

**Subject:** English Creative Writing

**Topic:** Minibeasts

**Title:** My minibeast

**Objective:**

- The children write a story about their minibeast. (They may use the information they looked up to help them.)
- The children use the correct tense when writing.

**Remote preparation:**

- Children listen to the story “The Mixed-up Chameleon” by Eric Carle and then try to narrate it in their own words (Geru).
- They draw/make a model of a preferred mini beast. (Zringi/Faru)
- They look up information about their minibeast. (Fina) If it is an imagined minibeast they have to invent information about it and give their minibeast a name. (Zringi)

**Resources:**

The mixed up chameleon by Eric Carle

Planning worksheet

Laptop and internet connection

**Introduction: (15 mins)**

The pupils watch a six minute narration of the story on Youtube

<http://www.youtube.com/watch?v=KYnQt-mzWJE&feature=related>).

Afterwards the teacher asks:

*For Precise processing*

The story is about a chameleon – can you tell me two special things about the chameleon? (It changes colour and has a long sticky tongue).

Why does it change colour?

Do you know of other animals that use camouflage? Why do they do so?

You have all chosen a minibeast. Does your minibeast use camouflage?

Do any of your minibeasts have a long sticky tongue?

**Development: (30 mins)**

Creative Writing worksheet is distributed.

Step1: If Eric Carle had any of our four friends to help him, who would you think was able to help him most to create the story? Why?

Now look at the information you gathered regarding your minibeast. Who did you need to help you gather the information?

*Sequential Processing*

Step 2: You are now going to write a story about your minibeast. Eric Carle wrote a fantasy story. What other kinds of stories could we write (adventure, true life, horror, funny).

The teacher goes over each type quickly explaining e.g. adventure has to be exciting, true life might have a lot of facts etc.) The children choose the type of story they want and write it in the space provided.

Step 3: The pupils use 'Wh' questions to continue filling in the planning sheet. They can either write or draw.

Step 4: The pupils write the first draft of the story.

**Conclusion: (15 mins)**

*Precise, Sequential and Confluent patterns are used*

The children are grouped in threes (and one group of 4) according to their different learning patterns. They read their writing to their peers and these write their response.