

Sabrina Summers and her friends have lots of adventures in **The Uncomfortable Glass Slippers**—some good, some not so good. Read this passage from the book and see if you can be inspired to write a story with adventures that might be fun, scary or funny.

“I followed the direction her finger was pointing. My eyes went round and so did my mouth.

“No way,” I whispered. Then I said, “So cuuuuuute.” I dropped to a crouch and held my hand out toward Rory, gesturing with my fingers for him to come over to me. He ambled across, lay on his back with his legs in the air, and rolled from side to side as I tickled his furry little tummy. He gave little yelps of happiness, and when I tried to pull my hand away he grabbed at my arm with all four of his legs.

That’s right. I counted them. He had four legs, no arms, and was covered in ginger fur. He was a bear. He was a baby bear. In fact, after I thought about it, I realized that he was *THE* Baby Bear from Goldilocks and the Three Bears. He was seriously cute and cuddly. Well, until he opened his mouth that is.”

**Wow, Rory becomes Baby Bear in the second of Sabrina Summers’ Strange Sagas, can you imagine what that must be like, to be a talking bear? Try one of these short story ideas to stretch your imagination:**

- ✎ Write a short story where you wake up one morning to find that you have become a bear. What do your parents, friends and teachers say? What do you like about it and what doesn’t work out so well?
- ✎ The magic glass slippers really hurt when Sabrina wears them. Write a story about a fantastic magic object but give it a twist—what goes wrong when you try to use it?
- ✎ Latrina Earwax turns out to be a were-dragon; that’s someone who turns into a dragon at the full moon, just like a were-wolf turns into a wolf at the full moon. If you could be a were-something, what would you pick?

✎ Aidan is a really good friend to Sabrina and the others. They know what it’s like in his world, but imagine what might happen if they took him back to Melas, to their world. What things would he see and eat and try? How weird would it be for him?

# TEACHER NOTES

The work in this assignment can be used to support:

## USA

### Common Core Standard **CCSS.ELA-LITERACY.W.5.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

#### CCSS.ELA-LITERACY.W.5.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

#### CCSS.ELA-LITERACY.W.5.3.B

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

#### CCSS.ELA-LITERACY.W.5.3.C

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

#### CCSS.ELA-LITERACY.W.5.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

#### CCSS.ELA-LITERACY.W.5.3.E

Provide a conclusion that follows from the narrated experiences or events.



## UK

### English Upper key stage 2 – years 5 and 6

Statutory requirements Pupils should be taught to:

- ✓ plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ; noting and developing initial ideas, drawing on reading and research where necessary; in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- ✓ draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action; précising longer passages ;using a wide range of devices to build cohesion within and across paragraphs ; using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining.
- ✓ evaluate and edit by: assessing the effectiveness of their own and others' writing; proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- ✓ proof-read for spelling and punctuation errors

