

This week you are going to write your own story, based on some of the events of Alice in Wonderland.

ALICE'S ADVENTURE



Story plan

Paragraph 1: Story opening (Monday)

- Alice falling - Using your paragraph written last week

Paragraph 2: Setting description (Monday)

- A description of the place Alice finds herself

Paragraph 3: The Tea Party -Setting description 2 with dialogue (Tuesday)

- After following the path, Alice joins the tea party and chats with the Hatter, Dormouse and March Hare.

Paragraph 4: Story dilemma (Wednesday)

- Alice hears her sister's voice calling her, crying, as she searches desperately for her. Alice doesn't know how to get back to her.

Paragraph 4: Resolution (Thursday)

- A character at the party offers her a potion? A cake? (you choose) to get back to her world

Paragraph 1: Story opening

Your story will begin with Alice falling down the rabbit hole (you have already written this last week). This will create *intrigue* for your reader (make them want to read on).

They will be wondering: Where is she? What will become of her? How will she get home?

Activity 1: Check through your descriptive paragraph and edit it to ensure it includes the following:

- A description of what she can see (to inform your reader that she is in a strange, unusual place)
- How she feels
- A question or statement to end your paragraph, such as 'Alice wondered if she would ever stop falling'.

Monday

Paragraph 2:

Setting description

Your story needs to move on by describing where Alice has found herself.

Activity 2: Using the setting description word mat, select words that will help you to describe at least 4 things in the picture.

Create a word bank: The forest, the mushrooms, the flowers and *then* the path; leading into the forest.

The forest	The mushrooms	The flowers	The path



Setting Description Senses Word Mat

Sights

ancient
angular
bright
bustling
cluttered
crowded
dazzling
disappointing
dusty
empty
enormous
fashionable
glistening
gloomy
grim
hectic
impressive
luxurious
miniscule
misshapen
rounded
spotless
unkempt
wonderful

Sounds

banging
buzzing
discordant
gurgling
grating
howling
loud
low-level
melodic
muttering
noisy
quiet
raucous
ringing
rustling
scratching
screeching
scuffling
silent
tapping
thumping
tuneful
wailing
whispering

Smells

clean	homely
clinical	mouth-watering
damp	perfumed
delicious	pleasant
disgusting	pungent
dusty	refreshing
earthy	sickening
exotic	smoky
familiar	tangy
floral	tempting
fresh	unfamiliar
fruity	unusual

Sensations

bumpy
cool
damp
forceful
freezing
gentle
hard
itchy
jagged
loose
pleasant
rough
slippery
smooth
soaking
soft
sticky
stifling
sweltering
tickly
tight
uncomfortable
unpleasant
wobbly

Feelings

amazed
anxious
ashamed
calm
confident
curious
disappointed
eager
excited
exhilarated
furious
impressed
lazy
lonely
miserable
nauseated
nervous
overawed
overjoyed
proud
reluctant
serene
terrified
underwhelmed



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Sentence openers: Where

In the middle of the....

Above...

Beside...

Next to....

In between...

Under the....

Monday Paragraph 2: Setting description

Using your word bank, write a descriptive paragraph that includes your adjectives and verbs (what your objects are doing), as well as positional words for sentence openers.

Challenge- Can you include a simile?

End your paragraph with a sentence telling your reader that she decided to follow the path.



Tuesday
Paragraph 3
Setting 2: The tea party and dialogue

<p>To add information</p>	<p>Comparisons</p>	<p>Tuesday Paragraph 3: Setting description 2 and dialogue</p>
<p>Along with... Again... As well as....</p>	<p>Despite... Unlike.... Even though... Rather than.... Although...</p>	<p>Using the same word mat as for your first setting description, begin this paragraph with at least 3 sentences to describe the new setting: the table (shape, size, what's on it, the chairs around it), the characters sitting at the table.</p> <p>This should lead into your dialogue (conversation) from last week's speech paragraph.</p> <p>**You decide whether your speech paragraph will work for the story, or whether you need to edit it**</p> <p>As the author, you want to express how unusual the characters and the situation are and create a magical atmosphere. Alice is enjoying herself.</p>

Wednesday
Paragraph 4:
The problem/dilemma



Alice hears her sister's voice calling her, crying, as she searches desperately for her. Alice doesn't know how to get back to her. She suddenly feels afraid of this strange place she has found herself in and feels homesick.

Describe: (without dialogue)

How does she feel? Remember '**Show don't tell**'

Sentence starters- Her heart... Her eyes...(describe the tears filling her eyes) Her body... Rhetorical question/thought to herself... 'How will I...?' 'Will I ever...?' (See examples on next page)

Show don't tell

Tell	Show
She felt home sick. She began to cry.	Suddenly, her heart longed for... Her eyes began to fill with tears...

- Who suggests a solution?
- What must she do? Describe the cake/bottle
- How does she feel about eating/drinking it?
- What does it taste like? How does it make her feel?

- What does she see when she wakes up?

Can you include a fronted adverbial for HOW she ate/drank it? Cautiously, _____
Nervously, _____

THURSDAY
PARAGRAPH 5:
THE RESOLUTION

Friday

Big write day!!

So you've done all the hard work to create your story! Now, the time has come to write it up.

Find yourself a quiet area and use a fresh page to begin your story.

(Either use your green book and add your own illustrations/page designs, or print the one provided)

- Put your **story title** (your choice) at the top of the page
- **BEST handwriting! In pen!** (if you make a mistake, just put one neat line through it)
- Use the **checklist** on the next page to make sure your story is as good as it can be!!

Editing- Checking- Editing

How many
house points
can you earn?

Before you write up each paragraph, read, check and edit it for:

- **CAPITAL** letters (new sentences *and* NAMES)
- **Full stops!** YES, you DO need to check that you have these too! What about ? or !
- **SPEECH MARKS** and punctuation. “Have you done it right?” asked Mrs Mitchell.
- **SPELLINGS** – remember, if you’re unsure if a spelling is correct, put a wiggly line under it and CHECK IT using a dictionary/ Google dictionary.
- **SIMILES**- Have you managed to include these in your descriptive sentences?
- **FRONTED ADVERBIALS**- Have you included these to explain HOW, WHERE or WHEN something happened? Have you used a comma to separate it as a clause?