

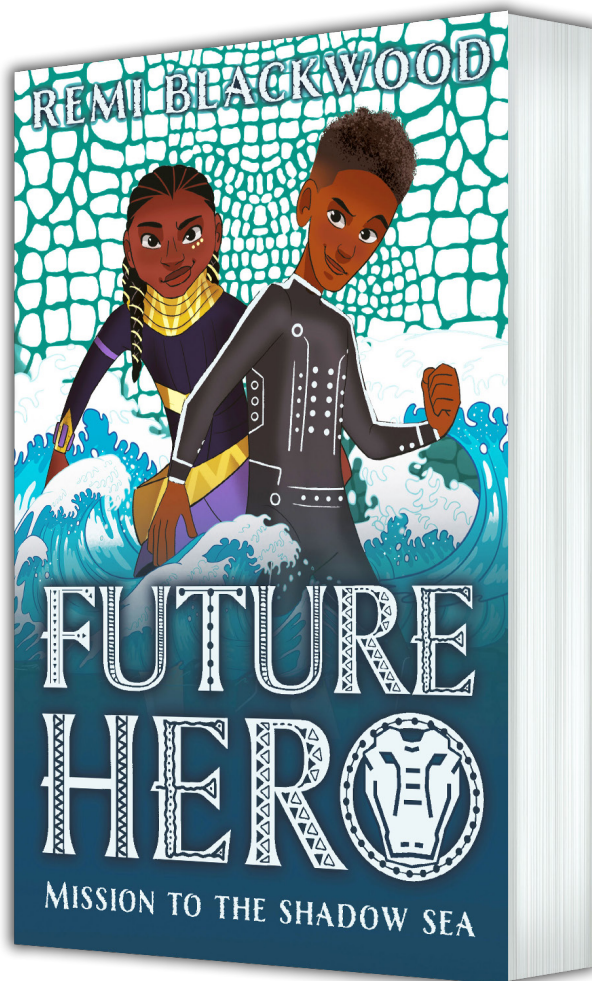
FUTURE HERO

MISSION TO SHADOW SEA

TEACHING RESOURCES

CONTENTS

- Pg 2 *Future Hero: Mission to Shadow Sea*
Year 5 and 6 Teaching Plan
- Pg 4 Resource Sheet 1: Plan your Story
- Pg 5 Resource Sheet 2: Fact Sheets
- Pg 6 Resource Sheet 3: Edit and Improve



 SCHOLASTIC

Illustrations by Alicia Robinson © Scholastic, 2022

YEAR 5 AND 6 TEACHING PLAN

OUTCOMES

Children will...

- become familiar with the Future Hero book series
- work in a group to complete a collaborative writing task
- plan and write a story that would fit in the Future Hero book series
- edit, evaluate and improve their peers' work

CURRICULUM LINKS

YEAR 5 AND 6 ENGLISH

- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- making comparisons within and across books
- plan their writing by noting and developing initial ideas, drawing on reading and research where necessary
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors

RESOURCES

- *Future Hero: Mission to Shadow Sea* book
- *Future Hero: Race to Fire Mountain* book (optional)
- *Resource Sheet 1: Plan Your Story*
- *Resource Sheet 2: Fact Sheets* (several copies per group)
- *Resource Sheet 3: Edit and Improve*

LEAD IN

Introduce the children to the book '*Future Hero: Mission to Shadow Sea*'. It would be helpful if the class have already read '*Future Hero: Race to Fire Mountain*'. The series follows Jarell, who travels to the futuristic Ulfrika to help find the pieces of the Staff of Kundi, which have been scattered across the world to keep them out of the hands of the sorcerer, Ikala.

Give time for the children to read this book individually or in pairs. It could also be read to the class if you prefer.

Ask the children who the author is of this series of books. The children should be able to see from the front cover that it is Remi Blackwood. Show the children the first page of the novel and compare it to the first page of '*Race to Fire Mountain*' if possible. Explain that the author of a novel sometimes writes a dedication at the beginning of the book. Ask: who has written the dedication in these two books? The children should notice that in '*Mission to Shadow Sea*' it is JR and in '*Race to Fire Mountain*' it is JR and CN. Who might these people be? If you draw attention to the page facing, it states: 'with special thanks to....' These names match the initials on the dedication page. Explain that some books are written by a collective of authors who write under a 'pen name'.

Continued...

YEAR 5 AND 6 TEACHING PLAN

MAIN TASK

Challenge the children to form writing collectives to create stories. Give one copy of '*Resource Sheet 1: Plan your Story*' to each collective (small groups of around three to four children). Using the main characters and magical objects from the *Future Hero* series, they can fill in the boxes to determine what will happen in the next part of Jarell's adventures. If they have completed the activities related to '*Race to Fire Mountain*' and created a magical staff, they could use this as the focus of their story instead.

Once they have planned their story, it is time to flesh out the details. Ask the children to look back at the reference pages at the end of the book. These give details of the main characters in the story, magical objects and the settings. These can be used in conjunction with the resource sheets from '*Race to Fire Mountain*' as the recurring characters are mentioned there.

Using '*Resource Sheet 2: Fact Sheets*', each group can fill in the information for the main setting in their own story, any extra characters that Jarell and Kimisi will meet and any magical objects that might be used.

EXTENSION

Once the main details have been planned, the children can write their stories. Ask the children to divide the boxes from their completed '*Resource Sheet 1: Plan Your Story*', with each child writing one or two sections. When they have completed their own writing, they can swap their work with someone else in the group. They can then edit their peer's work, adding to it if needed, changing words or cutting pieces out. '*Resource Sheet 3: Edit and Improve*' provides a checklist of how to edit successfully. Once that round of editing is complete, the work should be passed to another group member. Their job is to write or type up that section of the story, again making any amendments that they think will improve the overall story.

When completed, put the sections together to show the whole story! The children will not have seen the whole piece as one yet, and so the first read-through should be for the entire group so they can see how their collaborative work went. Why not print copies for the class to enjoy?

RESOURCE SHEET 1: PLAN YOUR STORY

Which iron animal does Jarell need to find?
Where does he need to go?



How do Kimisi and Jarell get to their destination?
What happens on the way?



Who or what is the danger at Jarell's destination?



How do Kimisi and Jarell overcome the danger?



How does Jarell get the animal head?

RESOURCE SHEET 2: FACT SHEETS

Use these resource sheets to fill in the details about your characters, setting and magical objects.

NAME:

AGE:

POWERS:

SKILLS:

ABOUT:

NAME:

AGE:

POWERS:

SKILLS:

ABOUT:

RESOURCE SHEET 3: EDIT AND IMPROVE


Use this checklist when reading your teammate's work to help you improve your group's story. If you cannot tick a box – make changes to the writing until you can!

- Capital letters in appropriate places
- Correct punctuation within and at the end of sentences
- Common words are spelt correctly
- The correct tense is used throughout
- The story follows the group's plan
- Sentences start in a variety of ways
- Description of the setting/characters/objects gives you a clear picture in your mind – if not, add or change words to make it better
- Long sentences are used for description and short sentences to build tension
- Dialogue between characters moves the story on



Looking for more
resources like this?
Join the Scholastic
Resource Bank
today!

Discover over 10,000 quality educational
resources for Early Years and Primary,
including:

- 
- Lesson plans
 - Teaching ideas
 - Planning and assessment tools
 - Activity sheets
 - Videos
 - And **much more!**



Over
10,000
educational
resources!



Unlimited
access
from just
£1.25
per month*

Become a member for **FREE** or get
unlimited access from as little as **£1.25 per month!**

Join now at
www.resource-bank.scholastic.co.uk