

**Literacy Focus: Room on the Broom (part 2)**

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday/Thursday/Friday</u>
<b>Resource</b>	Room on the Broom Story Mountain Blank story mountain Woodland animal pictures (hidden around room)	Room on the Broom Story Mountain Blank story mountain (partially completed) Bad story character pictures (hidden around room)	Completed story mountain
<b>Adult input</b>	<p>Revisit the 'story mountain' from last week and show them a blank version. Explain that this week we are going to become Authors and create our own stories based on Room on the Broom. <i>What is an Author?</i></p> <p>Today we are going to plan the beginning of our stories. To help us with this we are going to fill in the first part of the story mountain. <i>What do we normally find out at the beginning of the story?</i> We normally meet the main character (witch) so that's the first thing we need to choose for your story. <i>Are you going to have a witch or a wizard in your story? What pet will they have?...</i> you might like to use the witch/wizard design you created in the first week of your topic. Complete first section/box 1 of the story mountain with main character and pet.</p> <p>In the build up of the story we met the witch's friends (dog, bird and frog). <i>Who might your witch/wizard meet as they travel on their brooms?</i> I've hidden some woodland animals around the room – I'd like you to fly around the room to choose a friend to meet in your story. Complete the second section/box 2 of the story mountain with the new friend that wants to join them on the broom.</p> <p>Finish today's session by verbally retelling the beginning of their new story modelling the use of the <b>key story language</b>: <i>'One windy day there lived a witch/wizard and their pet _____. As they flew through the woods they met a _____.'</i></p>	<p>Display both the completed (old) story mountain and their new story mountain they started yesterday.</p> <p>Recap where they got to in their story by verbally retelling the beginning of their new story modelling the use of the <b>key story language</b>: <i>'One windy day there lived a witch/wizard and their pet _____. As they flew through the woods they met a _____.'</i></p> <p>Today we are going to plan the middle of our story. <i>What normally happens in the middle of a story?</i> Elicit that in the middle there is normally something exciting happening/a problem...there is normally a 'suddenly moment'. <i>What was the problem in the original story?</i> – the broom broke in two and a dragon wanted to eat the witch.</p> <p>Explain that we are going to change the middle of the story – <i>who else could be the 'baddie' in your story? Can you think of any 'baddies' from other stories?</i></p> <p>To help you choose a new 'baddie' I've hidden some characters around the room – I'd like you to fly around the room to choose a baddie to cause the problem in your story. Complete the middle section/box 3 of the story mountain with the new problem/suddenly moment.</p> <p><i>How was the problem solved in the original story? Explain that we are going to borrow the ending but use our pet and new friend to make the mud monster!</i> Complete the end sections/box 4 and 5 of the story mountain with the new mud monster and broom.</p> <p>Finish today's session by verbally retelling the middle and end of the story modelling the use of the <b>key story language</b>: <i>Suddenly the broom snapped in two. The witch /wizard met a _____. Luckily, a mud monster arose from the bog and said: 'Buzz off that's my witch/wizard!' 'Thank you,' said the witch/wizard. Finally she/he cast a spell to make a truly magnificent broom!'</i></p>	<p>Show the children their completed story mountains – <i>did you know you're an author? What is an author/Why do you think I'm calling you an author?</i></p> <p>Recap the new story by verbally retelling the story using the story mountains: <i>'One windy day there lived a witch/wizard and their pet _____. As they flew through the woods they met a _____. Suddenly the broom snapped in two. The witch /wizard met a _____. Luckily, a mud monster arose from the bog and said: 'Buzz off that's my witch/wizard!' 'Thank you,' said the witch/wizard. Finally she/he cast a spell to make a truly magnificent broom!'</i></p> <p>Celebrate with your child how amazing it is to be 4/5 years old and to have created your own story!</p> <p>Get your child to practise retelling the story using story language (an action is a great prompt for those children still needing a little support/reassurance).</p> <p><b>Time to choose:</b> Explain that they can choose how they would like to share their story with their family, friends and teachers! <i>It might also depend on much time and what resources you have at home!</i> Choose from:</p> <ul style="list-style-type: none"> <li>* Make a video of them retelling the story from the story mountain (easiest/quickest).</li> <li>* Create a video of a puppet show to retell their story (for someone creative).</li> <li>* Create costumes and act out the story with the help of family members to create a movie (for actors/showmen).</li> <li>* Build a Lego scene with Lego characters to retell the story to create a cartoon (for the builders).</li> <li>* Write the story up in neat and create your own story book (for the keen writers that are up for the challenge).</li> <li>* Use the computer/tablet to draw pictures to create your book electronically (for the computer whizz kids).</li> <li>* Come up with your own idea to share your story!</li> </ul>
<b>Writing Task</b>	<p><b>This Week's Writing Task will be completed throughout the week in small chunks as part of the adult input/carpet session</b></p> <p><i>(If you have a child attending school for part of the week you can send them into school with what they have done at home so we can continue it or you can keep it at home to complete as a special task for you and them to complete together).</i></p> <p><b>Chn create their own story based on Room on the Broom and present it!</b></p> <p><b>Level 1</b> – focus on sequencing story and using story language with support.</p> <p><b>Level 2</b> – focus on using story language more independently when retelling stories.</p> <p><b>Level 3</b> – focus on putting expression into their story telling to help develop their reading. Consider how the characters might be feeling and how we can change our voices to show this.</p>		
<b>Activities to Choose From</b>	<p><b>Choose an activity that you have not completed yet:</b></p> <ul style="list-style-type: none"> <li>• Complete a 5minute funky finger activity daily to help build up finger muscles (for children that struggle with pencil control) – see literacy resources for ideas</li> <li>• Use a computer programme to draw your favourite story character – can you use the shape tools or different paint effects to improve your picture</li> <li>• Create a small world to go with the Room on the Broom story that you could use to retell the story (you might have some plastic animals that you could use as your story characters)</li> <li>• Make puppets to go with Room on the Broom and retell the story using some of the story language – I would love to see some recorded puppet shows!! You might prefer to make some costumes and masks and get the whole family involved to help act out the story together.</li> <li>• Design your own broom stick – build out of junk, complete evaluation</li> <li>• Watch Room on the Broom: <a href="https://www.bbc.co.uk/iplayer/episode/p0102qfj/room-on-the-broom">https://www.bbc.co.uk/iplayer/episode/p0102qfj/room-on-the-broom</a></li> <li>• Explore the Room on the Broom website and complete an activity or down load a game to improve your mouse/computer control: <a href="https://roomonthebroom.com/">https://roomonthebroom.com/</a></li> <li>• Make a bog monster like the one that scared the dragon out of clay, mud, sticks...etc – practise joining, combining, shaping, using tools and selecting your own resources to add details to you bog monster</li> </ul>		

**I can't wait to see your stories!**