

# CLASSROOM SESSION

# 6

## Invention

Inventing a New Story

Aims and Objectives

Lesson Plan

## Teacher Led

### Inventing a new story

Rather than create a lesson plan for this session here are a few tips to help the students start to invent their own stories influenced by those they have learnt during the Putting on a Pageant 1578 programme.

This programme has been ambitious! The students have learnt to imitate and innovate quite complex stories about the tale of Queen Elizabeth I's visit to Norwich in 1578, learning 20 steps in each story map. But as the students begin to invent their own stories in this session the number of steps can be reduced according to ability. For lower abilities their stories can be drawn using the smaller story map grids or told to an adult to draw or transcribe. Those with higher abilities should tell the story, using the larger story map grids as a guidance tool, but if confident can write straight into the boxing up grids.

In the resources pack you will find all the blank story map grids and boxing up grids, word banks and action banks. As a class you will also start to create your own banks which can be displayed to aid structure and word memory.

### Pie Corbett writes:

“The invention stage can prove to be the most challenging. The key to supporting invention, however, is an understanding of story plots. Pick a simple story design and stick to it. With a simple plot to follow, the act of story making is made easier, as the writer knows exactly where the story is going. All they have to do then is focus on the quality of what they are putting into the story to make it come alive.”

So in this session look back at all the story maps the students have learnt, from Preparing for a Pageant to Titania and Oberon. Spend some time reading them through as a class and identifying the simple structure of the stories.

### Opening | Build up | Problem or happening | Resolution or reaction to happening | Ending

Review the student's innovations of Titania and Oberon Oceania. Remind the students that they had a 'ready-made' opening and a build-up structure, and they finished the story off themselves with resolutions and endings. So, their next steps are to learn to create the opening and build up.

Here is Pi Corbet's **Adventure Story Toolkit** which is really useful for discussion as a class or in groups, then individual drawing followed by writing up.

#### Story Opening

- Open with one character speaking
- Two friends in a setting
- They find something precious
- Adverb starter, e.g. Anxiously
- Question, e.g. What was it?
- Exclamation – it was full of money!

#### Build-up

- Dramatic connective, e.g. just then, at that moment...
- Bring on a villain
- In chase, use powerful verbs, e.g. rushed, leaped, dashed, pounded, thudded...

#### Problem

- Hide your characters
- Show how they feel, e.g. she froze!
- Use dramatic connectives, e.g. unfortunately, suddenly...
- Use powerful verbs for hiding, e.g. crouch, duck down, squeeze into...

#### Resolution

- Dramatic connectives – at that moment, all at once...
- Get rid of villain
- Escape – use powerful verbs, e.g. rushed, leaped, dashed, pounded, thudded...

#### Ending

- Ending connective, e.g. finally, in the end, later on...

*Session 6: Invention is completed*

*Your class is now ready to do Session 7: Celebration time!*