

Writing Week 2

The Egg

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Task 1 - Opening

George knew something wasn't right, when he found more than he had bargained for under his mother's favourite chicken.

He moved the egg to the warmth of his bedroom. For three days and three nights he read the egg stories.

On the third night, the egg started to rumble. Something was hatching, and it definitely wasn't a chicken...

Task 2 - Build-up

When the dragon saw George, it gave a chirrup of delight. George didn't speak Dragon, but he knew exactly what the dragon had said...

"Mummy."

George had never been a mother before, but he knew that it was his motherly duty to teach the dragon dragony ways.

The first lesson he taught was *The Fine Art of Flying*.

The second lesson was *Fire and How to Breathe It*.

The third lesson was *How to Distress a Damsel*.

And the final lesson was *How to Duff a Knight*.

Task 3 - Problem

Every evening, as all good mothers should, George read the dragon a bedtime story.

One night, as he read from a book of dragon tales, the dragon looked longingly at the pictures. A sizzling tear rolled down his scaly cheek.

The dragon was lonely. He was missing his own kind.

The next morning, the dragon had gone. George was very sad. He thought he would never see his dragon again.

Task 4 - Resolution

But seven nights later, he was woken by the beating of wings. Excitedly, he pulled back the curtains. There, perched in the tree, was the dragon. George opened the window and clambered onto his back.

They soared into the night, chasing the moon around the world, over oceans and mountains and cities.

Faster and faster they went, until they came to a place that was neither North nor South, East nor West.

They swooped down through the clouds, into a cave that gaped like a dragon's jaws. This was the place where dragons lived.

The dragon gave a roar of delight. He was home at last.

Task 5 - Ending

Finally, it was time for George to leave.

Up, up they flew, chasing sleep through the night, until they could see his home below.

George hugged his dragon tight, and the dragon gave a roar. George didn't speak Dragon, but he knew exactly what the dragon had said...

"Thank you."

Below are some suggested actions to support the story telling process. The idea is that the children use an action when saying a key word from the story. They do not need an action for every word – we'd recommend 3 or 4 actions per sentence.

Suggested Actions for Story Telling

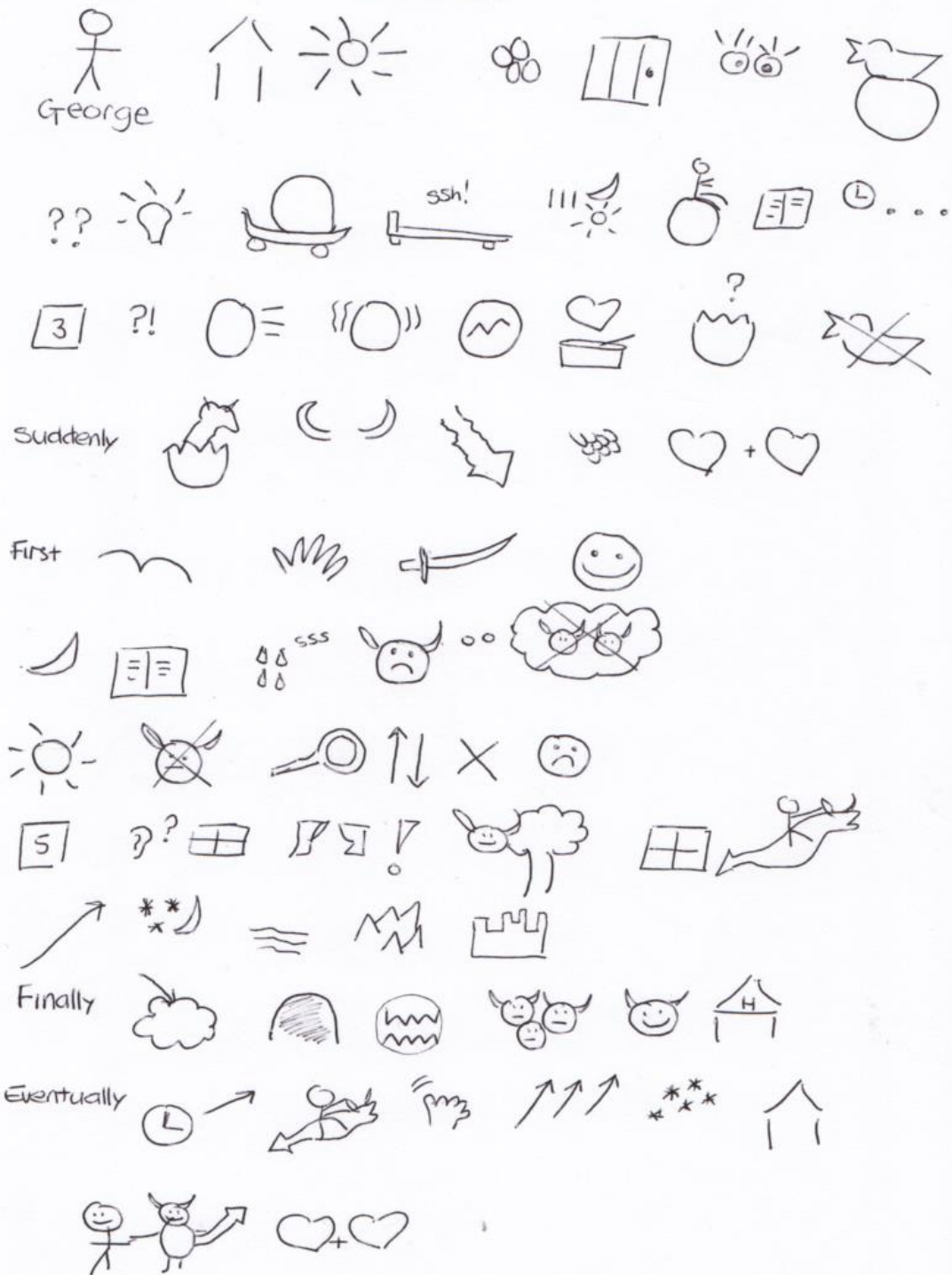
These are suggestions only. It is recommended that all staff are involved in agreeing the actions to ensure consistency throughout the school

- Once upon a time - open hands like a book
- Early one morning - hands to side of head and pretend to wake up
- First - one finger pointed up
- Next - two fingers pointed to one side
- But - fingers down
- Because - hands out open palmed
- At that moment/Suddenly - Hands opened expressively as if in surprise
- Unfortunately - hands open to side with shrug

- Luckily - fists closed then opened like stars
- After that - roll hands over in turning gesture
- So - roll hands forwards slightly and open as if giving
- Finally - palm facing audience like a policeman stopping traffic
- In the end - bring hands together as if closing book
- Eventually - hands on hips
- Then - hand flat and forward (palm down)
- However - finger on cheek/thumb on chin
- Meanwhile - double point to 'somewhere else'

**Below is an example of a completed story map of The Egg.
Please use this to support. It is ok for the children to see this as
we would usual model our own story map in class.**

The Egg



Below is a selection of websites that should support the Talk For Writing process.

<https://www.youtube.com/watch?v=XMhluX50SuI>

Pie Corbett explains the process

<https://www.youtube.com/watch?v=JdvjZD-cplg>

<https://www.youtube.com/watch?v=av1ZyVH2Qpw>

Pie Corbett models retelling a story using story actions