

WRITING Weeks 1 - 4 : beginning 20 /4/20

OVER THE NEXT FOUR WEEKS, you will be completing lots of writing challenges based on the film *'Broken: Rock, Paper, Scissors'*, before you write the story.

DO READ THROUGH ALL OF THE CHALLENGES BEFORE YOU START.

Click on the link below to watch.

<https://www.literacyshed.com/a-shed-full-of-animations.html>

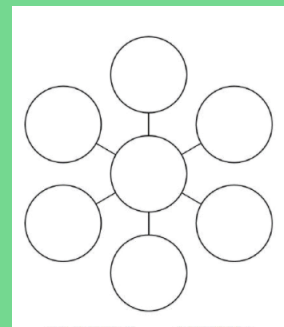
I have split it into individual clips to help you with your writing and for remembering the story. See separate PDF **BROKEN FILM**.

Watch the film several times so that you are familiar with the story.

Create a story map to use to tell the story to another person.

For each character make a bubble map . Include appearance and personality. Think of interesting words to describe them. You can use these later when you write the story.

Then, write a paragraph about each character. Remember to use capital letters and full-stops.



ROCK
PAPER
SCISSORS

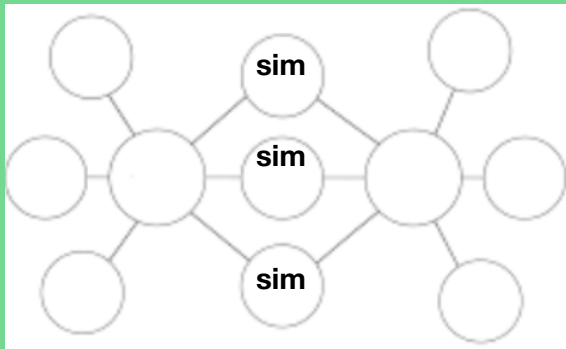
EXTRA: make models of the characters using junk materials or some toys.

EXTRA: Use your models to role play parts of the story.

Play a game of Rock , Paper, Scissors.

Write a set of instructions How to Play Rock, Paper, Scissors.

Use a double bubble map to compare two characters.
How are they similar?...different?
Think about how each character feels about their situation.



Remember to put the similarities in the middle bubbles.

Write the back story for each character to explain why they are alone now and what has happened in the time before this story happens.

Questions to think about:

Was life always like this? Were they ever a different character ? (a bit like the Beast in Beauty and the Beast, perhaps; maybe they are enchanted .)

Have they met before?

What have they tried to do to stop feeling so angry, lonely or sad?

What other feeling have they experienced and why?

Design and draw a home for each character.

You could include an interior plan as well as a picture of the outside.

Remember to write about the location, too.

Label the area.

Write a short description of each home.

THEN , read one of your descriptions to another person and ask them to draw your design based on your description.

Now, compare drawings.

How might you improve your description so that the listener can be more accurate?

Ask, another person to draw their own design and read it to you so that you can take a turn at listening and drawing . (You could also do this with a pattern, or a picture of any object.) Again, compare pictures. How did you do?

Evaluate their description.

EXTRA: Make a model of one of the homes.

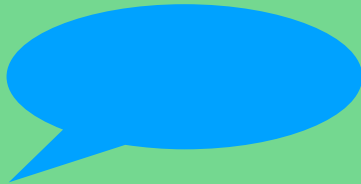
DIALOGUE : What do the characters say ? How do they say it?

Write the dialogue inside speech bubbles for the clips below.

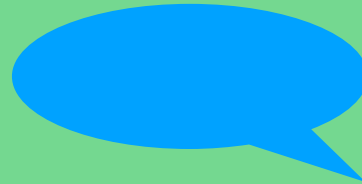
**Remember: you do not need to use “..” or a dialogue verb like said/shouted.
But you do need to use other punctuation like . ? ! ,**

**After some practise of using speech marks in sentences , you will change your
speech bubbles into sentences with direct speech and use “..”.**

Rock



Paper



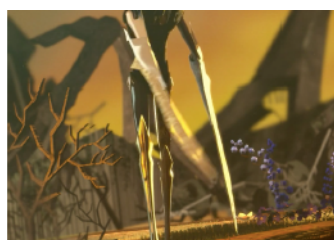
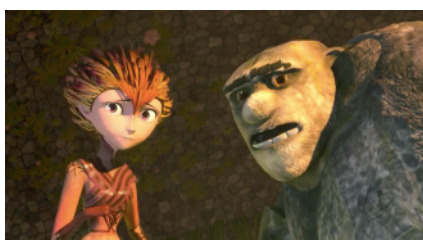
A



B



C



**Practise “...” Read the information first.
Then copy the sentences and put in the speech marks and other punctuation.**



Have a look at:

<https://www.bbc.co.uk/bitesize/clips/zvftsbk>

Then complete the following:

"Speech Marks"

We use speech marks when we are writing to show what somebody has said. It is very important to also write who has been talking.

Example :



"I love this book," said Lucy

Put the speech marks in the correct places in the sentences below:

- 1) What time is it? asked Angel.
- 2) I want chicken for dinner, said Monica.
- 3) Can I play on the computer Mum? asked Kayla.
- 4) I would like an ice cream please, said Sarah.
- 5) That costs 12 euro said the shop-keeper.
- 6) Would you like to read a book? asked the teacher.
- 7) John hit me, said Henry.
- 8) Where is the cheese? asked Kayleigh.
- 9) It is time to go to computers, said the teacher.
- 10) What is $10 + 2$? asked Miss Byrne.
- 11) Hooray shouted the children

Speech marks, commas and full stops

Take a look at the sentences below. Where do they need speech marks?

Where do they need commas? Where do they need a full stop?

Write the sentences again.

1. I love to eat sweetcorn carrots potatoes and chicken said Emily.

2. We need to buy milk butter cheese eggs shampoo and soap said Mammy.

3. John said to his friend I know all of the colours of the rainbow.
They are red orange yellow green blue indigo and violet.

4. Emily Eve Sarah and Kayleigh are absent today said the teacher.

Remember to check your work when you are finished.

Now, change your own speech bubbles to sentences with speech marks.
Remember, start a new line when a different character speaks.

FOR EACH CHARACTER : Write a short diary entry from the point of view of each character .

Imagine you are the character.

Rock - when he first spots Paper.

Scissors - after the fight.

Paper - when she awakes and finds that Rock is in pieces,

Explain what has happened and how you feel

Remember to write in the first person: use I instead of he/she

For example,

Dear Diary , I was sitting on the cliff top when ...

Dear Diary, today I decided to defeat that ugly monster...

Dear Diary, I cannot believe that his head was on the floor...

Synonyms: words with a similar meaning.

The word **said** is over used. How many alternative words can you think of in two minutes? Now , try the other words here.

said

small

big

sad

nice

frightened

Look at the story sequence clips on the Broken Film PDF and give each clip a short heading.

These heading will make your plan.

Jot down some possible opening lines then choose the one you think is best then continue writing.

Here are some suggestions:

- **Rock sat on top of the cliff, feeling extremely sad.**
- **On top of a high cliff, sat a curled up boulder called Rock.**
- **There was a gigantic rock perched on top of a cliff. Suddenly, it uncurled...**

NOW WRITE THE STORY IN YOUR OWN WORDS.

Look at the tick list below and try to include the key language features.

I have used...	
An interesting opening sentence /paragraph and introduced the main character and setting.	
<u>DIALOGUE</u> <ul style="list-style-type: none"> • punctuated with speech marks “...” • started a new line when a different character speaks • put punctuation before the closing .” • used interesting dialogue verbs; not said, said, said. • linked dialogue with description of action so that it is not just a conversation. 	
Interesting words to create images to describe characters and places. Similes (like/as) or metaphors. (comparing without using the object's name)	
Fronted adverbials to begin sentences. (Before he began,)	
Time connectives - then, after that, meanwhile, suddenly, next, before, later,	
Casual connectives to join parts of a sentence - because, so, even though,	
Paragraphs (change of time, place, action)	
Described how characters are feeling about events/situations	
A strong ending	

TO HELP YOU

FRONTED ADVERBIALS

Time

Today,
Yesterday,
On Monday,
After a short while,
In the blink of an eye,
Later,
Eventually,
Recently,
Early in the morning,
Punctually,
In June,
After dusk

Location

Over the mountain,
In the distance,
On the shore,
Outside the house,
Down the stairs,
Underneath the bridge,
Aboard the boat,
Around the corner,
Adjacent to the shop,
Far away,
Back in the room,
Under the sea,



Feelings

Anxiously,
In a flash,
Suddenly,
Nervously,
Curiously,
Joyfully,
Unfortunately,
Frantically,
Enthusiastically,
Wildly,
Courageously,
As fast as he could.

Connectives (Conjunctions)

also

although

and

because

but

however

if

since

though

whenever

where

whether

TIME CONNECTIVES



Moments later

For many months

Within seconds

A day later

From that point on

When

Later on

Following this

Try writing some similes and metaphors to use in your story.

Similes can be used to describe nouns. They link a description of something to a similar thing.

The words **as** and **like** are often used to make a **simile**.

He's **as** cool **as** a cucumber.

The children were **like** a herd of elephants.

Later, they were **as** quiet **as** mice.

METAPHORS

When you use a metaphor, you are saying that a person, place, animal or thing **IS** some thing else (not just **LIKE** it!). Metaphors are stronger images than similes. They don't mean exactly what the words say.

A **blanket of snow** fell today.

My **headteacher** is a **dragon**.

The **Mayor** glared with **eyes of ice**.

He is a **shining star**.

Extra: If this story was published as a book , what would the front cover look like?

Design a front cover.

Then, write the blurb for the back cover.

Extra: Make a comic of the story.