

The Story Machine

By Tom McLaughlin

Key theme: Self-belief

Author Purpose: To make the reader feel interested/intrigue the reader

Tier 2 words: puzzled, machine, function, realised, important, jumbled

Books to read alongside:

The Cloud Spotter by Tom McLaughlin

The story of inventions by Catherine Barr

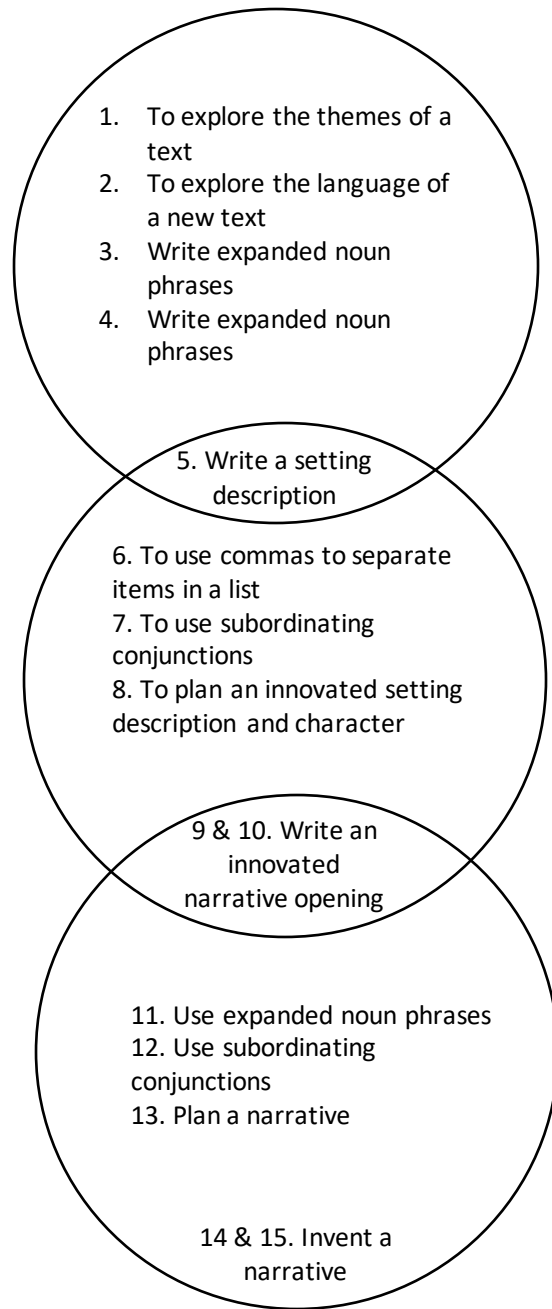
The lost thing by Shaun Tan

Rosie Revere Engineer by Andrea Beaty & David Roberts

Tom's Magnificent Machine by Linda Sarah & Ben Mantle

The dot by Peter H Reynolds

The Story Machine



SC:

Expanded Noun Phrases

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Commas in a list
Subordinating conjunctions

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1. Theme: Self-belief. What are you good at? What makes people keep trying if they are not doing well? What makes someone good at something? What happens if you keep practising? Can you have too much self-belief?
 2. Tier 2 words: puzzled, machine, function, realised, important, jumbled
 3. To use expanded noun phrases. Have a box full of items you found in your attic. Provide vocabulary linked to materials (This a revisit from year 1) e.g. cotton, metal, plastic, wooden, cardboard, glass, shiny, dull, clear, smooth, cracked, rough, old, new, light, bright, dark, musty, fresh, loud, quiet etc Get learners to match adjectives to them. Could put post-its on them. Then write sentences with expanded noun phrases. Explain for it to be a sentence it needs to have a verb e.g. was or were. E.g. There was an old cotton glove.
 4. Show a picture of a messy bedroom. Get the children to practise writing sentences using expanded noun phrases. Teach how to add in something about how this made the character feel by using the senses: He saw, He heard, He smelt, He touched, He wished/he felt. Explain that saw, heard, smelt, touched, wished, felt are all verbs. E.g. He saw an old, wooden train. He wished he had someone to play with. Learners write a setting description of the bedroom as if they were Elliott.
 5. Write a description of Elliott walking into the attic using expanded noun phrases and all the senses – provide word bank and lots of pictures of attics to support
 6. Look at a different setting e.g. a kitchen. Show a picture. Then give them a plainer kitchen and a choice of objects to stick in and then describe. Model how to use commas to separate items in a list. Show how it can be three things you see (nouns). With HAPs model how can also use three verbs to make a list.
 7. Show a picture of an imaginary machine. Focus on subordinating conjunctions when, because. When to show two things happening at the same time. When Ruby pulled the handle, the letters poured out. Because to explain why things happen/characters feel that way. E.g. Ruby was confused because it was flashing red.
 8. Use boxing up template (see next page) - new character, new setting, new machine. Get learners to write expanded noun phrases to describe the new setting.
 9. Write opening where a new character goes to a setting and finds something
 10. Continue and edit write
 11. Provide choice of room for new setting e.g. sibling's bedroom. Learners draw and label with expanded noun phrases. Remind about using a verb to make it into a sentence.
 12. Show different imaginary machines. Learners write sentences with subordinating conjunctions. If and when to explain them e.g. It paints a picture when you push the silver button. It makes dinner when you are hungry. It gives you a hug if you are sad. Get learners to draw and label their own machine with subordinating conjunctions
 13. Learners box up their own invented narrative with a different machine. Practise telling it to their partner and stepping it out.
- 14 & 15. Extended write. Model how to turn plan into full sentences and embellish.

Lesson 5 - Description

SC:

Expanded Noun
Phrases

Elliott shone his torch on **the dark, attic walls**. He saw a **skinny, black spider** dangling from a cobweb. Elliott shivered because he hated spiders. In the corner **old, cardboard boxes** were on the floor. They smelt musty. He walked towards them because he wanted to have a closer look. Then suddenly **a grey pigeon** flapped its wings. He felt scared. He moved closer to the boxes. He reached inside and felt something smooth. It was **a large, metal trumpet**. It felt cold to touch. Next to it, there was an old, plastic telephone. The smooth buttons were broken. He pressed them but they didn't make a sound.

SC:

Expanded Noun
Phrases
Commas in a list
Subordinating
conjunctions

Ruby walked into the messy kitchen. Ruby felt scared **because** it was dark. There was **a cracked, glass window** but it didn't let in much light. It was covered in cobwebs. The **tall, silver fridge** was covered in sticky fingerprints. By the sink there **were dirty plates, tea towels and an empty coffee cup**. She smelt last night's dinner. On the kitchen table, Ruby saw some sort of cardboard box. It looked important. What could it be? She opened it quietly. **When** she looked inside, she saw **a large, metal machine**. **It had lots of rusty keys, wires and buttons**. The buttons felt scratchy and rough. Ruby felt puzzled **because** she had never seen anything like it. It looked important. She heard an odd sound **when** she touched one of the keys. Then she heard another one. It seemed to be speaking but all the words were jumbled up.

SC:

Expanded Noun
Phrases
Commas in a list
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conjunctions

Fred walked into his brother's bedroom to try to find something to do. His room was very messy. Fred noticed **his favourite red jumper** on the bed. He felt very cross **because** his brother had taken it. He heard his brother's **loud, annoying TV** buzzing in his ears. The floor was covered with **old comics, dirty socks and lego**. Then Fred noticed **an unusual, wooden box** under his brother's bed so he picked it up. He opened it quietly. Inside **was a round, metal object** that looked like some kind of machine. Fred sneaked it back to his own room. Fred was puzzled **because** he didn't know how it worked. **It had so many wires, plugs and switches**. How could he turn it on? Fred tapped it gently. Suddenly, it **lit up, whirred and sang** his name. Fred told the machine to make spaghetti and it did. **When** you tapped it, it poured out in **long, rubbery strings**. Fred felt delighted. He laughed **when** it appeared **because** he loved spaghetti. He ate so much that the machine malfunctioned. **There was a bang, clang and crash**. Fred was devastated. He wouldn't be able to eat the delicious spaghetti **if** the machine stopped. Then he realised something important. He had probably eaten enough already that day.

Character	Elliott	Ruby	Fred
Place	Attic	kitchen	Brother's bedroom
Two things describe in detail	a skinny, black spider a large, metal trumpet	a cracked, glass window a tall, silver fridge	his favourite red jumper loud, annoying TV
List of three other things		dirty plates, tea towels and an empty coffee cup	old comics, dirty socks and lego
Where the machine was	A cardboard box	A cardboard box	An unusual, wooden box
What the machine has (list of three)		Rusty keys, wires and buttons	Wires, plugs and switches
What happens when she/he touches it		It makes an odd sound	Lit up, whirred and sang his name
What it does	Creates stories		Makes spaghetti
How he feels when it works	Inventive		Delighted
How he feels when it malfunctions	Terrible but then he realises he can make up stories on his own		Devastated but then realises he's eaten enough