

Harris Burdick – Y6 Narrative unit

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write stories which are correctly sequenced
use descriptive language to describe setting and characters.

Experience: Listen to the song 'The House on Maple Street' on http://www.houghtonmifflinbooks.com/features/harrisburdick/inspired_by_burdick.html. Ask children to draw a sketch of what they imagine when they hear the music. Then, show the picture which was the original inspiration. Compare children's pictures.

Familiarisation and immersion in text

Use 'Picture graffiti' to explore initial responses to the pictures. Using Yellow post-its, children record what each picture reminds them of, on pink any questions the pictures raise, on blue phrases to describe the picture and on green any initial plot ideas. Teacher may need to model this strategy initially until children are confident that all responses are valued. In groups, each working on 1 picture, try to answer the questions on the pink post-its. Using the phrases on blue post-its where possible. Add more green notes as additional plot ideas develop. Allow children to add to the post-its over the course of the unit.

For each picture, try to identify the genre. What makes you think so?

Read the introduction to the pictures by Chris Van Allsburg. Does this change how you view the pictures? Why? Does it lead to further questions? Add to pink post-its.

Look at examples of stories submitted online.

http://www.houghtonmifflinbooks.com/features/harrisburdick/readers_stories.html. In groups, study 1 story and identify new phrases or plot ideas to add to the post-its.

Compare stories. Which are more effective? What impact did each writer intend. to scare, entertain, sadden? Which achieve their aims? How?

Identify the genre, purpose and intended audience for each story.

Compare the structure of each story. Use emotion graphs to visually represent the periods of tension or suspense in each story. How have the captions been used. to begin the story, end it or in the middle?

Phase outcome: Children can discuss opinions of what they have read.

Children can understand how writers use different structures and compare the effects.

Identify the genre, purpose and audience for the class stories, or allow children to choose.

Take a selection of plot ideas, questions and phrases from one picture and model creating a 'story tree' i.e. a story map with a number of different plot branches. Continue to add details to each tree as each picture is explored through drama strategies.

Use drama conventions 'Flash back' and 'Flash forward' to improvise the scenes either before or after the pictures were drawn.

Extend the picture. create a freeze frame of each picture. Now, extend the picture (zoom out) to show what else might be there around the edges.

Use 'Role on the wall'. draw an outline of the characters in the pictures. Inside the outline record what we know about the character. On the outside, imagine what else might be true.

Using planning tools well known to the class e.g. storyboards, story maps, boxing up, children plan their stories either individually or in groups using ideas from the branches on the trees.

Children orally tell their stories to one another, adding detail with each re-telling. Using voice recording software to record a telling. Listen and allow children to evaluate - how well did it meet the intended genre, purpose and audience?

Phase outcome: Children can use a range of drama strategies to improvise plot and character.

Use Shared writing strategies of Teacher modelling, teacher scribing and supported composition to model the opening of a story. converting the plot on the plan into narrative. Pay particular attention to the structure of the narrative appropriate to genre, purpose and audience and the organisation into paragraphs. Refer back to information gathered over the unit and displayed on the working wall.

Allow time for children to work independently on their stories, referring back to the recordings of the oral story telling.

Throughout this phase, model different sections of the story. In particular, model the ending to the story demonstrating how to bring the plot to an effective conclusion. Make reference to the structures in the examples online. which structure will you model your story on?

Use Guided writing to support groups of children with specific gaps in learning.

Allow time to share the completed stories, where appropriate editing, re-drafting and publishing. Consider submitting on-line or sharing with a wider audience.

Phase outcome; Children can sustain a narrative appropriate to genre, purpose and audience.