Story Writing: Editing and Ending

Aim: Assessing the effectiveness of their own and others' writing and suggesting improvements. In narratives, creating settings, characters and plots. I can edit a story dilemma. I can explore an ending.	**Prior Learning:** Children will have written their own dilemma and resolution in the previous session.	**Resources:** **Lesson Pack** Whiteboards Different coloured pens
Success Criteria: I can use a checklist to check my friend's work. I can suggest ideas for improving my friend's work. I can read what my friend has found in my work and make some changes. I can explore a character's feelings during the ending.	**Key/New Words:** Dilemma, resolution, ending, action, tension, suspense, fronted adverbial, adverbs, adverbial phrases, powerful verbs, self-assessment, peer-assessment, edit, improve, evaluate, hot seat.	**Preparation:** Differentiated **Writing a Dilemma Activity Sheet** – from previous lesson **Dilemma Checklist** – per child

Learning Sequence

	Evaluating a Dilemma: Explain to the children that the class will work together to use the **Dilemma Checklist** to give feedback about the example of work shown on the **Lesson Presentation**. Read the piece of writing together and as a shared exercise, give feedback on the dilemma shown. *(The example shown has some short sentences included and some examples of powerful verbs but there are no fronted adverbials.)* Can children use a checklist to check a piece of work? Can children suggest ideas for improving a piece of writing?	
	Giving and Receiving Feedback: Ask the children to exchange their **Writing a Dilemma Activity Sheet** from the last lesson with a partner and to then complete the **Dilemma Checklist** by filling in the 'Friend' column and writing comments in the boxes at the bottom of the sheet. Can children use a checklist to check a friend's work? Can children suggest ideas for improving a friend's work?	
	Editing Your Work: Ask children to look at the feedback they have received from their partner and to act upon this and their own self-assessments from the end of last lesson by editing their work in a different coloured pen. Can children read what a friend has found in their work and make some changes?	
	Exploring the Ending: Look again at the story structure of Part Three of Romulus and Remus as shown on the **Lesson Presentation** and ask children to consider what would be written on this slide to sum up what happens in the ending. Discuss together the key events of the ending and ask the children to then reflect upon and discuss together important questions relating to the ending as shown on the **Lesson Presentation**. Can children reflect on a character's feelings during the ending?	
	Last Words: Pairs should decide which of the possibilities listed on the **Lesson Presentation** about Romulus they think is true. They should then explore his feelings at the end of the story by one child asking questions and the other taking on the role of Romulus. Ask some pairs to perform their hot-seating work. Can children use drama to explore a character's feelings?	

English

Romulus and Remus

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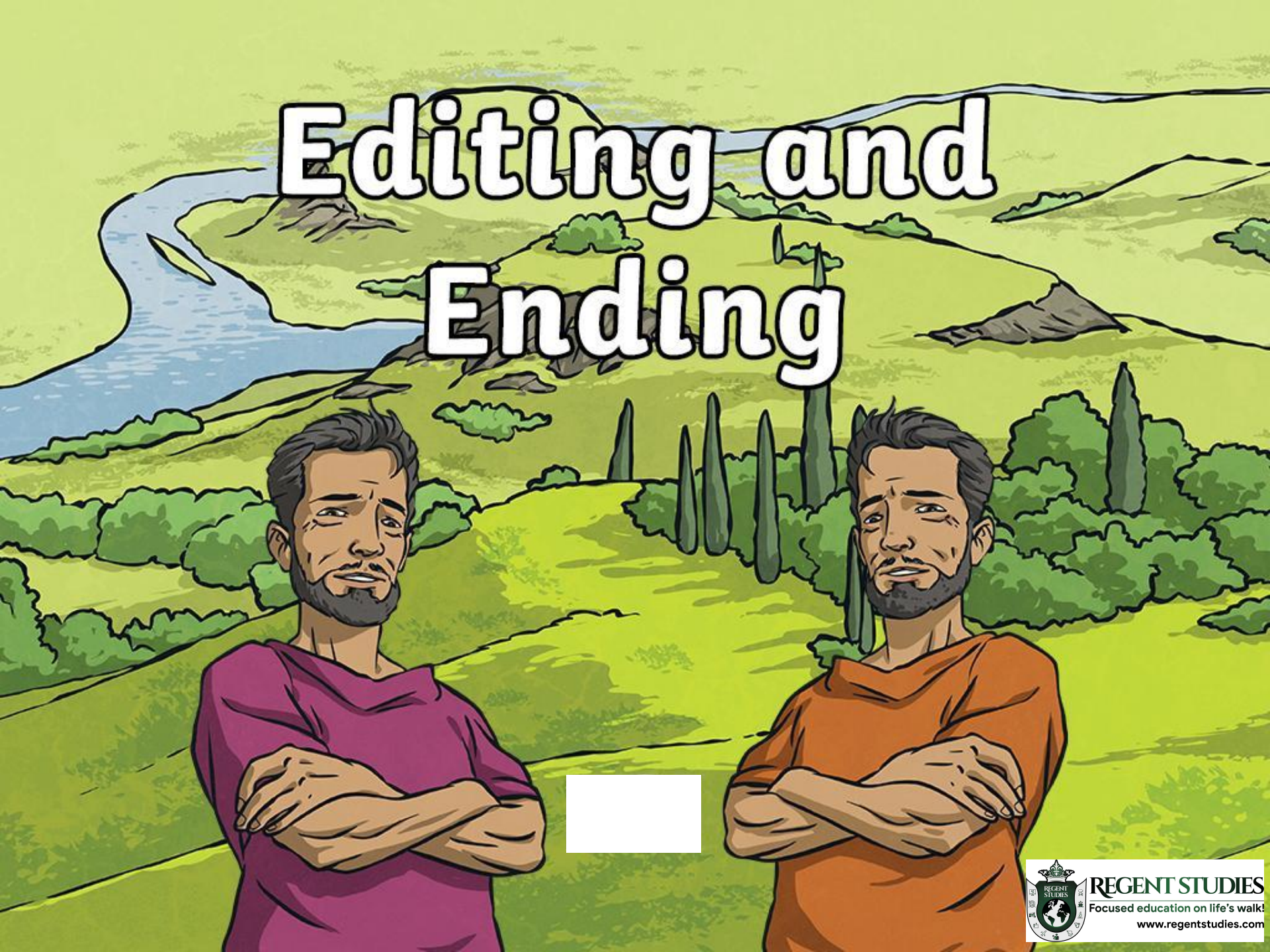
Editing and Ending



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Evaluating a Dilemma

As a class, we will read an example of an excerpt from a dilemma. We will use a checklist to see if the required features have been included.

We will put a tick for the features the writer has included and a dot for things that still need some work.

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Evaluating a Dilemma

Remus glared menacingly at his brother. He was cross. He knew he had seen the vultures first and so the gods had given him a sign to build the city on Aventine Hill.

Romulus simply ignored his brother and started to build a wall around Palatine Hill. Remus boiled over with anger and started to make fun of Romulus. He jumped in his way as he tried to grab stones for building. "You're always right about everything aren't you, Romulus?" jeered Remus.

Romulus snapped at this. He clenched his fist. He took deep breaths in an effort to calm himself down but his brother continued to taunt him. He turned towards his brother. He looked him straight in the eye and then he hit him hard in the chest.

Did I...	
Structure and Language	
describe the dilemma in detail?	
describe what the characters are thinking and feeling?	
use powerful verbs?	
use a range of adverbs and adverbial phrases, including fronted adverbials?	
use long and short sentences together for effect?	
Punctuation and Grammar	
use commas after fronted adverbials?	

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Evaluating a Dilemma

What do you think we should write at the bottom of the checklist?

You were good at...

Next time, it might be better if...

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Giving and Receiving Feedback

Read your friend's dilemma from the last lesson and mark it using the **Dilemma Checklist**. (We have written a dilemma and a resolution but focus on the dilemma for editing.)

Put a tick for the things they have included in their work and a dot for the things they still need to work on.

Write comments in the boxes at the bottom.

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	Child	Friend	Teacher
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Editing Your Work

Look at your partner's feedback and make changes to your myth taking this into account. Highlight any features on the checklist that you need to work on.

Edit and improve your work. Do your editing in a different colour so that you and your teacher can clearly see the improvements you have made.

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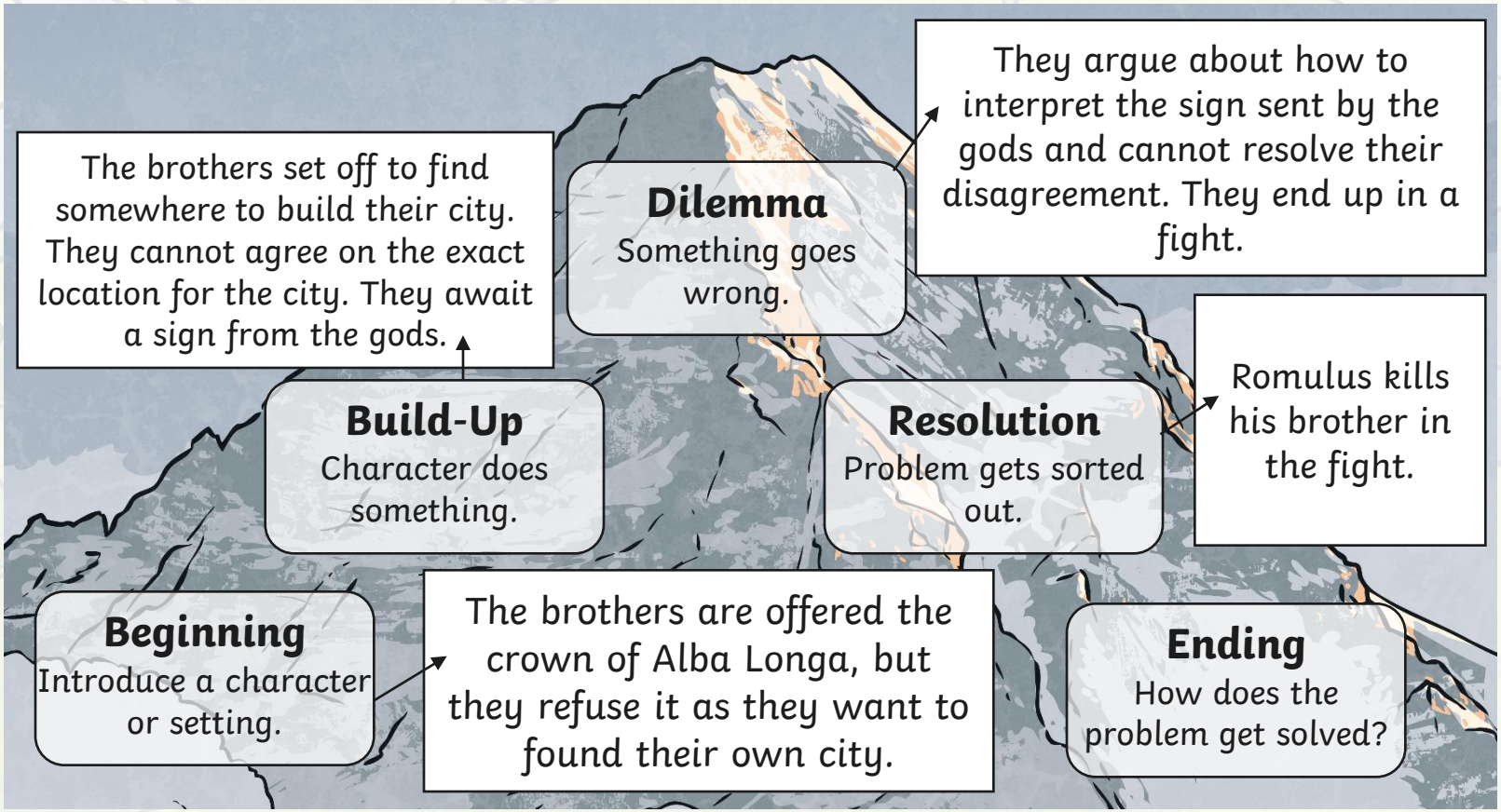
Exploring the Ending

Whole Class

What do you think happens in the ending of this story?



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Exploring the Ending

Whole Class

These are the key things that happen in the ending:

With Remus dead, Romulus returned to where he started to build his wall on Palatine Hill and continued to build his city.

He officially founded the city on April 21, 753BC, making himself king and naming the city Rome after himself. The city grew and prospered into one of the most powerful cities in the world.

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Exploring the Ending

Although this provides us with the facts of how the story ended, we are left with many questions.

1. How did Romulus feel when he killed his brother?
2. Did he regret killing his brother?
3. Why did he name the city after himself?
4. Did he ever think back over his early life and all the adventures he had?
5. Was he happy in his later life?

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Exploring the Ending

Which of these possibilities do you think is true?

Romulus was pleased he killed his brother. He had been annoying him and with him out of the way, Romulus was delighted to have his own way and to be a king on his own instead of having to share a crown.

Romulus didn't mean for the fight to get out of hand and he was upset to have killed his brother. However, his brother shouldn't have started the fight in the first place. Romulus did often remember the happy times he had with his brother and missed him a lot but he thought it was all meant to be. He thought the gods wanted it to happen.

Romulus was distraught when he realised he had killed his brother. He went on to build the city on this own but the guilt of what he had done never left him. He cried every day for his brother and would have done anything to turn back time to change things.

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Last Words

Decide with your partner which possibility you think is most likely. One of you will take on the role of Romulus and one will ask questions as you hot seat him to find out how he felt at the end of the myth.

Here are some questions you may like to ask:

1. Did you ever think the fight might end up with one of you getting killed?
2. How did you feel when you first realised you had killed your brother?
3. Why did you carry on and build the city without him?
4. Do you think about him a lot nowadays?
5. Would you go back and change things if you could?
6. How do you feel about the city of Rome?
7. What is your biggest hope for the future?

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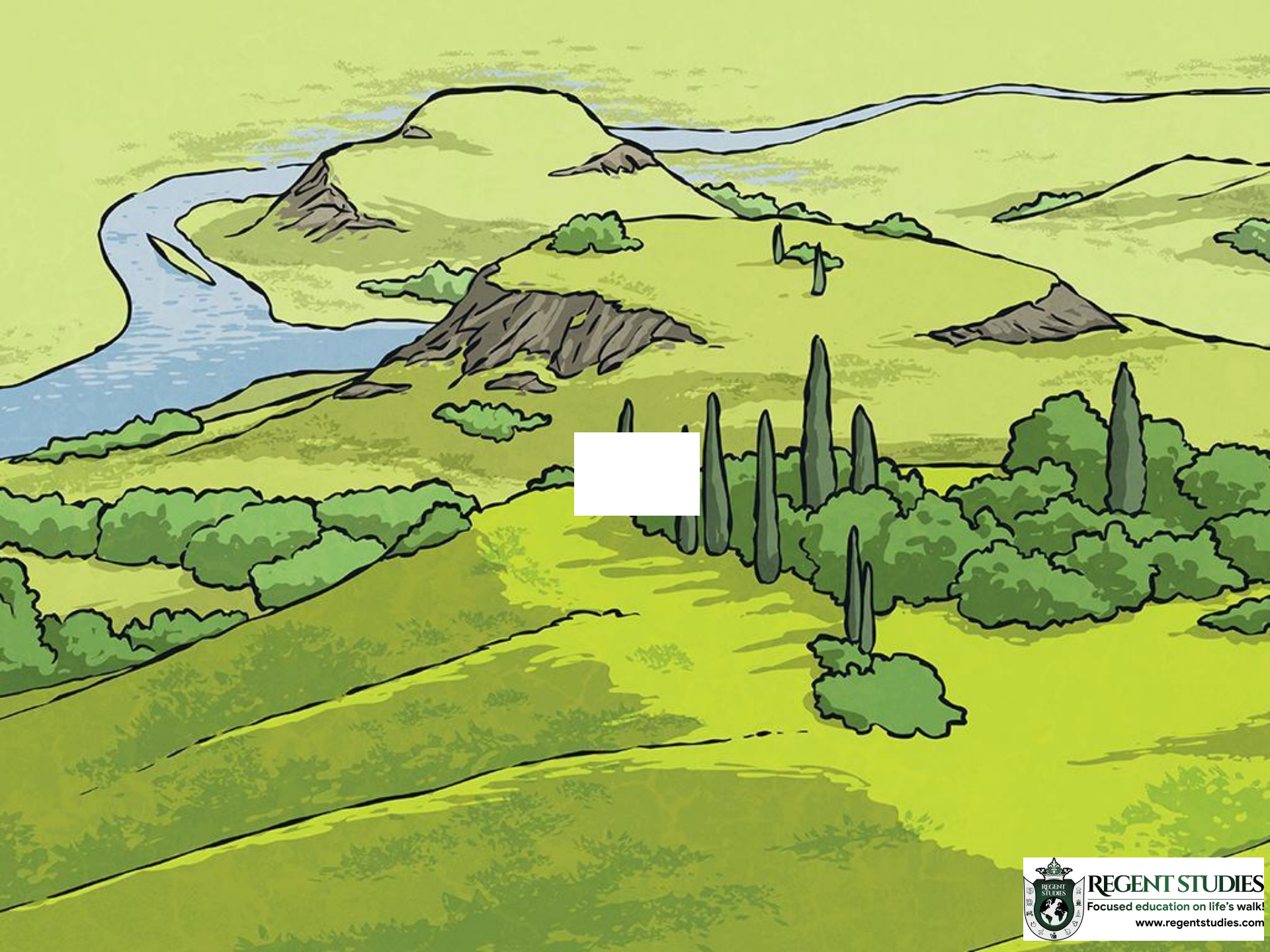

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Romulus and Remus | Editing and Ending

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