

Activity 3: In the fantasy world

Objective

To use adventurous vocabulary to describe setting, mood and characters (Year 5 Strand 9 Writing target).

What's on the CD-ROM

The Lion, the Witch and the Wardrobe, and Jacob's Quest

- Example extracts.

In the fantasy world

- Create a word bank of descriptive and figurative words and phrases.

Media resources

- Use the 'Rock caves' photograph as a stimulus for writing.

What to do

The children describe a setting as experienced by the main character.

- Read Extracts 1 and 3 (on the CD-ROM or pages 10 and 12). Consider why description is such an important feature of this genre. (Many fantasy stories use imaginary settings and characters that the reader needs to visualise.)
- Ask the children to recall some of the different techniques used by authors to describe story settings. (For example, literal description of sights and sounds, figurative language, reporting a character's response to a setting.)
- Display the 'Rock caves' image from the 'Media resources' section of the CD-ROM. Ask the children to imagine that they have been transported from the classroom into this fantasy setting. Ask the children to describe the setting and, referring to all the senses, how it makes them feel. Encourage the use of adventurous vocabulary including precise adjectives, powerful verbs, adverbs and similes.
- Open the CD-ROM file 'In the fantasy world' and record ideas.
- In shared writing, model how to use the bank of words to describe a setting through the eyes of the main character (as in Extract 1).
- Then ask the children to complete photocopiable page 27 'In the fantasy world', using the same or another photograph.

Activity 4: Fantasy kingdom

Objective

To use varied vocabulary to create effects appropriate to the form and purpose of the writing (Year 6 Strand 9 Writing target).

What's on the CD-ROM

Fantasy kingdom

- Drag and drop symbols to create a map of a fantasy kingdom.

What to do

This activity creates a map of a fantasy setting.

- Show the children a fantasy novel which contains a map(s) of its world (such as *The Hobbit*) and elicit that the map gives visual reality to the imaginary world and helps the reader to track the journey. Consider the appearance of the map. For example, does it look old-fashioned, contemporary or futuristic? Discuss how the effect is created.
- Display the CD-ROM file 'Fantasy kingdom' and establish what the symbols represent. Work together to drag and drop the symbols onto the map. Label the features and the kingdom itself with imaginative names invented by the children.
- Ask a volunteer to mark on the map a route that passes through each of the different places. Imagine a fantasy hero follows this route. Consider: *What might happen to the hero in each location? Who will he or she meet? What obstacles and challenges will he or she face?*
- Hand out copies of photocopiable page 28 'Fantasy kingdom' and ask the children to create a kingdom for their story. They should include at least five locations, including the villain's home and the hero's background.