

Curriculum Excerpts



ALL GRADE LEVELS

# WRITE BRAIN BOOKS™

## FOR NEWCOMER & EMERGENT ENGLISH LEARNERS

K-12 PROJECT-BASED WRITING CURRICULA IN THE  
ACADEMIC ART OF CHILDREN'S BOOK AUTHORING

ALIGNS With

*Standards & Everything Else*

Robust Lesson Plans for Year-Round Implementation

students become  
published authors! →



## Dear Educators,

This series of lesson plans is designed to introduce your students to a creative writing process unlike any other. Your students will develop written communication skills as they plan, author, and edit stories inspired by the vivid illustrations in our books. The sequential images created by our professional artists sidestep the most daunting aspect of creative writing—the blank page—and provide a jumping-off point for children to express themselves on paper. The tangible nature of our books entices even the most tech-savvy students to take a step back from their screens and immerse themselves in the task of writing by hand. The open-ended format will appeal to each individual child's learning strengths while assisting you in identifying where there is room for growth.

## WRiTE BRAiN Classroom Curriculum - How to Use These Lessons

These lesson plans, worksheets, and resources support a classroom unit of study on narrative, creative, and expository writing using WRiTE BRAiN BOOKS. Each lesson may be experienced in one class or a number of classes, depending on the needs of the particular group and the goals of the teacher. The program can be implemented throughout an entire semester or over the course of a full academic year.

The entire series of lessons supports educators who wish to work through the whole writing cycle: imagining, drafting, revising, editing, sharing, and “publishing.” The lessons are designed to be used sequentially; however, they can easily be adapted, shortened, or lengthened to meet your classroom needs. You can extend the program by up to 20 hours by reusing the Story Mats and Story Cards.

As students engage with this program, a typical grading system may not be beneficial. If grades were ours to give, every student who participates, completes a WRiTE BRAiN BOOK, and becomes an author would deserve an **A+**. **ONLY YOU CAN DEVISE THE BEST APPROACH TO THE ISSUE OF GRADING YOUR STUDENTS.** The student self-assessment checklists, along with the pre- and post-project surveys will be helpful tools for measuring your students' success throughout the process.

## Structure & Timeline

Students will first be given class books and will collaborate to coauthor original stories. After students upload them to the innovative WRiTE BRAiN BOOK BUiLDER on our website, their group stories will be published as tangible, hardcopy books for the classroom, school library, or to donate to a charitable organization. Students will then choose and *group* author a new WRiTE BRAiN BOOK that will likewise be uploaded, published, and printed for each student to take home.

## What is Narrative Writing?

**NARRATIVE WRITING** relates a clear sequence of events that occurs over time. Both what happens and the order in which the events occur are communicated to the reader. Effective narration requires a writer to give a clear sequence of events and to provide elaboration.



Each WRiTE BRAiN BOOK comprises 10 sequential images that literally paint a full story, which unfolds both on and in between the pages, and is perceived entirely by the young author crafting the narrative.

### **Part One** Class Authoring

Will focus on students working as a class to coauthor one book, directed by you, the educator.

### **Part Two** Group Authoring

Will focus on students working in small groups to coauthor one book (each group will select a different book). Groups should comprise four or five students each, depending on class size - five is ideal.

## *Customize to meet your time & schedule!*

**This program is designed to be easily customized** to meet the needs of your class and the time constraints of your schedule. You can implement this program for 45 minutes to an hour per day for an approximately 10-week experience, or extend the use of all materials provided for a writing program spanning a full semester. (There are up to 80 hours of lessons and activities in this curriculum guide.)

You can have students write and revise their short stories written for the images on the Story Mat posters include in your package on notebook paper. Collect the unmarked mats at the end of the activity to use again during another session. Give each group the chance to interpret and create the stories for different, vividly illustrated scenes throughout the program. They will enjoy seeing how unique each group's interpretation of the same illustration can be. Students may also use the Story Mats independently. With 20 students and 20 different Story Mats, your class will write 400 original short stories by the end of the WRiTE BRAiN BOOKS experience.

## *Rubrics*

WRiTE BRAiN provides a set of **rubrics** designed as assessment tools for you to apply if pre- and post-project measurement of students' creative writing skills and vocabulary development are the desired focus of your school/organization. It is important to note that the WRiTE BRAiN philosophy is that data gathered with the purpose of assessing student outcomes and academic growth has relevance for those skills for which there are applicable metrics.

A student's ability to process their own feelings and to empathize with the feelings and experiences of others are vital life skills not measurable by rubrics or test scores. While valuable, especially when used as supplemental to more robust literacy-based assessment tools, the attached rubrics are specific to this children's book authoring program and address the areas outlined.





## "Disguised Learning"

We know that educators never want to let a moment pass by that could be a learning opportunity. The WRiTE BRAiN BOOKS curricula & programs are so fun and engaging that students don't even know they're learning. They don't know how much you are teaching them about English Language Arts and how many skills they are developing. When young people are inspired and working without fear, they are successful in their academic pursuits, courageous, creative, and more confident all-around.

## "Experiential Learning"

Experiential learning is the process of learning through experience, and is more specifically defined as "learning through reflection on doing." Experiential learning is distinct from rote or didactic learning, in which the learner plays a comparatively passive role.

**David Kolb (renowned educational theorist) states that in order to gain genuine knowledge from an experience, the learner must have four abilities:**

- The learner must be willing to be actively involved in the experience;
- The learner must be able to reflect on the experience;
- The learner must possess and use analytical skills to conceptualize the experience; and
- The learner must possess decision-making and problem-solving skills in order to use the new ideas gained from the experience.

### 21<sup>ST</sup> Century Skills - Students Will:

- Author stories inspired by WRiTE BRAiN's compelling, colorful, and sequential book illustrations
- Learn to give and receive peer feedback
- Learn to work collaboratively and independently
- Learn to consider the "reader" of their soon-to-be completed book
- Activate under-developed parts of the brain
- Learn to integrate diverse viewpoints and perspectives of others
- Learn to present their work aloud, both clearly and creatively
- Learn to present information in a clear, concise, and organized way.
- Think critically and creatively to choose, research, and write about a specific topic of interest.
- Have their completed stories professionally published into books they can have, hold, and share with family, friends, and perhaps even their own children later in life

### English Language Arts - Students Will Develop Literacy Skills in the Following Areas:

- |                               |   |
|-------------------------------|---|
| ▪ Vocabulary                  | ▪ Sequencing and plotting a storyline       |
| ▪ Storytelling                | ▪ Sentence structure                        |
| ▪ Creative writing            | ▪ Reading comprehension                     |
| ▪ Expository Writing          | ▪ Spelling                                  |
| ▪ Handwriting                 | ▪ Grammar and punctuation                   |
| ▪ Use of descriptive language | ▪ Thesaurus and Dictionary use              |
| ▪ Outlining                   | ▪ Proofreading and editing                  |
|                               | ▪ Peer editing, collaboration, and critique |



## WRITE BRAIN'S Core Components C-12 Wheel



WRITE BRAIN's core principles are represented in a 360° value system that educators can instill in their students alongside existing methodologies. The WRITE BRAIN BOOKS program helps teachers apply these vital principles to any and all lesson plans and learning avenues, as it supports any other academic philosophy. The components on the wheel are all vital attributes a 21st Century learner must possess in order to flourish in any college, career, or community.

Any teacher can enhance any lesson, in any subject, by simply integrating any of the C-12 wheel components into the lesson structure.

WHEN A STUDENT ENGAGES WITH THE WRITE BRAIN BOOK PROGRAM, THEY WILL EXPERIENCE **EVERYTHING** ON THE WRITE BRAIN C-12 CORE COMPONENTS WHEEL.



YOU CAN HANG THE WHEEL ON THE WALL AND REFERENCE THE WHEEL AT ANY TIME THROUGHOUT THE EXPERIENCE. YOU CAN ALSO HAVE YOUR STUDENTS CHOOSE COMPONENTS TO HIGHLIGHT ON ANY GIVEN DAY.

*A copy of the C-12 Wheel is located in the Resources and Worksheets Booklet.*

Lesson plans will often highlight when the core components on the wheel are being activated in your students.



## Why This Program Is Unique

Today, most students are learning to express themselves in a highly digital world. They constantly text their abbreviated thoughts and compulsively send or respond to emails. They often take notes on their computer in an automated and auto-corrected fashion, rather than developing their own style of organizing information. Word processing programs automatically correct their spelling, vocabulary, grammar, punctuation, and sentence structure. At WRiTE BRAiN, we embrace technology! We just see the need to maintain a valuable analog experience that is becoming less and less available to our children.

WRiTE BRAiN BOOKS inspires students of all ages to use their imaginations and create their own stories, which they record by hand in richly illustrated books. Each book comprises colorful and sequential images that connect to literally *paint* a visual narrative. Children will naturally slow down and focus when offered an alternative to the “techtivities” bombarding and, in most cases, overwhelming their senses, whether they realize it or not. Our books allow for a brief moment of healthy disconnect from technology and a return to basics. Students will discover their own creativity by learning the craft of writing and the art of storytelling. The final stage of the process takes each writer to the keyboard to upload his or her story on our site’s innovative BOOK BUiLDER.

Each child becomes a published author. Young people gain confidence and self-esteem when they are invited to give their unique interpretation of anything! With WRiTE BRAiN BOOKS, they are given a set of amazing images and are encouraged to create a literary narrative for their own children’s book. They even get to dedicate their story to someone special, which gives them a sense of responsibility to the reader. *This proves especially valuable with older kids who are “too cool for school.”*

All children have different styles of learning and different ways of processing information and expressing themselves. Storytelling resonates with all students, as there is no right or wrong answer. The images will spark the child’s imagination and hold their attention as they craft their own written interpretation.

### Other Unique Benefits of This Program:

- Ability to build one’s own library of self-authored and published titles
- Students increase vocabulary with the use of multiple word banks.
- Wide variety of book genres
- Meets the needs of every type of learner (learning styles)
- Ability to track your students’ improvement in the areas of language arts and personal development
- Ability for parents to keep the handwritten workbooks and worksheets of their child’s creative process for many years to come

# This Program

## What Is Provided:

- A set of 25 professionally illustrated books (two copies each of 12 illustration styles, and one book to use as the model)
- This Teacher's Guide to instructing the learning process
- A pad of Story Mats for short writing exercises
- A pack of Story Cards for icebreaker and ongoing writing experiences
- A complete set of worksheets and word banks you will photocopy for your students
- Pre- and Post-project surveys for your own research (please share with us!)
- WRiTE BRAiN's Punctuation Poster
- WRiTE BRAiN pencils for students
- Official WRiTE BRAiN Author Certificates for each student author
- A note of encouragement from *Diary of a Wimpy Kid* author, Jeff Kinney.
- Publishing codes for group-authored and class-authored books
- Sample copies of published student-authored books

## What Is Needed

- A dedicated WRiTE BRAiN notebook for each student
- Pencil sharpener(s)
- A chalkboard, whiteboard, or chart paper
- Computer & Internet Access

## What Is Optional

- Projector and viewing screen or whiteboard

### Teacher's Prep:

Teacher's Prep: Bring in your own selection of model books, or have students bring in a favorite children's book. These books will be utilized and referred to throughout the program. Sample books can be from authors such as Jeff Kinney, Ezra Jack Keats, Donald Crews, Patricia Polacco, Dr. Seuss, Eric Carle, Chris van Allsburg, James Marshall, Lois Lowry, Mo Willems, Margaret Wise Brown, William Steig, or Audrey Penn.





# "Every Picture Tells YOUR Story."

## Launching WRiTE BRAiN BOOKS in the Classroom

### – A Teacher's Perspective

#### Dear Educators:

Congratulations! You are embarking on a transformative journey that you and your students will remember and talk about for years to come.

When I first encountered WRiTE BRAiN at a professional conference, I was excited and intrigued. This could be the piece that my students needed to elevate their writing confidence and capabilities. This was project-based learning at its best!

In this guide, you will find scaffolding, graphic organizers, and linguistic supports to progress your English Learner through authoring a children's book. The plans are written to advance students towards daily writing goals while delivering quality instruction and staying within the fidelity of the WRiTE BRAiN Curriculum for which I developed additional and robust lesson plans and resources specific for learners entirely new to the English language, resulting in this guide.

You will see activities that provide opportunities for your students to work through academic speaking tasks while building language and fluency. Short-form writing tasks afford students frequent writing opportunities to create and practice the craft of authoring without boredom. As your students sharpen skills, there is never a sense of repetition as the visual prompts inspiring their ideas are always different. Skills are reinforced with pleasure!

When I taught my own students using the WRiTE BRAiN curriculum, they loved the activities and the chance to create a story that did not have to come from their experiences. Instead, the colorful and sophisticated illustrations engaged them from the beginning. The program was in itself a safety net for my English Learner students to discover and develop original and imaginative ideas.

Students that previously did not want to write were asking me to stay after school or miss special events in order to work on their books. Students that are typically quiet during group work found their voices as they collaborated with their peers to determine character names, storyline, settings, and descriptive words.

At the end of the process, when students saw their own written words and ideas come to life on the printed shiny pages of a stunning, professionally published book, they felt accomplishment, pride, and ownership. They are authors! Their hard work produced a tangible book they would keep, share, and cherish forever.

As you begin your journey alongside your students, take note of this day. Make the reveal something special for them. Remind your students that they are about to become authors! Remind them that today will forever be a part of their lives as will their book, which will be with them throughout their lives. Mark today down for yourself, as it will be the start of when your thoughts about teaching creative writing are forever changed.

Most Sincerely,

– Lesley Morgan

English Learner Specialist, WV

Co-author WRiTE BRAiN For Newcomer and Emerging English Learners Curriculum Guide



## Build a Library Legacy

All across the US, a library is growing. It shares no common walls, and no roof can contain its soaring potential. Authors K-12 nationwide have already contributed to it - filling thousands of shelves with stories born of each of their priceless imaginations. These are the books of young WRiTE BRAiN authors - inspired by wordless illustrations. It's as if these text-less, artful books have been waiting for students to discover them and finally unlock the hidden meanings behind each image.

In this digital age, WRiTE BRAiN BOOKS is leading a movement to preserve the legacy of literary storytelling, infused with the kind of creativity fed by the tools of the mind and nothing else. We have seen first-hand, the impact creative writing has upon the self-esteem of students of all ages, and from all backgrounds. It has emboldened us to grow this company and, as a result, grow the WRiTE BRAiN LIBRARY- a collection of books certain to leave a literary legacy for this and many generations to come.

Your students will utilize supportive graphic organizers, worksheets and vocabulary word banks throughout the process.



Worksheet examples

# WRiTE BRAiN for English Learners

**Writing can be a challenge for any student, but ELs face the additional and often daunting challenge of working with a new and unfamiliar language. With WRiTE BRAiN, the emphasis is less on knowing the “right words” and more on *imagining a story* and *discovering the best language to bring that story to life*.**

Every element of our curricula is research-based, carefully crafted, and inspired by the expressed needs of educators and the diverse students they teach. It is proven to grow EL students’ vocabulary, writing skills, engagement, and confidence by leaps and bounds. Our activities are designed to build and reinforce students’ grasp of English grammar, while at the same time developing their higher-order and critical thinking skills.

The WRiTE BRAiN experience not only increases ELs’ proficiency in English, it dramatically decreases their fear of using it, giving them a greater range of literary motion, courage when speaking or reading aloud, and confidence to express themselves creatively as they work collaboratively with their peers.

## Book Buddies

Team up with another teacher at your school, and arrange a time for the writers in your class to visit students younger than themselves. This is a great chance for your soon-to-be published authors to read their stories aloud and get helpful feedback from their young audience! Think of how empowering it will be for younger students to offer their insights and ideas to students at higher grade levels who are seeking their opinions.

## Mentorship Opportunities

Once your students have become published authors of their own WRiTE BRAiN BOOKS, give them an opportunity to take the lead and share their experience with others! With additional WRiTE BRAiN Story Mats and Story Cards, your authors can guide a group or class of younger students through the same authoring and presenting processes. It will be amazing to watch their writing skills reinforced as they mentor and inspire other students to learn and love writing.

**In the Resources and Worksheets Booklet is personal letter from best-selling children’s book author Jeff Kinney (*Diary of a Wimpy Kid*), written to encourage young writers on their journey to becoming published authors themselves. Make copies of this letter and hand one out to each student before the writing process begins.**





## 1

## SAMPLE LESSON

## Intro to Storytelling – Imagination, Images, and Improvisation!

**Objective:**

Students will learn to tell a collective story using visual cues and prompts provided by the WRiTE BRAiN Story Mats.

**Lesson Length:** 45 minutes

**Materials:**

- WRiTE BRAiN Story Mats
- Sentence Building Worksheet
- Vocabulary Cards (EMOTION, CHARACTER, SENSE)
- Chart paper or whiteboard

1. Select a **Story Mat** and hold it up for the class to see. (The image may also be projected onto a screen for greater visibility.)
2. Ask students to share what they see happening in the image. Create a word bank together on the board or chart paper.
3. Begin telling a story, using the images on your Story Mat as inspiration. You may prepare a story in advance, or improvise. Remember, it doesn't have to be perfect, as you are modeling natural, prompt-based storytelling for your students.
4. Call on students to stand and continue the storyline, even if it is just a sentence or two. Use the sentence frames provided (see suggestions on page 45) to support students' academic speaking. Remind them that they are adding to what has already been said, and not starting a new story. You may want to give your leading character a name in the beginning, so students have a point of reference, even if they take the story in different directions.
5. Introduce the **Vocabulary Cards** and explain that these will be posted to the class "Word Wall" as new storytelling terms are introduced. You may have students help you choose the best place for the Word Wall, as it will be referred to throughout the writing process.
6. Show the **Vocabulary Cards EMOTION, SENSE, and CHARACTER**. Read the definitions on the cards and place them on the Word Wall.
7. After the first two students have added to the story, allow time for reflection. Lead students in a brief discussion about how they might enrich the story. Ask them to think about the images in connection with their five senses. "What do you see? Hear? Smell? If you were in the scene, what tastes or textures might you experience?"
8. **Sentence Stretching Activity:** Using the **Sentence Building Worksheet**, practice stretching a sentence with the students. Using the character's name, work through each part of the Sentence Building Worksheet until you have a full sentence with details.

9. Select additional students to continue the story, now focusing on sensory detail.
10. Ask the students to think more deeply about the characters. "What do you think the characters are feeling? What makes you think this? How might the characters' feelings affect what happens next in the story? What challenges or problems do you think the characters might face? How will they work through them?"
11. Allow as many students as possible to respond before moving on.
12. Invite students to think of a way to conclude the story, drawing on ideas from the class discussion and what they can remember about the story as a whole. You might ask: "What has changed since the beginning of the story? The characters? The environment? Relationships? Emotions? What would we want readers to remember about our story?"
13. Finish by charting the story one sentence at a time on the whiteboard/chart paper, encouraging students to help each other remember the details and order of events. You may invite the class to read the completed story aloud together.

### Remember:

**You will be introducing the OPTIONAL FAMILY AUTHORIZING assignment during PART ONE of the curriculum. Use your own judgment to decide the best time and approach for assigning this "homework." After the class book has been chosen, every student can select a personal WRiTE BRAiN BOOK to take home. They can write these books with their families in ANY LANGUAGE!**

### Our suggestion for take-home book selection:

**Create a memory/critical thinking game to play as a class. For example, read aloud a short story (or perhaps a few paragraphs from a longer story). Afterwards, ask students questions requiring them to recall specific details from the story. The first student to raise his or her hand and answer a question correctly will get to choose a book first. The student who answers the next question correctly gets to choose second, and so on. Or, you may prefer to have students play a writer's trivia game based on recalling things learned during that day's lesson.**

### Teacher's Prep:

**For each student, make a copy of the *Am I a WRiTE BRAiN Thinker? (Pre- and Post-Project Student Survey)*.**

**This lesson will spark critical thinking and curiosity in your students.**

## SAMPLE LESSON

*Match, Mismatch, Mistake – Which One is Best?***Objective:**

- Students will identify good story sentences that correspond to a WRITE BRAiN Story Mat
- Students will correct mistakes in a mismatched story.

**Materials:**

- WRITE BRAiN workBOOK
- WRiTE BRAiN Story Mats
- Chalkboard, whiteboard, or chart paper
- Stickers or Post-its
- Vocabulary Card (COLLABORATION)

**Lesson Length:** 45 minutes

1. Present the **COLLABORATION Vocabulary Card** to the class. Read the definition aloud, and add it to the Word Wall in the room.
2. Point to the vocabulary cards from the previous lesson (**ARTIST, AUTHOR, and ILLUSTRATIONS**). Read their definitions aloud, and remind students that as collaborators and authors of a book, their words must match the artist's illustrations in meaning and tone.
3. **Mismatched Activity:** For this fun activity, select one of the Story Mats from your materials. Display the Story Mat so that all students can see the picture. When students have had a chance to look at the image for a minute, tell them that you are going to create words for that Story Mat. As the teacher, invent a few random sentences that have nothing to do with the Story Mat. For example (using the Story Mat of the boy watching the two mice eating) say, "There were three cats eating fish by the ocean."
4. After you have presented your **MISMATCHED STORY**, ask students if the story followed our guidelines from earlier (words must match the artist's illustrations in meaning and tone). Ask the students, "Did the story I created match the artist's picture?"
5. On the board, using a new Story Mat, give students three example sentences. Make sure to write them or display them for the students to see the sentences as you read them aloud. One sentence has nothing to do with the Story Mat. The second sentence is "pretty close" to the Story Mat, and the third should be the best sentence to go with the Story Mat.

**EXAMPLE** (Using the Story Mat of the girl facing the golden dragon):

**Sentence #1** (mismatch): The old woman thought about her cat.

**Sentence #2** (pretty close): The girl cleaned the floor with her mop.

**Sentence #3** (match): The girl stood her ground as she stared back at the dragon!





6. Next, put the students into pairs. Have the pairs work with their partners to determine which sentence is the match and which is the mismatch.
7. Have the student pairs work together to verbally create a story inspired by the Story Mat you used. After a few minutes, ask partners to share their story. Draw attention to the parts on the Story Mat that the students used when telling the story.
8. Discuss with the class what makes sentence #1 and sentence #3 the mismatch and match. Point out that in sentence #1, there is nothing in the illustration about a cat, so why would we write something about a cat here? Does that communicate the author's message?
9. Return to sentence #2 (the "pretty close" sentence). Ask students to make the sentence even better. While it was closer than sentence #1, where are the mistakes? How could sentence #2 be changed to be a good, strong sentence supporting the author's illustration? Allow the students to work with their partners to fix sentence #2.
10. Have students share their improved sentences. Write them on the board, and praise them for authoring and editing

**This lesson will inspire collaboration, deepen comprehension, and develop confidence.**

### 3

## SAMPLE LESSON

### Creating Our Characters

#### Objective:

Students will identify and develop main characters and supporting characters as part of the pre-writing process. They will also develop descriptive language to express their creative ideas.

**Lesson Length:** 45 minutes - 1 hour

#### Materials:

- WRITE BRAiN workBOOKS
- Teacher's demonstration WRiTE BRAiN BOOK
- **Character Development Worksheet**
- **Adjective Alley Word Sheet**
- Pencils
- Highlighters
- Chalkboard, whiteboard, or chart paper
- **Vocabulary Cards (ADJECTIVE, CHARACTER, ATTRIBUTES, EMOTION)**

1. Open your demonstration WRiTE BRAiN workBOOK for the class.
2. Demonstrate looking for the main character as you slowly flip through the pages. Ask

students, "Who is this story about? How are the characters feeling? Do their feelings change from page to page? How is the main character different at the end of the story than he/she was at the beginning?"

3. Continuing your demonstration, look for secondary characters in the story. Discuss how you know the difference between the main character and a secondary character. Ask students about the relationships characters have to each other. Are they friends? Enemies? Family?
4. Ask students if there are any details you might have missed while looking through the pictures. Let students help you choose names for the characters. Encourage students to think of unique names that they think fit the characters and not to use names from other stories or movies. Provide name resources (electronically or in print) if students need name ideas.
5. Make some decisions as a whole class about the main character and the supporting characters in the demonstration text and write them on the chart paper. Be sure to include the character and his/her new name on the chart paper.
6. Review the **ADJECTIVE, CHARACTER, ATTRIBUTES,** and **EMOTION** vocabulary cards on the Word Wall. Remind the students that adjectives help to better describe parts of the story, such as a character's physical appearance, emotions, or feelings.
7. Distribute the **Adjective Alley Word Sheet** to every student. Have them use a highlighter to select a few adjectives they want to include.
8. Have students/groups share aloud adjectives they've selected. Create a quick list of adjectives that might be used to describe the characters listed on the chart paper from the demonstration text.
9. Have students get into their coauthoring groups. Hand out their **WRITE BRAiN BOOK** and the **Character Development Worksheet**.
10. Have them discuss who their main and supporting characters are using the images throughout the book. Once they have decided as a group, they should discuss what their characters' names should be and write them on their Character

Development Worksheet (one side for the main character(s) and the other side for the supporting character(s)), as you did on the chart paper. Remind students that spelling doesn't matter at this point, and they can always go back and fix any errors later. Also remind students that animals are characters too.

11. After groups have decided on their main and supporting characters' names, they should start to think of words that describe each of their characters in the story. Remind students that these words (**ADJECTIVES**) should describe what they look like (**ATTRIBUTES**) and how they are feeling (**EMOTION**).
12. Have students independently choose four adjectives for the main character(s) and four adjectives for the supporting characters. Encourage students to have two adjectives that describe the characters physically and two that describe the characters' personality. Help students, and ask leading questions when needed, e.g., What do they look like? What are they doing? Are they happy? Scared? When the adjectives are agreed upon within the group, they should be noted in a group workbook.

### Teacher's Note:

**REMIND Students: Say, "A main character is central to the story. They are important and appear frequently throughout the story. A secondary character has a smaller role. They may appear throughout the story or only once. They are NOT the focus, but can still hold important parts of a story."**





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