



## The Uncooperative Flying Carpet: Write your own amazing story!

"Suddenly, I found myself hauled up onto my tiptoes. I shrieked and clutched at my already sore head. Olive spotted him first.

"It's that Goblin King," she yelled. "He's pulling at your hair. He's trying to pull you back up. Quick, Rory, hand me your scissors." Rory reached into his sack and fumbled around.

"Hurry up," I snarled, almost weeping from the pain. My scalp felt as though it was going to be pulled away from my head."

Sabrina Summers finds that it isn't much fun being a character from a fairy tale after all.

- ✦ Imagine your favourite character from old-fashioned fairy tales. Then write your own short story about what it would be like if you woke up and found that you had become that person.
- ✦ Ruggy is a naughty flying carpet. If you could choose to go anywhere in the world, where would you go on Ruggy? Write a description about your journey.
- ✦ Write a page from your diary as if you were Witchy Wu and you discovered that some kids had eaten half of your gingerbread cottage.
- ✦ The magic spell to take everyone back home to Melas was a rhyming poem. Write a spell that rhymes to make your bedroom tidy itself.
- ✦ As you know, Clyde gets an upset tummy if he eats apples. Write a list of rules for someone who is going to look after Clyde for the weekend.

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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 vividly and effectively.

##### 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