

Curricular Area: Literacy: Imaginative Writing Level: First Level



<p><u>Experience and Outcomes</u> LIT 1-26a: By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.</p> <p><u>Learning Outcome</u></p> <p>Pupils will be able to explore the natural environment. Along the way they can collect materials or gain ideas from their surroundings to help them build ideas for their own story. They will be able to use the visual cues in their surroundings to help them build interesting and descriptive vocabulary.</p>	<p><u>Resources</u></p> <p>Natural materials Camera /iPad/Phone Small bags</p>
<p><u>Activity</u></p> <ol style="list-style-type: none"> 1. Ask pupils to stand in a circle add a few natural objects to the centre of the circle, for instance a pinecone, stick and a stone. Explain that we are going to use the natural environment to help us build our own stories. Give a short example using the items in front of them, ask for volunteers to see if anyone can make a story of their own using these resources. 2. Explain the task; we are going for a walk to collect ideas to help create your own story. Let them know they can gather materials, but not if they are living e.g. wild flowers etc. Split the class into twos so all pupils have a buddy and start the walk, give them time to explore their surroundings as this should help their imaginations. Each pupil should be given a bag to help them gather resources. 3. Bring everyone back to the circle. What resources have pupils collected; ask what characters are going to be in some of the stories, what is the setting going to be, what will the plot be? Where did these ideas come from, was it something specific, or did 	<p><u>Assessment</u></p> <p>Pupils should be able to describe the setting and some character ideas by the end of the session. They should have some new or interesting vocabulary they have gained along the way through discussions with their buddy, class teacher and support staff if needed. The new environment should help them come up with appropriate vocabulary that they may struggle to find in the classroom. This can be assessed through talks along the way and through whole class discussions at the end of the walk.</p>

it come from the whole experience? Take photos of resources collected as visual cues for when the actual writing takes place.

4. Lastly ask for some description of their stories, how are we going to be able to describe the setting and characters to the reader; use the walk as an example.

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