



MIDDLE SCHOOL

WRITE BRAIN BOOKS™

A NARRATIVE, CREATIVE, AND EXPOSITORY WRITING COURSE
IN THE FUN & ACADEMIC ART OF CHILDREN'S BOOK AUTHORING
FOR GRADES 6-8

PROJECT-BASED LITERACY
COLLABORATIVE ACTIVITIES

SOCIAL-EMOTIONAL LEARNING
COMMUNITY ENGAGEMENT

ALIGNS With

Standards & Everything Else

Robust Lesson Plans for Year-Round Implementation

**** GRADE-LEVEL DIFFERENTIATORS AVAILABLE ****

students become
published authors! →



"Imagination is the source of every form of human achievement. And it's the one thing that I believe we are systematically jeopardizing in the way we educate our children and ourselves."

- SIR KEN ROBINSON

(Author, Speaker and International Advisor on Education)

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.

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

Pace	Lesson Title	Objective	Materials	Page
Day 1	PART ONE: LESSON #1 Becoming a Children's Book Author	Students will examine a collection of excellent children's literature and be introduced to the WRITE BRAIN BOOK collection.	Collection of children's books	14
Day 2	PART ONE: LESSON #2 Every Picture Tells YOUR Story	Students will apply creativity and critical thinking skills to engage in fun writing exercises and express ideas through story, peer discussion, and group play.	WRITE BRAIN Story Builder Cards, Story Builder Cards Gamesheet	15
Day 3	PART ONE: LESSON #3 Expanded Expression	Students will play independent writing games that inspire deeper creative and critical thinking processes.	WRITE BRAIN Story Builder Cards	16
Day 4	PART ONE: LESSON #4 Group Book Selection: "Who is Our Artist?"	Students will choose WRITE BRAIN BOOKS to coauthor as groups.	WRITE BRAIN BOOKS Authors' notebooks/ pencils	18
Day 5	PART ONE: LESSON #5 Students Commit to Collaborate	Students will contribute to a conversation about collaboration and discover effective methods for co-creating their story.	Authors' notebooks/pencils, ALL WB BOOKS	19
Day 6	PART ONE: LESSON #6 Lonely Illustrator Seeks Author	Students will work in groups and apply creative instincts and critical thinking skills to develop and write stories from images.	WB workBOOKS, -WB demo book, Authors' notebooks/pencils	20
Day 7	PART ONE: LESSON #7 Pliable Plottines	Students will answer questions that will support the development of the plotline for their coauthored WRITE BRAIN BOOKS.	WRITE BRAIN BOOKS "Pliable Plotline Support" Sheet, Authors' notebooks/pencils	21
Day 8	PART ONE: LESSON #8 Creative Vocabulary	Students will answer questions that will support the development of the plotline for their coauthored WRITE BRAIN BOOKS.	WRITE BRAIN BOOKS - 1 book per group based on prior selection, Copies of the "Pliable Plotline Support" Sheet, Authors' notebooks/pencils, Dictionaries or Internet access	22
Day 9	PART ONE: LESSON #9 Developing Characters	Students will more fully develop their characters' feelings and thoughts.	WRITE BRAIN BOOKS - 1 book per group based on prior selection, Copies of "Character Development" WS, Authors' notebooks/pencils	23
Day 10	PART ONE: LESSON #10 Mapping & Planning-Structure the Storyline	Students will discuss and plan the basic storyline for their WRITE BRAIN BOOKS with their group coauthors. Emphasize to the students that their initial storyline plans may change as they progress through the writing program.	WRITE BRAIN BOOKS - 1 book per group based on prior selection, Teacher's demo WB BOOK, Authors' notebooks/pencils, Internet access, Dictionaries or Library access, Copies of "Storyline Planning" worksheet	24
Day 11	PART ONE: LESSON #11 Identifying Themes	Students examine their WRITE BRAIN BOOKS and identify themes to use as overarching organizational tools for authoring their stories.	WRITE BRAIN BOOKS - 1 book per group based on prior selection, Authors' notebooks/ pencils, Collection of favorite illustrated children's books, Internet access, Dictionary or Library access	25
Day 12	PART ONE: LESSON #12 Hidden Moments - Stretching Story Points	Students will learn to identify, embellish, and stretch out important parts of their stories as they work on their WRITE BRAIN BOOKS.	WRITE BRAIN BOOKS - 1 book per group based on prior selection, A visually descriptive passage to read aloud from a familiar book, Authors' notebooks/pencils, Sticky notes	27
Day 13	PART ONE: LESSON #13 Deliberate Dialogue	Students will learn how to create conversations between characters that add color and layers to their story while moving it forward.	WRITE BRAIN BOOKS - 1 book per group based on prior selection, WRITE BRAIN Story Builder Cards, "Instead of Said" Word Bank, Authors' notebooks/ pencils	28





MIDDLE IN SCHOOL

WRITE BRAIN

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

Pace	Lesson Title	Objective	Materials	Page
Day 14	PART ONE: LESSON #14 Words Paint Places	Students will learn to write detailed and descriptive sentences about the setting in their WRITE BRAIN BOOKS.	Each WRITE BRAIN group book, Teacher's demo WRITE BRAIN BOOK, Copies of Describing Settings - Sample Text, Copies of "Setting Snapshots" Worksheet, Examples of "setting snapshots" from books or passages, Authors' notebooks/pencils	30
Day 15	PART ONE: LESSON #15 Leads and Conclusions	Students will analyze text and plan multiple leads and conclusions for their coauthored WRITE BRAIN BOOKS.	Each WRITE BRAIN group book, Teacher's demo WRITE BRAIN BOOK, Copies of Imagining Leads and Conclusion Worksheet for all groups, The samples of dramatic passages or books you brought in	31
Day 16	PART ONE: LESSON #16 Character Portraits	Students write from both the narrator's point of view and their character's perspective. They will explore and practice descriptive writing about the characters they are creating.	Each WRITE BRAIN group book, The collection of favorite illustrated children's books, Authors' notebooks/pencils	33
Day 17	PART ONE: LESSON #17 Personalities & Profiles	Students create descriptions of characters in a contemporary and relevant setting.	Each WRITE BRAIN group book, Authors' notebooks/pencils	34
Day 18	PART ONE: LESSON #18 Ready to Write	Coauthors will begin the first drafts of their WRITE BRAIN BOOKS.	Each WRITE BRAIN group book, Teacher's demo WB BOOK, Authors' notebooks/pencils, Each group's completed worksheet to use during the writing process	35
Day 19	PART ONE: LESSON #19 The Mighty Thesaurus	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 WRITE BRAIN group book, One thesaurus for each group (or student access to thesaurus.com if not available), Authors' notebooks/pencils, Chalkboard/whiteboard/chart paper	36
Day 20	PART ONE: LESSON #20 Keep it Simple, Make it Special	Students will review their early work for simplified word flow and to make moments more meaningful.	Each WRITE BRAIN group book, Children's book collection, Authors' notebooks/pencils	37
Day 21	PART ONE: LESSON #21 Spelling & Punctuation Pause	Students will learn to self-edit and attend to their spelling as they write, edit, and revise while learning the importance and power of punctuation.	Each WRITE BRAIN group book, Dictionaries for each group or access to dictionary.com, Authors' notebooks/pencils, a visually descriptive passage from any book, WB Basic Punctuation & Grammar Guide	38
Day 22	PART ONE: LESSON #22 "Know Your Audience" Who's Reading Our Book?	Each group of coauthors will work together to revise, refine, and clarify the messages they want their story to convey to the young readers it is being written for, to entertain and inspire.	Each WRITE BRAIN group book, Authors' notebooks/pencils	40
Day 23	PART ONE: LESSON #23 First Feedback	Students will receive formal feedback from multiple sources in order to revise and edit for publishing.	Each WRITE BRAIN group book, Authors' notebooks/pencils, Sticky Notes (each student needs one), Note for every collaborative WRITE BRAIN BOOK written in the class	41
Day 24	PART ONE: LESSON #24 Dedications	Students will work on choosing a title for their WRITE BRAIN BOOKS and then write a dedication.	Each WRITE BRAIN group book, Copies of the Dedication & About the Author Worksheet for each student, A few fiction books you have brought to class that include a dedication, Books brought in by students, Authors' notebooks/pencils	43
Day 25	PART ONE: LESSON #25 Who Are We? - Crafting Our Bio	Students will collaborate to create a group bio to accompany that of their illustrator.	Each WRITE BRAIN group book, Copies of the Dedication & About the Author Worksheet for each student, A few fiction books you have brought to class that include an author's bio as examples, Books brought in by students, Authors' notebooks/pencils	44

Pace	Lesson Title	Objective	Materials	Page
Day 26	PART ONE: LESSON #26 From Work to Workbook	Students will carefully transcribe their handwritten storybook onto the colorful pages of their group WRITE BRAIN BOOK.	Each group's WRITE BRAIN BOOK, Author notebooks/pencils	45
Day 27	PART ONE: LESSON #27 Prepare & Present!	Authors will present their group's creative and original story to the rest of their classmates.	Each group's completed, handwritten WRITE BRAIN BOOK, Folded and numbered paper squares (one for each group to be prepared in advance)	46
Day 28	PART ONE: LESSON #28 United Upload	Authors will type their group stories into the textless, digital version of their coauthored book using the Book Builder found on the WRITE BRAIN BOOKS website. This is the time for your authors to recognize that they have just collaboratively written their first children's book. They should reflect on their achievement and find satisfaction in the well-deserved sense of fulfillment that accompanies this accomplishment.	Each group's completed, handwritten WRITE BRAIN BOOK, Computers, Internet access	47
Day 29	PART ONE: LESSON #29 Relax & Reflect		Authors' notebooks/pencils, Copies of the Personal Essay Worksheet for each student, Copies of the Positive Feedback for the Author Worksheet	48
Day 30	PART ONE: LESSON #30 Expository Writing from Experience	Students will be introduced to Expository Writing and write a creative and detailed instructional "How to" essay using Story Builder Cards.	Authors' notebooks/pencils, WRITE BRAIN Story Builder Cards, Whiteboard, chalkboard, or chart paper, Expository "How to" Worksheet	49
Day 31	PART TWO: LESSON #1 "Take It to the Mat!"	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.	WRITE BRAIN Story Mats, Authors' notebooks/ pencils, Copies of word bank sheets: <i>Adjective Alley</i> , <i>Vivid Verbs</i> , <i>Instead of Said</i> , <i>Other Ways to Say</i>	53
	OPTIONAL: School-to-Home Connection			54
Day 32	PART TWO: LESSON #2 Past vs. Present; Get in TENSE!	Students will explore and practice editing their work for tense.	WRITE BRAIN Story Mats, Authors' notebooks/pencils	55
Day 33	PART TWO: 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.	Authors' notebooks/pencils, Story Builder Cards	56
	OPTIONAL: School-to-Home Connection			58
Day 34	PART TWO: LESSON #4 Presenting Different Perspectives	Students will practice identifying 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.	Authors' notebooks/pencils, Story Builder Cards, WRITE BRAIN BOOKS, Sample story written in first person (teacher's choice)	59
Day 35	PART TWO: LESSON #5 Meet Your Illustrator	Each student will receive and review the WRITE BRAIN BOOK he or she will be authoring.	WRITE BRAIN BOOKS, Sticky Notes, Authors' notebooks/ pencils	60
Day 36	PART TWO: LESSON #6 Worksheet Workout!	Student authors will spend time focused on writing their ideas for the different story development worksheets. Lesson will require more than one hour/session.	WRITE BRAIN BOOKS, Copies of all WRITE BRAIN Worksheets (excluding the Dedication & About the Author Worksheet)	62



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

Page	Lesson Title	Objective	Materials	Page
Day 37	PART TWO: LESSON #7 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 BOOKS, Computers, tablets, or library Encyclopedias, Authors' notebooks/pencils	63
Day 38	PART TWO: LESSON #8 The First Draft	Student authors will write a first draft of their stories, from start to finish, with attention to the content on their worksheets, not on spelling and punctuation.	WRITE BRAiN BOOKS, Authors' worksheets (excluding the Dedication & About the Author Worksheet), Dictionary and thesaurus, Authors' notebooks/pencils	64
Day 39	PART TWO: LESSON #9 Engaged Sharing & Active Listening	Peer editors will read their books aloud to each other and listen intently to reflect their understanding of the author's story.	WRITE BRAiN BOOKS, Internet (or dictionaries if access is not available), Authors' notebooks/pencils	65
Day 40	PART TWO: LESSON #10 My Last Pass	Authors will address spelling, punctuation, and flow, as well as the <i>Dedication & About the Author</i> sections.	WRITE BRAiN BOOKS, Dictionary and thesaurus (as many as you have), Dedication & About the Author Worksheet, Authors' notebooks/pencils	66
Day 41	PART TWO: LESSON #11 From the Pencil to the Pages!	Authors write their final, completed story on the illustrated pages of their WRITE BRAiN BOOK.	Authors' WRITE BRAiN BOOKS, Pencils	69
Day 42	PART TWO: LESSON #12 Book Builder Upload	Authors enter their final, completed story into the text fields of the WRITE BRAiN Book Builder.	WRITE BRAiN BOOKS, Computers and Internet access, Copies of Book Builder instructions for each author, WRITE BRAiN codes for publishing of individual softcover books	71
Day 43	PART TWO: LESSON #13 Published Authors Present	Authors present their stories aloud and receive an Official Author Certificate from you.	Authors' WRITE BRAiN BOOKS (ready for class feedback!), Official Author Certificates, Projector, if possible	70
Day 44	PART TWO: LESSON #14 Relax & Reflect!	Authors will reflect on the process of becoming a real children's book author.	Authors' notebooks/pencils, Copies of the Personal Essay Worksheet for all students	71
Day 45	PART TWO: LESSON #15 Pointing to Perspectives - Flexible Thinking	Students will share their unique points of view and discuss the value of allowing for varying perspectives.	Student notebooks/pencils, Internet access, Projector	72



Dear Educators,

This series of lesson plans is designed to introduce your students to a narrative and 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 young writers to express themselves on paper. The tangible nature of our books entices even the most tech-savvy kids to take a step back from their screens and immerse themselves in the task of writing by hand - a lost art that studies demonstrate is vital and necessary to maintain. The open-ended format will appeal to each individual student's learning strengths while assisting you in identifying where there is room for growth.

WRiTE BRAiN in the Middle School Classroom

The Middle School curriculum of the WRiTE BRAiN BOOKS narrative and creative writing program is designed to help students prepare for the English Language Arts classes and tests at the High School level in an inspiring way that makes writing more desirable. The in-depth lesson plans and unique content of the WRiTE BRAiN BOOKS program help student writers learn not only myriad writing skills, but also practical application tools in areas such as decision-making, idea development, problem-solving, task completion, peer-to-peer feedback, diplomacy, collaboration, and more. This series of WRiTE BRAiN BOOKS lesson plans enhances and develops 21st Century learning skills in young people who are preparing for higher education, community impact, and eventually career environments, as well as for real life-scenarios that will help to create the fabric of their futures.

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. An educator 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.



Rubrics / Assessments

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.

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.

"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 a young person is 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.

21ST 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
- Storytelling
- Creative writing
- Expository Writing
- Handwriting
- Use of descriptive language
- Outlining
- Sequencing and plotting a storyline
- Sentence structure
- Reading comprehension
- Spelling
- Grammar and punctuation
- Thesaurus and Dictionary use
- Proofreading and editing
- Peer editing, collaboration, and critique

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)
- 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 perforated worksheets you will photocopy for your students
- Pre- and Post-project surveys for your own research (please share with us!)
- Student Self-Assessment Checklist
- WRiTE BRAiN's Basic Punctuation & Grammar reference chart
- WRiTE BRAiN pencils for every student author
- 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

individually-authored books

- Sample copies of published student-authored books

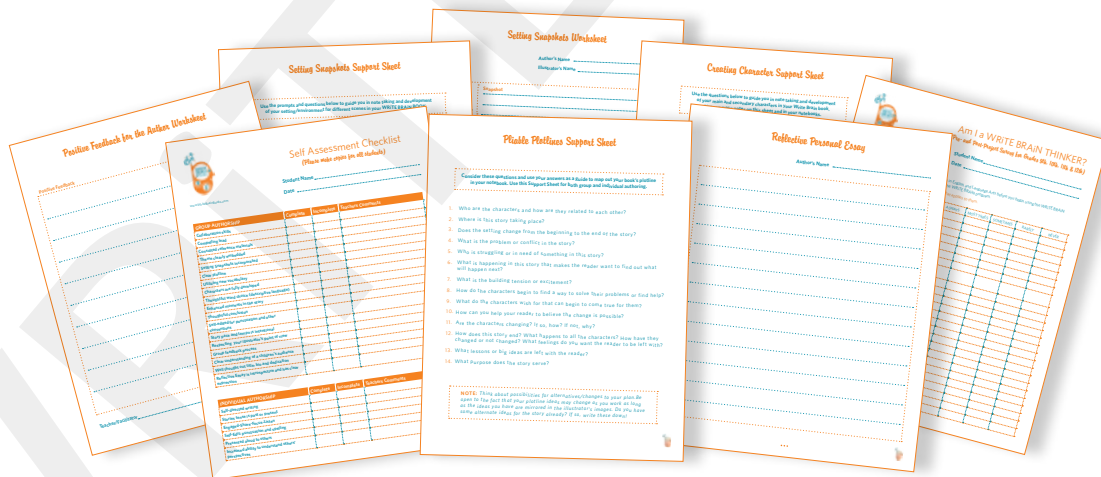
What Is Needed

- A dedicated WRiTE BRAiN notebook for each student
- Pencil sharpener(s)
- A chalkboard, whiteboard, or chart paper
- Sample passages from current or past reading list
- Computer & Internet Access*

What Is Optional

- Projector and viewing screen or whiteboard

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



Worksheet examples

Student or Teacher 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 Ezra Jack Keats, Donald Crews, Patricia Polacco, Dr. Seuss, Eric Carle, Jeff Kinney, Chris van Allsburg, James Marshall, Lois Lowry, Mo Willems, Margaret Wise Brown, William Steig, or Audrey Penn. (If these are not available, feel free to choose your own.)



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 develop 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.

The worksheet packet in your class package includes a set of graphic organizers and vocabulary word banks, as well as additional scaffolding worksheets. These scaffolding worksheets were originally designed to support English Learners at all levels, but here at WRiTE BRAiN, we see these as extremely useful for students of all ages, backgrounds and learning styles who are reading and writing below grade level and students with any type of learning disability. We know that integrating these scaffolding tools will contribute to your successful implementation.

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 children to learn and love writing. (See the **Mentorship & Community Service Sheet** in the back of this guide.)

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: Mapping & Planning – Structure the Storyline

Objective:

Students will discuss and plan the basic storyline for their WRiTE BRAiN BOOKS with their group coauthors. Emphasize to the students that their initial storyline plans may change as they progress through the writing program.

Materials:

- Group WRiTE BRAiN BOOKS
- Teacher's demonstration WRiTE BRAiN BOOK
- Author notebooks and pencils
- Internet access, dictionary, or access to the school library
- Copies of the [Storyline Planning Worksheet](#)

1. Ask the class to return to their writing groups. Have student authors review their Lesson #7 research regarding the term [plotline](#). (Definition: *Events that make up a story, particularly as they relate to one another in a pattern, in a sequence, through cause and effect, how the reader views the story, or simply by coincidence*). They can use a dictionary or the Internet.
 2. Ask student authors to discuss how they identify a plotline in their favorite books, plays, or movies.
 3. Ask them to look through their WRiTE BRAiN BOOK and discuss what they think the plotline of their book might be. Provide these helpful hints if needed:
 - The [beginning](#) introduces characters and setting.
 - A problem or conflict in a story begins to be revealed shortly afterward.
 - The [middle](#) of a story is the time for an escalation in the storyline.
 - Believable problem solving occurs toward the end of a story.
 - Resolution and closure happen at the [end](#) of a story.
 4. Ask student groups to continue looking through their WRiTE BRAiN BOOKS, investigating and exploring the illustrations.
 5. Explain to student authors that the plotline ideas are flexible, pliable, and changeable, and they should not become stuck on any one thought. They can revise and reconstruct the plotline as they work.
- Teacher's Note:** *The terms plotline and storyline are used interchangeably in this guide.*
6. Hand out [Storyline Planning Worksheets](#). In their notebooks, have each author craft a brief outline of the [beginning](#) (images 1-3), [middle](#) (images 4-7), and [end](#) (images 8-10), and then transfer their final sentence on their individual [Storyline Planning Worksheet](#).
 7. Have students share their individual storylines with the members of their group.
- REMEMBER and REMIND:** [Collaboration is a process that requires them to include the ideas and opinions of their fellow authors.](#)
8. The entire rough draft should be written in the home notebook and then revised before it is written into the final, illustrated workbook.
 9. Next, have student groups discuss their individual worksheets and confer and collaborate to choose or create the sentences that they agree are the best to

outline the beginning, middle and end of their group book.

10. The group must come to consensus on the text for the group's final **Storyline Planning Worksheet**.

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

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 group's **Storyline Planning Worksheet**.

Teacher's Note: Tell students that you will be reading their notebooks regularly, and whether or not the writing ends up in the published version of the story, all entries and participation in the writing of the collaborative story will receive credit. You can tell students that professional authors often write whole novels that don't make it into print, and that refining ideas is a part of the creative process. Explain to the students that the last stage of the process will be typing the story and uploading it onto the innovative WRiTE BRAiN Book Builder for publication.

Remind students throughout the creative process that ALL of their ideas are important and valuable.





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