete the activities you will need access to:

- Kar2ouche *Creative Writing (Key Stage 1)* Content Library
- copies of different versions of the story of *Cinderella*

Activities

Introduction - Story Incidents

- 1 Listen carefully as your teacher reads a story to you.
- 2 As your teacher reads, there will be gaps in the story. Can you guess what happens next?
- 3 If your teacher uses an **Incomplete** storyboard, you will see some blank frames.



Click here for the **Incomplete Cinderella** storyboard.



Click here for the **Incomplete Egyptian Cinderella** storyboard.



Click here for the **Incomplete Wicked** storyboard.

- 4 Your teacher will ask you about what happened in some of the blank frames.
- 5 Think about what might have happened in the blank frame.
- 6 Now think about the ending of the story. How does the story really end?
- 7 How could it end? What would happen if, for instance, Cinderella didn't like the prince?
- 8 Can you think of some different endings to the story that you have been reading, or a new ending to another traditional tale?
- 9 If you have thought of a new idea, share it with the class.

Student Notes**Development - What Happens Next?**

Now you have a chance to invent a new ending to one of the stories that you have been reading.

- 10 Work with a partner. Decide which story you are going to use. You might want to read the story again just to make sure that you know it really well.
- 11 Plan your story ending carefully. Where are you going to start your ending? You need to think of a good place to start from, so that the story still makes sense.
- 12 When you are happy with your plan you can use a Kar2ouche storyboard to write the new story ending.



When you are ready to use the **What Happens Next?** storyboard.

- 13 Follow your plan carefully, adding your sentences to the caption window of each frame.
- 14 Check that you have written everything you needed to for your ending. Ask yourself, 'Have I missed anything out?'
- 15 When you are happy with your work, you can add the characters, backgrounds and props to the frames.
- 16 If you want to, you can record your story to save as audiofiles.

Plenary - A Happy Ending?

- 17 Ask for help to save your work in the right place on your computer.
- 18 You can share your new story endings with the class. Your teacher might ask you if you would like to show your story as a presentation in Kar2ouche, or printed out as a book.
- 19 Talk about the different story endings that your class has written. Which endings do you like best? Can you explain why you like them?
- 20 Your teacher may have some alternative versions of traditional tales for you to listen to or read. How do these stories end? Try to predict the ending to these stories. Maybe you would like to try writing another ending?

Unit 4

Teacher Notes

Activity 1 Lost and Found

Key Stage/Year Key Stage 1 / Year 1

Group Organisation This activity is suitable for students working in small groups, supported by the teacher or teaching assistant.

Suggested Timing 2 lessons

Overview of Task

Students listen to stories about losing something precious. They predict where the missing item could be found. The students then create their own short stories about losing something based on their own experience.

Objectives

All students will: talk about events from personal experience.

Most students will: write a simple three-sentence account using the pronoun 'I'.

Some students will: empathise with how other characters feel.

Curriculum References

English

En1 Speaking and Listening: 1a, c speaking; 2a-f listening; 3a group discussion and interaction; 8a, c, 9a-c, 10b range.

En2 Reading: 3a-f develop understanding of fiction, poetry and drama; 6a range of literature.

En 3 Writing: 1b, c, f composition; 2a, b planning and drafting; 3a-c punctuation.

ICT

1a and 1b finding things out; 2a developing ideas; 3a and b exchanging and sharing information; 4a reviewing work.

PSHE

1b to share their opinions on things that matter to them and explain their views; 1c to recognise, name and deal with their feelings in a positive way; 1d to think about themselves, learn from their experiences and recognise what they are good at.

National Literacy Strategy

Year 1 Term 1

T5 to describe story settings and incidents and relate them to own experience and that of others; T7 to re-enact stories in a variety of ways; T9 to write about events in personal experience linked to a variety of familiar incidents from stories; T11 to make simple picture storybooks with sentences, modelling them on basic text conventions.

Outcomes

By the end of these sessions, students will have:

- predicted how people feel when they lose and find things
- written a story based on their own experiences.

Resources Required

Kar2ouche *Creative Writing (Key Stage 1)* Content Library:

- **Where Can It Be?** Storyboard
- **My Story** storyboard

Stories about losing something, for example *Where's My Teddy?* (Jez Alborough)

Creative Writing Unit 4 Sheet 1 *Writing Frame*

Activities

Introduction - Where Can It Be?

Prior to the lesson, place an object on a shelf or in a drawer that will be 'found' during the lesson. This could be some toy money, a piece of a game or a 'special' item from another member of staff (head teacher, deputy head, welfare assistant, etc).

- 1 Share a story with the class of the time that you lost something, for instance a wedding ring, purse, car keys etc, emphasising your upset or panic at losing the item and the relief at finding it again.
- 2 Alternatively, use the storyboard **Where Can It Be?** that tells the story of the missing ring.



Contents of Where Can It Be? storyboard.

This is a hyperlinked storyboard. Each frame pauses while the students decide which room the character should look in. Students work out the order in which they wish to view the scenes.

Scene 1: Shows a female in a hallway. Speech bubble says, 'I've lost my ring. I wonder where I put it?'

Scene 2: The female is now looking in the bathroom.

Scene 3: The female is back in the lounge. 'I'll have another look in here.' She goes to look by the sofa. Students are asked to click where they think the ring may be hidden.

(N.B. The ring is under the sofa. The ring is found in the final scene, which is shown below. Not to be shown to the class until after they have discussed the possible ending.)

- 3 Discuss the outcome of the story. How would the woman feel about losing the item and how would she feel when she found it again.
- 4 Ask the class how it might have got there.
- 5 Explain to the class that they are going to be helping to write a story about this item.
- 6 Discuss the opening to the story and model writing this sentence.
- 7 With support from a classroom assistant, as necessary, students work in small groups to create a story about something they have lost and found using the **My Story** storyboard. This should be completed in around four sentences. Students may find Creative Writing Unit 4 Sheet 1 *Writing Frame* useful for planning.

Development - My Story



Contents of the My Story storyboard.

Frame 1: Text box – My story by ... Caption – add your name.

Frame 2: Blank frame. Caption – What did you lose? I lost ...

Frame 3: Blank frame. Caption – How did you feel? When I lost ... I felt ...

Frame 4: Blank frame. Caption – Where did you find it? I found it ...

- 8 As they work, students should talk about their story based on the questions and fill in the gaps. They can then create the pictures to accompany their sentences.

**Plenary - The
Lost Object**

- 9 Students share their stories with the rest of the class. If you have time, you could discuss the similarities and differences with them.
- 10 If there is time students could print out their frames as a storybook.

Student Notes**Activity 1 Lost and Found****Objectives**

In these Kar2ouche activities you will explore stories about losing something precious.

Outcomes

By working step by step through the main activity you will:

- talk about how it feels to lose something
- help someone find a missing ring
- write about losing and then finding something.

Resources

To complete the activities you will need access to:

- Kar2ouche *Creative Writing (Key Stage 1)* Content Library

Activities**Introduction - Where Can It Be?**

- 1 Watch **Where Can It Be?** Try to guess where the ring might be found.



Click here to watch the **Where Can It Be?** storyboard.

- 2 How do you think the person in the story might feel about losing and then finding her ring again? Tell your teacher how you think she felt.
- 3 Can you think how it might have got there?
- 4 How do you think the story should start. Tell your helper or teacher if you have any good ideas for the first sentence.

Development - My Story

- 5 In your group, with your helper, think of some times when you lost and then found something.
- 6 Open the **My Story** storyboard. Your helper or teacher will help you write the story.



Click here to open the **My Story** storyboard.

Plenary - The Lost Object

- 7 Would you like to tell your story to the rest of the class? How many people tell a similar story?
- 8 If you have time, your teacher might ask you to print out your story as a book.

Creative Writing Unit 4 Sheet 1

Writing Frame

My Story by

What did you lose?

I lost

How did you feel?

When I lost ...

I felt ...

Where did you find it?

I found it ...

Teacher Notes

Activity 2 Holiday Adventure

Key Stage/Year Key Stage 1 / Year 2

Group Organisation This activity is suitable for students to work individually, in pairs or in small groups, supported by the teacher or teaching assistant.

Suggested Timing 2-3 lessons

Overview of Task

Students share stories about going on holiday. They plan a story together as a class and then write the story. Finally, they use a writing frame within Kar2ouche to plan and write their own personal stories.

Objectives

All students will: write a narrative in sentences.

Most students will: write an account or a narrative using connectives to link sentences.

Some students will: plan and write their own short story, using connectives and showing passing of time.

Curriculum References

National Curriculum

English

En1 Speaking and Listening: 1a, c speaking; 2a-f listening; 8a, 9a-c range.

En 2 Reading: 3a-f develop understanding of fiction, poetry and drama; 6a, c, e range of literature.

En 3 Writing: 1b, c, f composition; 2a, b planning and drafting.

ICT

1a and 1b finding things out; 2a developing ideas; 3a and b exchanging and sharing information; 4a reviewing work.

PSHE

1b to share their opinions on things that matter to them and explain their views; 2a to take part in discussions with one other person and the whole class; 4b to listen to other people, and play and work cooperatively.

National Literacy Strategy

Year 2 Term 1

T4 to understand time and sequential relationships in stories, i.e. what happened when; T5 to identify and discuss reasons for events in stories, linked to plot; T6 to discuss familiar story themes and link to own experiences, e.g. illness, getting lost, going away; T10 to use story structure to write about own experience in same/similar form; T11 to use language of time to structure a sequence of events, e.g. 'when I had finished...' 'suddenly...' 'after that...'

Outcomes

By the end of these sessions, students will have:

- talked about familiar story themes, e.g. getting lost, going away
- written stories with familiar settings
- written own stories based on themes, using language of time to sequence work.

Resources Required

Kar2ouche *Creative Writing (Key Stage 1)* Content Library:

- **Adventure Story** storyboard

Stories about going on holiday, a day out, an adventure, etc
(See Appendix 2 for suggestions)

Postcards

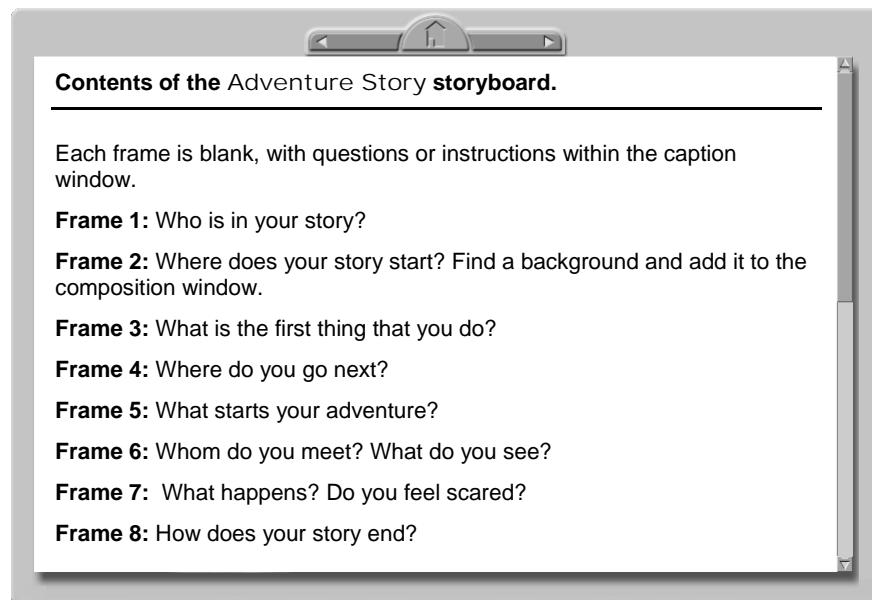
Activities

Introduction - Going on Holiday

- 1 Read a story about going on holiday with the class.
- 2 Discuss with students and ask them to volunteer memories of holidays they have taken.
- 3 Use some postcards as stimuli for a class story. Talk with students about: what they can see; what might happen at the particular location; the sorts of adventures that could occur etc.
- 4 Model writing a beginning, middle and end based on a plan that comes from the class's ideas.

Development - An Adventure Story

- 5 Go through the class story showing how what you have written relates to the plan. Draw attention to the connectives and words that relate to the passing of time by underlining them on the board. Explain how these can be used to improve a story. For example, soon, after, meanwhile, during, before, then, next and after a while. Look also at Appendix 3.
- 6 Open the **Adventure Story** storyboard and explain how to use it to help plan their stories. Some students will be confident enough to use the storyboard on screen. For those working in small groups with an assistant, or those who are less confident, the storyboard frames can be printed out and used as a paper document for their planning.



- 7 Using the storyboard plan, students plan their own adventure story.
- 8 Once the plan has been created, check the work to ensure that students understand the task.
- 9 Students can then use the **Adventure Story** storyboard to write their story by expanding their notes for each frame into sentences and adding extra frames as necessary.
- 10 Students should concentrate on writing the story first before adding characters and backgrounds, unless prompted to do so in the storyboard.
- 11 Once the story has been completed, the students can then go back and add any appropriate sound effects and audiofiles.
- 12 The students should then check their work and save it, giving the story a good title.

- 13 The storyboards can then be printed out and put together as a book for display or for use in the class library or reading corner.

**Plenary - Sharing
Adventures**

- 14 Students can share their stories, either from the printed 'book' versions or from the storyboard.
- 15 Discuss the stories with the class, encouraging students to say what they liked about the stories.
- 16 Model checking the students' work, getting them to check their sentences for punctuation and connectives.

For assessment purposes, check the completed storyboards against the NLS for evidence of punctuation in sentences, connectives and passage of time.

Student Notes

Activity 2 Holiday Adventure

Objectives

In these activities you will look at and talk about holidays. You will plan a story together as a class and then write the story.

Outcomes

By working step by step through the main activity you will:

- look at seaside holiday pictures
- talk about holidays
- write a story about a holiday adventure
- use language of time to sequence work, such as *first of all, next, finally*.

Resources

To complete the activities you will need access to:

- Kar2ouche *Creative Writing (Key Stage 1)* Content Library
- photographs or postcards of holiday places

Activities

Introduction - Going on Holiday

- 1 Your teacher will read you a story about going on holiday and talk with you about holidays you have been on.
- 2 If you have time you might look at some postcards.
 - What can you see?
 - What might happen here?
 - Can you imagine lots of adventures?
 - Plan a holiday story with a good beginning, interesting middle and positive ending.Work with your teacher to write a class story.

Development - Adventure Story

- 3 You will now write your own story. Follow the instructions in the storyboard. You don't need to worry about adding characters or props to your work. This is your plan. You will be given time to add the extras later.



Click here when you are ready to use the **Adventure Story** storyboard.

- 4 When you are happy with your plan, and your teacher or another adult has seen it, you can write your story in full. Turn your notes into sentences.
- 5 Once you've finished writing your story, you can go back and add the backgrounds, characters and props that you need and, if you have time, any appropriate sound effects and audiofiles.
- 6 Check your work again and think of a really good title for your story.

Student Notes

- 7 Ask your teacher to tell you where you should save your work.
- 8 You might be asked to print your story out so that you can share it with the rest of your class.

Plenary - Sharing Adventures

- 9 Share your stories. You can choose to present your story from the printed 'book' version or from your storyboard.
- 10 Listen to some of the stories that other students from your class have written. Which stories do you like best? Can you explain to the writers why you like their story?
- 11 Watch carefully as your teacher shows you how to check your sentences for punctuation and good connecting words.
- 12 Now go through your work checking your sentences.
- 13 When your work has been checked and you've finished making the changes, you can print it out so that it can go into your class library or reading corner.

Appendix I: Traditional Tales

The following retellings are based on traditional tales. These stories may be photocopied for class use.

The Three Little Pigs



Once upon a time there lived three little pigs. They had left home and went off to make their own way in the world.

'This is exciting,' said the first little pig.

'It's brilliant!' said the second little pig.

'We need to find somewhere to live.' said the third little pig.

The three little pigs walked through the woods. As they walked, they saw a man carrying bundles of straw.

'I know,' the first little pig said. 'I'm going to build a house of straw.' So he went over to the man who was more than happy to give the pig some of his straw bundles.

The first little pig waved goodbye to his brother and sister and began to build his house.

'House building is hard work,' he said as he shut the door and sat down to rest.

As the first little pig relaxed, he didn't hear a wolf creeping around his door.

'Mmm,' the wolf muttered, sniffing the air. 'I think I've found my dinner.'

He crept round to the door of the little straw house and knocked loudly.

'Little pig, little pig, let me come in.' the wolf called.

'Oh no, no! Not by the hair on my chinny chin chin, I'll not let you in!' the little pig cried.

'Then I'll huff, and I'll puff and I'll blow your house down!' the wolf yelled back, crossly.

Knowing that his dinner was not going to open the door and let him in, the wolf huffed and puffed ... and the straw house collapsed.

The little pig didn't turn to look at the wolf, he just ran for his life.



While this was happening, the other two pigs were walking happily through the woods thinking about where they were going to live. In a clearing, they saw a man gathering sticks.

'An excellent idea!' said the second little pig. 'I'll make my house of sticks.'

She went over to the man who was more than happy to give her some of his sticks.

So the third little pig waved goodbye to his sister and set off on his own to find his house.

The second little pig busied herself making her house.

'Phew, this is hard work,' she muttered to herself. Eventually she finished her house and stood back to admire her work. She was just about to go inside and shut the door, when she heard a voice she knew.

'Help! Help!' it was the first little pig.

'Whatever's the matter?' the second little pig asked.

'There's a wolf,' the first little pig panted, 'and he's after me. He blew down my house.'

'Well you'd better come in,' the second little pig said. 'My house is stronger than yours. We'll be safe here.'

So the pigs went inside and shut the door. They were just beginning to relax when the wolf came trotting down the road that led through the woods.

'Mmm,' the wolf muttered, sniffing the air. 'I think I've found my dinner and tomorrow's breakfast.'

He crept round to the door of the little stick house and knocked loudly.

'Little pig, little pig, let me come in.' the wolf called.

'Oh no, no! Not by the hair on my chinny chin chin. I'll not let you in!' the little pig cried.

'Then I'll huff, and I'll puff and I'll blow your house down!' the wolf yelled back, angrily.

Knowing that his dinner and tomorrow's breakfast were not going to open the door and let him in, the wolf huffed and puffed, and huffed and puffed ... and the stick house collapsed.

The two little pigs didn't turn to look at the wolf, they just ran for their lives.



Meanwhile, the third little pig was minding his own business, walking dreamily through the woods when he saw a man stacking bricks.

'That's just what I need to make my house!' the little pig said to himself. He went over to the man who was more than happy to give him some of his bricks.

So the third little pig started to build his house. It took him a long time.

'I'm exhausted!' he sighed as he finished putting on the door. 'House building is very hard work.' He stood back to admire his work.

'I wonder how my brother and sister are getting on in their houses,' he thought.

Just at that moment, he heard voices that he knew.

'Help! Help!' it was the first and second little pigs.

'Whatever's the matter?' the third little pig asked.

'There's a wolf,' the first little pig panted, 'and he's after me. He blew down my house.'

'He's after me,' panted the second little pig. 'He blew down my house, too!'

'Well you'd better come in,' the third little pig said. 'My house is stronger than both of yours. We'll be very safe here.'

So the pigs went inside and shut the door. They were just beginning to relax when the wolf came trotting down the road that led through the woods.

'Mmm,' the wolf muttered, sniffing the air. 'I think I've found my dinner, tomorrow's breakfast and tomorrow's lunch.'

He crept round to the door of the little brick house and knocked loudly.

'Little pig, little pig, let me come in.' the wolf called.

'Oh no, no! Not by the hair on my chinny chin chin. I'll not let you in!' the third little pig cried.

'Then I'll huff, and I'll puff and I'll blow your house down!' the wolf yelled back, angrily.

Knowing that his dinner, tomorrow's breakfast and tomorrow's lunch were not going to open the door and let him in, the wolf huffed and puffed, and huffed and puffed, and huffed and puffed. But the brick house stayed standing. The wolf was very angry.

Inside the house, the three little pigs held their breath. They heard the wolf scratch at the door. They heard him huffing and puffing a little bit more. Then they heard him scraping and scrabbling up the side of the house and onto the roof.

The wolf bellowed, 'You'll not fool me, little pigs. If I can't blow the house down, I'll have to come inside to get you!'

'Oh no!' the first and second little pigs cried. 'What are we going to do?'

'Don't panic.' the third little pig said calmly. 'Help me put this big pot under the chimney.'

So the three little pigs dragged the big pot under the chimney, filled it with hot water and then sat down to wait.

The wolf scabbled his way to the top of the chimneystack. As he reached the top, he put his head down the chimney and called, 'I'm coming to get you!'

'We're ready and waiting!' the three little pigs called back.

'Agh! No! Stop! Help!' the wolf called. But it was too late.

The wolf fell down the chimney and landed in the pot of water with an enormous SPLASH!

'Hurrah!' The three little pigs cheered. They were now safe from the wolf and they all lived happily together in the little brick house.

Cinderella

Once upon a time a young girl called Cinderella lived with her stepmother and two stepsisters in a house on the edge of town. Cinderella was kind, thoughtful and pretty. Her stepsisters were loud, selfish and, to be honest, quite ugly.

Her stepmother and stepsisters were nasty to Cinderella. She had no lovely new clothes. When the stepsisters bought new dresses, Cinderella got their old ones. If there was work that needed doing, Cinderella did it while her stepmother and stepsisters watched and complained. The stepsisters had their own rooms to sleep in with warm, comfortable beds. Cinderella lived in the kitchen and slept in the fireplace to keep warm. This is why they called her Cinderella.

One day, when Cinderella was cleaning the kitchen, she heard a loud noise in the street.

'Stay here and scrub the kitchen floor,' her stepmother said. 'We'll go and see what is going on.'

Without complaining, Cinderella carried on scrubbing the floor, but she tried hard to listen to what was happening outside.

Out in the street, the prince's attendant was reading a notice. 'The Prince wishes to get married. There will be a ball at the Palace on Saturday, where his royal highness will be

choosing a wife!'

The stepsisters shrieked with delight when they heard this news. 'A ball at the Palace! We must have new dresses. The prince might choose one of us to marry him!' The stepsisters came dancing into the kitchen to tell Cinderella the news. 'Ooh, Cinderella, guess what? We're going to the palace ball,' the first stepsister said.

'Could I go to the ball too?' Cinderella asked hopefully.

'You! Go to the palace ball?' the stepsisters laughed so loudly that their mother came rushing into the kitchen.

'What is all this noise?' she asked.

'Cinderella wants to go to the ball!' the second sister giggled.

'You won't be going anywhere,' she said crossly.

'Do you think the prince would want to dance with someone who wears dirty rags and sleeps in the fireplace?'

On the day of the ball, everyone was excited. Everyone, that was, except Cinderella. While she was cleaning the pots and pans, her stepsisters were getting dressed and doing their hair.

As they were ready to leave, her stepsisters poked their heads into the kitchen. 'Bye, Cinderella. We're off to the palace now,' the first stepsister said.

'Have a lovely time,' Cinderella called after them, as they ran to the door to meet their

carriage.

Once she heard the door slam and the sound of the carriage rolling down the street, Cinderella stopped and sat down. 'Oh I wish,' she said dreamily, 'I wish I was going to the ball.'

Suddenly, Cinderella heard a tapping noise. She turned round to see a fairy hovering outside the window. 'Please let me in,' the fairy said.

Cinderella opened the window quickly and the fairy flew inside.

'Hello,' said Cinderella, 'I don't mean to be rude, but who are you?'

'Hello, Cinderella, I'm your Fairy Godmother,' the fairy explained, 'and I'm here to help you.'

'Help? I don't understand,' Cinderella replied, feeling very puzzled.

'Do you want to go to the ball at the palace tonight?' the fairy asked.

'Oh, yes,' said Cinderella, 'but I can't. I have no clothes to wear and my stepsisters will be so cross with me if I don't finish cleaning these pots and pans.'

'Don't you worry about that. Just close your eyes and count to three.' The fairy replied.

Cinderella closed her eyes and counted, 'One ... two ... three!'

As Cinderella got to three, there was a flash of light. She opened her eyes and to her amazement she was wearing a beautiful dress and sparkly slippers.

'Wow!' exclaimed Cinderella, 'Thank you!'

'Not at all,' said the fairy. 'Now for your transport.' The Fairy Godmother grabbed two rats and some mice that were scurrying into a corner of the kitchen, picked up a pumpkin that was sitting on the table and took them outside. She waved her magic wand and all of a sudden a coach was standing before them, complete with horses and two coachmen.

Cinderella climbed into the coach. As the coachman closed the door behind her, the Fairy Godmother spoke. 'Enjoy the ball, but remember, you must leave by midnight. At midnight, your clothes will change back to rags and you will have no transport home,' she warned.

'I promise. I'll remember.' Cinderella called as her coach moved off towards the palace.

Cinderella looked through the windows into the palace ballroom. There were lots of people. She saw her stepsisters standing in a corner and wondered if they would recognise her. No sooner had Cinderella walked through the door, than everyone stopped to look at her. There were gasps of 'ooh' and 'ah' and 'how beautiful'. Even Cinderella's stepmother and stepsisters turned to look at her.

The Prince made his way through the crowd of people who had gathered around Cinderella and said, 'Excuse me, but would you like to dance?' Cinderella just smiled and nodded. She didn't want to speak, just in case she was recognised.

The Prince danced with Cinderella all evening. She was having such a fantastic time that, until the clock began to chime twelve, she forgot her fairy godmother's warning. She ran so quickly towards her coach that she lost one of her sparkly slippers.

The Prince ran after her, but by the time he got to the gates, Cinderella had gone. 'I wish she had stayed,' the prince said to himself. 'I didn't even find out her name.' As he turned to go back inside, he noticed Cinderella's sparkly slipper. He picked it up and went back to the ball.

Meanwhile, Cinderella had arrived home. Her beautiful clothes changed back into rags and the rats and mice scurried away into a corner. The pots and pans sat gleaming by the fireplace and Cinderella settled down to sleep, dreaming of her evening at the palace.

The next morning, Cinderella's stepsisters were talking excitedly about the ball. 'Cinderella, you should have been at the palace,' the first stepsister sighed. 'The Prince was handsome, but he didn't notice us. He danced all night with a beautiful girl. No one knows who she is, or where she comes from.'

'Has no one any idea at all who the girl is?' Cinderella asked, happy that she had not been recognised.

'No,' the second stepsister said, 'but she left a slipper behind and the Prince wants to find the owner. He says that he will marry the girl whose foot fits the slipper!'

Later that day, as Cinderella was cleaning the pans, there was a knock on the door. The stepsisters squealed with excitement when they saw the Prince and his attendant standing there. In

the attendant's hands was a cushion and on the cushion was Cinderella's slipper, sparkling in the sunlight.

'His Royal Highness wishes to find the owner of this slipper,' the attendant explained. 'Whoever this slipper fits, will become the Prince's bride.'

The stepsisters scurried into the drawing room to try on the slipper. The first stepsister snatched the slipper and tried it on. 'It fits! It fits!' she shrieked.

'It's too small for you!' the attendant replied.

The second stepsister tried the slipper. No matter how hard she tried to squeeze her foot into the shoe, it would not fit. 'It's too small!' she wailed.

'That's it, your highness,' the attendant sighed. 'We have tried every girl in the town but no one has feet small enough to fit into the slipper.'

'I need to find the girl who wore this shoe. She was so beautiful.' The Prince sighed. 'Are you sure we haven't missed anyone?'

Cinderella, who had been listening to the Prince from kitchen, came into the room. 'May I try the slipper, your highness?' she asked.

'You!' Cinderella's stepmother exclaimed. 'Why should you try it? You weren't even at the ball!' and they all shook their heads in protest at the

thought of Cinderella trying on the sparkly slipper.

'There's no harm in her trying,' the attendant replied. 'The Prince did say that he wanted to ask every girl in town to try on the slipper.'

Cinderella bent down and tried on the sparkly glass slipper. As soon as her foot slipped inside, there was a flash of light and Cinderella's clothes changed from rags into the beautiful dress that she had worn to the ball.

'You!' the stepsisters gasped. They were so surprised that they couldn't say any more.

The prince took one look at Cinderella. 'This is my bride!' he announced.

An Egyptian Cinderella

Once upon a time in Greece there lived a girl called Rhodopis. Her name meant 'rosy cheeked.'

One day, Rhodopis was kidnapped by pirates and taken on a long journey down the river Nile to Egypt, where she was sold as a slave to an old, but kind, master.

When she got to the house where she would work, Rhodopis saw that she was different from the servant girls. She had wavy, golden hair, green eyes, pale skin and rosy cheeks. The servant girls had straight black hair, brown eyes and dark skin. They made fun of Rhodopis and made her do all the work. She did the washing, the cooking and weeding the garden.

Rhodopis was friends with the animals that lived on the banks of the Nile. When she had finished her work, she would go down to the river to dance and sing to the animals. One day, while her master was sleeping under a fig tree, Rhodopis went down to the Nile to dance. The master woke up and when he saw Rhodopis dance he said, 'No goddess is more quiet! Such a gift deserves a reward.'

He ordered a pair of red-rose and gold slippers for Rhodopis. But when the other servant girls saw the slippers they were jealous.

One afternoon, the master told the servant girls that the Pharaoh was holding court. There would be music, dancing and food. The girls were excited.

Kipa, one of the servant girls said, 'Rhodopis, you can't go. You have to wash the linen, grind the grain and weed the garden.'

The next day, the other servant girls left the house to go to see the Pharaoh. Kipa wore blue beads, the second girl wore coloured bracelets, and the third girl wore a coloured sash.

Once the servant girls had left the house, Rhodopis went down to the river to sing to the hippopotamus. He got tired of Rhodopis singing the same song over and over and he splashed water over her. Rhodopis told off the hippopotamus then put her slippers to dry on the bank behind her. Barefoot she carried on with her chores.

As Rhodopis worked, the god Horus changed into a falcon, flew down from the sky and took one of her slippers. Seeing her beautiful slipper disappear, Rhodopis began to cry.

Horus flew to the Pharaoh and dropped the slipper into his lap. It was so bright and shiny that the Pharaoh thought that it was a scrap of the sun. When he looked more closely, however, he realised that the slipper was a gift. 'All the gods and goddesses give the pharaohs something,' he said, 'so that we know who the perfect wife will be for us.'

Seeing the gift as a sign, the Pharaoh organised trying to find the owner of the slipper. Lots of girls wanted to try on the slipper, but the slipper was either too big or too small.

He walked the length of the Nile, asking girls to try on the slipper. He finally came to the house where Rhodopis and the servant girls lived.

The Pharaoh held the slipper up. 'Does anyone know to whom this slipper belongs?' he asked.

The servant girls recognised the slipper, but didn't say anything. They tried on the slipper, hoping that it might fit one of them, but it didn't.

The Pharaoh then saw Rhodopis and asked her to try on the slipper. Rhodopis recognised the slipper as the one that the falcon had taken from the riverbank. She tried it on and, of course, it fitted perfectly.

So Rhodopis left her master's house and went with the Pharaoh to become his queen.

The Wicked Stepmother (a Tale from Kashmir)

Once there was a Brahman who told his wife not to eat any food unless he was there. If she did she would turn into a goat. The Brahman's wife told her husband that he should not eat any food unless she was there, just in case he should turn into a tiger.

For many years, the Brahman and his wife were very good and kept their promise. However, one day while the Brahman was out, his wife was feeding their children and thought, 'This food looks good. It won't hurt to try it.' So she tasted the food. Immediately, she was turned into a goat.

When the Brahman arrived home and saw the goat, he was very upset because he knew that it was his wife. He kept the goat tied up in his yard and looked after it very well.

A few years later, he married again, but his new wife was unkind. She disliked his children so didn't feed them well. Their mother, the goat, heard them complain that they were hungry and saw how thin they were becoming. One day she called her children to her. 'Whenever you are hungry,' she said, 'hit my horns with a stick and you will have food.'

The very next day, when their stepmother did not give them much to eat, they went to their mother, the goat, found a stick and hit her horns. Just as she had said, food appeared and the children ate until they were no longer hungry. Their stepmother was surprised to see them looking so healthy and strong. She had hoped to see them become weaker.

Soon the Brahman and his new wife had a child. The child only had one eye, but her mother loved her and gave her everything that she wanted. When she was old enough to

walk and talk, the girl was told to play with the Brahman's other children. Her mother commanded that she stay close to them to find out where they got their food.

So the children played together all day long. The girl saw that when the other children were hungry, they went to their mother, the goat, hit her horns with a stick and were fed.

When the girl told her mother that this was happening, the mother became very angry and decided to kill the goat. She pretended to be ill and sent for the Hakim. When he arrived, she bribed him to tell the Brahman that she needed goat meat to make her well.

When the Brahman heard this news, he was sad. He did not have enough money to buy another goat, so would have to kill his wife, the goat instead. Hearing the news the children ran to tell their mother, the goat.

'Do not cry,' she said. 'It is better for me to die than to live like this. You will still have food. Listen carefully to my instructions. Collect my bones and bury them in a secret place. When you are hungry, go to where you have buried the bones and ask for food. Food will be given to you.'

No sooner had the children heard these words and left the yard, than the butcher arrived. The goat was killed and the meat cooked and served to the stepmother.

The children took the bones and buried them in a secret place, just as they had been told. When they were hungry, they asked for food and they grew healthy and strong.

Some time later, the goat mother's children were washing in a stream that ran by their house. As the daughter rubbed her face, she caught her nose ring, which fell into the water. A fish swimming by thought it was food and swallowed it.

Further down stream, the fish was caught and sold to the king's cook. The cook was surprised to find the nose

ring, so took it to the king who was fascinated by it. He sent a message to all the towns and villages in his kingdom saying that if anyone had lost a nose ring they should let him know.

When the girl's brother heard the king's message, he went to the king to tell him that it was his sister who had lost the ring. The king asked to see the girl.

When he saw her, he thought that she was so kind and pretty that he married her. He made sure that the family never went hungry again.

Appendix 2: Further Reading

Stories on familiar themes

- Alborough, J (2001) *Where's My Teddy?* Walker Books
Hayes, S (1991) *This is the Bear and the Scary Night*, Walker Books
Hedderwick, M (1997) *Katie Morag and the New Pier*, Red Fox
Hedderwick, M (1997) *Katie Morag Delivers the Mail*, Red Fox

Holiday Stories

- Briggs, R (1977) *Father Christmas Goes on Holiday*, Puffin
Brown, M (1998) *Arthur's Family Holiday*, Red Fox
Gliori, D (2001) *Mr Bear's Holiday*, Orchard Books
Hedderwick, M (2003) 'The Camping Holiday' in *Katie Morag of Course*, Red Fox
Pank, R (2002) *Rosie's Holiday*, Piccadilly Press
Umansky, K (1996) *Pongwiffy and the Holiday of Doom*, Puffin

Traditional stories

- Andersen, H C (1995) *Fairy Tales*, Penguin Books Ltd
Avery, G (1995) *Russian Fairy Tales*, Everyman
Cresswell, H (1994) *Collins Treasury of Fairy Tales*, Harper Collins
Grimm, J; Grimm, W (2002) *Complete Fairy Tales*, Taylor & Francis Books Ltd
Impey, R; Worms, P (1994) *Orchard Book of Fairy Tales*, Watts
Jarvie, G (2002) *Irish Folk and Fairy Tales*, The Blackstaff Press Ltd
Ozaki, Y T (2002) *Japanese Fairy Tales*, Wildside Press
Reeves, J (1999) *Fairy Tales from England*, OUP
Shah, A (1989) *Arabian Fairy Tales*, Octagon Press
Tatar, M (1998) *Classic Fairy Tales*, WW Norton & Co Ltd
UNICEF (1998) *Book of Fairy Tales*, Abbeville Press
Waters, F (1999) *Fairy Tales from Far and Wide*, Barefoot Books
Wilson, B (1999) *Fairy Tales from Scotland*, OUP

Alternative Versions of Traditional Tales

Cole, B (1996) *Princess Smartypants*, Penguin Books Ltd

Cole, B (1997) *Prince Cinders*, Penguin Books Ltd

(This story is available in dual language versions, including Chinese, Bengali, Punjabi and Urdu.)

Dhal, R (1984) *Revolting Rhymes*, Puffin Books

Huck, C (1989) *Princess Furball*, Scholastic

Mehta, L (1985) *The Enchanted Anklet: A Cinderella Story from India*, Lilmur

Steptoe, J (1997) *Mufaro's Beautiful Daughters: An African Tale*, Penguin Books Ltd

Websites

You may also wish to look at versions of stories contained on the following websites:

http://www.bbc.co.uk/cbeebies/stories/cinderella_ws.shtml

<http://www.bbc.co.uk/education/tweenies/storytime/stories>

Please note that these links were available at the time of writing. However, it is advisable to check all website links prior to the start of your lesson.

Appendix 3: High Frequency Words

Reception Year

a	away	day	he	look	on	they	went
all	big	dog	I	me	play	this	yes
am	can	for	in	mum	said	to	you
and	cat	get	is	my	see	up	
are	come	go	it	no	she	was	
at	dad	going	like	of	the	we	

Years 1 and 2

about	by	got	just	new	pull	then	what
after	call(ed)	had	last	next	put	there	when
again	came	half	laugh	night	ran	these	where
an	can't	has	little	not	saw	three	who
another	could	have	live(d)	now	school	time	will
as	did	help	love	off	seen	too	with
back	do	her	made	old	should	took	would
ball	don't	here	make	once	sister	tree	your
be	dig	him	man	one	so	two	
because	door	his	many	or	some	us	
bed	down	home	may	our	take	very	
been	first	house	more	out	than	want	
boy	from	how	much	over	that	water	
brother	girl	if	must	people	their	way	
but	good	jump	name	push	them	were	

Days of the Week

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
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Months of the Year

January	February	March	April	May	June
July	August	September	October	November	December

Story language

A long time ago...	screamed	Early this morning	Went
bellowed	She replied	Finally	When
called	She said	In the end	When I had finished
cried	whispered	Later	
He replied...	After a while	Meanwhile	
He said	After that	Next	
Once there was...	Afterwards	Suddenly	
Once upon a time...	Before	Then	

Appendix 4: Kar2ouche and Special Needs

It may be a truism to say that all children have special educational needs, but it does mean that teachers are always considering ways of differentiating the lessons that they teach in order to meet the requirements of individual pupils. A totally flexible learning and teaching tool, Kar2ouche is easily adapted to these needs so that the teacher and/or learning support assistant can create lessons that appeal to the full ability range from the least to the most able.

However, looking at the more widely used definition of special needs as referring to those pupils who experience some kind of sensory or learning difficulty, on average 20% of pupils in comprehensive schools fall into this category. A number of studies have shown that computers can enhance the learning experience of these children.

‘From 1988-90 the Palm Project explored the effects of computers on pupils’ autonomy in learning. The project found that not only were more autonomous but also more motivated.’

Glendon Ben Franklin in Leask, M Ed. (2001) *Issues in Teaching Using ICT*, Routledge.

In particular, multimedia products, such as Kar2ouche, appeal to a wide range of learning styles and have the advantage of being able to reinforce learning in a multi-sensory way through the use of visual and auditory stimuli. The fact that Kar2ouche enables pupils to create storyboards, animations and publications, plus manipulate and interpret text, also appeals to those with a preference for a kinaesthetic approach to learning.

Special needs children are often prevented from functioning effectively in lessons because much of the work required is based on reading and writing, skills that are often underdeveloped. In Kar2ouche all of the text is provided with an audiofile so that pupils can access information even if their reading skills are impaired. Listening to increasingly complex texts extends a pupil’s vocabulary whilst also increasing his or her attention span. By following the text as they listen, pupils begin to recognise words and are provided with a real context for their learning.

In addition Kar2ouche enables children to record their own voices, thus providing an alternative to writing. This provides immediate gratification and the ability to communicate with their peers in a way that increases their confidence. ‘Nothing motivates children with special needs more than success, especially when their peer group can see that success is demonstrated on an equal basis without allowances being made.’ (Angela McGlashon in Gamble, N and Easingwood, N (2000) *ICT and Literacy*, Continuum) Once confidence has been built, the speech and thought bubbles offer the opportunity for pupils to write in small bite-size chunks. This can be increased gradually by requiring pupils to produce a paragraph in the caption

window and subsequently maybe to use the writing frames and scaffolds provided in the education support packs that accompany the software.

The audiofiles and recording facility can therefore be seen to enable the learner to develop greater independence and this encourages them to continue with tasks that may once have been beyond them. Using Kar2ouche makes a range of curriculum areas far more accessible to non-readers and also to children whose first language is not English. These children often find reading the language far more difficult than speaking it.

As well as children with learning difficulties, Kar2ouche enhances the learning of children with behavioural problems, such as attention deficiency syndrome. In trials, these pupils found the multi-sensory and creative approach motivating, non-threatening and rewarding. It has been shown in a range of research that, pupils who experience difficulties interacting socially often find using computers less intimidating or confusing. However, ideal for pair or small group work, Kar2ouche can be used by the teacher to encourage collaborative learning thereby supporting these pupils as they begin to develop the ability to express themselves in a social situation. Having rehearsed ideas in a small group they are then more confident when required to present their ideas to the class or an adult.

For pupils with visual impairment, the teacher can go into the password-protected area to increase the size of the font. The audio files also help these children. Likewise the brief audio clips support dyslexic children who often find processing large amounts of information in a single unit difficult. They can also control the pace of the reading, and repeat sections as necessary, thus allowing them to consolidate learning. For those whose hearing is impaired the combination of text and exciting visual material is motivating and by being able to attach pre-recorded audiofiles, pupils are provided with an effective means to communicate with their hearing peers. The record and playback facility also allows children with less severe hearing problems to rehearse their enunciation in a safe environment before sharing with others.

Every effort has been made to make Kar2ouche a fully flexible learning and teaching tool, to enable children of all abilities to have fun whilst engaging in activities that challenge them appropriately as they develop skills, knowledge and understanding in a range of curriculum subjects. To this end we are continuing to listen to teachers, support research projects and use findings to develop additional features that will help to move learning forward.