



The Uncooperative Flying Carpet: Where on earth are you?

"It was an honest-to-goodness gingerbread cottage. It stood in a clearing near a fountain that gurgled a rich, brown liquid. Steam rose gently from it. It was a chocolate fountain; I could smell the warm chocolate from where I stood. It was surrounded by little pink shrubs made from cotton candy. The cottage itself was huge, with icing around the windows and big peppermint lollipops planted in the flower beds. Swirling patterns, made of different types of candy, were embedded in the gingerbread walls. The smell of warm baked goods was making me dizzy with hunger ..."

This book is set in the mystical land of Drafyria where there are gingerbread cottages and goblin caves.

1. Draw a picture of an amazing gingerbread house.
2. When you have done that, imagine you are showing someone around your gingerbread house. Write a description of what yummy food the house is made from and what someone can see in each room.





TEACHER NOTES

The work in this assignment can be used to support:

USA

Common Core Standard CCSS.ELA-LITERACY.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.5.2.A

Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.5.2.B

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-LITERACY.W.5.2.C

Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

CCSS.ELA-LITERACY.W.5.2.D

Use precise language and domain-specific vocabulary to inform about or explain a topic.

CCSS.ELA-LITERACY.W.5.2.E

Provide a concluding statement or section related to the information or explanation presented.

UK

English Upper key stage 2 – years 5 and 6

Including 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

