



ELEMENTARY

WRITE BRAIN BOOKS™

A NARRATIVE & CREATIVE WRITING COURSE IN THE
FUN & ACADEMIC ART OF CHILDREN'S BOOK AUTHORING
FOR GRADES 2-5

PROJECT-BASED LITERACY
COLLABORATIVE PROCESSES

SOCIAL-EMOTIONAL LEARNING
SELF-DIRECTED LEARNING

ALIGNS With

Standards & Everything Else

Robust Lesson Plans for Year-Round Implementation

** GRADE-LEVEL DIFFERENTIATORS AVAILABLE **

students become
published authors! →



"The future belongs to a very different kind of person with a very different kind of mind--creators and empathizers, pattern recognizers and meaning makers. These people--the artists, inventors, designers, storytellers, caregivers, consolers, big picture thinkers--will now reap society's richest rewards and share its greatest joys."

- DANIEL PINK

(New York Times bestselling author of
A Whole New Mind: Why Right-Brainers Will Rule the Future)

Table of Contents

Dear Educators	4
How to Use These Lessons	4
Structure & Timeline	4
What is Narrative Writing?	5
"Disguised Learning"	6
21st Century Skills	6
English Language Arts	6
Why This Program is Unique	8
Other Unique Benefits of This Program	8
This Program	9
About WRiTE BRAiN Expository Lessons	10
Every Picture Tells YOUR Story	12
Introduction: Why Do You Love That Book?	14
WRiTE BRAiN for English Learners	15
Lesson #1: Every Picture Tells YOUR Story	16
Lesson #2: The Deeper Draft	17
Lesson #3: Point of View, Picking Your Perspective	18
The School-to-Home Connection	20
Lesson #4: Presenting Different Perspectives	21

PART ONE: Group Authoring

Lesson #5: Group Book Selection "Who is My Artist?"	22
Lesson #6: When Collaboration Causes Conflict	24
Lesson #7: Book Walking and Story Talking	25
Lesson #8: Character Development & Creative Vocabulary	27
Lesson #9: Character Arc	29
Lesson #10: Storyline Planning Make a Map of it!	30
Lesson #11: Big Idea	32
Lesson #12: Setting Snapshots Painting Place with Words	33
Lesson #13: Deliberate Dialogue	34
Lesson #14: Leads and Conclusions	36
Lesson #15: Ready, Set, Write!	38
Lesson #16: The Mighty Thesaurus Words Unlimited!	39

Lesson #17: Story Stretching	
Making More of Moments	40
Lesson #18: First Draft Read & Review!	41
Lesson #19: The Punctuation Pass	42
Lesson #20: Spelling Sparks	43
Lesson #21: What's Our Title?	44
Lesson #22: For Whom & By Whom - In Color!	45
Lesson #23: Presentations!	47
Lesson #24: Writers as Readers!	48
Lesson #25: Group Book Upload!	51
Lesson #26: Relax & Reflect!	52

PART TWO: Individual Authorship

Writing Tools Application Week	53
Lesson #1: "WRITE IT & READ IT!"	54
<i>The School-to-Home Connection</i>	55
Lesson #2: Partnering with an Illustrator	56
Lesson #3: Expository Writing from Experience	57
Lesson #4: Worksheet Workout!	59
Lesson #5: Recognize & Research	61
Lesson #6: My First Draft	62
Lesson #7: Engaged Sharing & Active Listening	63
Lesson #8: The Last Pass	64
Lesson #9: From the Pencil to the Pages!	65
Lesson #10: "Official Author" Presentations	67
Lesson #11: Becoming Flexible Thinkers	
Pointing to Perspective	67

WRITE BRAIN POETRY POP INS

Introduction	70
Glossary of Poetic Terms & Styles	70
Concrete Poems	72
Acrostics	73
Rhyming Poems	75
Sensory Poems	77

ACTIVITY

Hold a Young Author's Event!	79
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STUDENT & TEACHER TOOLS

BOOK BUILDER Instructions	81
C-12 Core Components Wheel	84
C-12 Wheel - Class Conversations	85
Word Banks	86
Story Builder Cards Gamesheet	93
Punctuation & Grammar Guide	95
Character Development Worksheet	97
Character Arc Worksheet	99
Conflict Scenarios	101
Storyline Planning Worksheet	103
Describing Settings - Sample Texts	105
Setting Snapshots Worksheet	107
Imagining Leads & Conclusions Worksheet	109
Dedications & About the Author Worksheet	111
Compare & Contrast Worksheet	112
Comparative Essay	114
Positive Feedback for the Author Worksheet	115
Reflective Personal Essay	116
Sensory Snack Worksheet	118
Pre- and Post-Project Survey	120
Mentorship & Service	121
Vocabulary Cards	122
Lead Samples	139
Types of Conclusions	149
"Score This!" - Student Report Card	151
Letter from Jeff Kinney (<i>Diary of a Wimpy Kid</i>)	153
Rubrics	155
Additional Scaffolding	160



Pace	Lesson Title	Objective	Materials	Page
Day 1	PART ONE: LESSON #1 Every Picture Tells YOUR Story	Students will apply their innate creative and critical thinking skills as they engage in fun writing exercises and express ideas through story, peer discussion, and group play.	WB Story Builder Cards, Story Builder Cards Gamesheet, Author notebooks and pencils	16
Day 2	PART ONE: LESSON #2 The Deeper Draft	Students will play independent writing games that inspire deeper creative and critical thinking processes.	WB Story Cards, Author notebooks and pencils, Copies of the Story Builder Cards Gamesheet, Copies of the Adjective Alley Word Sheet	17
Day 3	PART ONE: LESSON #3 Point of View - Picking Your Perspective	Students will learn that a story can be told from multiple perspectives and will choose and write from a single point of view	Pencils, Author's Notebooks, Story Builder Cards	18
Day 4	PART ONE: LESSON #4 Presenting Different Perspectives	Students will learn how to identify different points of view in a story (first person, third person, third person omniscient), and consider how they want to approach telling their own stories.	Pencils, Author's Notebook, Story Builder Cards, WB workBOOKS, Sample Story written in first person (teacher's choice)	21
Day 5	PART ONE: LESSON #5 Group Book Selection - "Who is My Artist?"	Students will choose WRITE BRAIN BOOKS to coauthor as groups.	WB BOOKS, Author notebooks and pencils	22
Day 6	PART ONE: LESSON #6 When Collaboration Causes Conflict	Students will role-play scenarios and learn how to approach conflict when differing ideas and opinions present themselves within a group.	WB BOOKS, Copies of Conflict Scenario Sheets, Chalkboard or chart paper, Author notebooks and pencils	24
Day 7	PART ONE: LESSON #7 Book Walking and Story Talking	Students use slow processing skills to examine and visually absorb the images in their WRITE BRAIN BOOKS as they prepare to write	WB BOOKS, Teacher's model WB BOOK	25
Day 8	PART ONE: LESSON #8 Character Development & Creative Vocabulary	Students will learn to identify/ develop main and secondary characters as part of the pre-writing process-- develop traits and personalities for the characters in their books using descriptive language to express creative ideas and unique perspectives.	Group WB BOOKS, Teacher's demo WB BOOK, Author notebooks and pencils, Copies of all WBworksheets/word banks	27
Day 9	PART ONE: LESSON #9 Character Arc	Students will learn to track a character's evolving emotions and actions over the course of the events of a story AND plot their own characters' arcs for the group authored books.	Copies of Character Arc WS, Story mat story card, Teacher's model WB BOOK, Option: add'l children's books	29
Day 10	PART ONE: LESSON #10 Storyline Planning - Make a Map of it!	Students are introduced to basic storyline structure and exchange ideas to create the beginning, middle, and end of their WRITE BRAIN BOOKS with their coauthors.	Group WB BOOKS, Teacher's demo WB BOOK, Author notebooks/pencils, Copies of Storyline Planning WS	30
Day 11	PART ONE: LESSON #11 Big Idea	Students will learn to determine the central message of a story from key details. Then, they'll devise a central message, or lesson, for their group-authored stories.	Story mat, Teacher's model WB BOOK, Optional: additional children's books, Author Notebooks and pencils, 5 index cards per student	32
Day 12	PART ONE: LESSON #12 Setting Snapshots - Painting Place with Words	Students will learn to write detailed and descriptive sentences about the setting in their WRITE BRAIN BOOKS.	Each WB group book, Teacher's demonstration WB BOOK, Describing Settings - Sample Texts, Copies of the Setting Snapshots Worksheet, A couple of examples of "setting snapshots" from books you have brought in.	33
Day 13	PART ONE: LESSON #13 Deliberate Dialogue	Students will learn how to create conversations between characters that add colors and layers to their story, while moving it forward.	Group WB BOOKS, WB Story Builder Cards, Instead of Said Word Bank, Author's notebooks/pencils	34

Pace	Lesson Title	Objective	Materials	Page
Day 14	PART ONE: LESSON #14 Leads and Conclusions	Students will analyze text and plan multiple leads and conclusions for their coauthored WRITE BRAIN BOOKS.	Each WB group book, Teacher's demo WB BOOK, Copies of Imagining Leads and Conclusions WS, samples of drama	36
Day 15	PART ONE: LESSON #15 Ready, Set, Write!	Co-authors will begin the first drafts of their WRITE BRAIN BOOKS.	Each group's WB Book, Teacher's demo WB BOOK, Author notebooks/ pencils, group's completed WS for reference	38
Day 16	PART ONE: LESSON #16 The Mighty Thesaurus - Words Unlimited!	Students will learn to make careful word choices using powerful adjectives and verbs to create strong images as they work on their WRITE BRAIN BOOKS.	Each group's WB BOOK, One thesaurus for each group (or student access to thesaurus.com), Author notebooks/pencils	39
Day 17	PART ONE: LESSON #17 Story-Stretching - Making More of Moments	Students will learn to expand upon important moments in their stories as they work on their WRITE BRAIN BOOKS.	Each WB group book, A visually descriptive passage you can read aloud from a familiar book, Author notebook/ pencils, Sticky Notes, A large rubber band	40
Day 18	PART ONE: LESSON #18 First Draft Read & Review!	Students will read aloud, hear, and complete the first draft of their WRITE BRAIN group books!	Each WB book, Author notebook/ pencils	41
Day 19	PART ONE: LESSON #19 The Punctuation Pass	Objective: Students will learn the importance and power of punctuation as they edit and revise the first draft of their group book. Warning: Students tend to care more about punctuation when it's their very own, self-authored work that needs it!	Each WB group book, Author notebooks and pencils, WB Basic Punctuation & Grammar Guide	42
Day 20	PART ONE: LESSON #20 Spelling Sparks	Students will learn to self-edit and attend to their spelling as they write, edit, and revise their WRITE BRAIN BOOKS.	Each WB group book, Dictionaries (one copy for each group), Author notebook/pencils	43
Day 21	PART ONE: LESSON #21 What's Our Title?	Students will think creatively and discuss different options for choosing a title for their WRITE BRAIN BOOKS.	Each WB group book, Each author's favorite book, Author notebooks/pencils	44
Day 22	PART ONE: LESSON #22 For Whom & By Whom - In Color!	Groups write a dedication, a short group bio, and their full story onto the colorful pages of their WRITE BRAIN workBOOK.	Each WB group book, Author notebook/pencils, Copies of Dedication & About the Author Worksheet, Chalkboard, white-board, or chart paper, fiction books	45
Day 23	PART ONE: LESSON #23 Presentations!	Authors present their group's creative and original story in their first formal presentation to their classmates! (In the next phase of independent authoring, presentations can be made to parents, teachers, and other invited guests.)	ALL completed WRITE BRAIN group books, Folded and numbered paper squares (one for each group)	47
Day 24	PART ONE: LESSON #24 Writers as Readers	Students will work in pairs to use the skills they've developed as authors to analyze/add to the work--become aware of progress made not only as writers but as readers- notice how these skills are connected.	Copies of a written passage from a common story, Word Bank Sheets, Author's notebook/ pencils	48
Day 25	PART ONE: LESSON #25 Group Book Upload!	Group authors will put down pencils and type on a keyboard as they upload their story and group photo to the WRITE BRAIN BOOK BUILDER.	ALL completed WRITE BRAIN group books, Computers, Internet access	51
Day 26	PART ONE: LESSON #26 Relax & Reflect!	Students reflect and write about the collaborative authoring process, and describe how it feels to become a published author of a children's book	Author notebook/pencils, Copies of Positive Feedback for Author WS	52
Day 27	PART TWO: LESSON #1 “WRITE IT & READ IT!”	Students will apply their improved critical thinking skills, and the creative instincts they have activated and learned to trust in prior lessons to craft a short story on a WRITE BRAIN Story Mat, to be shared aloud with their peer authors.	WB Story Mats, Author notebooks/ pencils, Copies of word bank sheets: Adjective Alley, Vivid Verbs, Instead of Said, Other Ways to Say	54
Day 28	PART TWO: LESSON #2 Partnering with an Illustrator	Each student will select, receive, and review the WRITE BRAIN BOOK he or she will be authoring and learn about the illustrator they will be partnering with.	WB workBOOKS, Sticky notes, Author notebooks and pencils	56
Day 29	PART TWO: LESSON #3 Expository Writing from Experience COMPARE & CONTRAST	Students will see how the expository writing process can enhance their narrative/ fiction writing as they compare and contrast characters and settings they've experienced in their own lives to those in their story.	Wordless WB BOOKS, Author's Notebooks, Compare and Contrast Worksheet, Comparative Essay Outline Worksheet, Author notebooks/ pencils	57



"DO THE WRITE THING" CURRICULUM AT-A-GLANCE

Pace	Lesson Title	Objective	Materials	Page
Day 30	PART TWO: LESSON #4 Worksheet Workout!	Student authors will spend focused time writing their ideas for the different story development worksheets. Lesson will require more than one hour/session.	WB workBOOKS, A new packet of photocopied worksheets, Completed worksheets written by groups (excluding Dedication/About The Author Worksheet), Author notebooks and pencils	59
Day 31	PART TWO: LESSON #5 Recognize & Research	Students will identify unfamiliar elements in their WRITE BRAIN BOOK illustrations and do research on the Internet to expand their knowledge and deepen comprehension for the best storytelling possible.	WRITE BRAIN workBOOKS, Computers or tablets or library encyclopedias, Author notebooks and pencils	61
Day 32	PART TWO: LESSON #6 My First Draft	Student authors will write a first draft of their stories, start to finish, with attention to the content on their worksheets, not on spelling and punctuation.	WB workBOOKS, Copies Author's worksheets (not Dedication/About the Author/WS)Dictionaries/Thesauruses/Internet access, Author notebooks and pencils	62
Day 33	PART TWO: LESSON #7 Engaged Sharing & Active Listening	Authors will read their stories aloud to their peer editors and each will provide feedback to the other. The listener will repeat the story in his/her own words; authors will finalize their story.	Author notebooks/pencils, WRITE BRAIN workBOOKS	63
Day 34	PART ONE: LESSON #8 The Last Pass	Authors will address spelling, punctuation, and flow, and complete the Dedication & About the Author sections.	WB workBOOKS, Author notebook/pencils, Dictionaries/Thesauruses/ Internet access, Copies of Dedication/About the Author	64
Day 35	PART ONE: LESSON #9 From the Pencil to the Pages!	Authors write their final, completed stories on the illustrated pages of their WRITE BRAIN workBOOKS.	Author's WRITE BRAIN workBOOKS, Author notebooks and pencils	65
Day 36	PART ONE: LESSON #10 "Official Author" Presentations	Authors present their stories aloud, hear positive feedback, and receive an Official Author Certificate from you!	Author's WRITE BRAIN workBOOKS (ready for class feedback!), Official Author Certificates, Projector	67
Day 37	PART ONE: LESSON #11 Pointing to Perspective... Flexible Thinking	Students will share their unique points of view and discuss the value of allowing for varying perspectives.	Student notebooks and pencils, Internet access, Projector	68



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 Builder 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.

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 program.)

Have students write and revise their short stories on notebook paper for the Story Mat lesson plan in Part Two - Independent Authorship. Collect the unmarked mats at the end of the activity to use during another session. Give each writer the chance to interpret and create the stories for different, vividly illustrated scenes throughout the independent authoring portion of the program. They will enjoy seeing how unique each person's interpretation of the same illustration can be. 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 / Assessments

WRiTE BRAiN provides a set of **rubrics** designed as assessment tools for you to apply if pre- and post- 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 with 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.



This Program

What Is Provided:

- A full set of professionally illustrated books
- This Teacher's Guide to instructing the learning process
- A pad of Story Mats for short writing exercises
- A pack of Story Builder 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 Basic Punctuation & Grammar reference chart
- 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.

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.

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.

*Program can be implemented without computer & internet access but would not include the use of our Book Builder or publishing of student-authored books.



WRiTE BRAiN for English Language Learners

Writing can be a challenge for any student, but ELLs 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 ELL 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 ELLs’ 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 Builder 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 back of this guide is a 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.



Sample Lesson: Character Development & Creative Vocabulary

Objective:

Students will learn to identify and develop main characters and secondary characters as part of the pre-writing process. They will also develop traits and personalities for the characters in their books using descriptive language to express their creative ideas and unique perspectives.

Materials:

- Group WRiTE BRAiN BOOKS
- Teacher's demonstration WRiTE BRAiN BOOK
- Author notebooks and pencils
- Copies of all WRiTE BRAiN worksheets and word banks
- Chalkboard, whiteboard, or chart paper

1. Open your demonstration WRiTE BRAiN BOOK for the class.

Teacher's Note: Remind everyone to look at their group book often throughout the writing process, and to pass it around the group so that each author can see images, expressions, and backgrounds up close and clearly.

chalkboard, whiteboard, or chart paper.

Teacher's Note: Encourage students to think of **original character names** and not ones already used in popular stories such as **Mulan, Dora, or Harry Potter**. Explain that the stories for those characters have already been written. This is a brand new story written by brand new authors!

2. Demonstrate looking for the main character as you slowly flip through the pages. **ASK ALOUD:**
 - "Who is this story about?"
 - "What is the character feeling as the story unfolds?"
 - "Does the main character change from the beginning of the story to the end?"
3. Continuing in your demonstration WRiTE BRAiN BOOK, look for secondary characters. Think aloud about how the different characters relate to each other. Discuss ideas for names of the characters. Encourage the students to contribute by helping to answer your questions and noticing details about the characters that you may have overlooked.
4. Make some decisions as a whole class about some of the characters in the demonstration text and write them on the
5. Give each group their WRiTE BRAiN BOOK and let them take a few minutes to look through it and remind themselves of the images and visual story.
6. Ask the class if anyone can tell you what an **ADJECTIVE** is or if they remember what it is from Lesson #2.
7. Have each group brainstorm a list of adjectives that describe the **main character** in their story. *They should write these in their notebooks, not in their WRiTE BRAiN workBOOKS.*
8. Have them do the same for each of the secondary characters.
9. Hand each student a copy of the **Adjective Alley Word Sheets**, which may be found at the back of this guide, and tell them

these are for them to keep! Encourage them to reference them in other classes or subjects.

10. Ask the students to compare the list of descriptive words they brainstormed with the list on the **Adjective Alley Word Sheet**. Instruct them to search for words that may describe the characters even more fully than the first words they thought of.
11. Tell them what it means to develop a character in a story and why it is important.

YOU MIGHT SAY, “Characters make stories meaningful. The reader wants to connect to, relate to, care about, or sympathize with a character, even if the character is an animal.”

12. Hand out one copy of the **Character Development Worksheet** to each group and make sure they use their notebooks before writing on the worksheet. Some groups may require additional worksheets for books with many characters.
13. Tell the group authors to decide on the names they want to give to the characters in their book.

REMEMBER and REMIND: Animals are characters, too.

REMEMBER and REMIND: Students may choose to change their minds about the names or feelings of their characters as they progress in the writing process.

14. Have the groups spend the remainder of their time filling out their **Character Development Worksheets**.
15. Invite them to share their ideas with each other and try to reach general agreement by the end of the class. Explain that this

may change later if they come up with better ideas.

Students have spent their time **creating** their characters and enhancing their **comprehension** of those characters.



Sample Lesson: Storyline Planning – Make a Map of it!

Objective:

Students are introduced to basic storyline structure and exchange ideas to create the beginning, middle, and end of their WRiTE BRAiN BOOKS with their coauthors.

Materials:

- Group WRiTE BRAiN BOOKS
- Teacher's demonstration WRiTE BRAiN BOOK
- Author notebooks and pencils
- Copies of the **Storyline Planning Worksheet** for every author
- Chalkboard, white-board, or chart paper

1. Ask your student authors to look through their entire group book and talk to each other about what they think is happening and why. (Listen to what they say, ask probing questions that help them think more deeply, creatively, and critically about what they will be writing, and why.)
2. Ask them to explore the following questions and to write in their notebooks:
 - a. Who is in each picture?
 - b. What other things are in the picture?
 - c. What is going on in each picture?
 - d. Where does the picture take place?
 - e. What are the characters in the picture doing?

REMEMBER and REMIND: This list does not include details; it simply helps them design a creative writer's map of where they are going with their book.

3. Start the lesson by explaining that all stories have a beginning, a middle, and an end. Discuss the elements of the beginnings, middles, and ends of stories.

REMEMBER and REMIND: Identifying the most important events from the beginning, middle, and end of their story helps to organize ideas and create a good story.

THE BEGINNING: is the first part of the story. It is where the writer captures the reader's attention, either with a great opening line, a detailed description of the character or setting, or a peek into the topic or problem of the story. The beginning sets the mood for the reader. For example, will the book be happy and exciting, scary and mysterious, sad, silly or all of these? A good beginning makes the reader want to read more.

THE MIDDLE: is where the bulk of the story sits. It explains the topic, gives important key details, and holds the reader's attention. Most importantly, it is where we reach the turning point of the story. If the middle of a book is compelling, it will make the reader very curious about how the story is going to end, inspiring him or her to finish reading the book.

THE END: is where the story comes to a close. It is the conclusion and solution to the problem. It is where the main character learns a lesson or comes to terms with the events of what happened in the story. A good ending leaves the reader feeling satisfied, though sometimes wanting more.

4. Hand out the copies you made of the **Storyline Planning Worksheet** to each student.



5. Use your demonstration WRiTE BRAiN BOOK to turn to each page and recite a brief version of the beginning, middle, and end of the story you see in the pictures.

If the ERIKA FLAK/DRAGON book is your model book ...

BEGINNING: Dragon comes to town/Girl wants to fight/Told she is not allowed

MIDDLE: Studies in secret/Learns by watching/Faces dragon

END: Fights dragon with mop/Conquers dragon/Girl receives honor from village warriors.

6. Have each individual author craft a brief outline of the beginning of the group book (first few images) in his or her notebook. Have them discuss the different sentences and select the one they agree best outlines what is going on at the beginning (first few images) of their group book. They should write that sentence on the group's shared **Storyline Planning Worksheet**.

7. Have students take turns reading their sentences to each other.

REMEMBER and REMIND: Collaboration is a process that requires them to include their fellow authors' ideas and opinions.

8. Have groups discuss the different sentences and to choose the one they agree is the best to outline the **beginning**

of their group book (first few images). *They can also create a new sentence pulling words and phrases from each.*

9. Next, have them each write a single sentence to outline what they think happens in the middle of the story. Have them discuss the different sentences and choose the one they agree best outlines what is taking place in the **middle** of their group book. *They can also create a brand new sentence pulling words and phrases from each.*

10. Finally, have them each write a single sentence to outline what they think happens at the **end** of the story. Have them discuss the different sentences and select the one they agree best outlines what is taking place at the end (last few images) of their group book. *They can also create a new sentence pulling words and phrases from each.*

Teacher's Note: By this time, each student has completed his/her own **Storyline Planning Worksheet** for the group book. Each group has collaborated to co-create the storyline for their book on their group's **Storyline Planning worksheet**.

The story-planning process requires your students' **critical thinking skills**.

Teacher's Prep

For the next lesson plan, grab a few books from your home, class, or the school library that have wonderful snapshot passages describing the environment or "setting." (Some excellent authors who model powerful setting snapshots are Roald Dahl, Patricia Polacco, and William Steig. Barry Lane's text, "After the End," is also a wonderful resource for teachers who want more information on teaching children how to write effective "snapshots.") **Anything that has inspired you will be a perfect example.**



Sample Lesson: Expository Writing from Experience

COMPARE & CONTRAST

Objective:

Students will see how the expository writing process can enhance their narrative/fiction writing as they compare and contrast characters and settings they've experienced in their own lives to those in their story.

Materials:

- Wordless WRITE BRAiN BOOKS
- Author's Notebooks
- **Compare and Contrast Worksheet**
- **Comparative Essay Outline Worksheet**
- Author notebooks and pencils

Teacher's Note: *This lesson may require additional class time for younger students.*

The **comparative essay** allows a writer to compare and contrast the features of two subjects (two people, two things, two places, two ideas, two results, etc.). Once the similarities and differences between the two subjects are researched and noted, the essay is practically written already! So, the key to writing a comparative essay is learning to do the research (with or without outside sources) and organizing the information. This is the goal of this lesson's activities. Teachers may choose to follow up this lesson and have students write a complete essay if it fits with their schedule/curriculum.

1. Give each student a copy of the **Compare and Contrast Worksheet**.
2. Tell students to look through the pages of their wordless WRITE BRAiN BOOKS and ask them to open to a page/illustration of their choice.
3. Ask for volunteers to share this page/illustration with the class and briefly, say what makes this page particularly interesting to them. Remind them that these may be small, simple things.
4. Now, ask students to think about the

character(s) on this particular page.

Ask:

- Can you think of anyone in your own life that you might compare to one of these characters?
5. Have students write the name of their fictional character on the **FICTIONAL CHARACTER** line of their Comparison Worksheet, and to write the name of the nonfictional person on the **NONFICTIONAL PERSON** line.
 6. **Then, ask:**
 - In what ways do you think they are alike?
 - In what ways are they different?
 7. Tell students to write their answers down in the designated areas on their **Compare and Contrast Worksheet**. They should list as many differences and similarities as possible, using the backs of their worksheets or notebook paper, if necessary.
 8. Tell them to do the same thing, only now in regards to setting. (They may use the same page/illustration or turn to a different one.)
- ### Ask:
- Can you think of a place you know or have been in your own life that you might compare to the setting illustrated?





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