

Get writing

SECTION

6

Choose your ending

Objective: To make decisions about form and purpose, identify success criteria and use them to evaluate their writing.

What you need: Copies of *The Magic Finger*, paper, writing materials.

Cross-curricular link: Citizenship.

What to do

- Re-read the final pages of the book, from when the girl walks into the Greggs' garden. Suggest that these pages form the story's ending. Let the children talk to their partner about the job of a story ending. Compare ideas, agreeing on some essentials: loose ends are tied up, plot questions are answered, plot problems are resolved.
- Identify some of these features in *The Magic Finger*. (The story about the Greggs mentioned on the first page has come to an end, ill-treatment of animals has been dealt with, and the problem

of the Greggs' hunting has been resolved.)

- Ask the children if any questions have not been resolved. (For example: *What will happen about other hunters? What became of Mrs Winter? Are the four ducks content to return to life in a nest?*)
- Invite the children to think of alternative endings. Let partners exchange ideas before you share some as a class.
- Read together the page beginning 'Our wings have gone!'. Set the scenario: Roald Dahl has stopped here! Ask the children to finish the story for him. Suggest they make brief planning notes before writing their new ending for the book.

Differentiation

For older/more confident learners: Ask children to write a second alternative ending.

For younger/less confident learners: Suggest children draw pictures of their ending before writing the text.

Book review

Objective: To make decisions about form and purpose, identify success criteria and use them to evaluate their writing.

What you need: Copies of *The Magic Finger*, photocopiable page 30, paper, writing materials.

Cross-curricular link: PSHE

What to do

- Ask the children to tell a partner what a book review is. Share ideas and ask: *What are reviews for? Who writes them? Where are they published? Who reads them?*
- Show the children examples of book reviews. Explain that there is no set format. Investigate common features: the book's title, author and, where appropriate, illustrator; information about the story (without giving away too much of the plot); personal like or dislike of parts of the book; opinion about its suitability for others.

- Hold a class discussion about the children's opinions of *The Magic Finger*. Emphasise that they are not right or wrong; tastes are personal. However, encourage them to support their views with reference to the book. Ask: *What did you particularly enjoy about the book? Where did you think it was most and least successful?*
- Give out photocopiable page 30 and invite the children to write a book review of *The Magic Finger*. Remind them to write whole sentences for most sections.

Differentiation

For older/more confident learners: Ask children to use their completed photocopiable sheet as a plan to help them write a polished review for a magazine or website.

For younger/less confident learners: Provide suggestions and encourage partner discussion when selecting what they most liked or disliked.