

Week 9 - Myths

Lesson 1 - Grammar input - inverted commas

WALT write speech for a scene.

Lesson 2 - Nasty writing - Punctuation in dialogue

WALT write an opening to a myth

Lesson 3 - Nasty writing - consistent verb tenses

WALT write description in a myth

Lesson 4 - Nasty writing - relative clauses

WALT complete first draft of a myth

WALT write speech for a scene in a myth Lesson 1

Speech can also be used to tell us more about characters'

It can show us:

A characters' thoughts and feelings

A characters' interaction with others by how they respond to others or how little they speak

What a character wants

This can be done through the punctuation you use, how the character says it and what the character is saying.

WALT write speech for a scene in a myth

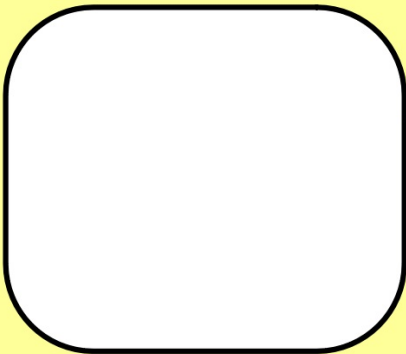
Read through these examples:

"Seven men and seven women," said the king.

"As slaves?"

"Not as slaves," said the king reluctantly. "To feed the Minotaur."

"How revolting! Never again!" Theseus vowed. "This year *I'll* go as one of the fourteen, and kill this Minotaur!"



"Echo!" said Hera sternly to her one day. "You've done it again!"

"What? Didn't do anything," said Echo pertly.

"Yes you did. You talked. You're always talking."

"I'm not!"

"You are. Don't tell me you're not."

"Not," said Echo, who always had to have the last word. "Not, not, not."

Discuss how the speech lets us know more about the characters.

WALT write speech for a scene in a myth

Read through this section of *Odysseus and the Cyclops*

The first cave they came to was huge and smelled of cheese. But nobody was in. A fire burned in one corner. The soldiers sat down and waited. Soon there was a clatter of hoofs on the cliff path, as the island shepherd drove his flock home from the fields to the caves. And what sheep entered the cave! They were as big as cows, with fleeces like snowdrifts.

You are going to write a short section of speech from this text.

WALT write speech for a scene in a myth Lesson 1



Metacognition

You are now going to write speech for one of the scenes in Odysseus and the Cyclops.

enchancing
courageous
fearless
resentful
mischievous
defenceless
betrayed
quest
mystical
legendary

Try to include:

- the correct punctuation
- more information about the characters through speech

Teacher to model for the scene in the story

Using Higher Level Vocabulary: Fiction Writing

To Replace Said

babbled	barked	complained	mumbled
chorused	belloved	groaned	murmured
chuckled	cried	moaned	muttered
gaped	roared	sighed	squeaked
pointed	screeched	snivelled	wheezed
stammered	shouted	wailed	whimpered
chatted	yelled	whined	whispered

answered
asked
enquired
questioned
replied
responded

argued
asserted
declared
insisted
retorted
snapped
exclaimed

added
commented
continued
elaborated
explained
remarked
suggested

ink

WALT write speech for a scene in a myth Lesson 1

Plenary

Share the speech with your partner

Have they included the correct punctuation?

Is it clear?

Do we learn more about the characters?

WALT write an opening to a myth

Lesson 2

What makes a good opening to a myth?

There used to be a great many kings in the world, because every city and island called itself a kingdom. But one king and one island struck fear into all the rest. King Minos of Crete so terrified his neighbours that they paid him tributes every year to be left in peace. It was King Minos who built a palace with a cellar like a maze. It was King Minos who kept a monster called the Minotaur in this famous Labyrinth and fed it on human flesh.

All the goddesses liked to run through the silent woods on Mount Olympus, playing and chasing the deer. There was Queen Hera, soundless as the sun's rays; there was Diana, quiet as moonlight; there were the wood nymphs flitting like thistledown . . . and then there was Echo.

There was once a young man called Perseus whose mother was very beautiful. His father had died when he was a baby, so Perseus and his mother were all alone in the world.

The war was over at last. At last, after ten long years, the soldiers who had fought in it could sail home. Among them was Odysseus, King of Ithaca. He and his men rowed out to sea on their ship the *Odyssey*, leaving the battlefields far behind them.

What narrative language is used?

What is the difference in the story teller's voice?

WALT write an opening to a myth

Lesson 2

Class discussion

What makes a good opening to a myth?

What features
did you notice?

What narrative language is used?

Teacher notes -make flipchart poster

Greek Myth		SA
	Past tense	
	Conventional myth setting and characters	
	Expanded noun phrases	
	Prepositional phrases	
	Fronted adverbials with comma	
	Power of three	
	Narrative language e.g. On a cold, winter's day	
	Relative clauses to add description	
	Action or character shown through dialogue	
	Show don't tell	

WALT write an opening to a myth

Let's have a think about the story teller's voice.

How is the myth told?

How do we know the myths?

How are they passed down?

A large, empty, rounded rectangular box with a black border, intended for writing a response to the questions above.

WALT write an opening to a myth

Myth vocabulary

enchanted
courageous
fearless
resentful
mischievous
defenceless
betrayed
quest
mystical
legendary

Class discussion on key vocabulary

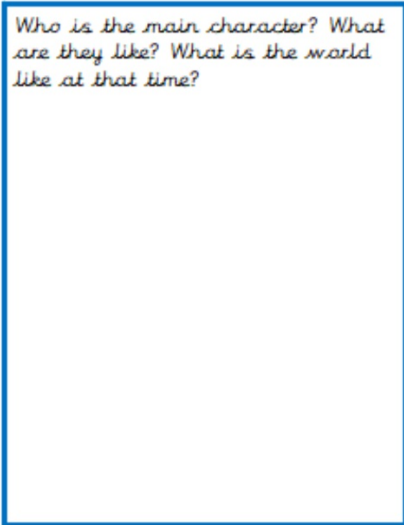
Lesson 2

WALT write an opening to a myth

We are going to write the opening to our myth today.

Beginning

Who is the main character? What are they like? What is the world like at that time?



You are going to be using this box of your plan



WALT write an opening to a myth

Lesson 2



Metacognition

Model / my turn, your turn

Class teacher to
add plan from
previous week.

enchanting
courageous
fearless
resentful
mischievous
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Greek Myth		SA
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Show don't tell		

WALT write an opening to a myth

Lesson 2

Task - You need to write the opening to your myth.

You need to include description to describe the character, setting and time that your myth is set in.

You need to stop writing when your hero encounters the beast

Don't forget target cards!

Goal High

1st

Conventional myth setting and characters

Expanded noun phrases

Fronted adverbials with comma

Power of three

Narrative language e.g. On a cold, winter's day

Relative clauses to add description

Action or character shown through dialogue

Show don't tell

Relative Clauses

which where whose

which when which whose

Expanded Noun Phrase

lots of yummy, cold ice cream

Determiner Adjective Noun

Inverted Commas

Example: "The quest was dangerous and the hero was brave."

Example: "The quest was dangerous and the hero was brave."

Prepositional Phrase

Example: "The quest was dangerous and the hero was brave."

Example: "The quest was dangerous and the hero was brave."

Past Tense

Example: "The quest was dangerous and the hero was brave."

Example: "The quest was dangerous and the hero was brave."

Quest Myth Word mat - Island Features

Becky Glee

- Crucial is infected
- Cliffy
- Crunchy
- Swirling water
- Whirlpools

Becky Glee

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Plenary

Peer mark your partners work.

Have they included:

enchanted
courageous
fearless
resentful
mischievous
defenceless
betrayed
quest
mystical
legendary

Greek Myth			SA
		Past tense	
		Conventional myth setting and characters	
		Expanded noun phrases	
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		Relative clauses to add description	
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		Show don't tell	

WALT write description in a myth

Lesson 3

At last Jason found the prize he had come for. The Golden Fleece rested over the branch of a tree—as thick and heavy as a carpet, glistening with golden curls, soft, soft, soft. And round the tree coiled the dragon set to guard it. The monster had no eyelids, it had no name and it had no pity. It looked at Jason with eyes scorched red by sunshine and moonlight. Then it pounced on him with gaping jaws.

How is the dragon described?

What features are used to make the description exciting?

WALT *write description in a myth*

Lesson 3

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Metacognition

WALT write description in a myth

Lesson 3

What different actions are taking place in the battle against the beast until it is overcome?



1.10-3.00

Actions

Teacher notes -make flipchart poster

WALT write description in a myth

Today, we are going to write:

- the description of the beast
- climax (fight scene)
- resolution (killing of the beast)

You are going to be using these boxes of your plan

Build up	WALT plan a myth	Resolution
How does the problem begin and why? What needs to be created in the world?	Problem What effect does this have on main character and on others? What happens between the characters?	Problem is solved What is the outcome of the confrontation? What comes to be in the world (Hurricane, flood?)

WALT write description in a myth

Model / my turn, your turn



Metacognition

Lesson 3

Teacher to model one sentence (one with dialogue to move the action on) from each section as an example:

The description of the beast:

enchancing
courageous
fearless
resentful
mischievous
defenceless
betrayed
quest
mystical
legendary

Climax (fight scene):

Resolution (killing of the beast):

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WALT write description in a myth

Lesson 3

Plenary

Share your favourite sentence from each section with your partner.

Why is it your favourite sentences?

What part of the success criteria does it include?

Greek Myth			SA
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WALT complete first draft of myth

Lesson 4

Today we are going to ending our myth.

Look at these examples, what features do you notice?

And ever afterwards the sea was called the Aegean Sea, after the father of that ungrateful hero, Theseus.

But, of course, the king did not reply. He had looked at the face of Medusa and was turned instantly to stone!

Poor Arachne. How she wished she hadn't been so rude to the great goddess Athena.

Her father sent his ships after them, but clever Medea used her magic powers to whip up a fog and hide the Argo. At last, the powerful princess was free.

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WALT use descriptive language

Lesson 4

What makes a good ending to a myth?

Finishes the whole myth

Do they return home?



Myth ending

Short sentence

Is there a moral or
what have they learnt?

Teacher notes -make flipchart poster

WALT use descriptive language

Lesson 4

You need to now write your ending to your myth.

Ending
Say how everyone feels and or look why things are as they are today

You are going to be using these boxes
of your plan



WALT complete first draft of myth
Model / my turn, your turn



Metacognition

Lesson 4

Model the last couple of sentences of the myth.

Class teacher to
add plan from
previous week.

enchancing
courageous
fearless
resentful
mischievous
defenceless
betrayed
quest
mystical
legendary

Greek Myth		SA
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WALT use descriptive language

Lesson 4

Plenary

Read through your whole
myth

Does it all link?

Does it make sense?

What can we do to make it more cohesive?



