

Project Guide

Let's Write



Overview

The 'Let's Write' project allows students to develop and share a story based around a set title. The submission of text and images will enable students not only to create their own story but also develop an understanding and appreciation of story development. The project activities are designed to integrate ICT into other curriculum areas and to develop and extend ICT skills.

The project runs for four consecutive weeks. The project activities, described in this guide, are designed to develop and support the students in the development of their story.

Week 1 The characters and Setting the Scene

- Introducing the title
- Introduce the characters
- Discuss and choose the characters for the story
- Introduce the first scene scenarios
- Discuss and choose the scene to introduce the story
- Using the outline story beginning create Chapter 1 the introduction to the story

Publish the story beginning to the project web site

Week 2 Starting the story

- Review Week 1 story beginnings published on the project web site
- Make comparisons using the published story beginnings
- Read the story development suggestions
- Discuss and decide which story development scenario the students want their story to follow
- Write and illustrate Chapter 2 of the story.

Publish the story beginning to the project web site

Week 3 The Adventure

- Review Week 2 story developments published on the project web site
- Make comparisons using the published story developments
- Read the adventure developments suggestions
- Discuss and decide which story adventure scenario the students want their story to follow
- Write and illustrate Chapter 3 of the story.

Publish the work to the project web site

Week 4 The End

- Review Week 3 story developments published on the project web site
- Make comparisons using the published story developments
- Read the endings developments suggestions
- Discuss and decide which story ending scenario the students want their story to follow
- Write and illustrate Chapter 4 of the story.

Publish the work to the project web site

The purpose of this week is to introduce the story writing activity and the title of the story to the group of students. Each group of students decides on the characters and the setting for their story. These activities give the students the opportunity to write in a style that demonstrates an awareness of the intended purpose of the text and the intended audience.

Curriculum focus	Learning Objectives
English	<ul style="list-style-type: none"> • To be able to choose and match characters and settings. • To be able to decide on a style of writing to suit purpose and audience. • To be able to discuss, consider alternatives and reach agreement. • To be able to contribute to a written account.

Curriculum focus	Learning Objectives
ICT	<ul style="list-style-type: none"> • To be able to compose on screen. • To be able to use appropriate planning and proofing word processing tools. • To be able to communicate in ways appropriate to task and audience.

The main focus of this week is for each group of students to establish who is in their story and where the opening chapter of the story is to take place.

Step	Title	Notes
1	Introduction	Defining the aim of the project.
2	Where Do We Start?	Looking at the Title.
3	Characters	Who is going to be in the story?
4	Setting	Where is the story taking place?
5	Chapter 1	Writing the story beginning.
6	Publish Our Work	Publish Chapter 1 text and graphical representation.

Resources
<p>Provided</p> <ul style="list-style-type: none"> • Story beginning • Story planner <p>Support sheets</p> <ul style="list-style-type: none"> • Suggested character descriptions • Suggested scene setting descriptions

Vocabulary																
<p>Keywords support sheet</p> <table> <tr> <td>title</td> <td>character</td> <td>setting</td> <td>beginning</td> </tr> <tr> <td>chapter</td> <td>introduction</td> <td>adventure</td> <td>describing</td> </tr> <tr> <td>adjective</td> <td>adverb</td> <td>excitement</td> <td></td> </tr> <tr> <td>publish</td> <td>audience</td> <td>collaborate</td> <td></td> </tr> </table>	title	character	setting	beginning	chapter	introduction	adventure	describing	adjective	adverb	excitement		publish	audience	collaborate	
title	character	setting	beginning													
chapter	introduction	adventure	describing													
adjective	adverb	excitement														
publish	audience	collaborate														

Expectations for this week
<p>Most students will be able to</p> <ul style="list-style-type: none"> • identify the purpose of a book title • describe a character • identify characters in a story • define the meaning of a setting • identify settings in a story <p>Some students will be able to</p> <ul style="list-style-type: none"> • write a portrait of a character in a story • write a detailed description of a setting for a story

Objectives	Lesson Activities	Outcomes	Notes
Students will know that the Internet can be used to share a story they have written.	<ul style="list-style-type: none"> • Introduce the Let's Write topic to the students. • Tell the students that, by using the Internet, they will be sharing their story with schools around the world. • Outline the activity the students will be involved in. • Discuss with the students whether using the same title will mean that each group of students story will be the same. • Discuss the reasons why differences will occur. • Establish that the stories produced by each group of students will be different. 	<p>The students are able to identify the location of other groups of participating students.</p> <p>Students know that others will share the story they are writing, through the use of the Internet.</p>	<p>Show students examples of the introductions from other participating groups of students.</p> <p>Class activity using interactive white board or computer based activity.</p>

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn to identify a title.</p> <p>Students learn the importance of a title to a reader.</p>	<ul style="list-style-type: none"> • Have a selection of books. • Ask the students to read the title of each book. • Choose one title and ask the students to suggest how the title gives an overview of the story. • Show the students the title of the Let's Write story. • Ask individual students for suggestions as to what sort of story the title suggests to them. • List the suggestions. 	<p>Students are able to identify the title of a book.</p> <p>Students are able to suggest reasons for the importance of a title to the reader.</p>	<p>Select some known and some unknown titles for the activity.</p>

Objectives	Lesson Activities	Outcomes	Notes
<p>Students develop the ability to describe a character in a story.</p> <p>Students develop an awareness of the need for character descriptions in a story.</p> <p>Students learn to use make a choice.</p>	<ul style="list-style-type: none"> • Choose stories that are known to the students and ask them to name the characters in the story. • Ask the students to describe some of the characters. • List the words used to describe the characters. <p>Remind the students of the title of the Let’s Write story.</p> <ul style="list-style-type: none"> • Discuss each of the available character selections. • Ask the students to decide on the characteristics of each character. • List the characteristics of each character. • Students as a group decide on which is to be the main character in their story. • Show the students the Story Planner. • Students complete the character description part of the Story Planner support sheet. 	<p>Students are able to describe a character in a story.</p> <p>Students are able to suggest words that provide information about a character in a story.</p>	<p>If appropriate have illustrations of characters for the students to describe.</p> <p>Use a photocopier to enlarge the Story Planner support sheet.</p> <p>Younger students may need support to read, interpret and represent the characters.</p>
	<ul style="list-style-type: none"> • Read the list of words the students suggested to describe the characters. • Ask the students to make a pictorial representation of the character. • Students share their pictorial presentations. • Use the differences as teaching point – that different people interpret things in different ways 	<p>Students understand that it is acceptable to interpret things in different ways.</p>	

Objectives	Lesson Activities	Outcomes	Notes
<p>Students develop the ability to describe a setting in a story.</p> <p>Students develop an awareness of the need for describing a setting in a story.</p>	<ul style="list-style-type: none"> • Choose stories that are known to the students and ask them to name the setting of the story. • Ask the students to describe some of the settings. • List the words used to describe the settings. • Students complete setting description part of the Story Planner support sheet. • Using the list of words provided by the students make pictorial representations of the settings. • Students share their pictorial presentations. • Use the differences as teaching point that different people interpret things in different ways. 	<p>Students are able to describe a setting of a story.</p> <p>Students understand that it is acceptable to interpret things in different ways.</p>	<p>If appropriate have illustrations of settings for the students to describe.</p>
<p>Students learn to make a choice.</p>	<p>Remind the students of the title of the Let's Write story.</p> <ul style="list-style-type: none"> • Discuss each of the available settings selections. • Ask the students to decide on the characteristics of each setting. • List the characteristics of each setting. • Students as a group decide on which is to be the setting for their story. 	<p>Students are able to suggest words that provide information about the setting of a story.</p>	<p>Younger students may need support to read, interpret and represent the setting.</p>

Objectives	Lesson Activities	Outcomes	Notes
<p>Students develop an awareness of the need to use descriptive language to add interest to a story.</p> <p>Students learn to use specific features of a word processing program.</p>	<ul style="list-style-type: none"> Remind the students of the character and setting they have chosen for their story. Show the students the enlarged outline story beginning. Ask the students for their suggestions to complete the story beginning. List the suggestions. <p>Ask the students to select the descriptive words they want to include.</p> <p>Older Students</p> <ul style="list-style-type: none"> The students work in small groups to write Chapter One of the story Students share their work. Discuss the effectiveness of the work of each group of students. Students decide which version they are going to publish. It could be the work of one group of students or the amalgamation of ideas from all the groups. <p>All groups could word process their final draft, which is then saved and retrieved later.</p> <p>Younger Students</p> <p>As a class, with the teacher as scribe if appropriate, the students write their introduction to the story,</p> <ul style="list-style-type: none"> Students or the teacher word process and print the opening chapter that could then be illustrated as the beginning of a class book. <p>When the final draft of Chapter One has been completed it is entered on to the web page.</p>	<p>Students are able to evaluate the success of selected words and their appropriateness to the task.</p> <p>Students are able to use a spell check in a word processing program.</p> <p>Students are able to insert text onto a writing template.</p>	<p>Use a photocopier to enlarge the outline story beginning.</p> <p>Decide if the work is to be word-processed or pen and paper based.</p> <p>Teacher scribe if appropriate. Interactive whiteboard activity allowing students to see editing and refining of the text.</p> <p>A word- processed example of Chapter One could be used to start a class book.</p>
<p>Students learn that a scanner can be used to prepare their work for display on a web page.</p>	<p>The students make a pictorial representation that could be computer generated or paper based to then be scanned.</p> <p>The pictorial representation is then entered onto the Chapter One web page.</p>	<p>Students know that their work can be scanned and then entered onto a prepared web page.</p>	

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn how to retrieve work that has been saved.</p>	<ul style="list-style-type: none"> • Show the students how to find the web page on which the text and pictorial representation have been previously entered. 	<p>Students will be able to retrieve their saved project work.</p>	<p>Introduce the skill of using a spell check by using a word processing program to provide the students with a text sample to spell check.</p>
<p>Students learn how to use a spell check.</p>	<ul style="list-style-type: none"> • Explain that the text needs to be proof read before it is published on the project web site. • Remind older students how to use a spell check. 	<p>Students will be able to use a spell check when using a word processing program.</p>	
<p>Students learn to ensure their work is suitable for the intended audience when published.</p> <p>Students learn how to publish their work on the project web site.</p>	<ul style="list-style-type: none"> • Discuss with the students their uploaded work. • Do they think the style of their Chapter One writing on the web page is suitable for their intended audience? • Explain to the students the function of the Publish button. • The <i>teacher checks</i> the contents of the web page when the students have decided that the uploaded work is ready to publish. • Select the Publish button. • Show the students their web page on the project web site. 	<p>Students will know how to present work that is fit for the intended audience.</p> <p>Students will know how to publish their work on the project web site.</p>	<p><i>Before publishing the students' work check the school's Internet policy.</i></p> <p><i>Ensure that only a student's first name has been used in a text account and that no students in a photo are identified by name.</i></p>

Objectives	Lesson Activities	Outcomes	Notes
Students learn to use ICT appropriately to communicate ideas through text.	<ul style="list-style-type: none"> The students use a word processing program to assemble the ideas they have formulated about the characters and setting for their story. 	Students are able to change the layout of text in a word processing program.	
Students learn to use a word processing program to organise text.	<ul style="list-style-type: none"> The activity will enable the students to use copy, cut and paste to reorganise the text. The students will be able to spell check their final draft. Using a copy of the text account which has been submitted to the project web site, the students could decide which font, colour and size would be appropriate for another type of display - e.g. a classroom display, a book. Younger students could be given a prepared text to use to decide which font, colour and size would be appropriate for a given type of display. 	<p>Students are able to use a word processing program to produce a text that is suitable for the intended audience.</p> <p>Students are able to decide which font size and colour are the most suitable for the way in which their work is to be displayed.</p>	
Students learn to save their work.	<ul style="list-style-type: none"> Students print and save the text account. 	Students are able to print and save work.	
Students learn to retrieve work that has been saved.	<ul style="list-style-type: none"> Students retrieve the saved text account at a later date. 	Students are able to retrieve saved work.	
<p>Students learn to use a scanner.</p> <p>Students learn that a scanned image can be printed out or used on a web site.</p>	<ul style="list-style-type: none"> Students make a pictorial representation of the character and setting for their story. The representation is then scanned. 	<p>Students are able to scan their work either with help or independently.</p> <p>Some students will know that a graphical representation is changed in form when displayed on a web site.</p>	

The purpose of this week is for each group of students to decide on the development of their story introduction. These activities give the students the opportunity to write in a style that demonstrates an awareness of the intended purpose of the text and the intended audience.

Curriculum focus	Learning Objectives	Curriculum focus	Learning Objectives
English	<ul style="list-style-type: none"> • To be able to choose and match characters and settings. • To be able to decide on a style of writing to suit purpose and audience. • To be able to discuss, consider alternatives and reach agreement. • To be able to contribute to a written account. 	ICT	<ul style="list-style-type: none"> • To be able to compose on screen. • To be able to use appropriate planning and proofing word processing tools. • To be able to communicate in ways appropriate to task and audience.

Week 2

Starting the Story

The main focus of this week is for each group of students to develop their story beginning.

Step	Title	Notes
1	Review Time	Review Chapter One from other participants.
2	What might happen next?	Suggestions for developing the story.
3	What does happen next?	Developing the story.
4	Chapter Two	Writing the Chapter Two.
5	Publish Our Work	Publish Chapter Two text and graphical representation.

Resources
Support sheet Let's Write story development support sheet

Vocabulary
Keywords support sheet
title character setting beginning
chapter introduction adventure describing
adjective adverb excitement
publish audience collaborate

Expectations for this week
Most students will be able to
<ul style="list-style-type: none">• suggest a suitable continuation of the story• understand story development
Some students will be able to
<ul style="list-style-type: none">• suggest more than one way in which the story could be developed• write alternative story developments

Objectives	Lesson Activities	Outcomes	Notes
<p>Students will know that the Internet can be used to share a story they have written.</p>	<ul style="list-style-type: none"> • Review the students’ own story beginning on the web site • Read the story beginnings from other participating groups. • Discuss the content of the story beginnings. • Compare and contrast the story beginnings. • Discuss the effectiveness of each story beginning. • Encourage the students to express their views on the selected story beginnings. 	<p>The students are able to identify the similarities and differences in the story beginnings.</p> <p>Students are aware that there can be different interpretations of the same story title.</p>	<p>Show students examples of the Chapter One from other participating groups of students.</p> <p>Class activity using interactive white board or computer based activity.</p>

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn to use descriptive language to develop a story.</p> <p>Students learn the importance of using descriptive language to engage the reader.</p>	<ul style="list-style-type: none"> • Have a selection of story titles. • Read the titles to the students • The students choose one title. • Read the story beginning to the students. • Ask the students for suggestions as to what might happen next. • List the suggestions. • Compare the suggestions with the actual story development. • Re read Chapter One. • Ask for suggestions as to what might happen next. • List the suggestions. <p>Older students</p> <ul style="list-style-type: none"> • Discuss the merits of each suggestion. • Ask the students to decide which they would choose. <p>Younger students</p> <ul style="list-style-type: none"> • Choose a suggestion • Support the students to develop the suggestion 	<p>Students are able to suggest a development of a story</p> <p>Students are able to suggest reasons for the importance of the use of language to engage to the reader.</p>	<p>Select some known and some unknown titles for the activity.</p>

Objectives	Lesson Activities	Outcomes	Notes
<p>Students develop the skill of using descriptive language to engage the reader.</p> <p>Students learn to make a choice.</p>	<p>Older students</p> <ul style="list-style-type: none"> • Using the suggestions from ‘What Might Happen Next’ the students individually write their story development. • Students share their story development. • Encourage the students to evaluate the success of the story development. • In the evaluation discuss the merits of individual words and phrases. <p>Younger students</p> <ul style="list-style-type: none"> • Teacher scribe the ideas from the students developing the story. • List each one on a separate piece of paper so that they can be reorganised. 	<p>Students are able to provide ideas as to how a story could develop.</p> <p>Students understand that it is acceptable to develop a story in different ways.</p>	<p>The collaborative story development would be suitable as an interactive whiteboard activity.</p>
<p>Students make a pictorial representation using a text description.</p>	<p>Read the story development to the students.</p> <ul style="list-style-type: none"> • Ask the students to decide on the main features of the story development. • Students make individual pictorial representations. The representations could be computer generated. • Students share their pictorial representations. • Students choose one pictorial representation to support their story text development. 	<p>Students are able to illustrate an individual part of a story.</p>	

Objectives	Lesson Activities	Outcomes	Notes
<p>Students develop an awareness of the need use descriptive language to add interest to a story.</p> <p>Students learn to use specific features of a word processing program.</p>	<p>Use the enlarged Chapter One to recap on the story so far.</p> <p>Older Students</p> <ul style="list-style-type: none"> • The students work in small groups to write Chapter Two of the story • Students share their work. • Discuss the effectiveness of the work of each group of students. • Students decide which version they are going to publish. It could be the work of one group of students or the amalgamation of ideas from all the groups. <p>All groups could word process their final draft that is then saved and retrieved later.</p> <p>Younger Students</p> <p>As a class, with the teacher as scribe if appropriate, the students write their introduction to the story, Students or the teacher word process and print Chapter Two, which could then be illustrated for the class book.</p> <p>When the final draft of Chapter Two has been completed it is entered on to the web page.</p>	<p>Students are able to evaluate the success of selected words and their appropriateness to the task.</p> <p>Students are able to use a spell check in a word processing program.</p> <p>Students are able to insert text onto a writing template.</p>	<p>Use a photocopier to enlarge Chapter One of the story.</p> <p>Decide if the work is to be word-processed or pen and paper based.</p> <p>Teacher scribe if appropriate. Interactive whiteboard activity allowing students to see editing and refining of the text.</p> <p>Add the word-processed Chapter Two to the class book.</p>
<p>Students learn that a scanner can be used to prepare their work for display on a web page.</p>	<p>The students make a pictorial representation that could be computer generated or paper based to then be scanned.</p> <p>The pictorial representation is then entered onto the Chapter Two web page.</p>	<p>Students know that their work can be scanned and then entered onto a prepared web page.</p>	

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn how to retrieve work that has been saved.</p>	<ul style="list-style-type: none"> • Show the students how to find the web page on which the text and graphic has been previously entered. 	<p>Students will be able to retrieve their saved project work.</p>	<p>Introduce the skill of using a spell check by using a word processing program to provide the students with a text sample to spell check.</p>
<p>Students learn how to use a spell check.</p>	<ul style="list-style-type: none"> • Explain that the text needs to be proof read before it is published on the project web site. • Show older students how to use a spell check. 	<p>Students will be able to use a spell check when using a word processing program.</p>	
<p>Students learn to ensure their work is suitable for the intended audience when published.</p> <p>Students learn how to publish their work on the project web site.</p>	<ul style="list-style-type: none"> • Discuss with the students their uploaded work. • Do they think the style of their Chapter Two writing on the web page is suitable for their intended audience? • Explain to the students the function of the Publish button. • The <i>teacher checks</i> the contents of the web page when the students have decided that the uploaded work is ready to publish. • Select the Publish button. • Show the students their web page on the project web site. 	<p>Students will know how to present work that is fit for the intended audience.</p> <p>Students will know how to publish their work on the project web site.</p>	<p><i>Before publishing the students' work check the school's Internet policy.</i></p> <p><i>Ensure that only a student's first name has been used in a text account and that no students in a photo are identified by name.</i></p>

Objectives	Lesson Activities	Outcomes	Notes
Students learn to use ICT appropriately to communicate ideas through text.	<ul style="list-style-type: none"> The students use a word processing program to assemble the ideas they have formulated about the opening scenario for their story. 	Students are able to use a word processing program to produce a text that is suitable for the intended audience.	The representations the students have made are used to continue their own paper-based book.
Students learn to use a word processing program to organise text.	<ul style="list-style-type: none"> The activity will enable the students to use copy, cut and paste to reorganise the text. The students will be able to spell check their final draft. Using a copy of the text account which has been submitted to the project web site, the students could decide which font, colour and size would be appropriate for another type of display - e.g. a classroom display, a book. Younger students could be given a prepared text to use to decide which font, colour and size would be appropriate for a given type of display. 	<p>Students are able to change the layout of text in a word processing program.</p> <p>Students are able to decide which font size and colour are the most suitable for the way in which their work is to be displayed.</p>	
Students learn to save their work.	<ul style="list-style-type: none"> Students print and save the text account. 	Students are able to print and save work.	
Students learn to retrieve work that has been saved.	<ul style="list-style-type: none"> Students retrieve the saved text account at a later date. 	Students are able to retrieve saved work.	
Students learn to use ICT appropriately to communicate ideas through text.	<ul style="list-style-type: none"> The students use a word processing program to assemble the ideas they have formulated about the characters and setting for their story. 	Students are able to change the layout of text in a word processing program.	
<p>Students learn to use a scanner.</p> <p>Students learn that a scanned image can be printed out or used on a web site.</p>	<ul style="list-style-type: none"> Students make a pictorial representation of the character and setting for their story. 	<p>Students are able to scan their work either with help or independently.</p> <p>Some students will know that a graphical representation is changed in form when displayed on a web site.</p>	

The purpose of this week is for the students to write the adventure part of their story. Each group of students decides on the adventure for their story. These activities give the students the opportunity to write in a style that demonstrates an awareness of the intended purpose of the text and the intended audience.

Curriculum focus	Learning Objectives	Curriculum focus	Learning Objectives
English	<ul style="list-style-type: none"> • To be able to choose and match characters and settings. • To be able to decide on a style of writing to suit purpose and audience. • To be able to discuss, consider alternatives and reach agreement. • To be able to contribute to a written account. 	ICT	<ul style="list-style-type: none"> • To be able to compose on screen. • To be able to use appropriate planning and proofing word processing tools. • To be able to communicate in ways appropriate to task and audience.

The main focus of this week is for each group of students to develop the adventure part of their story.

Step	Title	Notes
1	Review Time	Review Chapter Two from other participants.
2	What is an adventure?	Suggestions for developing the story.
3	Our Adventure	Developing the story.
4	Chapter Three	Writing Chapter Three.
5	Publish Our Work	Publish Chapter Three text and pictorial representation.

Resources
<p>Support sheet Let's Write story development support sheet</p>

Vocabulary																
<p>Keywords support sheet</p> <table> <tr> <td>title</td> <td>character</td> <td>setting</td> <td>beginning</td> </tr> <tr> <td>chapter</td> <td>introduction</td> <td>adventure</td> <td>describing</td> </tr> <tr> <td>adjective</td> <td>adverb</td> <td>excitement</td> <td></td> </tr> <tr> <td>publish</td> <td>audience</td> <td>collaborate</td> <td></td> </tr> </table>	title	character	setting	beginning	chapter	introduction	adventure	describing	adjective	adverb	excitement		publish	audience	collaborate	
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Expectations for this week
<p>Most students will be able to</p> <ul style="list-style-type: none"> • suggest a suitable continuation of the story • understand the need to create an interest element in a story <p>Some students will be able to</p> <ul style="list-style-type: none"> • suggest more than one way in which the story could be developed • write alternative story developments

Objectives	Lesson Activities	Outcomes	Notes
<p>Students will know that the Internet can be used to share a story they have written.</p>	<ul style="list-style-type: none"> • Review the students' own story so far on the web site • Read the stories from other participating groups. • Discuss the content of the story so far. • Compare and contrast the stories so far. • Discuss the effectiveness of each story. • Encourage the students to express their views on the selected stories. 	<p>The students are able to identify the similarities and differences in the stories so far.</p> <p>Students are aware that there can be different interpretations of the same story title.</p>	<p>Show students examples of the Chapter Two from other participating groups of students.</p> <p>Class activity using interactive white board or computer based activity.</p>

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn to use descriptive language to develop a story.</p> <p>Students learn the importance of using an ‘adventure’ to engage the reader.</p>	<ul style="list-style-type: none"> • Ask the students for suggestions as to what an ‘adventure’ is. • List the suggestions. • Re read the students’ their story so far. • Ask for suggestions as to what might happen in the ‘adventure’ part of their story. • List the suggestions. <p>Older students</p> <ul style="list-style-type: none"> • Discuss the merits of each suggestion. • Ask the students to decide which they would choose. <p>Younger students</p> <ul style="list-style-type: none"> • Choose a suggestion. • Support the students to develop the suggestion. 	<p>Students are able to suggest an adventure for their story</p> <p>Students are able to suggest reasons for the importance of the ‘adventure’ element of a story to a reader.</p>	<p>If appropriate have a short ‘adventure’ text to read to the students.</p>

Objectives	Lesson Activities	Outcomes	Notes
<p>Students develop an awareness of the need for the development of an adventure in a story.</p> <p>Students learn to use make a choice.</p>	<p>Older students</p> <ul style="list-style-type: none"> Using the suggestions from the adventure list, the students complete the ‘adventure’ part of the Story Planner support sheet. Students share their ‘adventure’ ideas. Encourage the students to evaluate the success of the ‘adventures’. In the evaluation discuss individual words and phrases. <p>Younger students</p> <ul style="list-style-type: none"> Teacher scribe the students ideas for the story adventure. List each one on a separate piece of paper so that they can be reorganised. 	<p>Students are able to provide ideas as to how a story could develop.</p> <p>Students understand that it is acceptable to develop a story in different ways.</p>	<p>The collaborative story development would be suitable as an interactive whiteboard activity.</p>
<p>Students make a pictorial representation using a text description.</p>	<p>Read the story adventure to the students.</p> <ul style="list-style-type: none"> Ask the students to decide on the main features of the adventure. Students make individual pictorial representations. The representations could be computer generated. Students share their pictorial representations. Students choose one pictorial representation to support their story adventure. 	<p>Students are able to illustrate an individual part of a story.</p>	

Objectives	Lesson Activities	Outcomes	Notes
<p>Students develop an awareness of the need to use descriptive language to add interest to a story.</p> <p>Students learn to use specific features of a word processing program.</p>	<p>Use the enlarged Chapter Two to remind the students of their story development.</p> <p>Older Students</p> <ul style="list-style-type: none"> • The students work in small groups to write Chapter Three of the story • Students share their work. • Discuss the effectiveness of the work of each group of students. • Students decide which version they are going to publish. It could be the work of one group of students or the amalgamation of ideas from all the groups. <p>All groups could word process their final draft that is then saved and retrieved later.</p> <p>Younger Students</p> <p>As a class, with the teacher as scribe if appropriate, the students write their introduction to the story,</p> <ul style="list-style-type: none"> • Students or the teacher word process and print Chapter Three that could then be illustrated for the class book. <p>When the final draft of Chapter Three has been completed it is entered on to the web page.</p>	<p>Students are able to evaluate the success of selected words and their appropriateness to the task.</p> <p>Students are able to use a spell check in a word processing program.</p> <p>Students are able to insert text onto a writing template.</p>	<p>Use a photocopier to enlarge the Chapter Two of the story.</p> <p>Decide if the work is to be word-processed or pen and paper based.</p> <p>Teacher scribe if appropriate. Interactive whiteboard activity allowing students to see editing and refining of the text.</p> <p>Add the word-processed Chapter Three to the class book.</p>
<p>Students learn that a scanner can be used to prepare their work for display on a web page.</p>	<p>The students make a pictorial representation that could be computer generated or paper based to then be scanned.</p> <p>The pictorial representation is then entered onto the Chapter Three web page.</p>	<p>Students know that their work can be scanned and then entered onto a prepared web page.</p>	

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn how to retrieve work that has been saved.</p>	<ul style="list-style-type: none"> • Show the students how to find the web page on which the text and graphic has been previously entered. 	<p>Students will be able to retrieve their saved project work.</p>	<p>Introduce the skill of using a spell check by using a word processing program to provide the students with a text sample to spell check.</p>
<p>Students learn how to use a spell check.</p>	<ul style="list-style-type: none"> • Explain that the text needs to be proof read before it is published on the project web site. • Show older students how to use a spell check. 	<p>Students will be able to use a spell check when using a word processing program.</p>	
<p>Students learn to ensure their work is suitable for the intended audience when published.</p> <p>Students learn how to publish their work on the project web site.</p>	<ul style="list-style-type: none"> • Discuss with the students their uploaded work. • Do they think the style of their Chapter Three writing on the web page is suitable for their intended audience? • Explain to the students the function of the Publish button. • The <i>teacher checks</i> the contents of the web page when the students have decided that the uploaded work is ready to publish. • Select the Publish button. • Show the students their web page on the project web site. 	<p>Students will know how to present work that is fit for the intended audience.</p> <p>Students will know how to publish their work on the project web site.</p>	<p><i>Before publishing the students' work check the school's Internet policy.</i></p> <p><i>Ensure that only a student's first name has been used in a text account and that no students in a photo are identified by name.</i></p>

Objectives	Lesson Activities	Outcomes	Notes
Students learn to use ICT appropriately to communicate ideas through text.	<ul style="list-style-type: none"> The students use a word processing program to assemble the ideas they have formulated about the 'adventure' for their story. 	Students are able to use a word processing program to produce a text that is suitable for the intended audience.	The representations the students have made are used to continue their own paper-based book.
Students learn to use a word processing program to organise text.	<ul style="list-style-type: none"> The activity will enable the students to use copy, cut and paste to reorganise the text. The students will be able to spell check their final draft. Using a copy of the text account which has been submitted to the project web site, the students could decide which font, colour and size would be appropriate for another type of display - e.g. a classroom display, a book. Younger students could be given a prepared text to use to decide which font, colour and size would be appropriate for a given type of display. 	<p>Students are able to change the layout of text in a word processing program.</p> <p>Students are able to decide which font size and colour are the most suitable for the way in which their work is to be displayed.</p>	
Students learn to save their work.	<ul style="list-style-type: none"> Students print and save the text account. 	Students are able to print and save work.	
Students learn to retrieve work that has been saved.	<ul style="list-style-type: none"> Students retrieve the saved text account at a later date. 	Students are able to retrieve saved work.	
Students learn to use ICT appropriately to communicate ideas through text.	<ul style="list-style-type: none"> The students use a word processing program to assemble the ideas they have formulated about the 'adventure' for their story. 	Students are able to change the layout of text in a word processing program.	
<p>Students learn to use a scanner.</p> <p>Students learn that a scanned image can be printed out or used on a web site.</p>	<ul style="list-style-type: none"> Students make a pictorial representation of the 'adventure' part of their story. 	<p>Students are able to scan their work either with help or independently.</p> <p>Some students will know that a pictorial representation is changed in form when displayed on a web site.</p>	

The purpose of this week is for the students to write the ending part of their story. Each group of students decides on the ending for their story. These activities give the students the opportunity to write in a style that demonstrates an awareness of the intended purpose of the text and the intended audience.

Curriculum focus	Learning Objectives	Curriculum focus	Learning Objectives
<p>English</p>	<ul style="list-style-type: none"> • To be able to investigate and collect sentences and phrases for story endings. • To understand that a story can have alternative endings • To be able to decide on a style of writing to suit purpose and audience. • To be able to discuss, consider alternatives and reach agreement. • To be able to contribute to a written account. 	<p>ICT</p>	<ul style="list-style-type: none"> • To be able to compose on screen. • To be able to use appropriate planning and proofing word processing tools. • To be able to communicate in ways appropriate to task and audience.

The main focus of this week is for each group of students to write the conclusion to their story.

Step	Title	Notes
1	Review Time	Review the story so far from other participants.
2	Story endings	Suggestions for ending the story.
3	Our Ending	Ending the story.
4	Chapter Four	Writing the ending.
5	Publish Our Work	Publish Chapter Four text and pictorial representation.

Resources
<p>Support sheet Let's Write story development support sheet</p>

Vocabulary																
<p>Keywords support sheet</p> <table> <tr> <td>title</td> <td>character</td> <td>setting</td> <td>beginning</td> </tr> <tr> <td>chapter</td> <td>introduction</td> <td>adventure</td> <td>describing</td> </tr> <tr> <td>adjective</td> <td>adverb</td> <td>excitement</td> <td></td> </tr> <tr> <td>publish</td> <td>audience</td> <td>collaborate</td> <td></td> </tr> </table>	title	character	setting	beginning	chapter	introduction	adventure	describing	adjective	adverb	excitement		publish	audience	collaborate	
title	character	setting	beginning													
chapter	introduction	adventure	describing													
adjective	adverb	excitement														
publish	audience	collaborate														

Expectations for this week
<p>Most students will be able to</p> <ul style="list-style-type: none"> • suggest a suitable ending to the story • understand that a story could have a variety of endings <p>Some students will be able to</p> <ul style="list-style-type: none"> • suggest more than one way in which the story could end • write alternative story endings

Objectives	Lesson Activities	Outcomes	Notes
<p>Students will know that the Internet can be used to share a story they have written.</p>	<ul style="list-style-type: none"> • Review the students own story so far on the web site • Read the stories from other participating groups. • Discuss the content of the story so far. • Compare and contrast the stories so far. • Discuss the effectiveness of each story. • Encourage the students to express their views on the selected stories. 	<p>The students are able to identify the similarities and differences in the stories so far.</p> <p>Students are aware that there can be different interpretations of the same story title.</p>	<p>Show students examples of the Chapter Three from other participating groups of students.</p> <p>Class activity using interactive white board or computer based activity.</p>

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn that a story can have a variety of endings.</p>	<ul style="list-style-type: none"> • Ask the students for suggestions as to how stories can end in differing ways. • List the suggestions. • Re read the students their story so far. • Ask for suggestions as to what might be a suitable story ending. • List the suggestions. <p>Older students</p> <ul style="list-style-type: none"> • Discuss the merits of each suggestion. • Ask the students to decide which they would choose. <p>Younger students</p> <ul style="list-style-type: none"> • Choose a suggestion. • Support the students to develop the suggestion. 	<p>Students are able to suggest an ending for their story</p> <p>Students are able to suggest reasons for the importance of the style of ending to a story.</p>	<p>If appropriate have a variety of story endings to read to the students.</p>

Objectives	Lesson Activities	Outcomes	Notes
<p>Students develop an awareness of the need for a suitable ending to a story.</p> <p>Students learn to use make a choice.</p>	<p>Older students</p> <ul style="list-style-type: none"> Using the suggestions from the story-ending list, the students individually complete the story ending part of their Story Planner. Students share their story ending ideas. Encourage the students to evaluate the success of the endings. In the evaluation discuss individual words and phrases. <p>Younger students</p> <ul style="list-style-type: none"> Teacher scribe the students' ideas for the story ending. List each one on a separate piece of paper so that they can be reorganised. 	<p>Students are able to provide ideas as to how a story could end.</p> <p>Students understand that it is acceptable to end a story in different ways.</p>	<p>The collaborative story ending would be suitable as an interactive whiteboard activity.</p>
<p>Students make a pictorial representation using a text description.</p>	<p>Read the story endings to the students.</p> <ul style="list-style-type: none"> Ask the students to decide on the main features of the ending. Students make individual pictorial representations. The representations could be computer generated. Students share their pictorial representations. Students choose one pictorial representation to support their story adventure. 	<p>Students are able to illustrate an individual part of a story.</p>	

Objectives	Lesson Activities	Outcomes	Notes
<p>Students develop an awareness of the need to engage the reader until the final word of a story.</p> <p>Students learn to use specific features of a word processing program.</p>	<p>Use the enlarged Chapter Three to remind the students of their story development.</p> <p>Older Students</p> <ul style="list-style-type: none"> • The students work in small groups to write Chapter Four of the story • Students share their work. • Discuss the effectiveness of the work of each group of students. • Students decide which version they are going to publish. It could be the work of one group of students or the amalgamation of ideas from all the groups. <p>All groups could word process their final draft that is then saved and retrieved later.</p> <p>Younger Students</p> <p>As a class, with the teacher as scribe if appropriate, the students write their introduction to the story,</p> <ul style="list-style-type: none"> • Students or the teacher word process and print Chapter Four that could then be illustrated for the class book. <p>When the final draft of Chapter 4 has been completed it is entered on to the web page.</p>	<p>Students are able to evaluate the success of selected words and their appropriateness to the task.</p> <p>Students are able to use a spell check in a word processing program.</p> <p>Students are able to insert text onto a writing template.</p>	<p>Use a photocopier to enlarge the Chapter Three of the story.</p> <p>Decide if the work is to be word-processed or pen and paper based.</p> <p>Teacher scribe if appropriate. Interactive whiteboard activity allowing students to see editing and refining of the text.</p> <p>Add the word-processed Chapter Four to the class book.</p>
<p>Students learn that a scanner can be used to prepare their work for display on a web page.</p>	<p>The students make a pictorial representation that could be computer generated or paper based to then be scanned.</p> <p>The pictorial representation is then entered onto the Chapter Four web page.</p>	<p>Students know that their work can be scanned and then entered onto a prepared web page.</p>	

Objectives	Lesson Activities	Outcomes	Notes
<p>Students learn how to retrieve work that has been saved.</p>	<ul style="list-style-type: none"> • Show the students how to find the web page on which the text and graphic has been previously entered. 	<p>Students will be able to retrieve their saved project work.</p>	<p>Introduce the skill of using a spell check by using a word processing program to provide the students with a text sample to spell check.</p>
<p>Students learn how to use a spell check.</p>	<ul style="list-style-type: none"> • Explain that the text needs to be proof read before it is published on the project web site. • Show older students how to use a spell check. 	<p>Students will be able to use a spell check when using a word processing program.</p>	
<p>Students learn to ensure their work is suitable for the intended audience when published.</p> <p>Students learn how to publish their work on the project web site.</p>	<ul style="list-style-type: none"> • Discuss with the students their uploaded work. • Do they think the style of their Chapter Four writing on the web page is suitable for their intended audience? • Explain to the students the function of the Publish button. • The <i>teacher checks</i> the contents of the web page when the students have decided that the uploaded work is ready to publish. • Select the Publish button. • Show the students their web page on the project web site. 	<p>Students will know how to present work that is fit for the intended audience.</p> <p>Students will know how to publish their work on the project web site.</p>	<p><i>Before publishing the students' work check the school's Internet policy.</i></p> <p><i>Ensure that only a student's first name has been used in a text account and that no students in a photo are identified by name.</i></p>

Objectives	Lesson Activities	Outcomes	Notes
Students learn to use ICT appropriately to communicate ideas through text.	<ul style="list-style-type: none"> The students use a word processing program to assemble the ideas they have formulated for the ending to their story. 	Students are able to change the layout of text in a word processing program.	The representations the students have made are used to continue their own paper-based book.
Students learn to use a word processing program to organise text.	<ul style="list-style-type: none"> The activity will enable the students to use copy, cut and paste to reorganise the text. The students will be able to spell check their final draft. Using a copy of the text account which has been submitted to the project web site, the students could decide which font, colour and size would be appropriate for another type of display - e.g. a classroom display, a book. Younger students could be given a prepared text to use to decide which font, colour and size would be appropriate for a given type of display. 	<p>Students are able to use a word processing program to produce a text that is suitable for the intended audience.</p> <p>Students are able to decide which font size and colour are the most suitable for the way in which their work is to be displayed.</p>	
Students learn to save their work.	<ul style="list-style-type: none"> Students print and save the text account. 	Students are able to print and save work.	
Students learn to retrieve work that has been saved.	<ul style="list-style-type: none"> Students retrieve the saved text account at a later date. 	Students are able to retrieve saved work.	
Students learn to use ICT appropriately to communicate ideas through text.	<ul style="list-style-type: none"> The students use a word processing program to assemble the ideas they have formulated about the ending for their story. 	<p>Students are able to scan their work either with help or independently.</p> <p>Some students will know that a graphical representation is changed in form when displayed on a web site.</p>	
<p>Students learn to use a scanner.</p> <p>Students learn that a scanned image can be printed out or used on a web site.</p>	<ul style="list-style-type: none"> Students make a pictorial representation of the ending for their story. 	Students are able to change the layout of text in a word processing program.	

	Resource
Story Beginning	Teacher support sheet.
Story Beginning Idea	Teacher support sheet.
Let's Write	Support sheet with weekly ideas for story development.
Story Planner	Student support sheet

National Literacy Strategy (England)

Participation in the project will enable teachers to plan activities that meet the requirements of the National Literacy Strategy.

Year	Term	Requirement
1	2	Build simple profiles of characters.
1	3	Write stories using simple settings.
2	2	Write character profiles.
2	3	Write sustained stories, using knowledge of story elements.
3	1	Develop the use of settings.
3	2	Write portraits of characters, using story text to describe behaviour and characteristics.
3	3	Writing, use IT to bring to a published form. Discuss relevance of layout. Font, etc. to audience.
4	1	Use different ways of planning stories.
4	1	Plan a story identifying the stages of telling.
4	2	Develop the use of settings, making use of adjectives and figurative language to describe settings effectively.
5	2	Review and edit writing to produce a final form, matched to the needs of the reader.
6	3	Write an extended story, worked on over time.

Story beginning

Let's Write Teacher Support Sheet

Story Title

Where am I?

Story beginning

To ensure that the students develop an awareness, and appreciation of how the same story beginning can be developed in different ways please use the following Let's Write project story beginning.

It was (*time of day*) and (*name of character*) was walking down (*setting*) with *name of dog* his/her dog.

name of character was *age* years old and was feeling *happy/sad/miserable* today as *reason for feeling*. He/she was walking *description* because *reason*

Suddenly a huge, gaping hole appeared in front of *name of character*. It completely blocked the way!

name of character tried to stop but his/her feet just went on moving.

Name of dog the dog started to bark excitedly and pulled hard on their lead.

There was no way *name of character* and his/her dog were going to avoid plunging into the dark, gaping abyss.

Name of character felt the cool rush of a strong breeze and then he/she started to tumble down, down, down until

Teacher Support Sheet

This is an example of how the story start activity could be completed.

It was early in the morning, just as the sun was rising, and Tom was walking down the quiet country lane with Shep his dog.

Tom was nine years old and was feeling really happy today as it was the last day at school before the long summer holiday. Tomorrow he would be on a plane flying off to stay with his granddad for three whole weeks. Shep would be OK – as his big brother James was coming home and he would take Shep on even longer walks. Tom was walking quickly because he wanted to get home and put some more things in his suitcase.

Suddenly a huge, gaping hole appeared in front of Tom. It completely blocked the way!

Tom tried to stop but his feet just went on moving. Shep started to bark excitedly and pulled hard on his lead. There was no way Tom and Shep were going to avoid plunging into the dark, gaping abyss.

Tom felt the cool rush of a strong breeze and then he started to tumble down, down, down into the blackness until

.

Let's Write story development support sheet

The use of this support sheet is optional. It offers guidance on ideas to present to students to help them develop the story.

What is at the bottom of the hole into which the characters have fallen?

One of the following ideas could be used as starting points for suggestions as to how the story will develop.

A Cave.

Dark, dank, slimy, lumpy walls, rock-strewn floor.

High roof, glistening walls, soft sandy floor.

There are many brightly lit passages leading from the cave. Which one will they choose?

There is one dimly lit narrow passage.

Are there creatures in the cave? Are they friendly/unfriendly? What do they look like? How do they communicate?

Under the Sea

Surrounded by water but still able to breathe.

Shimmering, multi coloured fish.

Fish like creatures. Other fantasy creatures.

There are strange looking plants around.

Fantastic coral formations.

The wreck of an old sailing ship.

A strange noise is heard coming from behind a nearby rock.

A Magical Forest

Trees and plants in exotic shapes and colours.

Money trees and plants.

Food trees and plants.

Talking trees and plants.

Moving trees and plants.

Scary trees and plants.

Imaginary creatures.

A Castle

Dungeons, spiral staircase, drawbridge, moat.

Back in time - suits of armour, knights.

Ghosts.

Is there anyone living in the castle?

In Space

Travelling in a spacecraft.

Describe the interior of the spacecraft.

Who is aboard the spacecraft?

Where does it land?

Describe the landscape.

The Adventure

Encourage the students to use different styles of text – CAPITAL letters, stretched words for emphasis.

The Ending

The characters find themselves back in their opening scene with everything exactly the same.

The characters wake up at home but are dressed to go out.

The characters find themselves back in their opening scene but the time has changed – back one hundred years, forward one hundred years for instance.