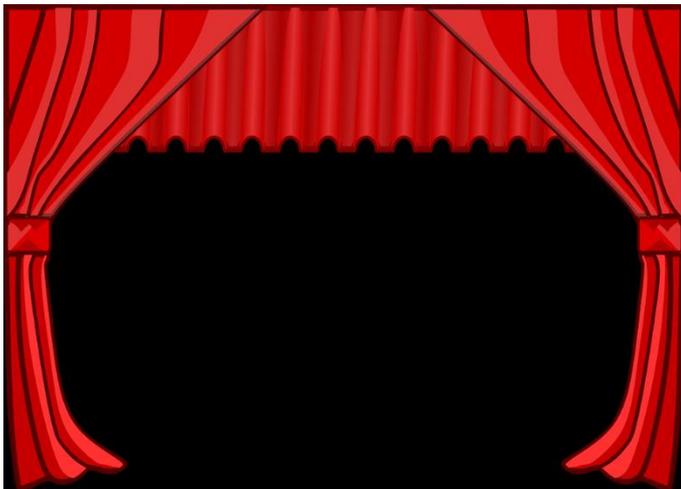# The Uncooperative Flying Carpet: Write and put on a play!

Choose your favourite chapter from The Uncooperative Flying Carpet and re-write it as a play to put on with your friends.

THINGS TO THINK ABOUT FIRST:

- Who are the characters? If there are only three of you, you will need to choose a scene with only three characters. What if one of the characters is a unicorn, how would you be able to act that out?

- Where is the scene set – Dralfynia or Melas? Scary Forest or a

- What actually happens in the scene?.

- What bits are you going to keep in and what will you miss out?

- What will people actually do? Include directions to tell the actors when to come onto the stage, when to exit and anything else they need to perform

TEACHER NOTES

The research and presentation 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 ev

CCSS.ELA-LITERACY.W.5.3.D

Use concrete words and phrases and sensory details to convey experiences and eve

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:

perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Notes and guidance (non-statutory)

Pupils should understand, through being shown, the skills and processes essential for writing that is, thinking aloud to generate ideas, drafting, and re-reading to check that the meaning is clear.