

Year 3 NLS Unit: Myths, Legends, Fables and Parable with related themes

Resources	Story Shorts 2, TV and DVD player; writing equipment; individual whiteboards; interactive whiteboard
Context	Creating own fable with a moral inspired by the film, using a storyboard format
Prior knowledge	Children will have: <ul style="list-style-type: none"> • read fables with a similar theme and discussed the key features of the genre • talked about content and structure of short video sequences while teacher uses pause button to encourage and enable close observation of composition and framing (Ref: Becoming Cineliterate Stage 1 <i>Look Again</i> page 46)

Learning strands

Speaking

- sustain conversation, explaining or giving reasons for views or choices

Listening and responding

- identify the audio devices (such as music, sound effects and silence) used in the sound track of a short film to create effects

Understanding and interpreting texts

- infer characters feelings in text

Engaging with and responding to texts

- empathise with characters and debate moral dilemmas portrayed in texts

Creating and shaping texts

- use beginning, middle and end to write narratives in which events are sequenced logically and conflicts resolved

Sentence and word structure

- compose sentences using powerful adjectives to describe key characters
- show relationships of time through connectives
- spell unfamiliar words using known conventions and a range of strategies (continuous objective)

Success criteria

Remember to:

- try to see the fable happening in your head as you write
- bring your characters to life by making them different from one another, for example: good, bad, lazy or silly
- use connectives that tell your reader about time, for example: *once, later on...*

Learning outcomes

Children will:

- understand and apply the generic features of a fable, making links between the symbolic narrative form of the film with their own writing
- have an understanding of how the use of film techniques such as music, sound effects and colour can create a change of mood.

Introduction: Whole Class

- Recall generic features of fables already read in class.
- Watch the film. Discuss: What is the key message of the film? How does the film reflect the generic features of a fable in another form? What have we been told about the

monk's character? How do the colours and music add to our impression of him? What kind of person is he? Do you know other characters like this? Have there been times when you have really wanted something and worked really hard to get it? How could you turn this into a story?

- Model turning the class' ideas into a storyboard.

Development activities

- Use provided storyboard outline to develop the story in a written form.
- Extension: Add some film techniques under the storyboard.

Plenary

- On Interactive Whiteboard capture a still of the final scene from the film. Children write a caption to summarise the moral of the story.