TALL STORIES
YEAR 8 ENGLISH
UNIT 4
SAMPLE LESSONS (ESL FOCUS)

TOPIC OF LESSONS: ANALYSING AND WRITING A TALL STORY PICTURE BOOK

Time Allowance: Approximately 3 lessons

Focus:
The focus of this topic is to develop students’ analysing skills of a narrative, in this case a tall story and hence help in the development of skills that will allow them to write a tall story picture book. For students of a NESB it is hard for them to locate critical information in a text therefore it is important to provide structures that allow them to do this.

Outcomes:
- RS3 - Engage in a wide range of reading activities from a range of sources
- WSI - Engage in the full writing process and at times select aspects and combinations of the process useful to their purposes and chosen forms.
- WS6 - write experimentally and imaginatively.
- WSS - write to amuse and entertain familiar audiences

Resources:
1. “Escape” by Mathew Roden

Structured Overview of Lessons
1. Students to look at the picture book provided and write a story that fits the picture book.
2. Students fill in sheets on structure of text
3. Issue and read the whole story to the students. Students to check if their predictions were right.
4. Vocabulary task
5. Interpretation Task
6. The 5W's and how model
7. Getting to know the structure of a narrative.
8. Identifying the main structure of “Escape”
9. Consolidation Task

Activity 1 – Independent Creative Writing
1. Issue students with a copy of the story Escape without the narrative included. Therefore students should just be getting a copy of the pictures.
2. Get students to look at the pictures and ask them to create a short story that they believe could follow the pictures.

Activity 2 – Graphic Outline
1. Students to fill in the sheet title “Structure of the Text” (see attached)

Activity 3 – Correct Interpretation
1. Now read the story to the students and issue them with full text.
2. Get the students to identify whether or not their predictions were right. Compare with other students in the class.
Activity 4 – Vocabulary: Words in Context
Students to write out definitions for the following words using either the story to establish the meaning or a dictionary. Students to compare meanings with each other.

When completed, provide students with correct meaning.

1. Escape 1. Ferocious
2. Trapped 2. Ravaged
3. Fondue 3. Tormented
4. Dazed 4. Crocodile
5. Natives 5. Pleasant
6. Swatting 6. Insects
7. Cannon 7. Offended
8. Dislodging 8. Vines
10. Scare 10. Poultice

Activity 5 - Interpretation
Issue below to students.
After reading and analysing the text, tick which statements you believe are true. Be prepared to explain why.

1. The survivor could leave the island easily.
2. He was wide awake when he reached the island.
3. He tried to make a raft out of native's huts.
4. He was chased by the natives whilst swatting giant mosquitoes.
5. The Handi-Dandi book told him how to escape from a suspicious looking swimming log using swamp grass.
6. The survivor tried to scare the natives with a voodoo mask.
7. He made a tripwire from bamboo.
8. He tried to assemble a hang-glider.
9. He drowned in quicksand.
10. He tried to bribe a gorilla or two into holding back his hunters.
11. The survivor believed the Hand-Dandi survival guide was very helpful.
Activity 6 – Structure of a Narrative

Provide students with the above graph. Explain and provide students with definitions for:

a) Introduction
b) Complications
c) Climax
d) Resolution
e) Conclusion

Activity 7 – Extracting Information

Issue sheet titled “Escape from the desert island”. Students to identify whether or not the events listed are the introduction, complications, climax, resolution or conclusion.
## ESCAPE FROM A DESERT ISLAND

| Survivor finds advice in Handi-Dandi’s survival kit on how to treat a python bite. |
| Survivor gets bitten by a python. |
| Survivor finds himself trapped on a desert island with only his Handi-Dandi survival kit and gook. |
| Survivor finds out that in the Handi-Dandi survival book there is nothing on |
| - How to escape from enraged natives. |
| - How to escape from giant killer pandas |
| - How to escape from suspicious-looking swimming logs |
| - How to escape from a ferocious witch doctor |
| - How to escape from raging panthers that don't like their tails being pulled |
| - How to escape from quicksand |
| - How to escape from ravenous gigantic man-eating venus fly traps |
| - How to escape from deeply offended gorillas |
| Survivor writes to the editor of Handi-Dandi survival kit to tell them that is not a useful tool when deserted on an island and offers his services to write the next one. |

### Activity 8 – Consolidation
Now is the time for the students to plan a tall story of their own. Students to fill in the following table for their own story.
<table>
<thead>
<tr>
<th>Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
</tr>
<tr>
<td>Complications</td>
</tr>
<tr>
<td>Climax</td>
</tr>
<tr>
<td>Resolution</td>
</tr>
<tr>
<td>Conclusion</td>
</tr>
</tbody>
</table>
STRUCTURE OF THE TEXT

I Expect the Main Ideas of Pages 1-6 to be:

1. 
2. 
3. 

I Expect the Main Ideas of Pages 7-12 to be:

1. 
2. 
3. 
I Expect the Main Ideas of Pages 13-18 to be:

1. 
2. 
3. 

I Expect the Main Ideas of Pages 19-24 to be:

1. 
2. 
3. 

I Expect the Main Ideas of Pages 25-29 to be:

1. 
2. 
3.