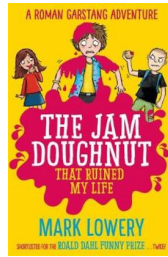


MARK LOWERY



The Jam Doughnut That Ruined My Life Teaching Resources

4 lesson Sequence - Comic Strips all About Deadly Trousers (or Deadly Doughnuts)

Lesson 1

To read and respond to a text.

To gather ideas.

Read the first few pages of *The Jam Doughnut That Ruined My Life* (up to “that cause the most damage”).

If you don't have a copy of the book, you can watch it on-line here:

<https://www.youtube.com/watch?v=oMYsLrcd6-4>

Did you know that trousers are more deadly than sharks?

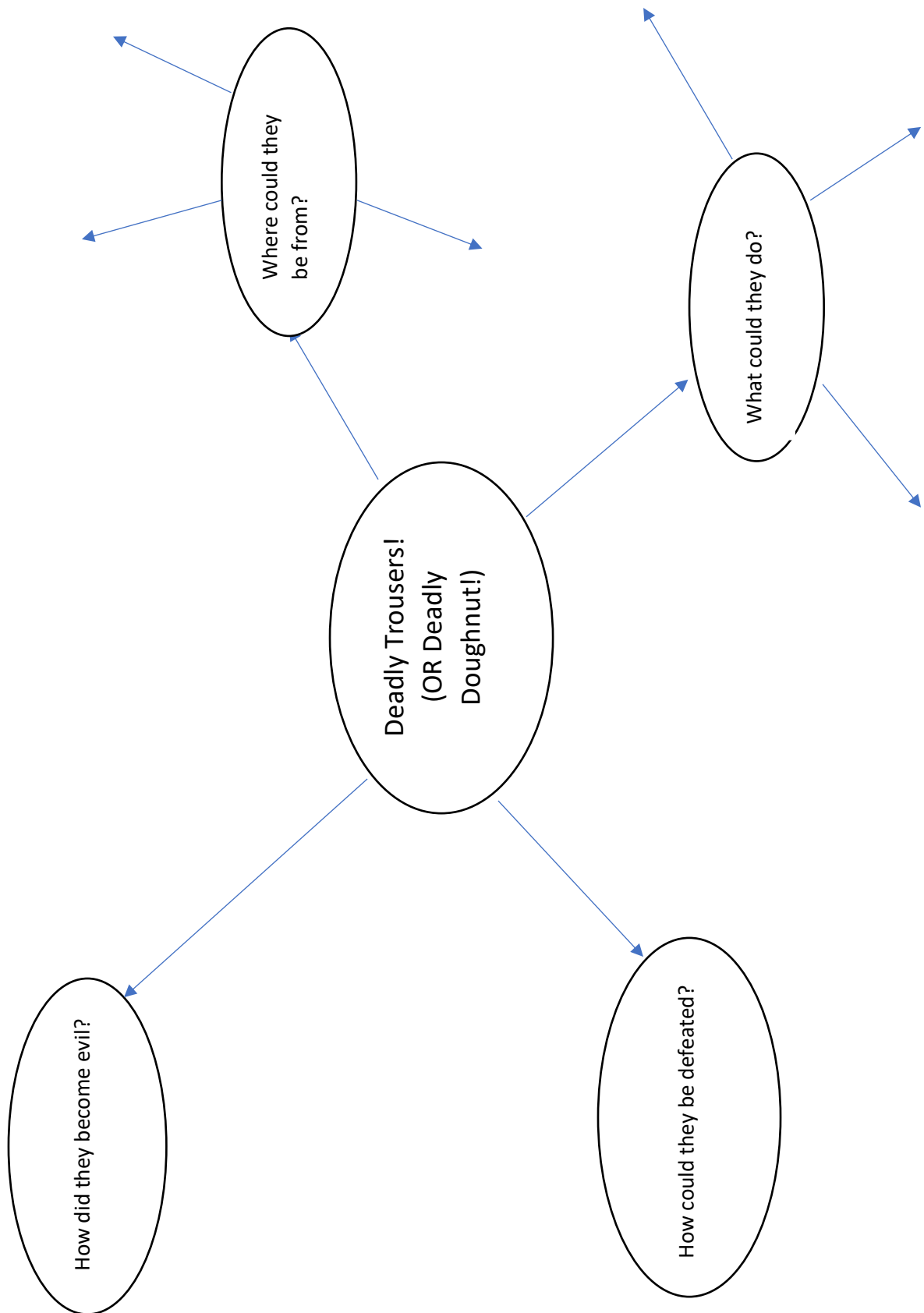
Over the next few lessons, you are going to write a comic strip all about a pair of deadly trousers.

Some questions before you start:

What deadly things could they do? How did they become so deadly? Where are they from? Is someone wearing them or are they acting alone? How did they become so evil? Is someone controlling them or are THEY controlling someone else?

RECORD YOUR THOUGHTS ON A SPIDER DIAGRAM, LIKE THE ONE BELOW. Come up with as many ideas as you can. You can always add more sections and arrows if you need them:

NB: IF YOU'D RATHER DO YOUR STORY ABOUT A DEADLY DOUGHNUT INSTEAD, THAT'S FINE 😊

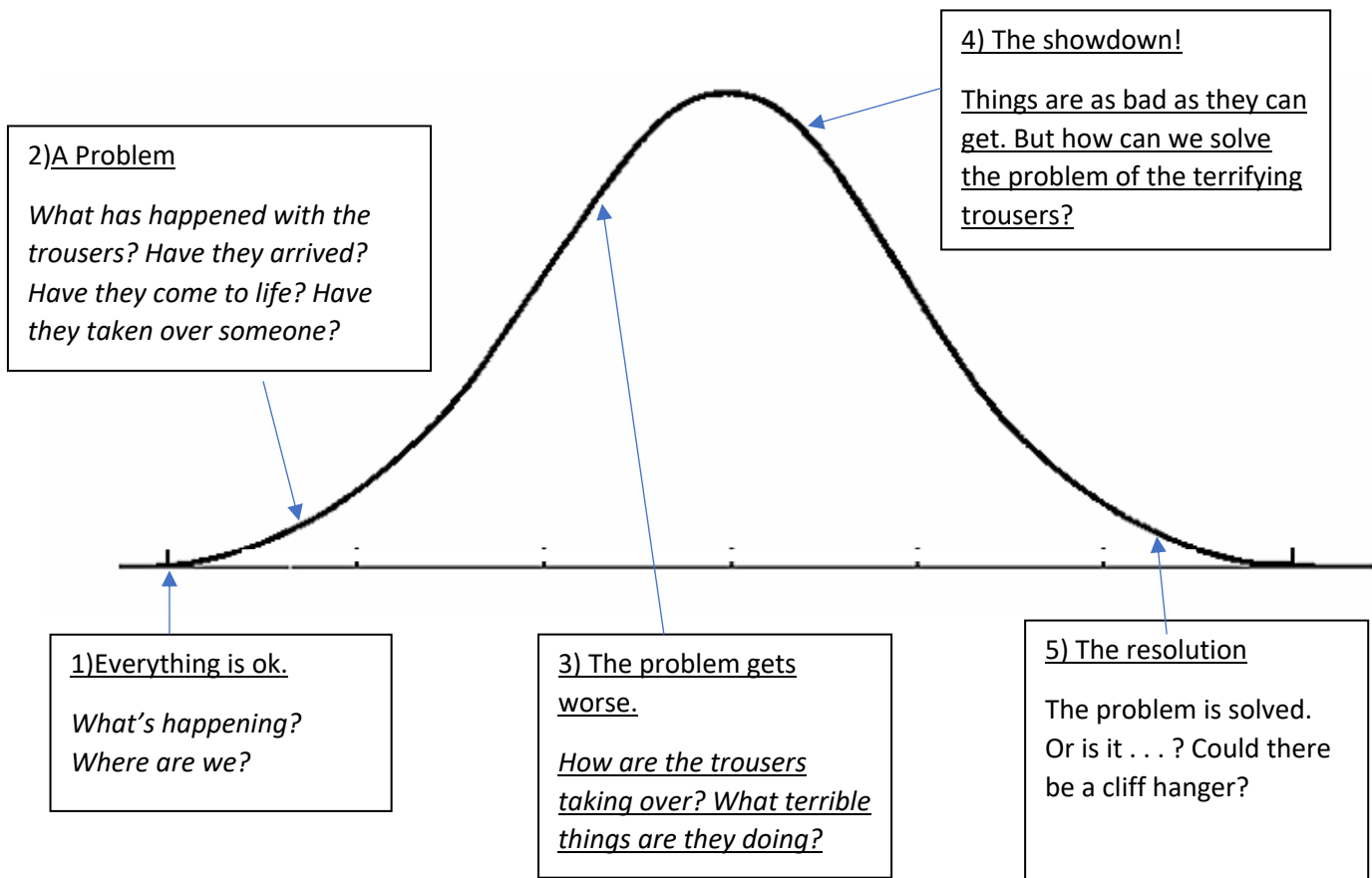


Lesson 2

To plan a comic strip story.

Your comic strip is going to be 5 sections long, following a simple story mountain.

You can use this one to help you plan:



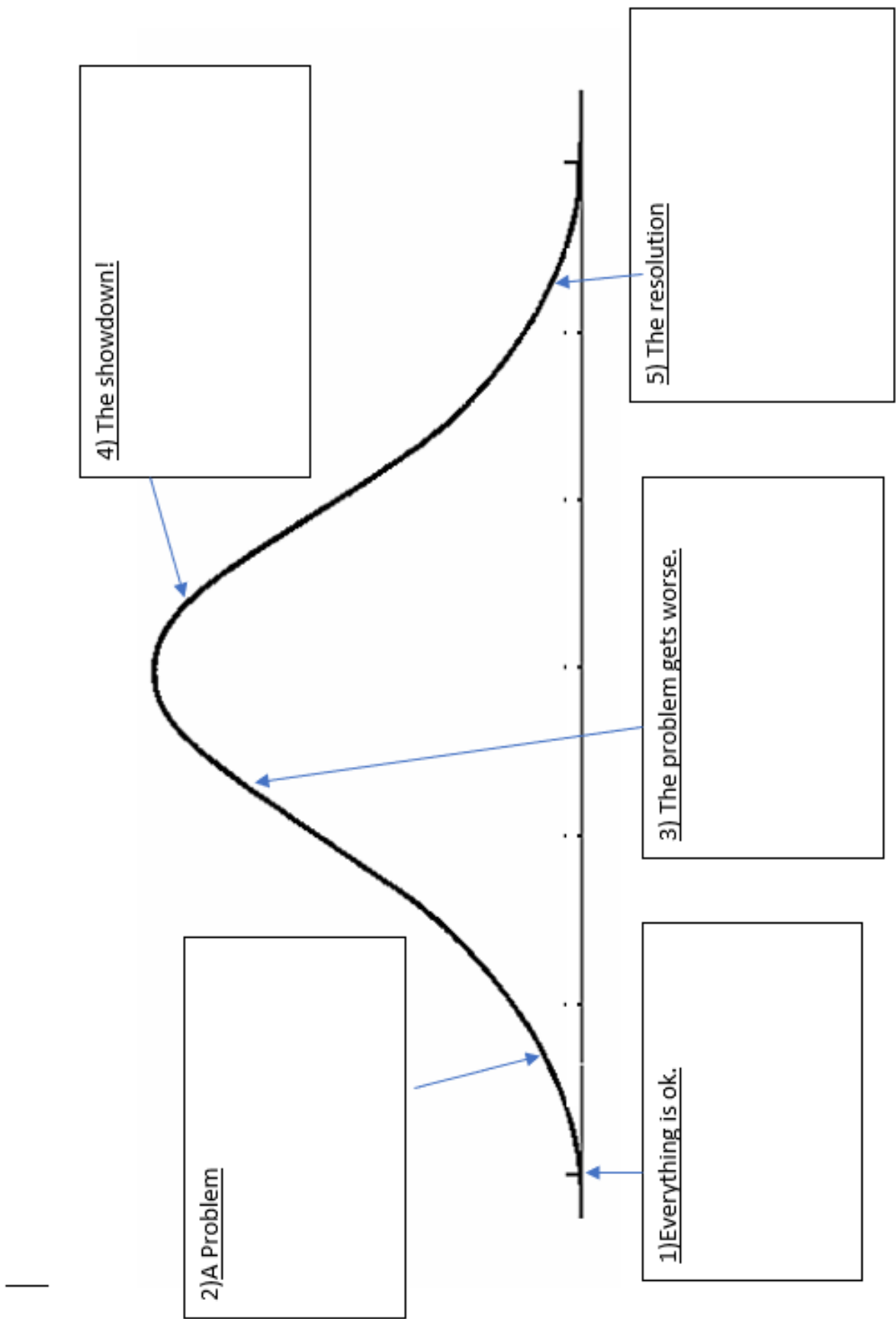
There's a blank version on the next page. You can print it off or copy it. Fill it in, choosing your favourite ideas from the last lesson when you drew the spider diagram.

Top Tips:

- 1) Keep the story simple – you don't have much space to play with.

- 2) Make sure it makes sense – one section leads to the next which leads to the next.
- 3) If you want your story to flow really nicely, start by planning sections 4 and 5, then work backwards from there.

My Story Plan



Lesson 3

To gather interesting, accurate and exciting vocabulary to make an impact in a story.

We can't have an exciting story without exciting language. In this lesson, you're going to come up with exciting words and phrases to describe your trousers (or doughnuts, if you're writing about a deadly doughnut instead) - how they act and what they do. These will make your stories sizzle!

You need to think about different aspects of them:

ADJECTIVES

How could you describe them? E.g. vicious, terrifying.

NOUNS

What do they create? E.g. fear, terror, vast craters in the road.

VERBS

How do they move? What do they do? E.g. scuttle, crush.

ADVERBS

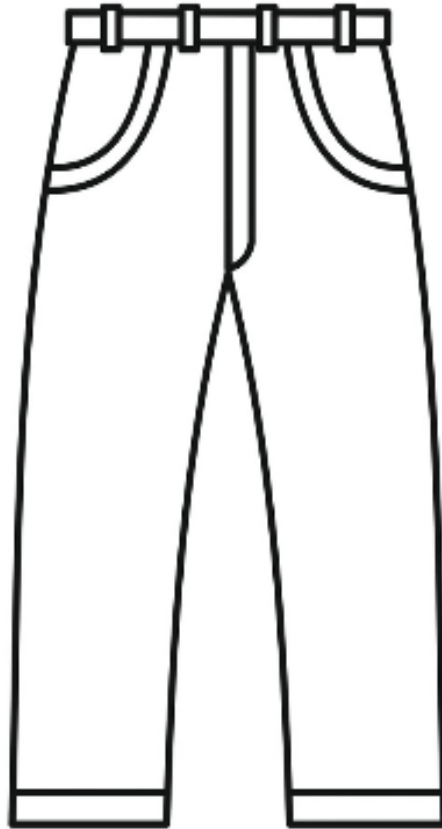
Again, how do they act? Eg. evilly, silently.

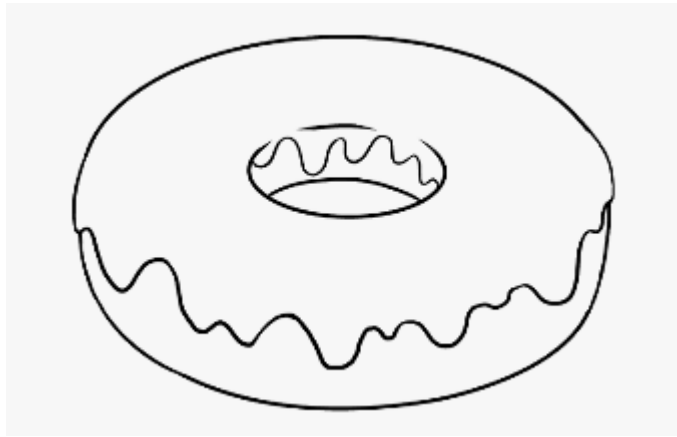
FIGURATIVE LANGUAGE

What similes or metaphors could you use? E.g. Eyes like red-hot coals.

Use a thesaurus to help you. Write them on the pair of trousers on the next page (or the doughnut on the page after that if that's what you're writing about). You can decorate your picture and your words to make them fun. E.g. blood dripping from the words "blood-soaked", a pair of eyes on the words "evil glare" etc. Make them look AMAZING!

Exciting Words





Lesson 4

To tell a story as a comic strip.

Now it's time to tell your story.

On the next page you'll find a blank comic strip. You can print it out or make your own.

You have a box for your title, and a box for each section of your plan:

- 1) Everything is ok.
- 2) A problem.
- 3) The Problem gets worse.
- 4) The showdown.
- 5) The solution.

There's a space for you to draw a picture in each box, and then some lines for you to explain what's going on.

Success

- Keep your pictures clear and simple so we can see what's happening.
- For each box, write at least 2-3 sentences to tell that part of the story.
- Use your amazing word bank from the last lesson to help you.
- MOST OF ALLenjoy yourself! Writing is fun! 😊

1)	2)					4)	5)				
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	3)				
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