

# Get writing

SECTION

6

## Change the ending

**Objective:** To write an alternative ending for a story.  
**What you need:** Copy of *Handa's Surprise*, paper and pencils.

### What to do

- Read the story. Pause at different points to discuss the characters and events.
- Talk about how *Handa's Surprise* ends. Establish that the tale has a happy and surprising ending. Ask the children to think of other kinds of story endings, for example: sad or funny.
- Turn to the illustration that shows the parrot taking the passion fruit from Handa's basket. Tell the children that you would like them to work in pairs to come up with an alternative ending for the story, beginning from this point.

- Model some ideas to get the children started. For example: Handa realises the fruit has gone and is upset. Akeyo comforts her and they go off to look for the missing fruit.
- Encourage the children to work together to develop their new ending. Remind them that their ideas must be relevant to the characters and setting of the original story.
- Ask all the children to write a suitable alternative ending for the story.

### Differentiation

**For older/more confident children:** Specify the type of alternative ending you would like the children to write, for example: silly or funny.

**For younger/less confident children:** Give the children opportunities to think of alternative endings for other stories they know well.

## Senses

**Objectives:** To write in sentences; to use simple adjectives to describe a familiar object.  
**What you need:** Photocopiable page 30, one of the fruits featured in *Handa's Surprise*, for example, a pineapple, flipchart or board, pencils.  
**Cross-curricular links:** Science.

### What to do

- Tell the children that you would like them to write a description of one of the fruits in the story, for example, the pineapple.
- Explain that you are going to first let the children explore what the pineapple is like. Reveal an enlarged copy photocopiable page 30. Read the questions to the children: *How does it look? How does it feel? How does it smell? How does it taste?* Discuss which of their senses the children will need to use to answer each of the questions.
- Start by asking the children to suggest words and phrases that describe what the pineapple looks like, for example: leafy, orange/brown. List

ideas on the board. Encourage the children to use their phonological skills to help you spell some of the words when writing them in the appropriate boxes on the photocopiable sheet.

- Let the children *feel, smell* and *taste* the fruit until all of the questions on the board have been considered. (Check for food allergies first.)
- Use shared writing to show the children how to write a short description of the pineapple using some of the words and phrases on the board. Model how to write in sentences demarcated with capital letters and full stops.
- Ask the children to complete photocopiable page 30 independently.

### Differentiation

**For older/more confident children:** Encourage the children to write interesting sentence openings, for example: 'If I run my hand over the pineapple it feels...'

**For younger/less confident children:** Ask the children to answer each of the questions in a simple sentence, for example: 'The pineapple feels...'