

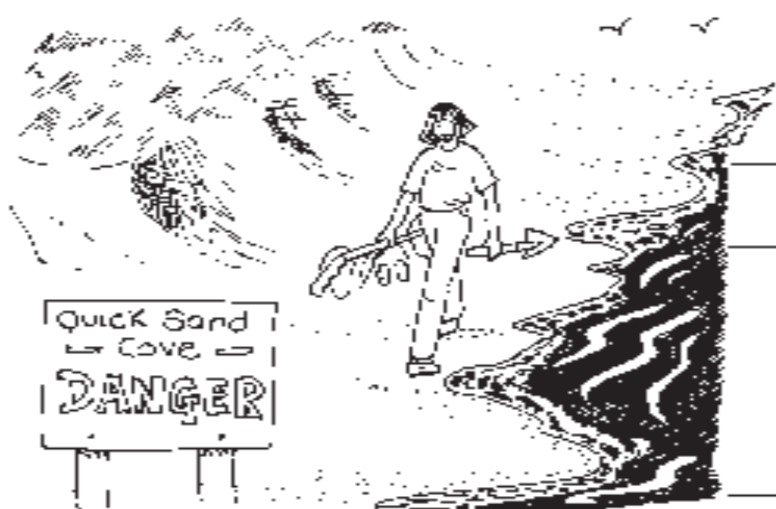
Questions for Discussion:

Pupils should be encouraged to look at the title and pictures on the next page and asked to guess what is happening. Afterwards, teachers could ask the following questions in order to stimulate discussion and to develop a wide variety of imaginative storylines before the pupils begin to write.

The Metal Detector.

1. Who was the woman?
2. When did she get the metal detector?
3. Was she experienced in using it?
4. Why was she alone?
5. What was dangerous about the cove?
6. Did the woman live near the cove or far away?
7. How did she get to the cove?
8. What did she hope to find and why?
9. What did she find?
10. What was in the trunk?
11. Had it been there for a long time?
12. When she opened the trunk what happened?
13. Was she excited, surprised or shocked?
14. Did she try to take away the contents of the trunk?
15. Was the woman in danger? If so, why?
16. Who might be interested in her find?
17. Did she become rich and famous?
18. Did her find make her keen to use her metal detector again?
19. Did she return to the cove?
20. If so, what happened when she did?

The Metal Detector.



dangerous

pleased

walking

found

excited

beach

surprised

returned

Name: _____

Date: _____

Notes for Story Outline

Title: _____

1. Who is the story about? _____

2. Tell us something about him, her or them? _____

3. What did he, she or they do at the start of the story? _____

4. What happened next? _____

5. What happened as a result of this? _____

6. How does the story end? _____

Picture Qs

Book 6.

Illustrated by Sue Prince.
Notes for Teachers

This book aims to encourage pupils to write well-structured stories and is suitable for pupils working at levels 2 & 3 of the National Curriculum in writing. The following pages are provided for each story:

- a.) Questions for Discussion - a page of story-related questions for class discussion.
- b.) Notes for Story Outline - a page for pupils to write notes for their stories.
- c.) Story Page - a page with sequential pictures, a title, a fixed area for writing and a short list of helpful words.

Each pupil should be given a story page and the Notes for Story Outline before following these three steps:

Step 1. Questions for Discussion.

These questions are primarily for teachers to ask their pupils although, where teachers think it appropriate, pupils might be given a copy of the page. The purpose of the questions is to promote discussion about the pictures and the title on the writing page; to stimulate thought about characters in the story, their motivation, feelings etc; to encourage pupils to consider a wide range of possible happenings

and a variety of endings before starting to write their stories. It must be stressed that these questions are not intended to have written answers. They are there to stimulate ideas - although pupils should not feel they need to use the answers to *all* the questions in their work.

Step 2. Notes for Story-lines.

A copy of this story outline page can be given to pupils to complete in brief note form before they start to write each story. This helps pupils think through the story-line and build a well-plotted story.

Step 3. Writing the Story

This illustrated page provides a stimulating and attractive page on which a brief story can be written. While some pupils might find this space insufficient for their writing, those wanting to write a longer story could use this page for the beginning and could finish their story on loose sheets of lined paper. Some help is given at the bottom of the page by providing several words which might be useful. Space is also left where teachers can add words requested by the pupils.