

Story Cards Fantasy

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Story Cards

I N T R O D U C T I O N

About the series

Story Cards is an exciting and innovative series of books and cards aimed at developing and enriching the story-telling and story-writing skills of children at Key Stages 1 and 2.

There are two books and card packs for Key Stage 1:

Fairy Tales

Fantasy

and four books and card packs for Key Stage 2:

Myths and Legends

Science Fiction

Fantasy

Traditional Tales

Each book and accompanying card pack aims to:

- support teachers by providing a wealth of interesting ideas for story-telling and story-writing lessons;
- reduce teachers' preparation time through the provision of differentiated activities and photocopiable resources;
- stimulate children's interest and enjoyment in story-telling and story-writing;
- develop children's speaking and writing skills through stimulating and purposeful activities that are fun to do.

About each book and card pack

There is one book and an accompanying pack of cards for each story genre (see above) at Key Stages 1 and 2.

Each book contains:

- background information about the writing genre;
- detailed lesson plans for using the cards to develop story-telling and story-writing skills;
- exemplar stories that are differentiated;
- differentiated planning sheets;
- further activities – a wealth of further ideas for using the cards for additional writing tasks as well as speaking and listening games and activities.

Each lesson plan includes differentiated tasks to take into account children of differing ability levels –

thereby enabling all the children to work towards the intended learning objectives.

At Key Stage 1, the story cards are divided into four categories and these vary for each different story genre. For example, in the *Fairy Tales* pack they are:

- good characters;
- bad characters;
- settings;
- what happens.

Each category consists of six cards. For example, in the *Fairy Tales* pack the good character cards include a boy, a girl, a prince, a princess, an old man and an old woman.

Thus, by selecting just one card from each of the four categories, a complete story outline is created. By varying the cards used, a different outline can be created each time.

How to use the book and card pack

It is recommended that the teacher follows the lesson plans first, in order, from Lesson 1 through to Lesson 5. This ensures that the cards are introduced to the children in a structured way and that the teacher achieves confidence in using them as a basis for lesson planning.

After the lessons have been carried out, the children will have gained valuable knowledge about the particular writing genre as well as greater confidence in story-telling and writing. To extend the life of the cards, the children can be encouraged to create their own cards to add to each category – or even make up their own complete set of cards to keep themselves.

The tasks in the further activities section can be used to extend and follow-up the lessons. These activities are fun to do and will encourage the children to develop their speaking, listening and language skills.

About this book

This book forms part of the *Fantasy KS1 Story Cards* pack. It explains how to use the story cards for story-telling and story-writing activities. The pack is intended for use with children aged 5 to 7 years. The lesson plans and activities contained in this book are adaptable enough to be used with children across the key stage because suggestions for manageable differentiation are included.

The lesson plans

The book contains five lesson plans. It is suggested that the lessons are followed in order because the intention is to introduce the children to the fantasy genre and then encourage them to write their own fantasy stories.

Each lesson plan contains:

- **Learning objectives**
This outlines the learning objectives for the lesson.
- **Resources**
This lists the resources needed to carry out the lesson.
- **What to do**
This outlines the lesson in detail.
- **Ideas for differentiation**
This gives suggestions for how the teacher might differentiate the main task in the lesson.
- **Plenary**
This provides suggestions for the plenary session at the end of the lesson.

Exemplar texts

There are two exemplar stories provided in the book:

- Text 1 – Jasper’s First Spell
- Text 2 – To Catch a Cloud

These texts have been illustrated, making them suitable for the children to read and enjoy. You may like to enlarge them on an OHP or photocopy them for individual use.

A photocopiable activity sheet is provided for use in Lesson 2.

Comic strip versions of Texts 1 and 2 have been included in order to provide differentiation. The teacher can choose to use these comic strip versions in different ways:

- to support less able children by providing them with a version they can read themselves;
- to use in future lessons to encourage the children to write comic strip versions of their own or well-known stories;

- to demonstrate how stories can be shortened and still retain meaning;
- to use as a model for a playscript;
- to provide ideas for creating picture-book versions of the story.

Story-building sheets and writing frames

At the back of the book there are three differentiated story-building sheets that encourage the children to build the elements of a story throughout the lessons. There are also two writing frames that are differentiated.

Further activities

This section of the book contains lots of ideas for the teacher to use the story cards in different ways and to develop the lesson plans further.

It contains:

- ten- minute speaking and listening activities – a collection of exciting ideas for using the story cards in a variety of games and activities;
- notes about story-telling;
- notes about drama;
- art and craft ideas;
- extended writing activities.

Story cards

The story cards consist of:

<u>Main characters</u>	<u>Items</u>
boy	ring
girl	box
fairy	lamp
wizard	book
unicorn	jewel
dragon	key

<u>What happens</u>	<u>Settings</u>
Find something	cave
Lose something	forest
Wish for something	castle
Get lost somewhere	island
Look for something	garden
Travel somewhere	mountains

Fantasy – background information

The fantasy genre contains highly imaginative stories in which reality is completely suspended. Incredible creatures such as dragons and unicorns exist as well as talking and flying animals. Magic and sorcery often play a key role in fantasy stories and the plot usually involves the main character or group of characters undertaking a quest.

Sometimes the main characters embark on a lengthy journey in order to attempt the quest, visiting many lands that are quite different from traditional settings to fulfil their goal. Others, as in *The Lion, the Witch and the Wardrobe*, travel to a different land by using a portal (gateway) to move instantly from one place to another. Everyday items often provide the means of entry to the other world, such as doors, mirrors or rabbit holes. Often the character is unable to control when they travel from one world to the next and this can become a key element of the story.

When characters pass from the real world into a fantasy world, they often acquire new skills or powers. These powers are usually needed to help the inhabitants of the imaginary world solve a problem. Characters usually triumph over the forces of evil and are themselves strengthened and improved in the process.

While the real world and the imaginary world coexist, the passage of time may differ in the two locations. This can enable the characters to spend weeks or even years in the imaginary world while no time at all has passed in the real world.

The characters in fantasy stories are not necessarily always human – dwarves, elves, wizards and many other strange creatures are often included.

Fantasy stories tend to be lengthy tomes, often borrowing themes from ancient myths and traditional epics. They are usually very descriptive in style and as a result the author is able to create and populate fictional worlds that have little or no bearing on reality. These stories tend to lend themselves to being written in a series. A fantasy writer will often produce a series of stories to do with a particular world.

With vivid imagination, fantasy authors create their own reality, making anything become possible. However, as fanciful as stories in this genre are, they must become real in their own created, believable world. For a fantasy story to succeed, even if its world is totally imaginary, it must have its own integrity and consistency to be convincing and credible to its readers.

Lesson 1

Learning objective

- To identify the main character in a fantasy story.

Resources

- Enlarged copy of either Text 1 or Text 2 (pages 16 to 19 or 22 to 24)
- An enlarged copy of Story-building sheet 2 (page 29)
- Copies of Story-building sheets 1, 2 and 3 for the children (pages 28 to 30)
- The *Fantasy Story Cards* pack

What to do

- ☐ Tell the children that over the next few lessons they are going to learn about stories called 'fantasies', so that they can write their own. Explain that fantasies are not stories about everyday life. Fantasy stories have something magical happening in them or they may feature imaginary creatures, such as dragons and fairies. Sometimes fantasy stories are set in made-up places or have something unreal happening, such as a carpet flying or things coming alive.
- ☐ Show the children the enlarged copy of one of the fantasy stories (pages 16 to 19 or 22 to 24). Read the story to them. Ask them who was in the story. Confirm their suggestions and write the name on the board (Jasper in 'Jasper's First Spell' or Lara in 'Catch a Cloud'). Ask why you have written the name with a capital initial letter and confirm that names always start with a capital letter.
- ☐ Ask the children if there were only people in the fantasy story. Were there any creatures? Were these creatures the sort we see in our world? Or were they imaginary? Explain that the people and animals in stories are called 'characters'. Say that the person who is in the story the most is the main character and usually they are a good person or creature. Explain that their character could have unusual, magical powers or they could meet an imaginary creature or live in a made-up world.
- ☐ Introduce the story cards to the children. Explain that the cards show different parts of a story – the character, where the story happens, something the character has (an item) and ideas for what happens in the story. Say that today they are going to look at the character cards. Show them one by one: girl, boy, fairy, wizard, unicorn, dragon.
- ☐ Ask the children for suggestions for suitable names for these characters and discuss their ideas. Ask what we need to remember when writing a name and confirm the use of a capital letter. Write a selection of these names on the board.
- ☐ Ask the children to work with a partner for a few minutes and come up with a short sentence about one of the characters. Invite them to share their ideas with the rest of the class.
- ☐ Tell the children that you are going to show them how to use some of these ideas. Choose one of the cards (for example, the fairy card) and decide on a name (for example, Bella). Show the children the enlarged copy of the story-building sheet and explain that we can write down our ideas so we don't forget them. Write the name on the enlarged sheet. Ask the children what kind of character they think Bella is. Point out the words already on the sheet but tell them these are only suggestions and they can add their own. Give them a few minutes to think of a brief description and then ask them for their ideas. Add suitable details to the enlarged sheet, circling words if already on the sheet and writing others, so that a brief description is created; for example, kind or helpful.
- ☐ Divide the children into groups and give each group a character card.

Ideas for differentiation

Ability group 1

Ask these children to work together as a group and share their ideas. Give them a copy of Story-building sheet 1 and ask them to draw their character and decide on a name. Ask them to choose one or two describing words by circling them.

Ability group 2

Give these children a copy of Story-building sheet 2. Ask them to give their character a name and choose two or three words to describe him/her. Remind them that there are words on the sheet to help them but there is also space to write their own.

Ability group 3

Give these children a copy of Story-building sheet 3. Ask them to give their character a name. Ask them to think also of one or two words that tell us what they look like and what kind of character they are; for example, kind. They do not have to agree on their character's name and description.

Plenary

Bring the children back together. Ask each group to share their ideas with the rest of the class. Invite children from each group to try to act out their character and ask the other children to guess which character they are.

Story beginnings and endings

Beginnings

Dash was a baby dragon. He lived far, far away on the top of a very high mountain.

As soon as she jumped out of bed, Sam smiled. She pulled back the curtains and looked outside. The sun was shining brightly.

Millie Mouse had ten brothers and ten sisters. They lived in a cosy hollow at the bottom of an old tree stump.

Long, long ago in a cottage in a forest lived a very old woman. All the children in the village thought she was a witch.

Endings

Sally's mum came in and kissed her goodnight. She snuggled down in her bed and fell fast asleep.

Jack went inside and closed the door. It was good to be home.

From that day on, every time he looked at the sky and saw a rainbow, he smiled. It had been the best day ever!

So they settled down in the darkness. 'This is the nicest place in the whole world,' said Spike.

Jasper's First Spell

Jasper wasn't doing very well in his lessons at wizard school. In fact he seemed to get most things wrong. Luckily for him the only spells they had been practising so far were changing the weather, such as turning the rain into sunshine. But now they were going to start more difficult spells. All the wizardlets listened carefully to Master Snazzle. Then they pointed their wands at the pieces of paper lying on their desks, chanted the words of the spell and Whoosh! The pieces of paper turned into bright butterflies fluttering through the air.



But Jasper's piece of paper just went flump. It had lifted slightly as if it was going to turn into something then suddenly flopped back down onto the desk and lay there. His friends hadn't noticed – they were so excited watching their butterflies dart about before finding the open window and soaring out into the blue sky.



Only Master Snazzle had seen Jasper struggle. He came over quietly. 'You must have confidence, Jasper. Believe it will work and you'll soon be a grand wizard.' With that, he smiled kindly and told the class it was time to go. The wizardlets put their wands away and ran outside, chattering happily.

Carefully, Jasper slipped his wand into his pocket and followed them. He waited until everyone had gone then took out his wand and began to practise.



'Excuse me,' said a very polite voice. Jasper spun round.

There, in front of him, was a dragon. 'A DRAGON!' Jasper thought, trying to look as if he met a dragon almost every day.

'Excuse me,' the dragon continued. 'Is this the School of Sorcery?' Jasper nodded. 'And are you the Master of Spells?'

'Oh, er ... no,' Jasper shook his head. 'Sorry.'

'Oh dear,' said the dragon sadly.

'Can I help?' Jasper asked.

The dragon smiled and swirls of smoke crept from his nostrils. 'My name is Crispin and I'm from Dragonara. We've been holding our fire-breathing competition – we have it every thousand years.'

Thousand years! Jasper's ears and eyes nearly popped but he tried to pretend this was quite normal, so he nodded and smiled and Crispin continued. 'This year there was an extra large pot of lava as first prize and I'm afraid some of the smaller dragons became overexcited and tried a little too hard to win. They've all got burnt throats and very sore tongues.'

'I see,' said Jasper, although he wasn't quite sure he did. What could he do about a dragon's burnt throat? Then he had an idea.

