

Lesson 5

Part a

Hello guys. Right we've made it. We're onto our last part of our story today. So I hope you've been enjoying writing your story today and this week. I think it's a really lovely story, I'm sure you've come up with some fantastic stories at home. We're going to be thinking about the last part of our story today we're going to write the end section of the story. Again we're going to look at our story map, think about which pictures we need to write about and then we're going to have a go at writing them together. Remember we need to try and include different sentence types, apostrophes, adjectives, contractions, and conjunctions, all of the things you've been learning about in year 2. So far we haven't done too bad a job have we? I hope that you can spot some of those features in your own writing too. Maybe, because this is the last part of the story so it's your last chance to add those different success criteria. Maybe with your adult at home, you want to go through your story and you want to think, right well I've got this but I haven't written any of that. I've haven't done a command sentence but I have done a question. I have got some adjectives but I don't have a possessive apostrophe and then maybe that means that when you come to your writing today you can almost have a list of things that you must add to meet all of those success criteria. Ok, that might be a good idea to do.

So let's have a look at my story map and see what we have to write about today.

Now, year 2, before I start writing I have spotted a mistake in my work and it's a spelling mistake. I wonder if you've spotted it or your parents at home have spotted it. I've been spelling the word messenger wrong. So I need to find the word messenger in my story and I need to change it. I've been spelling it with 'ar', but it's not. It's an 'er' at the end so even teachers can make mistakes but what's good is that I noticed it; I'm going to back and change it. So, where did we get up to? Here, the priest's plan was to send a messenger so I'm going to cross out my 'a' and add 'e'. Is there any more? Yes, *(goes on to correct all)* so please don't worry if you make mistakes; it's good to make mistakes, that's how you learn. What's important is that you spot the mistakes and you check and you change them.

So, let's have a look at the story map. I need to write about the last four pictures don't I. So I'm writing about Guru Nanak picking the sweet-smelling jasmine flower and putting in on top of the bowl of milk. I need to write about the fact that the flower floated on the top and I need to add, *there is always room for more goodness and holiness, just as there is room for this tiny flower*. So I'm literally going to just copy that sentence in my story today. Then I need to talk about the priest and holy men feeling ashamed of themselves for being so selfish and here I've got another exclamation sentence that I want to use. "What fools we were!" also a command sentence, "forgive us Guru Nanak." So already I've got two sentences that I can copy into my story. That's why it was so important to add stuff onto your story map that you want to use in your actual story. Then the last little bit is that they have a warm welcome

in Multan once the priests and holy men had said sorry. Remember I said yesterday that it's really important to read your story to see where you got up to before you start writing. So let's do that now.

Once upon a time, Guru Nanak and his faithful companion Madana were travelling to Multan. Madana often travelled with Guru Nanak, he was a musician. They had been travelling for a very long time and they were both hungry, tired and thirsty. Multan was a city filled with priests and holy men. People came to them to ask advice but they had to give the holy men gifts of jewels and money. How greedy and rich the priests had become. When the priests and holy men discovered that Guru Nanak was on his way they were very worried because they didn't want him to take their jewels and money. "We don't want him here," they said. "There's no more room for any priests or holy men." The priest's plan was to send a messenger with a bowl of milk full to the brim to Guru Nanak to show that there was no more room in Multan. Slowly and carefully the messenger carried the bowl to Guru Nanak and Madana. "Do you have a message for my masters," asked the messenger. Madana looked longingly at the cool refreshing milk and thought, I'm so thirsty.

So I want to talk about the sweet-smelling jasmine flower and what Guru Nanak did. So can you remember? Let's write...Guru Nanak did not (or should we say didn't then we've used a contraction) didn't drink the milk but instead (I've used a conjunction there 'but') he walked over to a nearby bush and picked a (can you remember the adjectives to describe the flower?) it was, sweet-smelling jasmine flower (the name of the flower was a jasmine flower) (What did he do with it?) and placed the flower into the bowl of milk. Ok, so now we're going to talk about this bit (points to story map) the flower floating on the milk and the message that Guru Nanak has for everyone. I'm going to have to go on the other side of the paper aren't I because I've run out of room, that's what happens when you write a big story; you might use more than one page, which is fantastic. So I'll just finish this space because it's always good to go to the end of the line and then I'll go on to the next page.

So, we need to talk about what happened. So the flower floated on top of the milk and Guru Nanak explained, (now I want a speech mark here because he's about to talk and if I can remember, I don't think I can, what he said, I've got it on my story map. So I can copy it word for word. He said...) "There is always room for more goodness and holiness (look I've got two words with the suffix on the end) just as there is room for this tiny flower." That's the end of his speech, so I finish with a full stop and then I add the speech marks. Brilliant, so now I can go on to this picture (points to story map).

Part b

I want to use the word ashamed; maybe I could use the word embarrassed, so I'm going to say, When the messenger (I'm going to think about my spelling this time 'er') returned, the priests and holy men were embarrassed and ashamed of their behaviour. Now I want to add my speech and this is my

exclamation sentence and this is my command so I'm hitting those success criteria, different sentence types. I'm going to use a speech mark as he's about to talk, "What fools we were!" (Exclamation mark) "What fools we were!" They cried. Now another bit of speech. Here's my command so I've got my speech marks. "Forgive us Guru Nanak." I've finished with my speech marks and that's my command.

So now, I'm done pretty much haven't I, I've just got my last picture to do and I can just write that to finish. At last Guru Nanak and Madana were welcomed into the city of Multan. (Full stop and that's the end of the story.) Ok, so let's have a look at our story altogether. So, I've got a different colour pen and I'm going to use this to highlight any of the good things that I can see in the story that I think meet the success criteria. You can do this too, this is a good way of judging how well you think you've met the success criteria and it's a good way of making yourself a target for when you next do a bit of writing by yourselves, maybe you could think of a target by the end of your writing and think, well next time I'd like to use more adjectives or next time I'd like to really use more conjunctions, next time I really need to remember to use a possessive apostrophe. You get the idea and maybe an adult at home can help you with that target.

Once upon a time Guru Nanak and his faithful (I'm going to underline that because it's a suffix word) companion Madana were travelling to Multan. Madana often travelled with Guru Nanak, he was a musician. They had been travelling for a very long time and they were both hungry, tired and thirsty (three adjectives). Multan was a city filled with priests and holy men. People came to them to ask for advice but they had to give them gifts of jewels or money. How greedy and rich the priests had become! (So that's an exclamation sentence so I can underline all of that) When the priests and holy men discovered that Guru Nanak was on his way they were very worried because (there's a good conjunction. Have I missed any conjunctions? Yes, 'and' here and 'but', so I should underline my conjunctions too.) They didn't (there's a contraction) want him to take their jewels and money. "We don't (there's another contraction) want him here." they said. "There's (another contraction) no more room for any priest and holy men. The priest's plan (I'll underline that bit because it's my possessive apostrophe) was to send a messenger with (that's a conjunction) a bowl of milk full to the brim to Guru Nanak to show that there was no more room in Multan. Slowly and carefully (those are adverbs there, they describe how the messenger carried the bowl) they carried the bowl of milk to Guru Nanak and Madana. "Do you have a message for my masters?" (Look there's a question, so I can underline that because I've used a question) asked the messenger. Madana looked longingly (that's an adverb again) at the cool refreshing (there's some adjectives) milk and thought I'm (that's a contraction) so thirsty. Guru Nanak didn't (there's a contraction) drink the milk but (there's a conjunction) instead he walked over to a nearby bush and picked a sweet-smelling (adjectives) jasmine flower and placed the flower into the bowl of milk. The flower floated on top of the milk and Guru Nanak explained. There is always room for more goodness (suffix words) and holiness, just as there is room for this tiny (adjective) flower. When the messenger returned the priests and holy men were embarrassed (that's an adjective) ashamed (adjective) for their behaviour. "What fools we were!" (Here's an exclamation) they cried.

"Forgive us Guru Nanak." (There's a command) At last Guru Nanak and Madana were welcomed into the city of Multan.

Wonderful. Look at all that orange. I've done quite a lot haven't I? I think if I was to set myself a target year 2, I would try and use more possessive apostrophes. I've only used one, and I think I could have maybe used another.

So that is me done explaining how we've used our story map and we write our story just as I have shown you. Now it's your turn and you're going to finish your story and write the end of your story and once you've done that, with a different colour pen, why don't you go through your story just like I did and highlight all the really good year 2 bits of writing, all the skills you've been learning in year 2. Set yourself a target; say what you should do next time.

Now next week we are going to be having a go at writing a story by ourselves. Please use this week as a practice for writing a story and you can include all of the good success criteria's so that next week you'll feel quite confident about writing your very own story.

Lovely, well I will be really enjoying reading your stories I'm sure. I hope you've enjoyed writing them. It's been a long time since we've done a piece of story writing. So well done! You've stuck at it and please try and finish your story this week because you'll feel really proud of yourselves if you finish all of the story. If you wanted to you could draw some pictures to match your story. You could do some illustrations that would be lovely.

Wonderful, well once you've finished your story and done your jobs for the day, I hope you have a really sunny weekend and I will see you next week. Ok, Take care!