

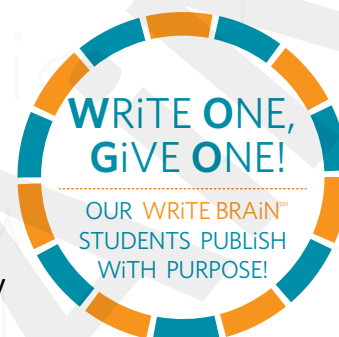
**WRiTE BRAiN™**

# An ELA Narrative, Creative Writing Experience For All Students At All Grade Levels

- Students work collaboratively and independently
- Close learning gaps and expand vocabulary
- Integrates reading, active listening, and verbal presentation
- Expand learning beyond the standards
- Build visual literacy through interpretation of illustrations
- Opportunities for self-assessment and reflection
- Build digital literacy with WRiTE BRAiN's online book builder
- Receive digital links to your students' completed storybooks
- Students author & publish original storybooks



The “WRiTE ONE, GiVE ONE” initiative is a meaningful opportunity for students at all grade levels to build and reinforce literacy skills through an engaging and innovative narrative and creative writing process, and to be empowered to become leaders in their community by giving back.

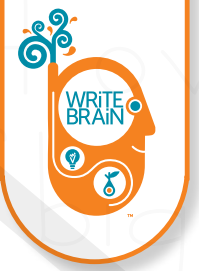


Students will receive additional professionally-printed copies of their books to donate to a public library, school library, or children’s hospital in the community. Both the authorship process and service-learning component of this program are designed to engage students in a way that traditional classroom learning cannot by providing meaningful contexts for writing and oral presentation.

Throughout the process, students will read and share aloud in pairs and small groups, engage in short S.E.L.-focused activities and discussions, and offer peer feedback on each other’s written work. By the time students have completed the authorship process they will be confident readers and writers and active and engaged listeners and speakers, with a tangible finished product to show for their hard work. The “WRiTE ONE, GiVE ONE” initiative is designed to empower students by connecting them to their community!

**WE KNOW YOU’LL INSPiRE YOUR DESERVING STUDENTS...  
WRiTE ON!**





This Scope & Sequence is our suggested plan of activities for guiding learners of any age (whether onsite or remote) through the WRiTE BRAiN authorship process.

As your students work through the activities in this guide and fill in the graphic organizers in their Author's Supplements, remind them to use the word banks in the back of the Author's Supplement to enrich their writing.

This program guide is intended to be flexible. Each session covers a specific area of focus within the story development and writing process, but not all sessions will take exactly one hour to cover. In some cases, you may choose to break one session into two hour-long activity plans. Whenever possible, prioritize giving students time to read and share their writing aloud with the class or in small groups to emphasize verbal presentation practice and confidence-building.

We recommend planning your implementation schedule around the date you hope to have your students' published books arrive at your school site. Keep in mind that it can take up to six weeks for books to arrive after they have been typed into our online Book Builder and ordered for publishing. Please reach out to us if you need to arrange a rush shipment!





# SESSiON 2

## iDENTiFYiNG & DESCRiBiNG CHARACTERS

As students progress in this narrative and creative authoring process, always invite them to share aloud whether they write one sentence, one paragraph, or one page.

### iN THiS LESSON:

Students will look closely at, analyze, describe, and reflect on the characters in their illustrated WRITE BRAiN BOOKS.

### LEARNiNG OBJECTiVE:

Students will be able to describe, orally and/or in writing, simple characterizations interpreted from illustrations.

### REMEMBER & REMiND:

⇒ **Remember** to use sentence frames to support students' speaking and writing.

#### FOR EXAMPLE:

(character's name)

is a(n)

(species or job)

who looks

(adjective)

⇒ **Remind** students that there are main characters and supporting characters in their books and that they may want to include/mention all of them in the story they create.



**Students can use their Adjective Alley word banks to describe their characters!**

## 2 IDENTIFYING & DESCRIBING CHARACTERS

- ⇒ Tell students to flip through the pages of their illustrated WRITE BRAIN BOOKS, focusing only on the characters this time.
- ⇒ Remind students that characters are whoever the story is about. In children's books, characters might be non-human animals, aliens, or even insects!
- ⇒ Have students identify each of the characters in their books and give each one a name.
- ⇒ Next, have students describe their characters' physical traits (including their size, clothing, etc.).
- ⇒ Once students have jotted down a few words and ideas about each of their characters, ask them to think about the relationships between their characters. Ask them:
  - Do your characters know each other? If so, how?
  - Are any of your characters meeting each other for the first time?
  - Do you think your characters get along? Why or why not?

### EDUCATOR TIP

Pair this session with a mini-lesson on facts and opinions!

**For example:**

**The pirate is wearing a red jacket with a black belt.**  
(FACT)

**The pirate looks like Santa Claus in his red jacket and black belt.**  
(OPINION)



### NOTE

Have students share their ideas about their characters aloud!

# SESSiON 6:

## TIME TO CREATE YOUR STORYLINE!

If you have two or more students writing a particular WRiTE BRAiN BOOK, remind them that their story ideas can (and will) be different because they each have a unique perspective. There are no right and wrong answers when it comes to creative writing!

### IN THIS LESSON:

Students will use their initial story development and visual narrative in their illustrated WRiTE BRAiN BOOKS to plan their storyline to include a beginning, middle, and end.

### LEARNiNG OBJECTiVE:

Students will be able to interpret and describe, orally and/or in writing, what is happening in a sequence of illustrations, using:

- descriptive language
- key transition words and phrases

### REMEMBER & REMiND:

- ⇒ **Remember** to review transition words and phrases to reinforce the beginning, middle, and end sequence to support students as they develop their storylines.
- ⇒ **Remind** students to bring their unique ideas and experiences to their story development process.

### NOTE

#### Some More Helpful Transition Words and Phrases

In the beginning

At First

After that

Then

At the same time

But

However

Finally

In the end



- ⇒ Ask students to share aloud the name of their favorite book or story.
- ⇒ Invite one volunteer to summarize the beginning, middle, and end of their favorite story. (If other students are familiar with the story, encourage them to help out.)
- ⇒ As the student describes the plot, point out when they use transition words and phrases.
- ⇒ After the student has finished sharing, review the list of transition words and phrases and ask students to identify when they might use each one.
- ⇒ Tell students to turn to page 4 in their Author's Supplements to fill out the Storyline Planning graphic organizer.
- ⇒ Remind them that the beginning will include the illustrations on the first three pages, the middle will include the illustrations on the middle four pages, and the end will include the illustrations on the last three pages of their books.
- ⇒ Have students work independently on their storyline planning for **15 minutes**.
- ⇒ When the time is up, pair students up to share their storyline planning ideas aloud with each other.
- ⇒ Encourage students to give each other positive feedback or helpful ideas about their storylines.

## SEL SNAPSHOT

Ask students to identify a message, lesson, or moral associated with the favorite story they shared aloud in class. Remind them that all good stories - whether for adults or children - contain lessons that we can apply to our real lives.

WRITE ON!



## Contact Us

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