

Unit 3: The Lighthouse Keeper's Lunch

Name:

Class:

Date:

1. What was Mr Grinling's job?

2. Look at the fourth paragraph, beginning "Each morning ...". Complete the table to show what Mr and Mrs Grinling did each morning.

Character	What they did each morning
Mr Grinling	
Mrs Grinling	

3. What was the terrible thing that happened on Monday morning?

4. Draw lines to match the words from the text to what they mean.

Appetising ●

Scavenging

Devoured ●

Gusto ●

● Greedy

● Delicious

● Enjoyment

● Ate

5. Tick **one** reason why Mrs Grinling put Hamish into the basket on the wire.

to see if he liked flying so he could visit Mr Grinling

to make him feel sick so he could guard the lunch

6. “*Sadly, flying did not agree with Hamish*”.

What do the underlined words tell you about how Hamish felt?

Unit 3 Writing a real-life story

In this unit, children will:

- read a real-life story, identifying how each stage of the story is linked to the central problem and what they can learn and infer about the characters from the text
- identify verbs, adverbs, co-ordinating and subordinating conjunctions and compound words
- discuss the use of a range of punctuation
- plan, draft, edit and improve a real-life story about solving a problem by 'boxing up' the model text.

Stage 1: Talkabout

Activities:

- Tell children that this story is one that could happen in real life because there are no talking animals and no fantasy/ imaginary characters.
- Establish prior knowledge.
 - What do children know about lighthouses?
 - Where are they built?
 - Why are they built there?
 - Explain that now all lighthouses can be operated without any people, but in the old days people had to look after the lighthouses.
 - *Think, pair, share:* What kinds of jobs might a lighthouse keeper need to do?
- Introduce the text. Explain it's a story about how a lighthouse keeper and his wife solved a problem.
- Before reading the story ensure the children understand the meaning of the more unusual words and phrases: "*perched*", "*gusto*", "*concocting*", "*ingenious*", "*baffle*", "*accomplished*", "*brazen*", "*devoured*", "*varmints*", "*scavenging*" and "*industrious*". Help the children remember the meanings of these words by putting them in contextualising sentences, e.g. *Bees are industrious workers.*
- Read the text aloud while the children follow on their own copy. Together, talk about the text, e.g.
 - Why did Mr and Mrs Grinling have a wire which went from the cottage to the lighthouse?
 - What other plans could they have had to stop the seagulls getting the food? Do you think the seagulls will come back another day?
- Ask children to answer the reading comprehension questions to ensure close reading of the text and good understanding.
- Together, share answers to the questions and discuss the strategies children used to answer them.

Resources needed:

Shared copy of the text (PDF/IWB/ visualiser)

Each pair needs:

- a sheet of paper divided into 12 spaces; each space should have two letters of the alphabet as a heading (a, b; c, d, etc. up to u, v, w; x, y, z)

Each child needs:

- a copy of the text
- a copy of the comprehension questions.

Activities:

- Ask children to read the text aloud to a response partner text, develop fluency, ensure appropriate pronunciation of all words and to practise reading with visualiser) pronunciation of all words and to practise reading with
Each group needs: good intonation and expression.

Shared copy of the text (PDF/IWB/ to revisit the text)

Each child needs:

- a copy of the text

- large paper
- Tell children to underline any language they are unsure of. Take feedback and clarify meanings.

Discussing plot

- different coloured highlighters/pens/pencils. • Introduce the idea that this is a story about solving a problem.
 - *Think, pair, share:* What was the problem that Mr and Mrs Grinling had to solve?

- Model how to find mention of days of the week and how to find out how the problem-solving progressed on that day. Show children how you can record the results in a chart. Remind them that in a chart you don't have to use sentences or punctuation.

Monday	Seagulls ate the lunch.
Tuesday	Tied a napkin around the basket.
Wednesday	

- Ask children to work in their pairs to find information and make their own chart. Ask them to think about what might have happened on other days of the week. How do they think the story ends?

- Talk about why Mr and Mrs Grinling didn't just give up.
- Discuss why the writer chose to start the story on a Monday. Could it have started on Thursday?
- Explain that this plot is the same as the normal story plot with beginning, middle and end, but the middle has more stages in it.

Discussing characters

- Remind the children that the writer often tells you what a character does, but we can generally work out/infer more about the type of person a character is if we think about what we read. Model finding out about Mr Grinling from the first two paragraphs. Ask children questions like: *Do you think he was a hard worker? Do you think he liked his job? Do you think he was fit or unhealthy?* As you ask each question, model finding information in the text to support the answer and underlining it in a colour for Mr Grinling.
- Divide the children into 'character groups'. Ask some groups to think about Mrs Grinling and others to think about Mr Grinling. Let each group find out everything they can about their character, using both what they are told and what they can infer/work out. Encourage children to challenge each other to identify ideas from the text they used and to underline them in a colour for that character.
- Reorganise the children into discussion groups which have some children who have found out more about Mr Grinling and others who have found out more about Mrs Grinling.
- You or the children can take the hot seat for each of the characters in turn and let the (other) children ask questions to broaden their understanding of the characters.
 - *they indicate past, present or future (past tense verbs often end with -ed)*
 - *every sentence has a verb*
 - *the most common verb to be is shown through little words such as is, am, are, was, were, which can be hidden in contractions/missing letters in words such as he's, we'll, they're.*
- *Think, pair, share:* Challenge children to find five verbs which end in -ed (e.g. "lived", "rowed", "devoured", "prepared", "packed", "clipped", etc.).
- Talk about the author's choice of verbs:
 - Why did she write "devoured" instead of ate, or "spotted" instead of saw, or "rowed" instead of went?
 - Talk about how descriptive verbs can give us more information than ordinary ones. Ask children which of the verbs they think is most descriptive. Why?

Stage 3: Talking about the language and vocabulary

Activities:

- Ask children to read the text aloud to a response partner to revisit the text. The response partner should check that it makes sense to them as it is read and correct inaccurate reading.

Discussing verbs and adverbs

- What do children remember about verbs? E.g.
they tell you what a character does, is or has
- Introduce the idea of adverbs as words that can tell us more about how a verb is done. Can children find a word that tells us:
 - how Mr Grinling's light shone? ("*brightly*")
 - how Mrs Grinling spoke to Hamish? ("*consolingly*")

Discussing words that join ideas and add new information

- Do children remember some of the words that we can use to join sentences together? (E.g. *and, but, or, so*.) Model finding *and, or, but* and *so* in the text. Talk about strategies you use to scan the text, looking for the words.
- Challenge pairs of children to circle as many examples of *and, but, or* or *so* as they can within 30 seconds. Ask them to use a specific colour. Warn them that *and* and *or* can also be used to join words together (e.g. *tea or coffee; fish and chips*) so they need to read carefully not to be caught out! Tell them that there should usually be a verb in the sentence before the *and/but* and another verb after it in the same sentence (although sometimes authors start sentences with *But*).
- Remind them that there is another group of words such as *because, that, if, when* which can be used to add more information about something.
- Model scanning the text for "*when*" and "*that*". Check that the examples you find give more information about something.
- How many times can children find "*when*" or "*that*" in sentences in 30 seconds? Ask them to circle the words in a different colour.
- Allow time for pairs to share their highlighting so that others can check that they have correctly identified the conjunctions that add new information (i.e. introduce a subordinate clause).

Discussing compound words

- Write the word *lighthouse* on the board. Can children see that it is made up of two words? Remind children that words like this are known as *compound words*.
 - Model searching for another compound word, e.g. "*seagull*". Talk about strategies for identifying a compound word and discuss what the word means.
 - Challenge children to work in pairs to identify other compound words in the text. These include:
 - nouns such as "*seagull*"
 - other words such as "*into*" (preposition) and "*something*" (pronoun).
 - Each time, ask children to identify the separate words that are combined to make the new one.
 - Can children think of other compound words?
- ### Discussing suffixes
- Remind children that suffixes are new endings to add to words to change the job the words do in a sentence. Challenge them to find:
 - -s showing a plural noun (e.g. "*ships*", "*seagulls*")

Resources needed:

Shared copy of the text (PDF/IWB/visualiser)

Each child needs:

- the copy of the text they have previously highlighted and annotated
- different coloured highlighters/pens/pencils.



- -ed shows the past tense (e.g. “polished”, “spotted”)
- -ly making an adjective into an adverb (e.g. “brightly”, “clearly”)
- -er making a verb into a noun (“keeper”)
- -ful making a noun into an adjective (“thoughtful”).

Challenge children to think of more words where these suffixes change a word from one kind of word into another.

- Discuss which spelling rules are needed when adding each suffix, focusing in particular on words which involve doubling of a consonant (e.g. “spotted”).

Dictation sentences

- Write the words *polished* and *safely* on the board for the children to copy. Challenge them to write: *Mr Grinling polished his light. The lighthouse kept ships safely away from the rocks.*
Ask children to make sure they have three capital letters and two full stops.
- Write the sentences on the board, word by word, seeking suggestions and assistance from the children. Ask children to check the accuracy of their sentences.

Stage 4: Getting ready to write

Activities:

- Tell children that they are going to write a story in which a solves a problem. IWB/visualiser
- Distribute the planning framework. Remind children how the new story follows the same Each child needs: pattern as the old one.
- the copy of the text they have previously
- Agree a problem that a child in a story might have highlighted and annotated (e.g. *forgets their book bag, loses PE clothing*).
- the planning framework from page 39 (some children may benefit from this being enlarged)
- In groups, ask children to: brainstorm possible solutions to the problem you identified (e.g. *writes a note as a reminder about the book bag*)
think about what could go wrong with each of the solutions (e.g. *writes a note as a reminder about the book bag, but loses the note*).
- Ask them to role-play some of their ideas to try out dialogue to clarify some of the details (e.g. *“I left the note on the table when I got changed for PE and then I forgot about it.”*).
- Model using the planning framework to plan a story using some of the children’s ideas.
- Let the children work in pairs to plan their stories.
- Model using your plan as a reminder while you tell your story. Make sure you use good descriptive verbs and adverbs.

Shared copy of the model text (PDF/ character)

The success criteria to ‘box up’ a story so that

Each child needs: pattern as the old one.

highlighted and annotated

children may benefit from this being enlarged

brainstorm possible solutions to the problem you identified (e.g. *writes a note as a reminder about the book bag, but loses the note*).

Ask them to role-play some of their ideas to try out dialogue to clarify some of the details (e.g. *“I left the note on the table when I got changed for PE and then I forgot about it.”*).

Model using the planning framework to plan a story using some of the children’s ideas.

Let the children work in pairs to plan their stories.

Model using your plan as a reminder while you tell your story. Make sure you use good descriptive verbs and adverbs.

- Give each child the opportunity to ‘talk like a writer’ to a response partner. Remind them that the plan isn’t the full story – it’s just a reminder of the ideas. Ask children to use some good descriptive verbs and adverbs in their story and to receive peer feedback.
- Ask the children to say what they think their story about a problem should include. Amend the success criteria (online at My Rising Stars) if appropriate.

Stage 5: Writing, improving and editing

Activities:

- Distribute the writing framework. The success criteria (prior to the session, visit My Rising Stars for the recommended success criteria and amend for different groups if appropriate) in real life, so shouldn’t
- Remind children that they are writing a story about solving a problem where at least three ideas are needed to solve the problem. Remind children that their story should be possible include talking animals or magic. Each child needs:
 - their completed planning framework
 - the writing framework from page 40 (some children may benefit from this being enlarged to A3 or blank paper if you feel it an adjective-forming suffix such as *-ful* more appropriate).
- Model using your plan to write part of your story. Ensure you include:
 - descriptive verbs and adverbs
 - interesting adjectives in expanded noun phrases
 - past tense verb forms
 - a question or an exclamation with correct punctuation capital letters at the beginning of names and sentences.
- Give children a few minutes to ‘talk like a writer’ and tell a different response partner the story as they plan to write it. Remind them to use their plan and not to invent another story as they go along.
- Let response partners give some brief feedback before children swap roles.
- Remind children they can compose and rehearse sentences out loud before they begin to write them.
- Tell children your expectations about how much space each part of the story will take up on the page, e.g.
 - beginning: 4–5 lines
 - middle: 2–4 lines for each plan and what happens as a result of it end: 3–4 lines.
 Amend these line numbers for your class and the amount of time they have to write.
- Read aloud the success criteria (online at My Rising Stars).
- Let the children write. Break up the process, section by section, so the children don’t move away from their plan. Remind children that they can use different sentence types and choose interesting verbs, and that they should write in the past tense.

Resources needed:

- their completed planning framework
- the writing framework from page 40 (some children may benefit from this being enlarged to A3 or blank paper if you feel it an adjective-forming suffix such as *-ful* more appropriate).

Stage 6: Learning from the writing

Activities:

- Revisit together the success criteria (online at My Rising Stars). Each child needs:
- Model the process below using your work as an example.
 - the success criteria

The children can give you feedback on each step of the process. After you model a step the children should have a go with their partner at editing their own work. different coloured highlighters/pens/pencils.

• their writing/completed writing framework

• go with their partner at editing their own work.

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- Ask children to reread their texts three times with their response partner:
 - First read through: Children read their partner's text out loud to them. The child who wrote the text listens to check that their writing makes sense, listens out for obvious errors and checks the text follows their plan. Children then swap roles.
 - Second read through: Children read their partner's text and highlight the success criteria they have met. They suggest three places where their partner could improve their work (to achieve or further improve on the success criteria).
 - Third read through: Children proofread their partner's text together with them. They check for errors in punctuation and spelling and correct these as necessary. You should give input at this stage if needed.

Lessons from writing

- Prior to the session, identify errors that were commonly made. Write sample sentences that need to be corrected and ask the children to help you to fix them. These could include:
 - generic verbs only and no adverbs, e.g. *Pete said "I put it here." He went to the table and looked at the table. There was no note.*
 - Ask children to consider adverbs like *definitely, probably, carefully* as well as more descriptive verbs like *cried, mumbled, ran, staggered, stared, peered*. Discuss the impact of changing the verbs in this way. How does it change the action?
 - no opportunities taken to add additional information (in subordinate clauses), e.g. *Pete wrote a note. He drew a picture of the book bag. He lost the note.*
 - Ask children to think of different ways of adding information to each of these sentences using conjunctions such as *because, when, if, that*.

Improving the writing

- **After the stories have been marked:** give the children time to read through your comments, and to implement any changes suggested. This should not involve the children rewriting the entire story – just those parts that you would like them to revisit to practise/improve their writing.

Share

Sometimes, children write stories just to practise writing stories. Other times, there is a planned reason or an audience. If you want children to share their writing:

- they can create a multimedia presentation, drawing pictures and reading their text aloud
- let them draw comic strips to retell their stories
- they can read their stories aloud to younger children, especially those who have a problem like the one described in the story.

Further reading

Related books include:

- *Amazing Grace* by Mary Hoffman
- *Oliver's Vegetables* by Vivian French
- *The Wild Woods* by Simon James
- *The Shopping Basket* by John Burningham
- *Six Dinner Sid* by Inga Moore
- *Dogger* by Shirley Hughes.

This is a list of books which are all stories about events which could take place in real life.

Unit 3: Writing a real-life story

Name:

Class:

Date:

The Lighthouse Keeper's Lunch		Your story
Seagulls ate Mr Grinling's lunch.	Beginning – the problem Someone has a problem.	

<p>Tied a napkin around the basket – but the seagulls pulled the napkin off.</p>	<p>Middle – the action <u>Idea 1:</u> The first idea doesn't work.</p>	
<p>Put Hamish the cat in his basket as a guard – but Hamish felt sick.</p>	<p><u>Idea 2:</u> The second idea doesn't work.</p>	
<p>Mrs Grinling found a lunch the seagulls don't like.</p>	<p><u>Idea 3:</u> The third idea works.</p>	
<p>The seagulls did not try to eat Mr Grinling's lunch and he ate it himself.</p>	<p>End – what happens next? The problem is solved.</p>	

Unit 3: Writing a real-life story

Name:

Class:

Date:

Beginning – the problem	
Middle – the action	
Idea 1	
Idea 2	
Idea 3	

End – what happens next?	

Unit 3: Moderating writing: Writing a real-life story

Name: _____ Date: _____

Text structure and organisation	Sentence structure	Vocabulary and descriptions	Punctuation	Spelling and handwriting
The beginning, middle and end of the story are linked.	The story is consistently written in the past tense, except for dialogue.	Precise choice of verbs and adverbs makes action easy to visualise.	Apostrophes are used in contractions involving verbs (e.g. <i>you've</i> as well as for 'not' (e.g. <i>can't</i>).	Known spelling rules for adding <i>_ed</i> are generally followed.
	The story has a beginning, middle and end.	Most sentences are correctly constructed, including those with more than one clause. The text includes both co-ordinating conjunctions (<i>and, but, or</i>) and subordinating conjunctions (<i>when, if, that, because</i>).	At least one question or exclamation is marked with a question mark or exclamation mark.	Correct use of diagonal and horizontal strokes needed to join letters is shown in most of the writing.
Ideas are grouped and sequenced appropriately.	The story is mostly written in the past tense. The story includes at least one question or one exclamation.	A range of descriptive verbs make the action more interesting.	Most sentences are marked with capital letters and full stops.	Past tense verbs ending in <i>_ed</i> , and irregular past tense forms, are often spelled correctly.
	The writing is a repeat of the plan.	Some verbs are described with adverbs.	End of sentence punctuation (.,!) is sometimes accurate.	Compound words are correctly spelled.

Contents	
Working at greater depth within the expected standard	<p>A strong link is established between the problem, the stages of the action and the ending.</p>
Working at the expected standard	<p>A story about solving a problem is written.</p>
	<p>There are at least three stages to solving the problem.</p>
Working towards the expected standard	<p>A story in which a problem is presented is written.</p>