



## KS2 lesson plan for literacy

Themes: Alternative endings, Creation stories, Traditional stories

Skills: predicting and comparing endings, making notes

Background work: none required, though it may help if children are familiar with other creation myths, or have taken part in Snail Tales Little Birds workshops or In The Beginning workshops.

Section	Activity	Assessment criteria/aims
Shared reading 10 mins	With the children, read the opening to the story and choose the option "listen to everyone's secrets". (Begin this way every time to avoid the story paths that are not relevant to this lesson plan!) Ask the children to help you choose the paths in a way that will reveal a different ending each time, until you have found the four possible story paths that follow that choice: there are two involving Mole and two involving Flea.	<b>Children should:</b> <ul style="list-style-type: none"> <li>• Read a text</li> <li>• Make choices based on what they think should happen next</li> </ul>
Shared writing 10 mins	Talk about the 4 endings you have found so far - which did the children like best? Remember and list the 4 ways in which Rabbit's ears got longer. Then go back to the screen that gives the choice between listening to Mole or Flea, read it again and ask the class, in talking partners, to decide on a third creature whose secrets Rabbit might want to hear, and a way in which his ears might grow. For example: if he wanted to listen to a bird, his ears could stretch upwards as the bird flew away. Take several suggestions and vote for one. With the class, write a plan for the story in the form of a mind map or bullet points, asking: why does Rabbit want to hear this animal's secrets? How will his ears grow? Will he succeed in hearing the secrets, and if so, what are they?	<b>Children should:</b> <ul style="list-style-type: none"> <li>• Remember a story and retell it</li> <li>• Express likes and dislikes with reasons when comparing different endings</li> <li>• Begin to work out an alternative ending to the story</li> <li>• Develop a story in note form</li> </ul>
Independent work 20 mins	Children use the notes to write the new ending to the story.	<b>Children should:</b> <ul style="list-style-type: none"> <li>• Expand upon notes by writing in full sentences</li> </ul> <b>Some children may be able to:</b> <ul style="list-style-type: none"> <li>• Add detail, direct speech and description to the basic story</li> </ul>
Guided activity with a focus group 20 mins	Ask the group: Rabbits have long ears, but can you think of an animal with a long nose? If Rabbit was trying to hear secrets, I wonder what that animal was trying to do? Using their suggestions, guide them through making a story plan to explain their animal's long nose.	<b>Children should:</b> <ul style="list-style-type: none"> <li>• Make a plan for a story using bullet points or a mind map</li> </ul>
Plenary 10 mins	Point out that the class has now found four different possible endings to the Rabbit story, as well as making up another, but only one of those was a "real" ending. There is another "real" ending hidden in the website activity, which must belong with the path they have not yet tried: Rabbit deciding to play a funny trick on the other animals. Can the children guess what might happen? Challenge them to find the other endings, either at home or in the ICT suite.	<b>Children should:</b> <ul style="list-style-type: none"> <li>• predict another route the story could take.</li> </ul>

## Further ideas and cross-curricular activities

Curriculum area(s)	Age range	Activity
Drama	All	Tell the class's favourite version of the story (or the one that they created) in the form of a play.
Science	All	Investigate properties of stretchy materials, comparing things that stretch permanently (like plasticine) with things that spring back (like elastic). Find out what happens if an elastic band or spring stretches too far. If you were making a rabbit to tell the story with, which material would be best to use for the rabbit's ears? What if you wanted to tell the story more than once?

*Copyright © Snail Tales 2009*