

In **The Uncomfortable Glass Slippers**, our friends have a new enemy, Latrina Earwax the were-dragon. She slithers, is golden-green, and loves stinky shoes. Her museum is full of them, after all!

Think about what kind of meanie Latrina Earwax is, both as a person and as a were-dragon and write a poem using the acrostic below (it doesn't have to rhyme, that's up to you!).

L

A

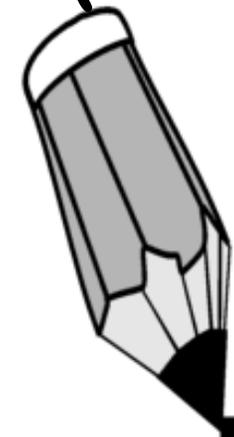
T

R

I

N

A



(An acrostic is a poem where the first letters in the lines spell something)

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# 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

