

## Lesson Plan: CREATIVE WRITING – ADVENTURES ON THE SEASHORE

Class: 3<sup>rd</sup> to 6<sup>th</sup> Class

Subject: English

Strand: Oral Language / Writing

Strand Unit: Receptiveness to language, Competence and confidence in using language,

Developing cognitive abilities through language. Emotional and imaginative development through language



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### Aim / Learning Objective:

By creating and using a list of marine related words in the story, students will demonstrate what they know about Ireland's marine life and seashore.

### Skills:

Students will have developed questioning and predicting skills as well as the following:

- Developing receptiveness to language, reading, listening and understanding.
- Writing, spelling, grammar, drafting, revising and editing.
- Developing imagination, confidence in using oral language and creative skills.
- Use of dictionaries and thesauruses to extend and develop vocabulary and spelling.

### Materials:

- Explorers Aquarium stocked with a selection of seashore animals. \*If the class doesn't have an aquarium in the classroom or all of the animals listed on the worksheet are not in the Aquarium Tank, use pictures and video footage of seashore species to discuss the types of animals found on the seashore.
- Explorers Seashore PowerPoint presentation
- Explorers Species Information Booklet
- Explorers Anecdotes about the Seashore
- Seashore species Identification keys (available from libraries and bookstores)
- Explorers Aquarium Writing Book – Worksheet
- Captain Cockle and the Rockpool Colouring Book (See [www.explorers.ie](http://www.explorers.ie))
- Creative Writing – Adventures on the Seashore Worksheet.
- Paper, Pens for Writing

### Preparation / Background:

#### Structure of a Short Story

Begin by reading a short story to demonstrate the structure of creative writing. There are four key parts to short story writing. At the end of each part of the story there is a point of inflection to develop continuity in the story:

- |               |                  |
|---------------|------------------|
| Part 1.       | Introduction     |
| Part 2.       | Complication     |
| Part 3 and 4. | Climax and Twist |



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### **Major Components of Stories**

1. Plot is the organization of events that will take place in the story.
2. Characters are the people or animals that will be in the story.
3. Setting is the physical time and place in which the story takes place.
4. Dialogue is the spoken words of the characters in the story.
5. Theme is the main idea or meaning behind a story.
6. Style is the writer's use of the language.

### **Subject of the Story**

The lessons about the creatures and landscape of the seashore can be used to provide inspiration for a story.

The following examples could be used to help students describe what they have seen.

- **The landscape of the beach**

- Rock formations on a beach look like the Grand Canyon or planet mars...
- Long stretches of sand look like the desert...

- **The Plants**

- Seaweed could be described as a dark forbidden forest...

- **The Animals**

- Sand hoppers are like a mass army.... thousands of them come out at night to feed on washed up seaweed...
- The Lugworm is the only sign of life on the sandy beach. It moves under the sand and hears every footstep...
- The Limpet is the 'one eyed monster' that moves very slowly grazing like a cow across the rocks
- Dog Whelk is like the Hannibal Lector of Snails – often found in large packs
- Sea Anemone is like a wheelie bin with poisonous tentacles
- A Common Starfish has tube feet and suckers that can crush shellfish to suck out its food

### **Activity:**

#### **Writing a “Super Story”**

1. Begin by reading a short story to demonstrate the structure of creative writing. Explain the four key parts to writing a short story. Review some of the seashore animals and its environment to generate creative thought within the class.
2. Explain the activity where the students are going to write a “super story” and split the class into teams accordingly. Remind the students that:
  - They need to think about the characters, relationships, and setting. They should try to show rather than tell and reveal the characters adventures through dialogue and action.



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- The group that is faced with “complications” (e.g. bringing in a character that upsets the balance of the others, introducing a dramatic turn of events, confronting the main character with a problem and seeing how they sort it out, altering the main character in some way) should be developed without worrying too much about where the story is going.
  - The students who are finishing off the story should bear in mind the idea of building to a climax and end.
3. Provide the class with the first paragraph at the beginning of the story establishing the characters and setting.
    - Each group should be given a paragraph at the beginning and at the end of their part (see worksheet sample). The paragraphs provide the students with prompts and information about the components of the story including plot, character/s, setting and direction of where their part is to end. These prompts also serve as the points of inflection that ties the full story together at the end.
    - Each group should write their part of the story without letting the other groups know what has happened. Their writing should include dialogue, theme and style.
    - When the parts are finished, the full story is to be collated and read out a load by a member from each group. The result is often fun and full of surprises with variations of the dialogue, theme, style and plot revealed.
  4. Develop pictures and illustrations to go with the story. Copy and bind the story for the students to take home to their family.
  5. Consider developing the story into a play and present it to the rest of the school. Students could also develop music, make props and costumes using recycled materials from the seashore, paper Mache etc for their performance.



# ADVENTURES OF

(XXX name of Captain)

## & FRIENDS

# IN A GIANT ROCK POOL

*Add pictures from the seashore or artwork completed by the students*



**Create the first paragraph establishing characters and setting: e.g.**

*It was a typical summer's day at the beach in **(XXX name of area)** in **(XXX Date)** where there was a bit of sun, a bit of rain and lots of wind. Not disheartened by the elements, Captain **(XXX name)** met with his new friends, **(names of characters i.e. students from class XXX)** at the beach to show them the new submarine **(XXX name of submarine)**, which was on show for the very first time.*

*The young adventurers were keen to explore the wonders of the new Submarine and were even more excited when they were asked to come on board....*

*They quickly made their way to the Control Room where there was lots of buttons, switches and leavers. **(XXX name of character)** was extremely eager and accidentally pressed the BLUE button..... Without warning, there was a bolt of lightning and a big BANG. The **(XXX name of submarine)** was...*

# ***Shrinking.....***



**Group One should complete the introduction / beginning of the story.**

*Suddenly the submarine stopped submerging just before they hit the bottom of the gigantic rock pool.....*

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**(XXX Name of Character)** quickly pressed another button and with a

**...Woosh!**

The engines fired up and speed away just managing to retrieve the Captain's leg that was fast disappearing into the starfish's stomach.



The engines fired up and speed away just managing to retrieve the Captain's *leg* that was fast disappearing into the starfish's stomach.....

[illegible]

[www.explorers.ie](http://www.explorers.ie)



After they had their fill of tea, coffee and biscuits *the team of adventurers was making their way to the mermaids cave* with Captain **(XXX Name)** and the crew.

This image shows a full page of white paper with horizontal dotted lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

THE END