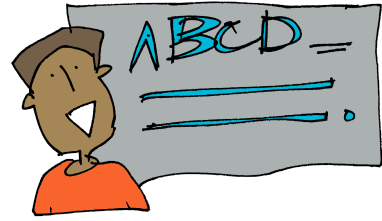


Now for Some Grammar



1. Relative clauses

These clauses give more information about somebody or something in a sentence. They begin with a relative pronoun like **which/who/whose/ that**.

Let's add some relative clauses into sentences that could be used in our story.

This is the Drop-In Game:

We're going to drop a relative clause into sentences using **who**.


For example:

Mrs Allbright was marking books.


Mrs Allbright, **who** was tired and cross, was marking books.

Now you drop in a clause into the sentences below, using **who**:

Danny was looking out of the window.



Susie ran to the door with the box.



Freya watched *The Voice* on the iPad.



Now have a go at dropping a relative clause into the sentences below using which. For example:

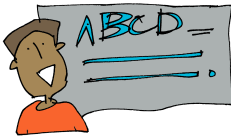
The desks were covered in board games.

The desks, which were bright blue, were covered in board games.

The board game intrigued Susie.

The netball court looked slippery.

The dominoes were in the basket.



Now for some sentence imitation:

Let's try using some sentence patterns from The Game and create new sentences using the same structure.

1. Opening a story with names + a short sentence

Danny and Susie were bored.

_____ and _____ were _____.

Try your imitations: e.g. Gaby and Jonathan were excited.

2. Sentence of 3 for description

It crushed the tables, smashed the windows and flung children all around the classroom with a flick of its legs.

It _____, _____ and _____.

Try your imitations: e.g. It ran down the road, crossed the bridge and jumped into the boat.

Write Away!



Now let's concentrate on writing a story. Before we start, let's do some warming up, so we're ready to be creative!

The Adjective Game

Adjectives describe a noun, for example:
The red car drove down the misty lane.

You can change the mood of your writing by choosing your adjectives carefully. Read this description of the Tarantula.

The handsome Tarantula looked at the children. Its glistening, hazel eyes scanned the room. Delicate hairs covered its plump body and swayed like shimmering grass. Its solid legs, like thick branches, stood strong.

The spider sounds quite pleasant. However, if we change the adjectives, you can make it sound much more scary. Give it a try! Fill in the gaps with an adjective that will help to make the spider sound gruesome.

The _____ Tarantula looked at the children.

Its _____, _____ eyes scanned the room.

_____ hairs covered its _____ body and

swayed like _____.

Its _____ legs, like _____, stood strong.



You could also change the verbs (underlined in **bright blue**), to make it sound even scarier! Write a new verb underneath the original one.



It's now your turn to be an author. Let's look at the problem section of The Game. We're going to re-write it with new ideas.

The problem:

At that moment, the table began to shake, then the windows rattled and the floor vibrated. Everyone stopped what they were doing and the room fell silent.

"EARTHQUAKE!" shouted Billy, bursting into laughter. He soon stopped, as in a blink of an eye, an enormous spider, bigger than a horse, shot out of the game and landed in the centre of the crowded classroom. Everyone froze. Its enormous, hairy legs were tensed, ready to pounce and its whole body seemed to pulse. Eight bulging eyes scanned the room and then...

It sprung into action. It crushed the tables, smashed the windows and flung children all around the classroom with a flick of its legs. It powered towards Mrs Allbright as she stood rooted to the floor in terror. The room was filled with shrieks of panic and despair.

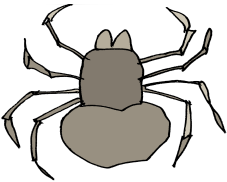
"What shall we do?" shouted Danny desperately, pressing himself tightly against the wall.

"Read the instructions," ordered Sally, "We have to stop it!"

What other problems could the game cause? What else could come out of the game and what would it do?



Keep the classroom setting the same for now and plan a new idea below. You can make notes or draw what will come out of the game and what it will do once it's released.

Instead of:	Your ideas:
	
... crushing the tables	
... smashing the windows	
... flinging children round the room	
... grabbing the teacher	
... extra ideas	

Using the ideas & sentences from the problem section of The Game, on a separate piece of paper, try out your new plans.



Follow this pattern:

Start with the first strange events as a sentence of three and then show how the children react:

At that moment, the table began to shake, the windows rattled and the floor vibrated. Everyone stopped what they were doing and the room fell silent.

At that moment, ...


Next, introduce the new threat. Tell us where it came from and what it looked like:

In a blink of an eye, an enormous spider, as big as a horse, shot out of the game and landed in the centre of the crowded classroom. Everyone froze. Its enormous, hairy legs were tensed, ready to pounce and its whole body seemed to pulse. Eight bulging eyes scanned the room and then ...

In the blink of an eye, ...



Where else could this happen? Try a new setting for *The Game*. Change the classroom setting to somewhere else. Where could this happen? Plan a new idea below. You can make notes or draw. What will come out of the game in the new setting and what will it do once it's released?


Instead of:	Your ideas:
	
... what comes out of the game?	
... what will it do?	
... extra ideas	

Now write your new problem, set somewhere else: start with the first strange event, then introduce the new threat and finally describe what the threat does. Do this on a separate piece of paper.

Get Plotting Again!



Now let's write a brand new finding tale. It doesn't have to be set in school or involve a game. I have put a few of my ideas below to help your thinking. You could even write the prequel of the story about what happens when Billy investigates the game the next time it's wet play!

Think about:	Your ideas
<p>Where could the story take place? e.g. a field, a football match, a restaurant, at home - where else?</p>	
<p>What could the object be? e.g. a book, shoes, wand, a phone, a bucket, a pen - what else?</p>	
<p>What happens when the object is found? e.g. events in the book come to life, shoes turn you into different people, wands cast disastrous spells, phones turn people into robots - what else?</p>	

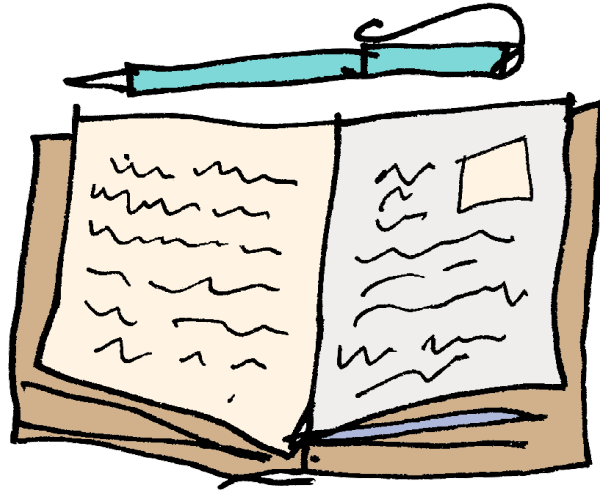


Now add your ideas to the boxed-up planner, based on *The Game*, so you can plan your whole story:

Introduce the main characters (MCs) and where they are	
MCs find something they have not seen before	
The object that has been found causes strange things to happen	
MCs work out how to stop the strange things	
Everything is back to normal	

Are you ready? Then

- ★ write it,
- ★ read it
- ★ and check it!
- ★ See you at the end!



Well done! Now that you have a new story, why not publish it? Below are some simple instructions for making a mini book from a piece of A4 paper.

If you have access to the Internet, type this into Google:



<https://cutt.ly/QtvAkwq>

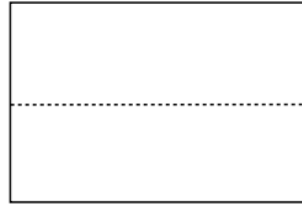
Here, you can watch a mini-book being made and follow the instructions.

Or try this:

How to Make a Six-Page Book With One Sheet of Paper!



1. One sheet of white paper.
12" X 18" is a good size to use.



2. Fold in half lengthwise. Also known as a "Hotdog Fold".



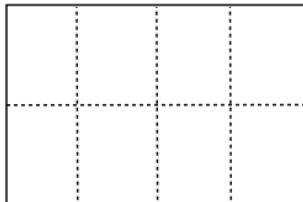
3. Fold in half again.



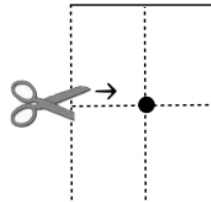
4. Fold in half again.



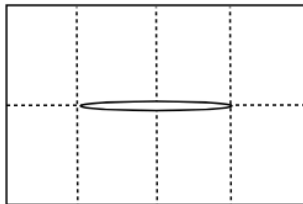
5. Now you have a very small folded sheet of paper. But it isn't a book yet.



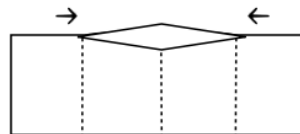
6. Unfold everything. Now it is a big sheet of paper with lots of fold lines.



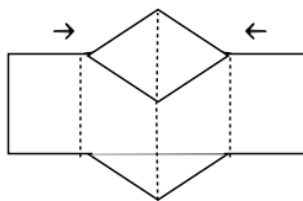
7. Fold in half in the middle- this time a "Hamburger Fold". Make a mark with your pencil in the center of the folded sheet. Take your scissors and cut from the *folded edge* to the center dot. Stop cutting at the dot!



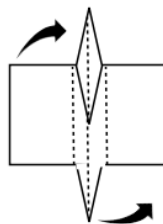
8. Unfold your sheet of paper. It should look like this with an open slit in the middle. Fold it in half length-wise again. (Hotdog Fold.)



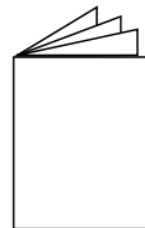
9. Push folded edges towards center allowing the slit to open up into a diamond shape.



10. Keep pushing edges together until diamond becomes a slit again, perpendicular to folded edges.



11. Fold one edge toward slit and the opposite slit toward folded edge.

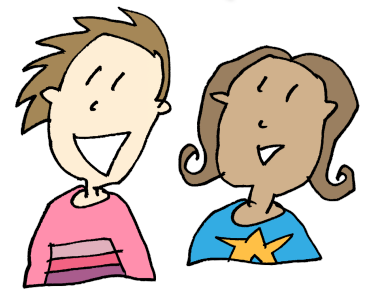


12. Be sure to go over the creases to make them sharp. Now you have a small six-page book!

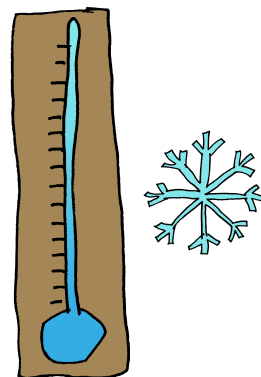
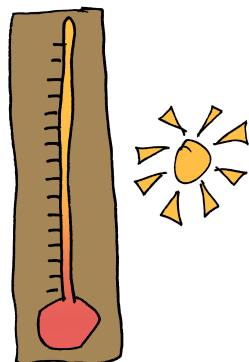
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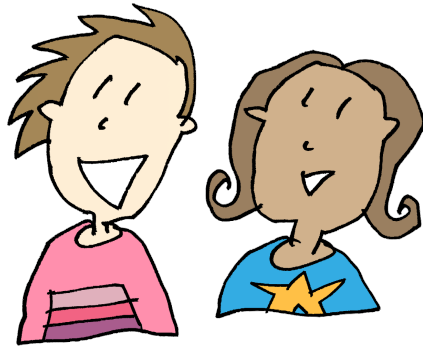
Make your book and illustrate it – enjoy!
We've reached the end of our journey. I hope you've had fun!

I really enjoyed ...



I would rate my journey through this booklet (tick hot or cold):





This workbook has helped me learn ...



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Maria Richards, former teacher and National Strategy Literacy Consultant, now works with Talk for Writing to help schools develop the approach.

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