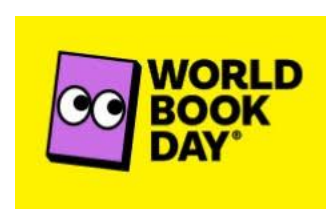




'LILIDOREI - WHAT'S YOUR STORY?'



World Book Day – Fantasy Story

World Book Day Charity

World Book Day wants to change lives through a love of books and reading.

World Book Day wants to see more children, particularly those from disadvantaged backgrounds, with a life-long habit of reading for pleasure and the improved life changes this brings them.

With the offer of a Free Friday, we are helping to support this principle.

World Book Day defines Reading for Pleasure as:

Feeling sense of satisfaction or pleasure by engaging with chosen reading material in their free time.

We want to see more children, particularly those from disadvantaged backgrounds, with a life-long habit of reading for pleasure and the improved life chances this brings them.

The evidence base shows there are 6 building elements which support a child to read for pleasure

1. Being read to regularly
2. Having books at home and at school
3. Having a choice in what to read
4. Finding time to read
5. Having trusted help to find a book
6. Making reading FUN!

These 6 elements shape and guide everything World Book Day does.

LEARNING OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
Starter	Instructions for the children: <ul style="list-style-type: none"> • You are going to create a story as a group. • You can decide on the running order of your group. • Each one of you will say a word in turn. • The next person in your group must continue the story from the last word spoken. • Go round the group to complete your story. • You have 5 minutes! • You will then re-tell your story to the rest of the class (in summary) • As a class, you will vote for your favourite story. 	Slide 2
I can create a storyboard for a Lilidorei Fantasy Story.	Read the Fantasy Story – 'Turn the Lights on!' <p>Children are going to plan their own Fantasy Story that can be part of a class 'Lilidorei, what's your story?' book.</p> <p>This could be based on:</p> <ul style="list-style-type: none"> • A story that you heard as you ventured around Lilidorei • A story you heard in class before your visit • A story developed from your own ideas • The story you created in the starter activity <p>From listening to the story, children can decide what are the features of a Fantasy Story? If they have completed The Love of Reading unit, they will already have completed this activity.</p> <p>Ideas can include:</p> <ul style="list-style-type: none"> • Introduction – Describe the setting. • Main Protagonist – Describe your main character. • Introduce a Companion – Helper for the protagonist. • Build-up – Challenges to overcome. • Challenge 1 – Is there a riddle to solve? • Challenge 2 – Can your magical item help? • Challenge 3 – Can a wish help? • Solution – How is the problem solved? 	Slides 3-6 <p>Turn the Lights on Fantasy Story</p> <p>Mythical Story Knowledge Organiser – this is the same as the one from the Love of Reading unit of work.</p> <p>'What's your Story? – Lilidorei Gates storyboards (differentiated).</p>

LEARNING OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
	<p>Hand out the 'What's your Story? Lilidorei Gates storyboard (differentiated) and ask children to look at each of the stages of the story and check they can explain what each of the sections are.</p> <p>Children should plan their story. This plan is just initial thoughts – children can include written descriptions or pictures on their story board.</p>	
<p>I can peer assess and improve my own work with feedback.</p>	<p>Helping Time</p> <ul style="list-style-type: none"> • Planning sheets should be passed to another child in the class – this may need some organisation of who looks at whose work. • Give each child 3 post-it notes. • Children should read each other's plans • On the post-it notes: <ul style="list-style-type: none"> • Given 2 positives that they think about the story. • Give one point that they think could be improve the story or ask a question <p>Sheets should be returned; children should reflect on what their peer has written on the post-it notes and make improvements to their work.</p>	<p>Slides 7-8</p> <p>Completed 'What's your Story? - story planning sheet</p>
<p>SETTING DESCRIPTION Starter</p>	<p>Starter – Expanding Texts</p> <ul style="list-style-type: none"> • Working around the classroom – everyone has a chance to participate. • First person says a noun beginning with the letter A. • The next person adds to this by adding an adjective to create a noun phrase. Can this begin with an A too so as to make the noun phrase have alliteration? • The next person adds to this by adding another adjective to create an expanded noun phrase. • Then go back to the beginning - this time starting with the letter B. 	<p>Slide 10</p>
<p>I can find figurative language in a setting description.</p>	<p>Display on the board the setting description of the Lilidorei Gates. Hand out the same setting description to each member of the class.</p> <p>Please note that you can change the features that the children have to look for dependent on what they have learnt already or what they are learning at present.</p> <p>This activity can be completed as a pair or individually.</p> <p>Allow the children time to find the individual features within the setting description. They may need reminding of what some of the features are.</p> <p>Read through the answers as a class.</p>	<p>Slides 11-12</p> <p>Copy of the modelled setting description</p> <p>Coloured pencils</p>
<p>I can describe a setting from Lilidorei.</p>	<p>Watch the video and then ask the questions to the class How to create a story setting</p> <ul style="list-style-type: none"> • What were you told to include in your story from the video? • Discuss these with your partner. <p>Hand out the Lilidorei picture bank, the setting description senses word bank and an A3 photocopy of the Lilidorei Gates planning sheet.</p> <p>Read through slide 17 to the class:</p> <p>Choose a setting</p> <ul style="list-style-type: none"> • From the Lilidorei picture bank, choose your favourite house/place in Lilidorei. • Look at the picture for 2 minutes, you will be timed! • Now, close your eyes and imagine you are there. <ul style="list-style-type: none"> • What can you see? • What can you smell? • What can you hear? • What can you touch? • What can you taste? • Open your eyes and remember your ideas. <p>Read through slide 18 to the class:</p> <p>The setting for a story – Your Turn – it is suggested that the Lilidorei Gates planning sheet is photocopied onto A3.</p> <ul style="list-style-type: none"> • Use the word bank to help you choose a setting. • For each sense, write your ideas in the Lilidorei Gates. • Can you include the following? <ol style="list-style-type: none"> 1. powerful adjectives, onomatopoeia 2. expanded noun phrases, alliteration 3. similes, metaphors, personification • Around the Lilidorei Gates – try and include some strong sentence openers. <p>This can be a differentiated activity with: All children = 1, Most children = 2, Some children = 3.</p>	<p>Slides 13-19</p> <p>Video</p> <p>Lilidorei Picture Bank</p> <p>Senses word bank</p> <p>Lilidorei Gates planning sheet (scene description using senses)</p>
<p>I can write a Lilidorei setting description as my story introduction.</p>	<p>Using the Fantasy Storyboard, Lilidorei Gates planning sheet (scene description), modelled description and senses word bank, the children are now ready to write their opening/introductory paragraph for their story – describe the setting.</p>	<p>Slides 20-21</p>

LEARNING OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
	<p>All their ideas should be put together to form a paragraph.</p> <p>Remind the children to include all their senses - Sight, Sound, Smell, Taste, and Touch</p> <p>They should try to include as many of the figurative language features as possible.</p> <p>Always check spelling and punctuation.</p>	<p>Completed Lilidorei Gates planning sheet (scene description using senses)</p> <p>Modelled setting description</p> <p>Senses word bank</p>
CHARACTER DESCRIPTION Starter	<p>Starter - Describe your partner</p> <ul style="list-style-type: none"> • Talk to your partner. • Decide who is going to speak first. • Describe to your partner what they look like – physical traits. • Talk about what they are like inside – personality traits. • Swap over roles. 	Slide 23
I can draw my own Lilidorei character.	<p>Read through slide 25 to the class:</p> <p>You have now visited Lilidorei and seen the clans' houses and met some of its magical characters.</p> <p>Children think of a name for their characters – this can be a character from Lilidorei or their own.</p> <p>Children draw their own Lilidorei characters.</p> <p>Suggestion that these activity sheets are increased to A3 so the children have more space to add their ideas. There are differentiated planning sheets included in the resources pack. Nouns, Expanded Noun Phrases and Figurative Language.</p>	<p>Slides 24-25</p> <p>Lilidorei character description planning sheet (differentiated)</p> <p>Coloured pencils</p> <p>Character Traits Knowledge Organiser</p>
I can describe my Lilidorei character inside and outside.	<p>Character Traits Knowledge Organiser are handed out.</p> <p>Children describe their character using adjectives and expanded noun phrases for both the outside (their character drawing) and inside of their characters.</p> <p>Additionally, depending on year group or ability, children could be asked to add similes, metaphors, alliteration, personification.</p> <p>There are differentiated planning sheets included in the resources pack.</p>	<p>Slides 26-28</p> <p>Lilidorei character description planning sheet</p> <p>Character Traits Knowledge Organiser</p>
I can verbally describe my Lilidorei Character.	<p>Drama Activity – Get to know our characters.</p> <p>Hot seating - drama activity where the children become the character they have created, and answer questions posed to them by other members of the class.</p> <p>ADDITIONAL ACTIVITIES</p> <p>Children could dress up as their characters to add more drama features to this drama activity.</p> <p>They could also show the rest of the school their characters and their descriptions in a class assembly.</p>	<p>Slides 29-30</p> <p>Completed Lilidorei character description planning sheet</p> <p>Character Traits Knowledge Organiser</p>
I can describe my Lilidorei character as the protagonist in my Fantasy Story.	<p>Using the ideas they have generated, children are to write a character description paragraph – refer to Character Traits Knowledge Organiser and filled in Character description planning sheets.</p> <p>Read through slide 32 to the class:</p> <ul style="list-style-type: none"> • By using your filled in Lilidorei character description planning sheet, you are now ready to write the character description for the protagonist for your story. • This will form the second paragraph of your Fantasy Story. • Remember to include your outside and inside of your character. • Try to include as many of the language features as possible. • Always check spelling and punctuation. 	Slides 31-32
I can write my Fantasy Story by using my Lilidorei Gates - Fantasy Storyboard.	<p>Ready to go...</p> <ul style="list-style-type: none"> • The first and second paragraph of the children's stories – setting and protagonist character description are now written. • Using their original planning sheet, they should now complete their Fantasy Story. 	Slides 33-34
I can proof-read for spelling and punctuation errors	<p>Get proof-reading/edit pens ready.</p> <ul style="list-style-type: none"> • Proofread/edit your Lilidorei Fantasy Story • You will need a dictionary to check your spellings. • You may want to use a thesaurus to add further powerful adjectives. 	<p>Slides 35-36</p> <p>Completed Fantasy Story and planning</p> <p>Proofreading pens</p> <p>Dictionary/Thesaurus</p>

LEARNING OBJECTIVES	LEARNING ACTIVITIES	RESOURCES
I can write and suggest improvements to other's work.	Activity for the children: <ul style="list-style-type: none"> • Hand out a post-it note to each child. • Children are to swap their Fantasy Stories. • They are to read through each other's work and write on the post it note the following: <ol style="list-style-type: none"> 1. Something that they liked about the Fantasy Story. 2. One thing that they could do to improve the Fantasy Story. 	Slides 37-38 Completed Fantasy Story Post-it-notes
I can perform my own work using appropriate intonation, volume and movement so that meaning is clear.	Children are to read their Fantasy Story to the class. They need to practise this so that they can use appropriate intonation, volume and movement so that meaning is clear.	Slides 39-40 Completed Fantasy Story