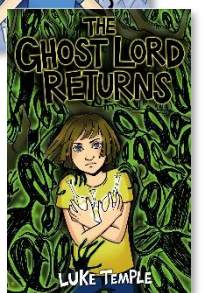
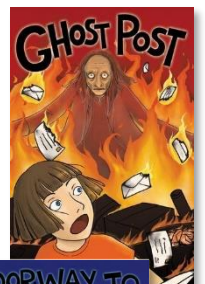
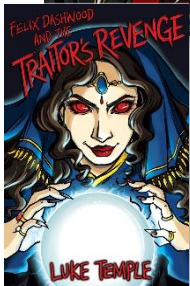




LUKE TEMPLE'S WORLD BOOK DAY WORKSHOP FOR KS2 at SPELLBROOK PRIMARY

Hello and happy World Book Day! This workshop includes some videos. Click on the images to watch them on YouTube. Here's the first one, in which I tell you something surprising and introduce this workshop!



How many photos of my face are on this page?!
You definitely know what I look like now!
Anyway, I hope you have lots of fun doing my workshop. Remember that if you manage to complete all the activities on World Book Day, you'll get to read a brand-new story I've written called 'The Disappearance of Author Luke Temple'. This hasn't been published yet, so you'll be one of the first people to read it!



Think about your **BEDROOM**



Your bedroom is one of the rooms you spend the most time in, so it's very familiar to you. However, everyone's bedroom is different and unique. I'd like you to look around your bedroom and choose 5 objects from it. Don't just choose obvious objects like a chair or your bed. Can you find the objects that make your bedroom a unique and special place?

Activity 1:

Choose 5 objects that make your bedroom unique and special.
Write a list of them.

I'm going to choose 5 objects from my daughter's bedroom. My daughter is only 1, so her bedroom probably looks a bit different to yours!



Cot



Elephant money box



Snake



Teepee



Cactus

Bring your bedroom to life using **SENSES**



Using sentences that describe what you can

SEE, HEAR, SMELL, TASTE and **TOUCH**

sets the scene and helps readers feel like they are involved.

Below I have used my senses to describe what happened when the objects in my daughter's bedroom came to life.

I heard a hiss as the snake slithered slowly down the wall and across the carpet towards me.

I felt a sharp pain in my neck when the elephant money box fired coins at me out of its trunk.

I saw the cot bars flashing all different colours.

I tasted something lumpy and bitter when the cactus threw soil at me from its pot.

I smelt a fire in the tepee as the dolls toasted marshmallows.

Activity 2:

For each of the 5 objects you chose in activity 1, write a sentence that brings it to life. Just like my sentences above, yours should start with 'I', which means you're writing in first person. In each sentence, use a different sense to describe what happens to one of the objects.

Make your sentences really **EXCITING**



Let's look at some writing tools you can use to make your sentences really exciting. Before we think about your writing, I'll show you how I have used these tools to improve my sentences.

ALLITERATION:

Alliteration is when two or more words close together start with the same letter or sound.

Can you find the alliteration in my sentence below? How have I changed the sentence to include this?

I smelt smoke billowing out of the tepee as the teddies toasted marshmallows.

SIMILES:

A simile describes something by comparing it to something else, using the words 'like' or 'as'.

Can you find the simile in my sentence below?

I saw the cot bars flashing all different colours like disco lights at a birthday party.

ADJECTIVES:

An adjective is a word that describes a noun (the name of a thing or a place).

Can you find the adjectives in my sentence below?

I heard a hiss as the slimy, green snake slithered slowly down the wall and across the carpet towards me.

You might notice that I had already included another writing tool in this sentence when I originally wrote it for activity 2. It contains alliteration. I've therefore added adjectives to make the sentence even more exciting.

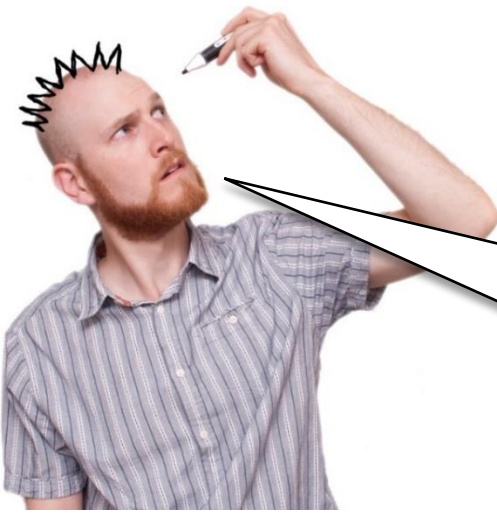
Activity 3:

Look at the sentences you wrote in activity 2. To two of the sentences, add some really exciting adjectives. To another two sentences, add alliteration. To the final sentence, add a simile.

Extension activity:

Pick one of the sentences and add all three writing tools to it: adjectives, alliteration and a simile!





Create a **MINI STORY**

Now you've made your sentences really exciting, let's combine them to create a mini story about what happens when you walk into your bedroom. I've written my version below.

I walked into my bedroom and everything was still and quiet. Suddenly some strange things started to happen.

I saw the cot bars flashing all different colours like disco lights at a birthday party.

I felt a bit nervous.

I smelt smoke billowing out of the tepee as the teddies toasted marshmallows.

I started to shake.

I felt coins thud and thwack into my back as the elephant money box fired them at me out of its trunk. Ouch!

I was getting quite scared.

I tasted something lumpy and bitter when the mischievous cactus threw mouldy soil at me from its pot.

I felt really terrified!

I heard a hiss as the slimy, green snake slithered slowly down the wall and across the carpet towards me.

I ran out of the room!

Activity 4:

Use my story as a template to create your own story about what happens when you walk into your bedroom. Replace the sentences in red with your own sentences. Think about the best order to put them in so that the tension and drama increases throughout your story.

Share your **STORY**

Activity 5:

Share your mini story on your class's home learning website or blog, then read about what happened in your classmates' bedrooms.

Extension activity:

Swap sentences with other children. Can you collect five different sentences about other children's objects and fit them together to make a new story?

Don't forget to share all your work with your teacher. If you do, they will send you my brand-new story, 'The Disappearance of Author Luke Temple', to read.

One final **VIDEO**



Find out **MORE**



If you would like to find out more about me and my books, you can visit my website:

WWW.LUKETEMPLE.CO.UK

