

Get writing

SECTION

6

Cow for sale

Objective: To draw on knowledge and experience of texts in deciding and planning what and how to write.

What you need: Copies of *Jack and the Beanstalk*, photocopiable page 28, drawing equipment.

Cross-curricular link: Science.

What to do

- Look together at the book, paying particular attention to the drawing of Daisy the cow. Explain that Jack is feeling so lazy today that he can't take Daisy to market. Ask the children to think of all the different ways Jack could let people know that he has a cow for sale. (Newspaper adverts, internet, shop window cards, leaflets or flyers, TV advert, and so on.)
- Explain that Jack would like the children's help in creating some posters that they could put up around the village advertising that Daisy is for

sale. Write the following headings on the board or a large piece of paper: Name of cow; Reason for sale; Why people should want the cow; What you would be willing to swap for the cow. Ask the children to think and talk together about these headings and share their ideas.

- Give photocopiable page 28 to each child and ask them to write and illustrate their posters. Ensure that the children write something to cover each heading.

Differentiation

For older/more confident learners: Challenge children to write additional adverts in different formats, looking first at examples of different written advertisements from newspapers and the internet.

For younger/less confident learners: Provide children with a bank of words from their ideas.

Magic beans instructions

Objective: To convey information and ideas in simple non-narrative forms.

What you need: Copies of *Jack and the Beanstalk*, surgical gloves, soil, a selection of beans and pictures of what they look like when grown, such as runner beans, baked beans, broad beans, aduki beans, jumping beans, jelly beans and some beans painted a strange colour.

Cross-curricular link: Science.

What to do

- Look back through the book together and ask the children if they can remember what the funny little man said about the beans. (He mentioned that he had lost their instructions.)
- Begin by asking the children to think of as many sorts of beans as they can. Show them some beans and ask if they can identify them and match them to the pictures. Ask: *Which beans will grow and which might not?*

- Explore with the children when beans might not grow. Ask: *What do beans need to grow?* (Soil, light, water.)
- Hang some surgical gloves near a window using strong pins or staples. Help the children to fill a finger each with soil and plant one of the beans in it.
- Now ask the children to write instructions for planting the beans. They should include: the date it was planted; the type of bean used; how to plant it; conditions for growth; information about what it will grow into.

Differentiation

For older/more confident learners: Challenge children to write a diary recording their bean's growth.

For younger/less confident learners: Provide a bank of useful words from the children's ideas.

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