**Curie Class English Yr2 - Fantasy Story Writing Plan**

For the next two weeks we are going to be looking at fantasy stories, we are going to plan and write our own.

Our story ‘How Coyote Stole Fire’ is linked below.

Text <https://s3.eu-west-1.amazonaws.com/storymuseum/HowCoyoteStoleFire_story_text.pdf>

Audio <https://soundcloud.com/storymuseum/how-coyote-stole-fire-told-by-jackie-singer>

**I have included some resources on the Curie Remote Learning page to help if required.**

* **Adjective sheet**
* **Adverb sheet**
* **Fantasy vocabulary sheet**
* **Sentence openers sheet**

**Monday 25th January – Introducing ‘How the Coyote Stole Fire’**

Listen to the story ‘How Coyote Stole Fire’ and follow along with the written copy.

**Activity 1** - Answer the following questions in full sentences on lined paper.

Why were the villagers sad?

Where did Coyote travel to?

Who guarded the fire?

What happed to Coyotes tail?

How did fire help the villagers?

**Activity 2** - Draw a picture of your favourite part of the story. Write at least 2 sentences to describe the scene.

**Tuesday 26th January – Expanded noun phrases**

Today we are going to learn about expanded noun phrases.

An **expanded noun phrase** is a descriptive clause normally made up of a noun as well as one or more adjectives. Their function is to give the reader more insight or description of an object, place or person. If more than one adjective is used to describe the noun, they are usually separated by a comma.

Watch this short video about expanded noun phrases.

[**https://www.youtube.com/watch?v=XhwjS4zEZDM**](https://www.youtube.com/watch?v=XhwjS4zEZDM)

**Activity 1** – **Find the expanded noun phrases! Worksheet one** is a short story, please find and underline all the expanded noun phrases.

**Extra challenge –** underline the adjective in green and the nouns in red.

**Activity 2 – Expanded noun phrase puzzle worksheet 2**. Using our story, make your own expanded noun phrases to describe someone or something.

**Wednesday 27th January – Story map**

Today I would like you to read or listen to the story again.

**Activity 1 – create a story map** of the How the Coyote Stole Fire.

A story map is made up small pictures and key word that help you to break a story down into key parts and helps you to retell the story.

Draw a little picture for each part of the story and show how the story moves along using arrows. Next, add key words that help you to know what is happening in the story when you retell it.

Watch this video for an example of how to create a story map.

[(8) Y2 English Drawing a Story Map for The Lighthouse Keeper’s Lunch - YouTube](https://www.youtube.com/watch?v=ivTOC8iNi8k)

**Thursday 28th January – Character Formation and Setting Description**

Today I would like you to think about what characters you could include in your own story.

Our story has Coyote as the main character, squirrel, chipmunk and frog as the helpers and the Fire Beings as the Guards.

**Activity 1 – Character Formation**

Decide what characters you want to use and draw them. Use expanded noun phases to describe your characters. Write one sentence about each character you draw.

For example, A brave, clever coyote with beautiful grey fur.

**Activity 2 – Setting Description**

**Watch the video -** [**https://www.youtube.com/watch?v=3BVOIyUnk6s**](https://www.youtube.com/watch?v=3BVOIyUnk6s)

Decide where your story is set and when it is set.

Look into your mind’s eye and pretend that you are in that place. What is the weather like, what can you see, feel and hear?

For example, if I chose to put myself into the Coyote story I might write:

***My story is set in a small village in North America, it is the middle of winter. White, fluffy snow covers the ground and the river has turned to ice. I can feel the cold, hard ground under my feet and the air makes me shiver as the wind hits my face. The houses in the village are small and made from wood, there are no doors, just red, dirty cloth hangs to cover the open doorways. Inside the houses I can hear crying, the people in the village sound sad.***

Write your own setting description to use in your story.

Use full sentences and expanded noun phrases. Write your paragraph on lined paper using your best handwriting.

**Friday 29th January – Planning our own story**

Today we are going to start to think about own story.

First, have a discussion about

* What characters you would like in your story.
* Where is your story set? Where do your characters travel to?
* What problem is there?
* What is the solution to the problem?

**Activity 1 – Planning Your Story Worksheet.**

I have written an example for you to look at and discuss; it is attached to the template.

Here we are going to adapt the story structure of How Coyote Stole Fire to create our own story. Fill in the plan template with ideas for your story.

**Monday 1st February – Write your introduction and problem sections.**

Today we are going to start to write own story. Firstly, you need to give your story a title. Write the title at the top of a lined piece of paper.

The first paragraph of our story is the introduction. In this section we need to grab the reader’s attention. Here we write a description of the setting and introduce the main characters using our amazing expanded noun phrases with your fantastic adjectives (adjective sheet available). Use your character drawings and setting descriptions from lesson 4 to help guide your writing.

In the next paragraph we need to write about the problem, use your plan to guide your writing. Paragraph 2 in the story ‘How Coyote stole fire’ is a great example if you need more help.

**Tuesday 2nd February– Write your journey there and take item sections.**

Today we are going to carry on with our story writing. I would like you to read what you have already written and then carry on writing about the journey there and taking the item. Use your plan to guide your writing. Can you include some adverbs to add more information to your verbs? (adverb sheet available)

**Wednesday 3rd February – Write your journey back and solution section.**

Today we are going to carry on with our story writing. I would like you to read what you have already written and then carry on writing about the journey back and the solution. Use your plan to guide your writing.

The solution paragraph is your last paragraph so this is where the story ends. How will your story end? In our class story, it ended happily with the village people staying warm in the bitter, cold winter months.

**Thursday 4th February– Create a new story map.**

Using what you have learn in lesson 3, create a new story map of your story.

Draw a little picture for each part of the story and show how the story moves along using arrows. Next, add key words that help you to know what is happening in the story when you re-tell it.

**Friday 5th February – Re-tell you story.**

Today you are going to have a go at re-telling your story using your story map to help you. Can you add actions to your story telling? Tell your story to an adult.