



EXCERPTS ONLY

HIGH SCHOOL

WRITE BRAIN™ A³

ACTIVE, AUTHENTIC, AUTHORSHIP:
A SUPPLEMENTAL ELA & ELD
LITERACY PROGRAM

Narrative & Creative Writing
English Language Arts & Development
Scaffolded Project-Based Literacy
Collaborative & Independent Authoring
Imbedded Social-Emotional Learning
Writing, Reading, Speaking, Listening
Tangible & Digital Publishing of Student-Authored Books

← **ROBUST ACTIVITY PLANS**



PART ONE: Group Authorship		Student Collaboration		High School Educators Guide	
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Activity 15	Punctuation Pass and Spellcheck	To commit to self- and group-editing in order to ensure that stories are ready for publishing.	Write Brain books, Punctuation and Grammar Guide	22	
Activity 16	Who's Your Reader?	To connect to their young audience by thinking critically about themes and Activities within the story.	WB books	24	
Activity 17	Friendly Feedback	To experience confidence and connection while critically thinking and communicating opinions and concepts.	WB books, Author's Notebooks	25	





“DO THE WRITE THING” CURRICULUM AT-A-GLANCE

PART ONE: Group Authorship		Student Collaboration		High School Educators Guide	
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Activity 19	Proud to Present	To elevate self-esteem and confidence while enhancing communication and connection.	WB books, projector	27	
Activity 20	The Upload	To use technical and 21st Century communication skills while uploading stories onto the Book Builder application on the WRITE BRAIN website.	Digital Book Builder, WRITE BRAIN books	28	
Activity 21	Relax and Reflect	To create an essay that is reflective, capturing details and acknowledging personal growth and any challenges they experienced	Personal Essay Worksheet	29	
PART TWO: Individual Authorship		Student Creativity & Empowerment		High School Educators Guide	
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Activity 22	Take it to the Mat!	To read self-authored work aloud and increase confidence, communication, and connection.	WRITE BRAIN story mats, Author's notebooks	30	
Activity 23	Authors & Artists	Remind students to get creative and spontaneous, even—messy—in their notebooks, saving their final, neatly handwritten story for the pages of the colorful WRITE BRAIN BOOK they'll be authoring.	ALL WRITE BRAIN books, Author Notebooks	32	
Activity 24	Work the Worksheets	To begin thinking about the storyline, the beginning, middle, and end, possible names of characters, and the setting of individually chosen book.	WRITE BRAIN book, copies of ALL WRITE BRAIN worksheets for each student, Author notebook	33	
Activity 25	The First Draft	To increase sense of confidence and continue to grow as writers.	WB book Drafts, student notebooks	34	
Activity 26	The First Draft	-Continued-	-Continued-	34	
Activity 27	Engaged Sharing and Active Listening	To increase sense of confidence and continue to grow as students present and communicate verbally with their peers.	WB book Drafts	35	
Activity 28	The Last Pass!	To demonstrate understanding of perspective and critically review work.	WB books, Dedication & About the Author Worksheet, Self-Assessment Checklist	35	
Activity 29	From the Pencil to the Pages	To heighten creativity while completing the story from notes in notebook to legible writing in the WB Workbook	WB books, About the Author, WRITE BRAIN Author certificate	36	
Activity 30	Book Builder Upload	To build comprehension and confidence while becoming a published author!	WB books, digital Book Builder site, digital camera, Book Builder	37	
Activity 31	Official Authors Present	To present final stories to whole group and invite students to provide feedback to student authors.	Self-Assessment checklist, WB books, projector	38	
Activity 32	Relax and Reflect	To reflect in writing about the authoring experience.	WB books, Paper for letter writing OR Author's notebook	39	
Activity 33	Becoming Flexible Thinkers-Pointing to Perspective	To practice the art of perspective and being a flexible thinker.	WRITE BRAIN books	40	

"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)

Dear Educators,

This series of Activity 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 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 proving to be vitally important and necessary to maintain. The open-ended format will appeal to each individual writer's learning strengths, while assisting you in identifying where there is room for growth.

WRiTE BRAiN - *How to Use These Activities*

This program inspires narrative and creative writing using WRiTE BRAiN BOOKS. Most Activities should be experienced in one activity period, but a couple of Activity plans span three hours (up to two additional activity periods). *Five to six weeks is an optimal amount of time to guide students in developing their group-authored storybooks fully, and two weeks is ideal for individually authored storybooks.*

The entire series of Activities supports educators who wish to work through the whole writing cycle in a way that is fun and engaging: imagining, drafting, revising, editing, sharing, and publishing. The Activities are designed to be used sequentially; however, they can easily be adapted, shortened, or lengthened to meet your program's needs.

We would love to see your groups in action! If you would like to be featured on our social media platforms, please send photos or videos of student authors and new WRiTE BRAiNERS! We will abide by any consent/release forms your program requires.



This Program

What Is Provided:

- A full set of professionally illustrated books
- This Guide to instructing the learning process
- A pad of Story Mats for short writing exercises in curriculum
- A box of Story Builder Cards for ICEBREAKER and ongoing writing experiences
- A complete set of worksheets (tear-outs) 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 every student
- Official WRiTE BRAiN "Author" Certificates for each student writer

What Is Needed (Additionally):

- A dedicated WRiTE BRAiN notebook or composition book per student
- Pencil sharpeners
- A chalkboard, whiteboard, or chart paper
- Sample passages from current or past reading list

What Is Optional (Additionally):

- Ideally, you can make ONE black & white photocopy of each of the **GROUP BOOKS** students will be working on. Each group of authors will write their first book draft in here throughout the process while using the colorful copy to inspire imagination and storytelling. Students in each group will be leaning in, passing around, and sharing a single WRiTE BRAiN workBOOK. This will prove to be a valuable part of the collaborative process.
- Projector and viewing screen or whiteboard.



Group Authoring Sample Activity: Pliable Plotlines

1. Have your student authors research 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 may use a dictionary or the Internet.
2. Use the questions below for students to explore how to develop a plotline.
3. Students should approach the questions as a group, collaborating and then writing in their individual notebooks.
 - Who are the characters and how are they related to each other?
 - Where is this story taking place? Does the setting change from the beginning to the end of the story?
 - What is the problem or conflict in the story?
 - What is happening in this story that makes the reader want to find out what will happen next?
 - How do the characters begin to find a way to solve their problems or find help?
 - How can you help your reader to believe the change is possible?
 - How does this story end? What happens to all of the characters? How have they changed or not changed?

Students use their **critical thinking** skills to develop the plotline of their story.



Group Authoring Sample Activity: iNs (Leads) and OUTs (Conclusions)

1. Introduce the topic for today's Activity and tell students they're going to think about the way stories LEAD and CONCLUDE.
2. Ask for a volunteer to read this sample passage from a prior Activity:

One Crazy Summer by Rita Williams-Garcia

"Good thing the plane had seat belts and we'd been strapped in tight before takeoff. Without them, that last jolt would have been enough to throw Vonetta into orbit and Fern across the aisle. Still, I anchored myself and my sisters as best as I could to brace us for whatever came next...")

3. Explain that the author of this passage worked her way through many initial drafts of the opener before finding the "just right" way to BEGIN (introduce the word "lead").
4. Explain that the authors of these stories often worked their way through many initial drafts before finding the "just right" way to END their story (introduce the word "conclusion") before they decided upon the words you just read aloud.

During this phase, your authors will be activating their **curiosity, connectivity, collaboration, critical thinking, and communication skills.**

The Lead:

The opening of a children's book story should hook the reader immediately with descriptive language that excites or inspires, so that the reader wants to read on.

The Conclusion:

The ending of a children's book story should leave the reader with a sense of closure and satisfaction. The reader wants to be left with a good feeling (such as joy or relief) and the comforting, almost magical sense that the adventure that unfolded in the story will go on, beyond the final page of the actual book. That doesn't mean the story can't have dark or sad elements, but the conclusion of a children's book is meant to teach and inspire.

5. Set the group authors in writing motion once again with their WRiTE BRAiN BOOKS and an **Imagining Leads and Conclusions Planning Worksheet** for each author in each group. Give them an additional worksheet for their final group entries.



Group Authoring Sample Activity: Friendly Feedback

1. Explain that it is the time in the writing process for giving and receiving feedback.
2. Discuss feedback options with students. Tell the students to listen with “writer’s ears.”
 - **Offering Supportive Feedback:** *“As you listen to each group story, focus on the positive things you notice in the writing first. Concentrate on the strengths of the authors; look for evidence of writing tools you have learned (memorable moments, setting scenes, character development, etc.), and take notes on what you hear. Offering positive reflection helps your fellow classmates to feel supported and to grow more confident.”*
 - **Offering Suggestive Feedback:** *“As you listen to each group story, focus on any sections of the drafts you hear that might be repetitive, uneventful, unfocused, or confusing. Listen for pieces of the story that may need to be tightened up a bit, characters that need development, scenes you want to see more clearly, etc. In your notebooks, take notes on how the story makes you feel as you hear it read aloud. Your fellow classmates will appreciate what you suggest if you deliver your ideas in a way that is meant to support the improvement of their stories.”*
3. Have students write each group’s book title on top of a notebook page. Have them divide the page into two sections, SUPPORTIVE & SUGGESTIVE. They should write their supportive and suggestive feedback for each book after hearing it read aloud.
4. Gather everyone’s pages after all the WRITE BRAiN BOOKS have been read, and give the sheets to the group that authored the corresponding book.
5. Each group will then bring their SUPPORTIVE & SUGGESTIVE feedback pages to their workspace and use the notes to have a discussion about possible revisions the group may want to make. Instruct the groups to make any desired revisions, based on the suggestions of their peers.

Students will experience **confidence** and **connection** while **critically thinking** and **communicating** opinions and concepts.

Note: By the end of the Activity, groups should have completed the first drafts of their full story. If they need more time, feel free to add in as much extra collaborative writing time as needed.

Group Authoring Sample Activity: Titles - Dedications - Group Bios

TITLE:

1. Ask, "Why are titles important?" Encourage students to discuss. Suggest that they refer to their favorite movies, books, or television shows.
2. Ask the class to divide into their groups and instruct the groups to skim the pages of their WRiTE BRAiN BOOK in search of title inspiration. Ask them to write down every title idea proffered by each group member, into the group's home notebook.

DEDICATION:

1. Ask, "Why do you think authors dedicate their books to someone?"
2. Give each group a copy of the [Dedication & About the Author Worksheet](#).
3. Have them create the dedication for their book and write it on the worksheet.

Suggestions for group dedications:

- Real life heroes
- Friends
- Each other
- School principal or librarian
- Teachers
- Kids at a nearby shelter or orphanage

BIOS: ABOUT THE AUTHOR:

1. Have each author write a few sentences that best describes what he/she would want a reader to know about them personally.
2. Have them share what they've written with their groups and discuss any commonalities and differences.
3. Ask each group to collaborate and draft a version of a bio that represents their group before they write the final version onto their [Dedication and About the Author Worksheet](#).

Student Option: If you have Internet access, ask your student authors to research different styles of creating bios, and then work in their group to create the group's bio.

- With the time left, have each author handwrite ONE or TWO pages of their group's book into the richly-illustrated WRiTE BRAiN BOOK.
- Instruct them to go slowly and to try to use their very best handwriting.

These are important parts of the process, as they require thoughtfulness and emotional connection.



Worksheet Examples

Positive Feedback for the Author Worksheet

Positive Feedback _____

Reviewer _____

Setting Snapshots Support Sheet
High School Level Writing Prompts

Use the prompts and questions below to guide you in note taking and development of your setting/environment for different scenes in your WRITE BRAIN BOOK.

SETTING DEVELOPMENT:

What feeling is the illustrator trying to invoke with the images on the first few pages of your book?

When you look at the illustrations, does the environment depicted in the work provoke a sense of hope, happiness, fear, worry, sadness, excitement? Write a list of descriptive words that describe the setting. Use all of your senses.

Reference a thesaurus or the Adjective Alley sheets for expanded vocabulary options.

Setting Snapshots Worksheet

Author's Name _____
Illustrator's Name _____

Page # _____ Snapshot _____

Page # _____ Snapshot _____

Self Assessment Checklist
(Please make copies for all students)

Student Name _____
Date _____

GROUP AUTHORSHIP

	Complete	Incomplete	Teachers Comments
Collaboration skills			
Compelling lead			
Consulted references materials			
Theme clearly embedded			
Setting Snapshots incorporated			
Clear plotline			
Utilizing new vocabulary			
Characters are fully developed			
Thoughtful word choice (descriptive language)			
Enhanced moments in the story			
Thoughtful conclusion			
Self-edited for punctuation and other concerns			
Story pace and tempo is intentional			
Respecting your illustrator's point of view			
Group feedback process			
Clear understanding of a children's audience			
Well thought out title, bio and dedication			
Reflective Essay is introspective and has clear expression			

INDIVIDUAL AUTHORSHIP

	Complete	Incomplete	Teachers Comments
Self-directed writing			
Stories tense to past or present			
Engaged-Share-Focus-Listen			
Self-Edit: punctuation and spelling			
Presented aloud to others			

Pliable Plotlines Support Sheet
High School Level Writing Prompts

Consider these questions and use your answers as a guide to map out your book's plotline in your notebook. Use this Support Sheet for both group and individual authoring.

- Who are the characters and how are they related to each other?
- Where is this story taking place?
- Does the setting change from the beginning to the end of the story?
- What is the problem or conflict in the story?
- Who is struggling or in need of something in this story? Will it happen next?
- What is happening in this story that makes the reader want to find out what will happen next?
- What is the built up tension or excitement?
- How do the characters react?
- What do the characters do?
- How can you help?
- Are the characters changed or not?
- How does this change affect the story?
- What lessons?
- What purpose?

Am I a WRITE BRAIN THINKER?
(Pre- and Post-Project Survey for Grades 9th, 10th, 11th & 12th)

Student Name _____
Date _____

Use this pre and post survey to measure student skills in English and language Arts before you begin using the WRITE BRAIN program and following the presentation at the end of the WRITE BRAIN program.

Have students read each sentence and check the box that applies to them.

	ALWAYS	MOST TIMES	SOMETIMES	RARELY	NEVER
I am confident in my writing skills					
I can organize my ideas in a logical manner					
My ideas are worth sharing					
I use words and words sharing					
I access my imagination to create specific details					
I work well when collaborating with others					
I like to use informal language, texts, dictionary, etc. to support my writing					
I like the plotline of a story					

NOTE: This is open to you as the idea, some other _____

Creating Character Support Sheet

Use the questions below to guide you in note taking and development of your main and secondary characters in your Write Brain book. You can make notes on this sheet and in your notebooks.

- What are the qualities and personality traits of the character in your book that draw you to them?
- What can you write in your story that would make a few of your characters memorable?
- How would you describe the behaviors or personality of characters of your storybook?
- What do these characters SAY (words) that will stay with the reader of your story?
- How do YOU relate to each character in your storybook?

Reflective Personal Essay

Author's Name _____

ADDITIONAL ACTIVITY: COLOR BURSTS

Step 1: Look at a Story Card, Story Mat, or page of your Wordless Book and list all of the colors you see.

Step 2: Now, be more specific in describing the different shades of each of the three primary colors. Fill out the Color Burst on the next page, using the one below as an example.

RED

- Mahogany
- Crimson
- Scarlet

ADDITIONAL ACTIVITY: CREATE YOUR COLOR MAPS

Step 1: Flip through the pages of your wordless book and write a list of all the colors you see in the images.

Step 2: Now, be more specific in describing the different shades of each of these three primary colors.

Blue:
Shades (eg. teal): _____

Orange:
Shades (eg. pumpkin): _____

Yellow:
Shades (eg. lemon): _____





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