

## Lesson Plan 2

### Altering a known story

#### Learning Objectives

To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

To draw on what they already know or on background information and vocabulary provided by the teacher.

To plan or say out loud what they are going to write about.

To compose a sentence orally before writing it.

To sequence sentences to form short narratives.

To re-read what they have written to check that it makes sense.

To discuss what they have written with the teacher or other pupils.

To write down ideas and/or key words, including new vocabulary.

To encapsulate what they want to say, sentence by sentence.

To evaluate their writing with the teacher and other pupils.

#### Learning Outcomes

Can retell and talk about key stories.

Can talk about and plan a retelling in sequence.

Can check plan makes sense.

Can follow plan to write story.

## Resources

Mighty Writer mat with relevant toolbars. Mighty Writer plans (differentiated)

## Shared Reading/Writing

Talk to the children about the story they have learnt and can retell confidently. Show children the completed retelling displayed on the Mighty Writer mat. You may choose to alter a known story or a factual recount such as a school visit.

Show children the toolbars at the top of the mat. These will be toolbars you have chosen for children to use when altering the story. The number of image toolbars you use is up to you. E.g. Real life, Fantasy, another traditional tale.

Explain to the children that we can now begin to alter the story to make it different. Model how images can be moved around and replaced. E.g. Replace Goldilocks with a dragon, replace the school minibus with a rocket.

Ask questions such as;

Can we describe the dragon?

What might the dragon do?

Where did the rocket take us?

Work through the story/recount from the beginning making alterations and talking to the children about them. You may choose to model the whole process the first time you do this, while the children watch, so they can see the how you make changes and how this affects the content and retelling. As before, retell each sentence once completed to check for sense and to support the ability to recall the story confidently.

As you go through the story ask questions such as;

Can we make any more changes?

What could we add in to make it funnier/scarier/more exciting?

Encourage children to retell the altered story with you.

Once the retelling is complete retell the whole story. Use actions for key words as you may normally do to support children to retain the detail and order. Do this several times until children are confident.



### Shared Sentence/ Word work

Encourage children to suggest different words to describe the different characters/events in the story which could be represented by a symbol.

Consider how the sentences are linked. Now that we have altered this sentence is there a better conjunction we could use?

### Guided Group Tasks

Support children to complete own Mighty Writer plans to alter the story/recount individually or together as a group. You can model this using the mat, encouraging children to suggest alternative ideas from the whole class input.

### Independent Activities

Use own Mighty Writer plans to alter story/recount independently either individually or in pairs. Practice retelling and checking for sense.

### Extension activities

Children can be encouraged to add increasing detail through their choice of words, images and punctuation to help them recall and retain their ideas. Encourage children to learn their story off by heart.

### Plenary

Children take it in turns to tell their own altered story/recount. Discuss children's ideas and their effectiveness.

Children can go on to writing the story using their plans in a follow up lesson if appropriate.

### Assessment opportunities

Children can sequence sentences to form short narratives?