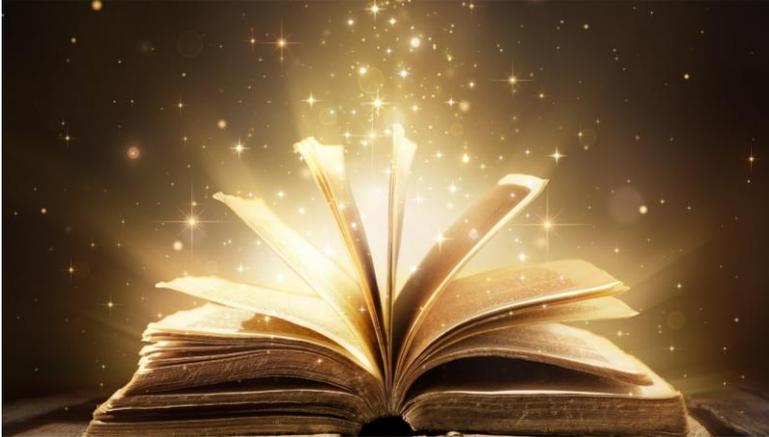


## Year 8 Story Project- Evidence and Homework Booklet



Name: Ethel  
Tutor Group: 8EAP

### Note-Catcher

Instructions: As you explore the different resources, use this document to document your ideas, Aha moments, questions, etc.

Name of the resource	Type or URL	My thoughts ( <i>Ideas, Questions, Interesting Information Discussed, etc.</i> ) remember to take notes
BBC	<a href="https://www.bbc.co.uk/programmes/p08gr3m4">https://www.bbc.co.uk/programmes/p08gr3m4</a>	<ul style="list-style-type: none"> <li>● Takes <u>about</u> 4 minutes to read</li> <li>● Expressions</li> <li>● Humour</li> <li>● Diary</li> <li>● Repetition</li> <li>● Big words</li> <li>● Story title first</li> <li>● Vocabulary variety</li> </ul>
BBC	<a href="https://www.bbc.co.uk/programmes/articles/KNWsKPrq7stQ54tTbcf6P7/500-words-the-stories">https://www.bbc.co.uk/programmes/articles/KNWsKPrq7stQ54tTbcf6P7/500-words-the-stories</a>	<p>There are a selection of videos here. We will watch 1 or two for early inspiration.</p>
<p>Class discussion 13.09.21</p> <p>How to write a children's book: 8 EASY STEPS</p>	<p>Primary</p> <p><a href="https://www.youtube.com/watch?v=HTQKc55ToCc">https://www.youtube.com/watch?v=HTQKc55ToCc</a></p>	<ul style="list-style-type: none"> <li>- the vocab&gt; variety</li> <li>- the blurb&gt; catch the reader's attention</li> <li>- the genre&gt; the person's interests</li> <li>- the cover of the book&gt; different from others</li> <li>- romance, fanfiction&gt; readers interests</li> <li>- not knowing what will happen next&gt; exciting</li> <li>- what it's about</li> <li>- cliff-hangers, twists, hooks, endings</li> <li>- age range</li> <li>- look at other books with that age range</li> <li>- choose style and stick to it</li> <li>- rhyming for more younger age groups to make it simple</li> <li>- include children's book elements</li> <li>- start story with shocking event &gt; it makes them more engaged</li> <li>- consistent storyline</li> <li>- happy endings for children's books</li> <li>- naming your book &gt; unique, memorable, goes with the book</li> <li>- decide on an editor</li> <li>- find someone to find errors in your book</li> <li>- storyboard</li> </ul>

		<ul style="list-style-type: none"> <li>- hiring an illustrator &gt; viber</li> <li>- common themes</li> </ul>
ME		<ul style="list-style-type: none"> <li>- Instead of 'chapter one' say 'episode one'</li> <li>- Different POVS for different chapters</li> </ul>
me		
"Main character" ideas		<p>"Main character" kids are being narrated by an unknown voice. Narrator become friends with the main character but turns out there are things called 'side character' 'second lead'. We go on a journey to become the main character in another book but finds out the narrator was the protagonist the whole time.</p>
horror/ betrayal ideas		<p>" try wearing something red, it looks nice on you"  " red still looks good on you" this time with blood covering them</p> <p>You tried so hard to be the hero, but what's a hero without a villain.</p> <p>Lifeless body  "Heroes are nothing without a villain So I will be everything the world fears. My love, I will make a hero out of you"</p> <p>" not every story has a happy ending, but I never thought I would be the reason why"</p> <p>" you told me there was bad people in the world, I just didn't think you were one of them"</p>
Typical romance cliché ideas		<p>" people fall in love as quick as they fall out of it, but at the end of the day we find a way to move on and everything will be alright again,"</p> <p>"As we walked down the empty streets of Paris at night, still lit up by the pretty lights of the buildings"</p>
Preschool books	(Sorry, forgot the books names)	Less words, less pages, material is sturdy, easy vocab, rhyme, animals, 1-20 words, at least 10 pages, LOTS of pictures, big handwriting, colourful
KS1 books		10-30 words each page, at least 20 pages, pictures, big handwriting, chaotic, animals, adventure, rhyming, repeating story, card, easy vocab, colourful
KS2		Easy vocab, bigger words, 80% words, 20% words, 100+ pages, smaller handwriting, colourful, more about people than animals, material is paper,

teens		Harder vocab, 90% words, paper, no pictures, more realistic storytelling, small handwriting.
Writing a personal narrative: introduction	<a href="https://www.youtube.com/watch?v=M2H29fRVqf8">https://www.youtube.com/watch?v=M2H29fRVqf8</a>	<ul style="list-style-type: none"> <li>- Onomatopoeia &gt; sound</li> <li>- Hook the reader</li> <li>- Dialog &gt; talking "speech"</li> <li>- Question</li> <li>- Setting &gt; where, when</li> </ul>
Writing a personal narrative: draft	<a href="https://www.youtube.com/watch?v=5Y_fxQ52pk">https://www.youtube.com/watch?v=5Y_fxQ52pk</a>	<ul style="list-style-type: none"> <li>- Draft &gt; Very first version of your story</li> <li>- Include most important events</li> <li>- Transition words&gt; tell order "first, then, after"</li> <li>- Details</li> </ul>
Writing a personal narrative: closing	<a href="https://www.youtube.com/watch?v=GJMQWNd1TT8">https://www.youtube.com/watch?v=GJMQWNd1TT8</a>	
Writing a Personal Narrative/ closing	<a href="https://youtu.be/GJMOWNd1TT8">https://youtu.be/GJMOWNd1TT8</a>	<ul style="list-style-type: none"> <li>- Closing = conclusion</li> <li>- Closing ideas = Rephrase your opening, feelings, lesson learned, hope, update</li> <li>- Think about audience</li> <li>- Make relevant to age group</li> </ul>
<b>First Draft</b>	<a href="https://docs.google.com/document/d/1vJ8TzTov56KmdX4EH8FQQP_UYz-0IJYK-aJMwcTwM3A/edit">https://docs.google.com/document/d/1vJ8TzTov56KmdX4EH8FQQP_UYz-0IJYK-aJMwcTwM3A/edit</a>	First ideas plotted on, boring
<b>Second/finale draft</b>	<a href="https://docs.google.com/document/d/1q3aB8tkeq54ZJU6vPXrUtNDIRDFIxdt7xo49imWoUIU/edit">https://docs.google.com/document/d/1q3aB8tkeq54ZJU6vPXrUtNDIRDFIxdt7xo49imWoUIU/edit</a>	Tiny bit more detailed, pictures
<b>Initial ideas doc</b>	<a href="https://docs.google.com/document/d/1lcZcGJz6rRiVYnC-lt7itZNI1f_QJOe0hJrbOJbHPo/edit">https://docs.google.com/document/d/1lcZcGJz6rRiVYnC-lt7itZNI1f_QJOe0hJrbOJbHPo/edit</a>	

Research reflections (*elaborate on what ideas/information stood out to you and why?*):

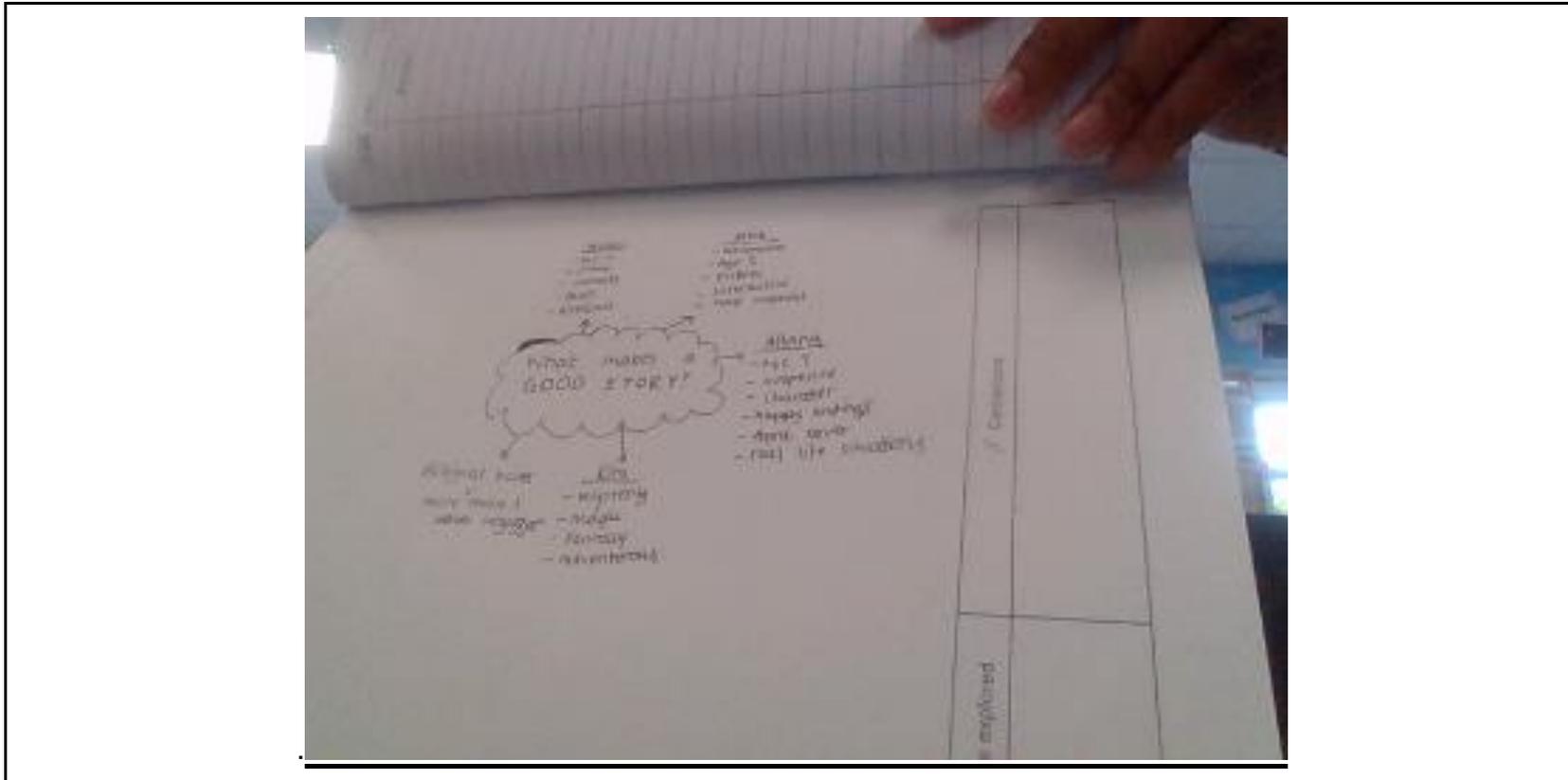
**\*\*Remember to include the summary box at the bottom of the note catcher with a summary of what you have found out and how you will use it along with the quality of the research found and any further improvements or research that needs to be carried out.\*\***

## **Task 1**

On your note catcher, there are two links of videos from a 500 word story competition. We will watch them as a class and you should make notes on what you noticed and any general comments.

**Remember that you will be filling in your note catcher throughout the whole project**

## Task 2



**\*\*Remember to add a summary of what you will now take forwards with your initial thoughts**

## Homework 1

Your homework is to go to the library or choose a book from home, and read it. At least one chapter for inspiration and follow the

**Use the box below to answer the questions**

**What was the last book you read?**  
A book from wattpad called Newbie

**What did you like about this book?**  
I liked the characters in the book and how some chapters are from different POVS, It was a very funny and detailed book.

**What kind of books inspire you to read?**  
Books that inspire me to read are fantasy, romance, horror books with a good storyline and plot

### **Task 3**

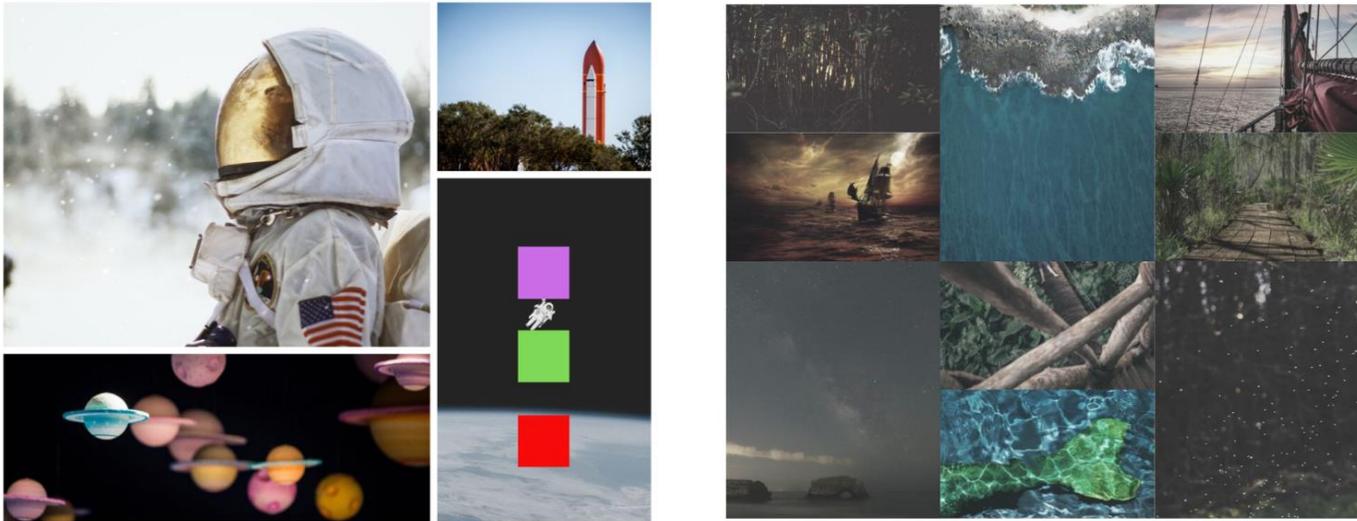
Taking forward from my initial research I think the book I am most interested in creating is a pre-teens book but if I'm creating a book up to my ability I would prefer to create a preschool book because the vocabulary is easier and not TOO hard.

**\*\*Remember to add a summary of what you will now take forward with your initial research- Which are you most interested in?**

### **Homework 2**

Your second homework will require you to create a mood board for genres of books. You can narrow it down to one age group if you would prefer, or if still unsure, keep it general.

We will have watched a [video](#) in lesson time that will help you to create one. Below are some images that may help you.



**Please insert an image of your mood board (if you did it by hand) or create your own mood board in the space below**

My mood board link: Homework (2)

Age group: teen

[https://docs.google.com/presentation/d/1Hni\\_EhrLGdDLCA3ILmKZWCNZac-WmE37QtjVBeZ4Du4/edit#slide=id.gf0cc0153e9\\_0\\_1](https://docs.google.com/presentation/d/1Hni_EhrLGdDLCA3ILmKZWCNZac-WmE37QtjVBeZ4Du4/edit#slide=id.gf0cc0153e9_0_1)

## Task 4

**Primary Research document:**

<https://docs.google.com/document/d/1bo4aBwqlkKfwl6UdnoAXi3-Uy2K91ZsCOj2C3nRePG0/edit>

**\*\*Remember to add a summary of how this went. Was it useful?**

## Homework 3

On the theme of research, at home or a friend's house, or another family member's house, try and gather some more research on a chosen age group from Primary Research. Ask questions like you saw in the videos of the launch lesson.

If you cannot gather any primary evidence yourself, try and find some early secondary information to get ahead starting on the next lesson.

**Use the box provided to add any responses or relevant information found**

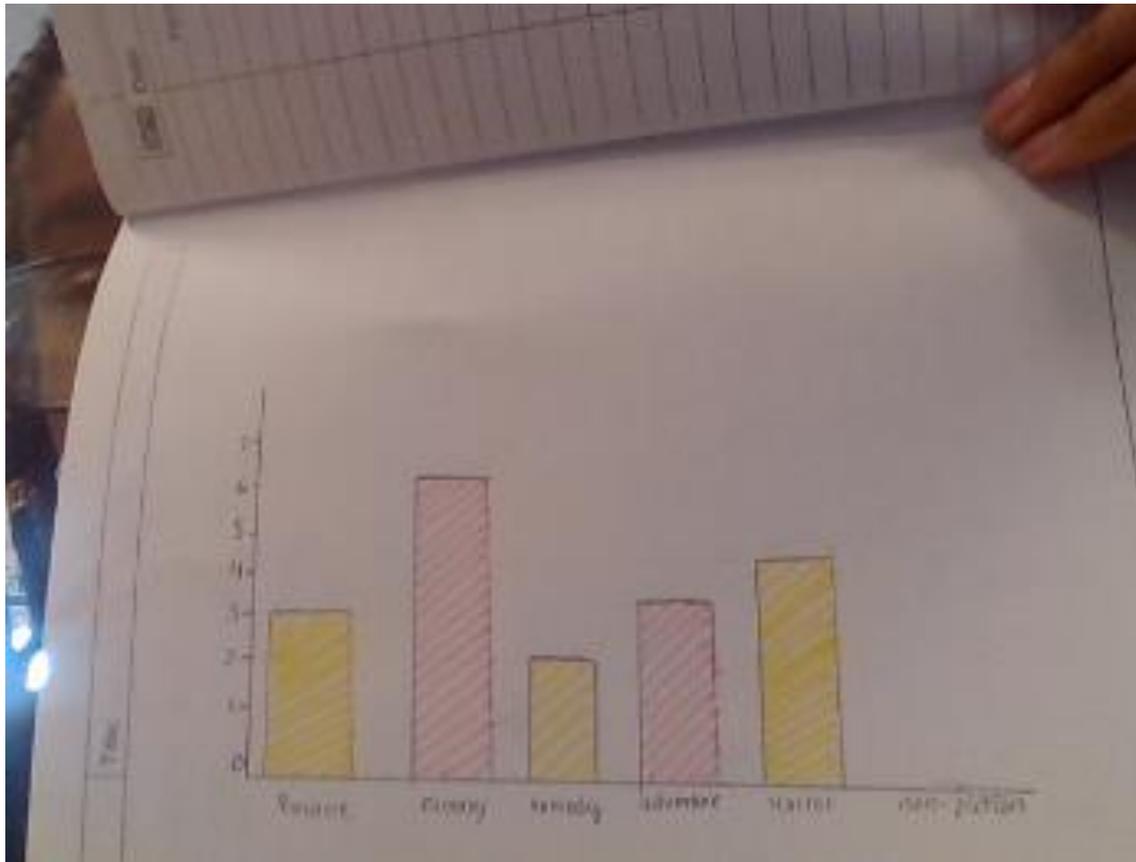
**Homework (3) done on Google Docs: Primary research**

[https://docs.google.com/document/d/1hoWN-N5fF\\_PRqA74tFxEfliMH4M6Boqlmwq7ankOEvC/edit](https://docs.google.com/document/d/1hoWN-N5fF_PRqA74tFxEfliMH4M6Boqlmwq7ankOEvC/edit)

## Task 5

Things taken from my research:

- Most females prefer romance, fantasy books
- Most males prefer fantasy books.
- Fiction books are more popular
- To most people the cover matters most
- More people prefer Fantasy books than all the other genres



**\*\*Remember to add a summary of what you will now take forward with your initial primary research- What results did you get from it?  
What are the comment trends? What are you taking away from it?**

## **Homework 4**

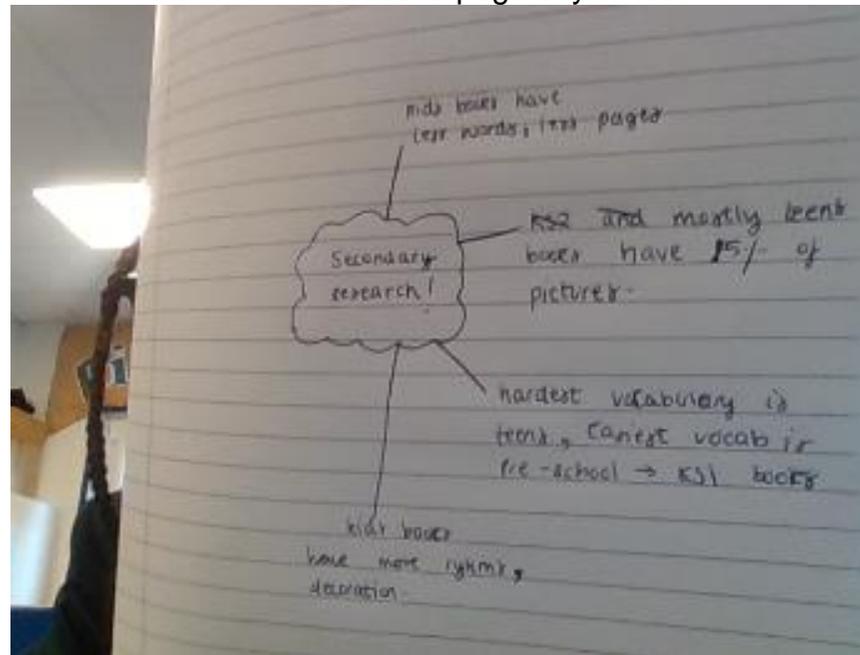
**The process of writing a story is difficult, so we need some help! We work with a local author named Sue Upton and she will be answering questions that you have for her, which will help you when it comes to developing and writing your own stories. So, come up with as many questions as you would like for Sue.**

**Use the box provided below**

1. How do you publish your books?
2. Do you get inspiration when creating your book?
3. Why did you start publishing books?
4. Do you have any help when writing a book?
5. What is your favourite book you have published?
6. What are your favourite books?
7. What makes books best?
8. What is your most popular book?

## Task 6

Insert an image of your mind map for the Secondary research. Remember that anything you use, also needs to go in your note catcher on the second page of your booklet.



With my secondary research I will take forward with me that I will be creating a pre-school or KS1 book and that they have less words, more pictures, rhyming, repeating story, and animals.

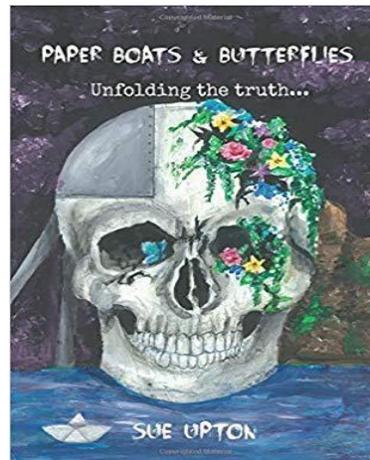
**\*\*Remember to add a summary of what you will now take forward with your secondary research. Has it matched your own primary research? What did you find interesting?**

## Homework 5

You will need to create your own blurb and front cover for your story, so let's start by analysing one done by our friend Sue Upton.

### Analysis of the book cover

Study the book cover carefully. Look at the title, the font, and the images. Write your comments around the image below.



Now, answer the following questions.

1. What are your first thoughts about the image used?

Dark, scary, mystery, fantasy

2. What do you think the novel might be about?

It could be a book about someone finding out about something big judging by the title "Unfolding the truth"

3. The skull has flowers on one side and a metal plate on the other. What might this suggest?

This might suggest they aren't normal and are different from others.

Now, look at the back of the book. Read the blurb and then answer the questions.

**You discover your family has lied. What do you do?**

**Erin, an ordinary 15-year-old girl, searches for the truth, while Z89 just tries to stay alive.**

**What Erin finds will change her life forever.**

**What Z89 learns will, one day, change her world.**

1. What do you learn about the two girls?

The two girls have been lied to, and are about to find out something that will cause a big change

2. Why do you think the author has given one girl a number, Z89?

Maybe her name is a number because she might not be a normal human like how the cover of the book has a skull with flowers and metal

Write down 2 questions you want answered by reading the novel.

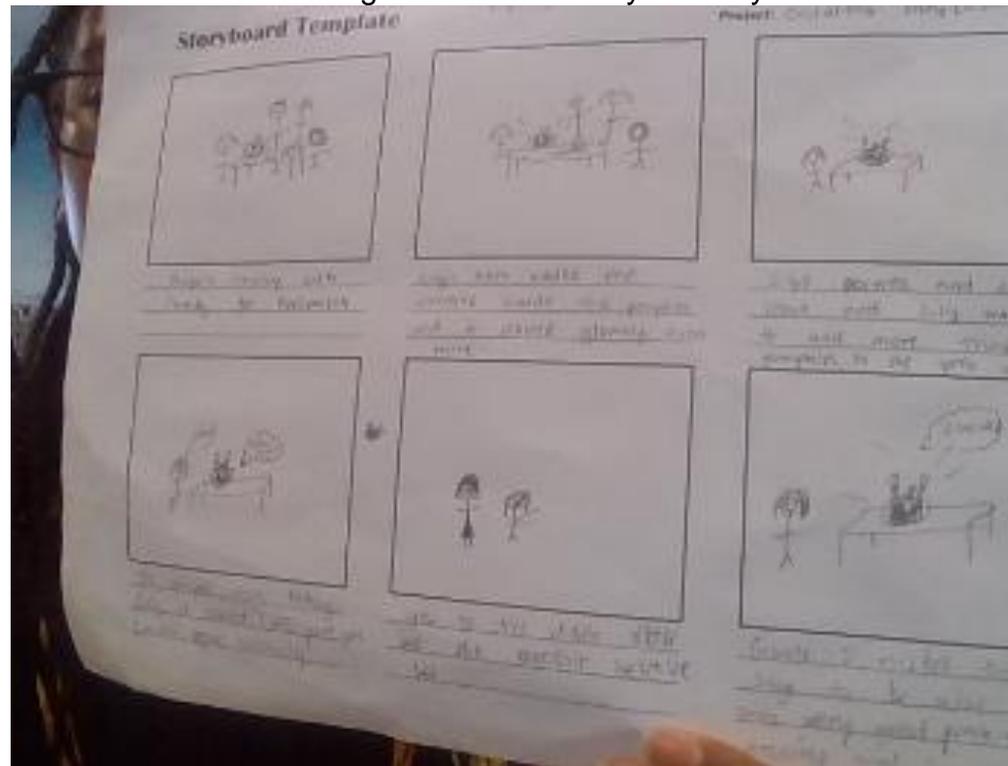
Why is one of the girls named Z89?

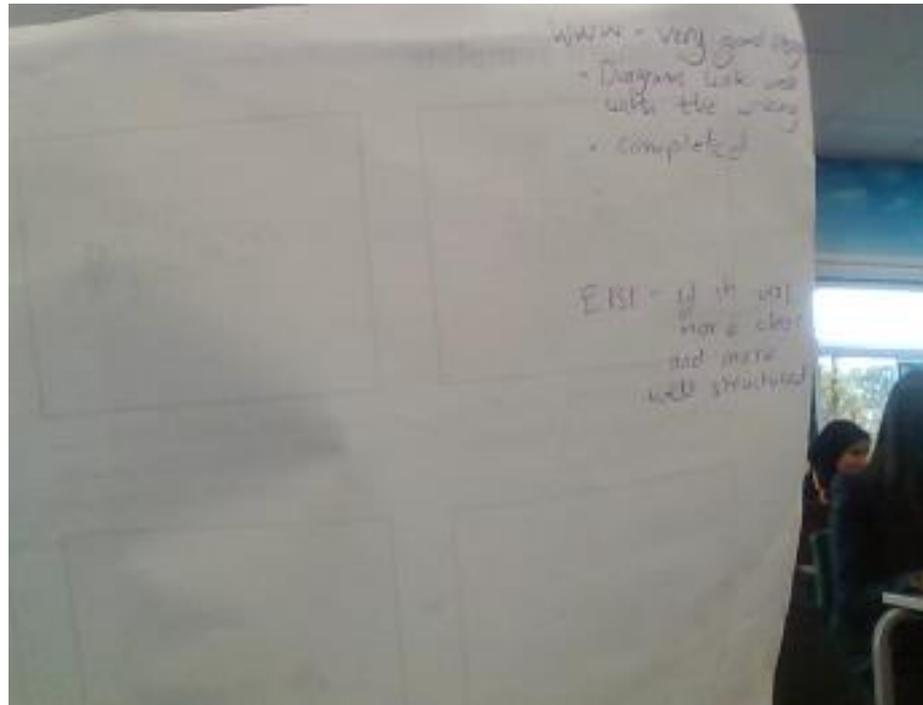
What is the life changing thing that happened to the two girls?

Self-assessment: secured

## Task 7

Insert an image or document of your storyboard





Summary:

Unfortunately, I am not very happy with my choice with the story. This was a last minute decision but I think I will go back to my initial ideas about a shopping trip because the story I drew here doesn't make sense.  
Yusha gave me a mastered for my storyboard.

**\*\*Remember to add a summary of how you think your story board went. Are you happy with your plot points?**

**Shopping trip (first draft copy and pasted)**

“Uh oh there's no more cereal... Or milk... Or chocolates, where did everything go!” Julie whines

Mum walks in and sighs “Well, I think we’ll need to go shopping Julie! We haven't got much food left!”

“Okay! should we make a shopping list first?” Julie exclaims excitedly

“Oh yes, that's a great idea, what do you think we need?”

“Hmmm... we need chocolate, cereal, milk, bread, oranges and apples!”

Mum replies saying “Alright then! Should we head to the shops?”

“Yay! Let's go on a shopping trip!” Julie says rushing to put her shoes on.

At the shop...

\*picture of fruit & veg isle\*

Mom: do we need anything on this isle?

Julie: well, let's check the shopping list and see!

\*picture of list\*

Mom: right, we need oranges and apples

Julie: lets goo

\*picture of items in basket\*

Julie: now we can tick it off the list!

\*picture of items ticked off\*

\*Snacks isle\*

Mom: do we need anything in this isle?

Julie: Let's check the shopping list and see!

Mom: I think we will be able to find chocolates in here

Julie: alright let's see

\*picture of item in basket\*

\*picture of item ticked off\*

\*dairy & breakfast aisle\*

Julie: what do you think we'll find here?

Mom: I think we will be able to see some milk and cereal here

Julie: let's have a look

Julie: Found them!

\*picture of items ticked off and in basket\*

Mom: I think we're all done now Julie, everything's been ticked off the list. Let's head to the till!

Julie: Okay!

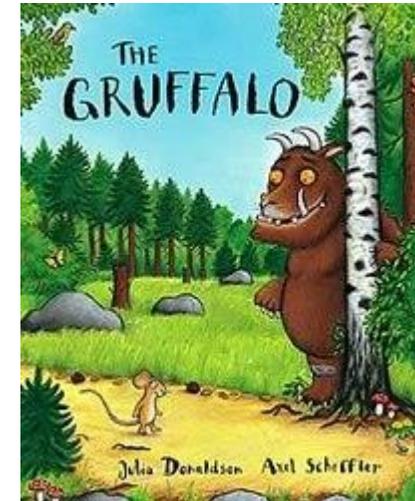
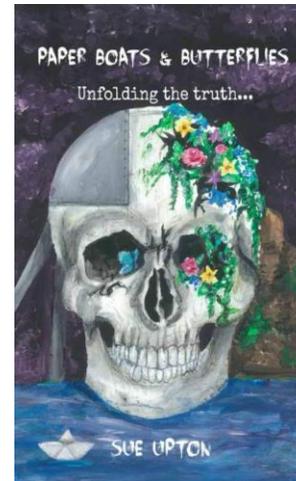
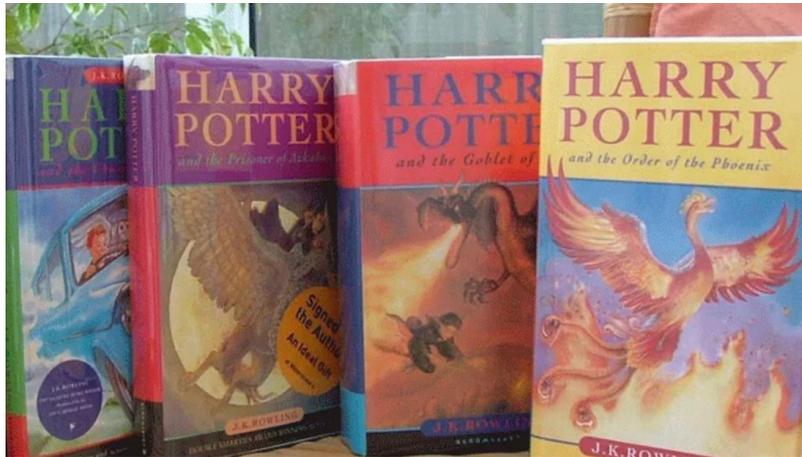
\*leaving the shop\*

Mom: we're all done now let's go back home!

Julie: Yay! We are finished.

## Homework 6

Your Half term homework will be to create the first draft of a full product so that we can look at them firstly in pairs and then your teacher. Every good book has a gripping front cover. So this homework will require you to design 2 or 3 different front covers for your story. There are some examples below for inspiration. You may also like to write a blurb.



**Insert your own front cover designs below. They do not have to be completely finished at this point!**

# SHOPPING

# LIST



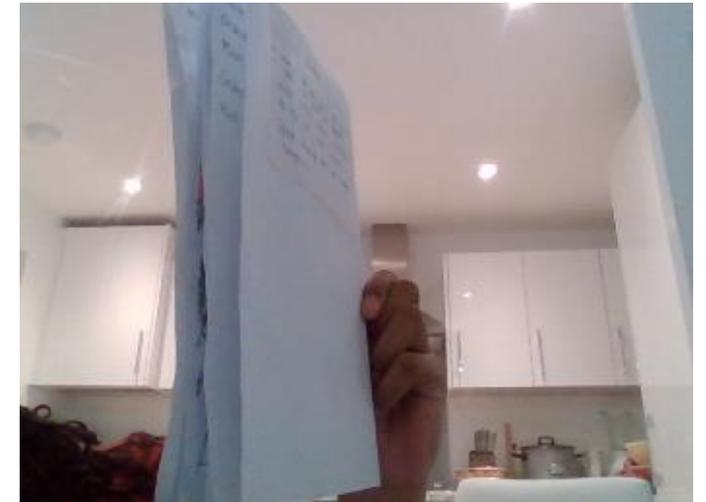
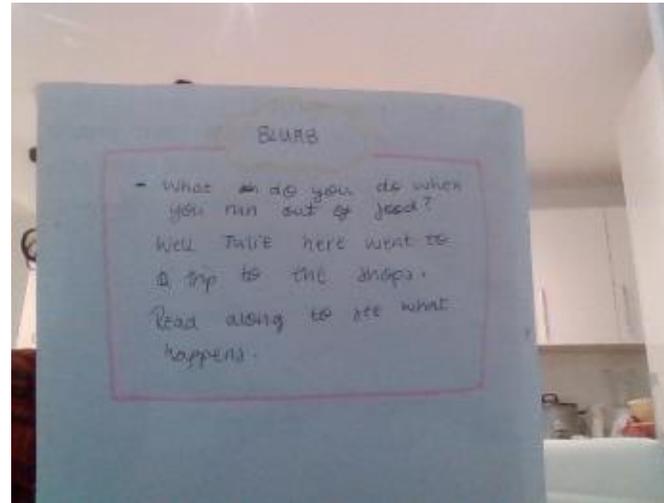
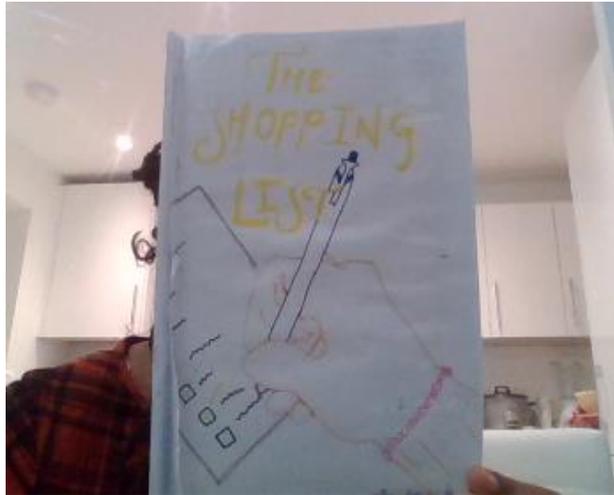
milk

milk

butter

Second draft > <https://docs.google.com/document/d/1q3aB8tkeq54ZJU6vPXrUtNDIRDFlxdt7xo49imWoUIU/edit>

Completed book:



10 pages

 <b>Develop and realise a completed project</b>	<b>Self-Assessment- please date and complete twice this half term</b>	<b>Peer Assessment- please name and date. Should be completed twice</b>
<p>MASTERED: You have fully implemented your project plan showing evidence of your journey and development of your ideas and answered the driving question and have been fully pushed so your outcome has reached a high standard. You have created an outstanding final product and submitted evidence that shows how you got there.</p>		
<p>SECURE: Your project is fully complete with no gaps and has stayed true to the original plan. All aspects of your project connect to make the final product including answering the driving question</p>		<p>Natalia- EBI- colour in the full body, hand in on time WWW- everything was finished and good quality</p>
<p>DEVELOPING: You have completed all aspects of your project. However the product is basic and you may have missed opportunities to develop it further.</p>		<p>Jessica: EBI: add more detail, make more interesting, add learning aspect  WWW- good cover, an OK piece of work but could be developed more</p>
<p>EMERGING: You have not completed your project in all areas and the work you have submitted is basic and does not always link to the product.</p>		
<p>WORKING TOWARDS: No final project has been handed in therefore very few marks can be awarded.</p>		

w/c C=Classwork H= Homework	What have I achieved?	Set a SMART target	Reflections on progress...
w/c 8/11/21 C:	Finished my first draft	Add more to story make it more interesting add more random plots	Got peer assessed and was told to make the story more interesting.
w/c 8/11/21 H:			
w/c 15/11/21 C:	Started second draft	Finish second draft with pictures, create blurb	I think my second draft is a lot more descriptive and will have more pictures than my first.
w/c 15/11/21 H:	finished drawing my front cover	Colour in front cover	Finished
w/c 22/11/21 C:	I have completed more of my second draft (final)	Finish second draft	Got peer assessed again and was told to make story more interesting
w/c 22/11/21 H:	Added more detail to front cover	Add colour	I think I did well on my cover
w/c 29/11/21 C:	Took away most of my links except from my slides and initial ideas, started first image of my virtual book.	Add colour to any drawings made	
w/c 29/11/21 H:	Finished writing of book half the pictures are done		
w/c 6/12/21 C:	Finished writing the book, not the pictures, <b>did not meet the deadline.</b>	Finished the whole book with blurb, pictures, colour	
w/c 6/12/21 H:			
w/c 15/12/21 C:			

## **My Review:**

Through the whole process I think the easiest part was the primary research because I had all the information and resources I needed.

The most challenging part of the process was time management because I was too busy doing research and planning that I wasn't able to get my actual physical copy done, another difficult part was thinking of what my book was about, because as you can see from the booklet I kept on changing my mind on what to make the book about and the age groups.

From this project I think I have earned planning skills and gotten better at doing research I was also able to be more creative by thinking of many ideas, from these new skills I have developed I would be able to use in the wilder world like planning so that I am organizing when things get done and what to do at that time, although I wasn't able to hand in my book on time.

What went well in this project was me being able to be motivated to complete this project because I wanted it to be good for the children reading the book.

Something I would do differently is being able to hand in on time and decision making when it comes making new ideas and not changing it every time.

I prefer working independently but I work better when it is structured and directed because I would understand it better but when I'm working independently I sometimes feel pressured to keep up with the class ■