

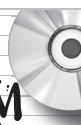
Activity 3: Journey to the unknown

Objective



To sustain form in narrative, including use of person and time.
(Year 2 Strand 9)

What's on the CD-ROM



Media resources

- Display the four images and discuss what dangers lurk in each setting.

Journey to the unknown

- Drag and drop three settings to create a journey.
- Type brief descriptions of what will happen to the hero in each setting.

What to do

In this activity children create a dangerous journey for their hero.

- Display the four images provided on the CD-ROM. Discuss what dangers may lurk in each setting.
- Re-cap on the importance of journeys through dangerous settings in adventure stories. Remind the children that each of the three extracts in Section 1 requires the main character to go on a journey to save the day.
- Display 'Journey to the unknown' on the CD-ROM. Explain that the class hero has to go on a quest. With the children, choose three of the locations from the 'Image bank' for the hero's journey. Ask for suggestions about what happens to the hero in each setting and type in their ideas.
- Organise the children to work in small groups. Allow time for the groups to carry out the activity to choose their own adventure journey, either on screen or using photocopiable page 27, where they can cut out the settings of their choosing to include in the journey.
- Encourage the children to write a couple of sentences about each picture. Ask: *What danger does the hero encounter at each setting? How might he or she overcome it?* Invite the children to write a sentence before the first picture and after the third picture to create a beginning and an end for their story.

Activity 4: Meetings

Objective



To draw on knowledge and experience of texts in deciding and planning what and how to write.
(Year 2 Strand 9)

What to do

In this activity children introduce a villain to their story.

- Discuss the villains and dangers encountered in the three text extracts (pages 10–12): the pirates, the Giant Postman and Lord Edward.
- Choose a problem character from photocopiable page 28 'Meetings' and ask for suggestions from the class about the character: *What are they like? Are they evil? If so, why? What might they say and do to the hero?* Write the children's ideas on the board, then model writing a scene in which the class hero encounters this villain.
- Organise the children into groups. Give each group photocopiable page 28. Ask the children to cut out the cards and lay them face down on the table. They should take turns to choose a card and to describe their villain to the group. What would happen if their hero or heroine met this character?
- Once each child has chosen a villain, ask them to work independently to write the scene in which this meeting takes place. More confident children could write further scenes featuring different villains.