

The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic visual effect.

Lesson 2 - The Lost Thing - Write up of the story- problem

We are going to be writing a paragraph a day.
Plan for the week to write our story:

Tuesday	Writing the build-up
Wednesday	Writing the problem
Thursday	Writing the resolution
Friday	Writing the ending

This week we are going to be writing our own version of The Lost Thing using our own creature.
This is the grammar we are going to focus on:

Fronted
adverbials

Subordinating
conjunctions

Adverbials
of how

Powerful
adjectives

Example of a problem section

When I realised no-one was coming to get the Lost Thing, I decided to take it to Hannah's house. She's so good at investigating so I thought she might be able to help me out. After lots of careful experiments and reading of books, Hannah still had no idea what it was. I had nothing else to do other than to take it home. Once I had opened the door, mum pointed straight back out and screamed 'OUT!'. She was furious that it was going to break all her precious furniture. Then dad gave it a sniff and frowned. He was angry that it was making him smell. Once mum and dad had gone back into the kitchen, I snook the Lost Thing upstairs and stuffed him in my tiny wardrobe and make a comfortable bed out of clothes. I told him not to make a noise. As I lazily relaxed on my bed, I flicked open my ipad and a strange advert popped up. It was for a place called The Department of Odds and Ends. It blared from my ipad asking me to take any lost creatures or things that don't belong there. It got me thinking.

Write a couple of sentences for each point.
Think about the grammar you could use.

Problem needs to include:

- ❑ Where did you take the thing first? A friends house (start with a subordinating conjunction)
- ❑ What did your friend do try and work out what it is?
- ❑ Your friend couldn't work it out so you took it home
- ❑ How did mum feel about it? What did she say? (emotions & adjectives)
- ❑ How did dad feel about it? What did he say? (emotions & adjectives)
- ❑ Where did you keep it? (adjectives, fronted adverbials) In the garage, under the bed,
- ❑ Where did you see the advert of The Department of Odds and Ends? What was it asking for? E.g. Newspaper, TV, book, ipad

Examples of this grammar from last week:

Fronted adverbials	Powerful adjectives		Adverbials of how	Subordinating clause (conjunctions in bold)
Beside the grey, cracked pavement, Underneath the vibrant, colourful sky, Amongst the bustling, mundane crowds, On top of his uncontrollable, steel tentacles, Beneath it's peculiar-shaped eyes, Emerging from his rusty, rounded head, Below the immense, concrete buildings, Through the beige, dusty sand,	Bizarre Enormous Elegant Feeble Ghastly Slippery Damaged Muscular Menacing Revolting Pleasant Unkempt Dismal Radiant peaceful	Affectionate Bold Crooked Immense Microscopic Lively Unappealing Scrawny Gleaming Drab prickly	Quickly Slowly Carefully Tirelessly Enthusiastically Gracefully Happily Effortlessly Rarely Gently Loudly	Once Hannah had experimented on it, Before the Lost Thing left my house, When no-one came to collect it, While my parents relaxed infront of the TV, If I didn't keep it safe, After my parents had gone to bed,