

Get writing

SECTION

6

We're going on a...hunt

Objective: To use story settings from reading to write a different story.

What you need: Photocopiable page 30, writing materials, flipchart and pen.

Cross-curricular links: Geography, Unit 7, Weather around the world; Unit 24, Passport to the world.

What to do

- Discuss with the children the settings used in the story. Ask them to describe the features of each place (for example, *long grass*).
- Invite the children to suggest different problems in different settings that the characters might have to overcome (for example: a jungle, a thunderstorm, a desert). On a flipchart make a collection of descriptive words.
- The family were going on a bear hunt. Discuss with the children other animals they could hunt for, encouraging them to select animals that are scary, fierce or funny.

- Encourage the children to recall the repetitive phrase that begins: 'We're going on a bear hunt...'. Choose one of the following words: 'big', 'beautiful' or 'scared'. Ask the children to suggest alternative words.

- Explain to the children that, using *We're Going on a Bear Hunt* as a model, they are going to make some notes on the photocopiable sheet to plan a new story.

- Point out that they need to choose three settings and an animal before writing the repeated phrase and story ending.

- Discuss the different animals the children chose and the places the journey took them.

Differentiation

For older/more able children: Challenge the children to use the completed plan to write their own story.

For younger/less able children: Provide adult support for writing. Let the children plan their story by drawing pictures to represent each scene.

The snowstorm

Objective: To use structures from poems as a basis for writing.

What you need: Writing materials, flipchart, whiteboards and pens, copies of *We're Going on a Bear Hunt*.

Cross-curricular links: Geography, Unit 7, Weather around the world.

What to do

- Look together at the two pages showing the snowstorm. Ask who has seen snow and who hasn't. Has anyone ever been caught in a real snowstorm? What was it like?
- Ask how the children would they feel if they were caught in a snowstorm. Encourage them to find the two words that describe the snowstorm. ('Swirling' and 'whirling'.) What do the words 'Hoooo woooo!' mean?
- Ask the children to work in pairs to list on

a whiteboard other words that could describe a snowstorm. Encourage the children to choose words that end in '-ing'.

- Listen to the children's ideas and record them on a flipchart.

- Give the children writing materials and explain that you want them to write some short sentences or a poem to describe a snowstorm. They should use some of the words collected together. An example could be:

Twisting, twirling snowstorm

Howling, blowing snowstorm

Freezing, perishing snowstorm

Weaving, curling snowstorm.

Differentiation

For older/more able children: Challenge the children to write in a similar way about one of the other settings.

For younger/less able children: Work together to produce a group piece of writing.