

Oh boy, the smell! It was the worst smell of sweaty feet I have ever smelt. It crept up my nose and when I tried to breathe through my mouth, I could actually taste it. ...

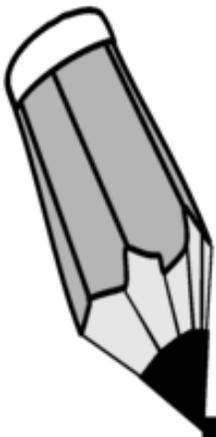
"I believe you are Mrs. Earwax? It's quite warm in here, isn't it?" I said, looking at the windows hopefully. "Perhaps some fresh air?" ...

"Oh no, Your Highness," she said. "This shoe museum is climate controlled to protect the exhibits." I was surprised that the exhibits hadn't just run away by themselves ... I had never been to a shoe museum before and I hope I never go to one again. The little room had a wooden spiral staircase which I guessed led up to her bedroom, but every other space was filled with shelves of shoes. Each shoe was boring. They were all tatty and worn out, and either brown or black in color. They were terrible shoes.

Yuk! Sabrina has to visit a very stinky shoe-museum. She describes the smell, how bad the shoes are and how boring the museum is. Can you picture it? Work in pairs to choose a place. Write a description but DON'T say what it is. Can your partner guess what kind of place you are describing?

Here are some suggestions but feel free to make up your own:

- ✍ A funfair
- ✍ A world-famous landmark such as the Eiffel Tower
- ✍ Your Classroom
- ✍ A rocket ship
- ✍ A pirate boat
- ✍ A movie theatre
- ✍ A kind of room in a house



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

