

## Writing -Term 5 Week 2 - The Environment

Animation: The Ocean Maker (Literacy Shed)

Task: Write a sequel



### Key learning:

Sentence openers, using the acronym ISPACE:

#### Ing

**Soaring tentatively**, the pilot approached the enticing cloud.

#### Simile

**Like a phoenix rising from the ashes**, Katrina returned.

#### Preposition

**Above the cracked landscape**, a single plane navigated the skies.

#### Adverb

**Absentmindedly**, she flicked the switch on the control panel.

#### Conjunction

**When the battle had ceased**, the skies opened and the rain began.

#### Ed

**Invigorated** by the rain, the lighthouse keeper continued the mission.

#### Dialogue

**"I must save the oceans!"** declared Katrina assertively.

## **Task**

Your task is to write a story sequel to *The Ocean Maker*.

## **Explanation of activity**

After watching the video, you will all have your own ideas of who the pirates are and what will happen next. This is your opportunity to write a short story on what happens!

To begin, draw out a plan. You may want to use a basic story mountain as I have in the video. (Remember to think about whether your problem is resolved or not by the end of the sequel.)

Once you have the basic storyline of your sequel, you can begin to write. Choose how much you are going to write – if you can write the whole sequel, then great! If you think that might take longer than planned, pick out the section you are most excited to write about. I have chosen the opening where I set the scene. As you can see from my model, I have also used foreshadowing to hint at what my story may be about and who the pirates are.

## **An example of the opening:**

### The Ocean Maker: What Happened Next?

Days, weeks and months had passed. Exhausted, Carrie paced the weathered steps of the lighthouse as she had done so many times before. Unsurprisingly, not a single drop of rain had fallen since the crash – the pirates had made quite sure of that by emerging in their plenty to patrol the skies like the vicious beasts they were, and who could blame them?

Carrie had lost count of the amount of times she had studied the bizarre blueprint that had flown so erratically into her hands as she watched the debris of the great crash plummet to the parched ground. In the days following, she had almost instantly leapt into action. Desperate, Carrie had scoured the littered sea bed for the parts needed to recreate this crucial contraption: nothing would stop her from proving to the pirates that the planet had righted its wrongs and that it was safe for the oceans to return again...

**Word Bank -**

Horizon	Dunes	Cloud	Mirage	Contraption
Blueprint	Exasperate	Implore	Parched	Weathered
Prey	Jaws	Machine	Aviation	Atmosphere
Stark	Merciless	Endless	Barren	Relentless
Monstrous	Tore	Billowing	Deafening	Ominous
Melodious	Rigid	Glare	Pelted	Pummelled
Lashed	Ricocheted	Undulating	Baked	Flung

**Remember to –**

**Use description to set the scene and create a picture in your reader’s mind.**

**Repetition and lists** for effect

**Show - don’t-tell** for suspense

**Foreshadowing:** hint at what’s to come!

**Dialogue:** try to include some direct speech – Mrs Green’s dialogue task may help remind you for this.

**Figurative language:** metaphors, similes, personification etc.

**Powerful Vocabulary:** Use the word bank, or magpie ideas from my model to include in your own writing.

Think carefully about what you want to write about – you don’t have to write the whole sequel, but a few paragraphs will give you the opportunity to build up a sense for what your story will be about.