



EXCERPTS ONLY

NEWCOMER & EMERGENT

WRITE BRAIN™ A³

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

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

↪ ROBUST ACTIVITY PLANS



“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)

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Dear Educator,

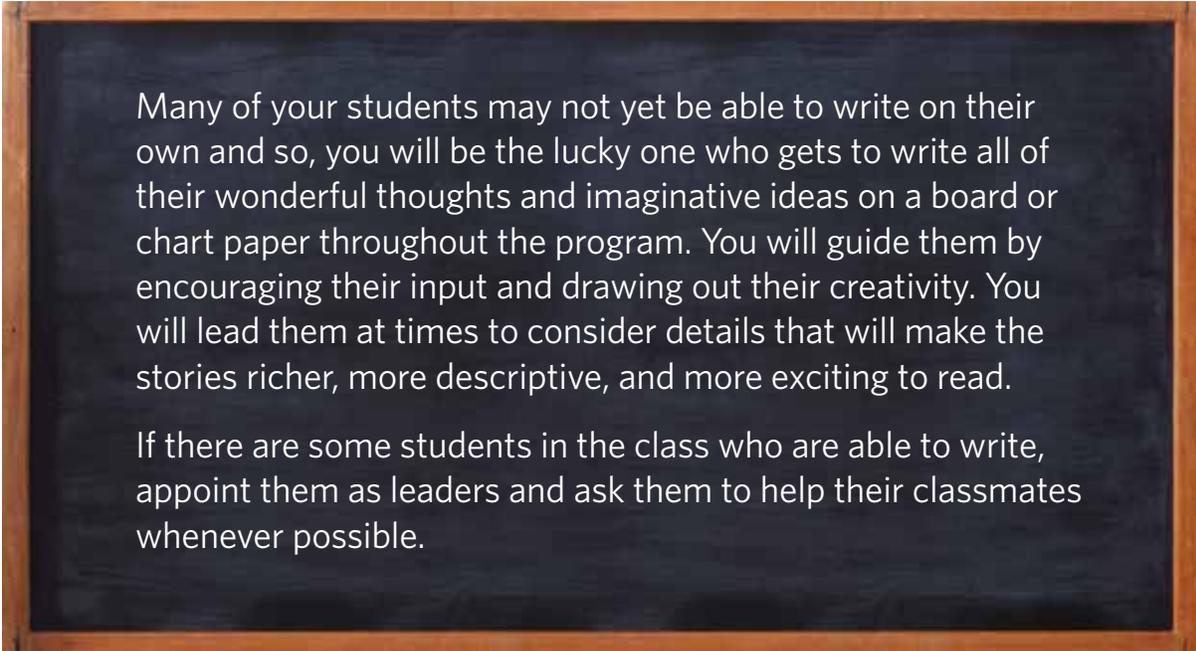
This series of engaging activities is designed with the WRiTE BRAiN Story Mats and Story Book Cards at the core, with each WRiTE BRAiN Story Book as the culmination of those developed skills applied. Your students will become familiar with the fundamental elements of good storytelling and develop vital 21st century skills and the readiness they will need as they advance into upper grades.

Suggested Timeline

We recommend that you implement this program for approximately **45 minutes to 1 hour per day, two to three days per week.**

You may try experimenting with time and do the program for **30 minutes per day for three to four days** in one week and see if the pacing better suits your group.

With your guidance, your young storytellers and budding writers will develop and communicate ideas in a collaborative process to **CLASS AUTHOR** six WRiTE BRAiN BOOKS over the course of your implementation timeline.



Many of your students may not yet be able to write on their own and so, you will be the lucky one who gets to write all of their wonderful thoughts and imaginative ideas on a board or chart paper throughout the program. You will guide them by encouraging their input and drawing out their creativity. You will lead them at times to consider details that will make the stories richer, more descriptive, and more exciting to read.

If there are some students in the class who are able to write, appoint them as leaders and ask them to help their classmates whenever possible.

NEWCOMER & EMERGENT PROGRAM

20 students

Here's What's In Your Package:

- **Colorfully illustrated WRiTE BRAiN wordless books** with lines on the pages for your students to author as a class. (Six unique books, one copy of each book for each pair of students to share. 60 books in total.)
- **ACTiViTY GiDE** - (One full-color, printed copy for instructor.)
- **WRiTE BRAiN Story Mats** - (A set of 20 vibrant & colorful mini art posters that serve as inspiring and instructive tools to support students' development of basic literacy skills.)
- **WRiTE BRAiN Story Book Cards** - (Double-sided, illustrated large-format flashcards with engaging oral story *telling* and story *writing* activities)
- **6 Publishing codes** - (For ONE COPY of each class-authored story book for you to put in your library)
- **2 Publishing "Class Codes"** - (Each class code is good for 20 copies of the SAME TiTLE. Each student will receive professionally printed, perfect bound and glossy editions of two class books to keep, share, and cherish forever!)
- **Links to the unique digital version** of each class-authored book, which can be shared with parents and posted on your program's website and social media pages
- **Downloadable PDF** of worksheets and vocabulary words for use on a Word Wall
- **WRiTE BRAiN Author Certificates** for all students
- **WRiTE BRAiN pencils**



Story Book Cards & Story Mats

Your students will develop *many* different short stories by interpreting the images depicted in the scenes on the colorful Story Book Cards and Story Mats you'll be working with in the program. These cards and mats will inspire oral and written storytelling, giving students the experience and confidence they need to support them as they create full-length, original books together.

You will use these fun tools many times as you go! Since the artwork your students will be looking at will always be new and different, vital skills they need to learn now will be developed and reinforced without boredom.

Class Storybooks Are Published!

As you and your students complete each book, you will type the finished story onto the pages of the interactive digital **BOOK BUILDER** on WRiTE BRAiN's website, and receive professionally printed, glossy published copies for students to treasure forever!

After you publish all six books, your group will choose the two class books every student will receive copies of.

Designate Space In Your Classroom For A

WORD WALL

You will choose a vocabulary word to add to your **WORD WALL** at the start of each session so that students become familiar with them early on!

ACTIVITY

Book Walk & Anchor Chart

1

Present the first selected book and take time to do a “book walk” through the pages as a class. Explain that, just as you might take a walk through your neighborhood to learn your way around, you can “take a walk” through the pages of your book.

Instructor's Note

If possible, project the pages of the book for greater visibility. If you have access to a SMART Board, you can access the pages of your book on the WRiTE BRAiN BOOK BUiLDER found on our website at www.writebrainbooks.com/book-builder.

2

Ask the group to look for some interesting details they may not have noticed the first time.

Ask:

- What sounds might we hear if we were in the scene?
- What are the characters smelling?
- What are the characters hearing?
- What textures might they be feeling?
- What could they be tasting?
- What is the weather like? (Sunny, rainy, cloudy, stormy.)



3

Identify characters as they appear and ask everyone to notice which characters appear more often and to point it out when they do.

USE TWO SHEETS OF CHART PAPER: On the first sheet, list the names of the characters. On the second sheet, write the descriptions of their appearance. Later on there will be a chart for the characters' feelings. Make similar charts for the next few pages, and the last few, until there is a list of characteristics for all the characters throughout the book.

CHART 1

NAMES

Sara

Fidodiddle

Carlos

TIMMY TURTLE

CHART 2

PHYSICAL APPEARANCE

tall, curly hair

furry body, floppy tail

brown eyes, chapped lips

scaly skin, hard shell

Display and define the vocabulary word **ATTRIBUTES**
and post it to the **Word Wall**.

Please roll up and save the chart papers for use in the next activity!

SAMPLE LESSON

ACTIVITY

Feeling Characters

AT START: Hang the anchor charts from the previous session.
Now, add one more sheet called the **Character Emotions** chart.

1

Getting back to the pages of the book, ask the class to consider each of the characters' **feelings** in the BEGINNING.

2

Choose one character at a time to highlight, writing the students' answers on the anchor chart.

For each character ask:

- Do the character's feelings and emotions stay the same throughout the story?

SHARE THIS EXAMPLE: "In the beginning, Sam is feeling lonely. In the middle, he seems afraid, and then surprised. He is joyous at the end."

- Do the character's feelings change over the course of the story?
- **When** do their feelings change?
- **Why** do their feelings change?

3

Hang another chart and continue looking through the MIDDLE pages of the class book, writing down the characters' feelings as the students identify them.

4

Hang a final chart for the END pages and record what the students come up with as they think about what their characters are feeling as the story comes to a close.

When time is up, look at the anchor charts together as a group and review the story so far!

Please roll up the chart papers for use in the next activity!



SAMPLE LESSON

ACTIVITY

Our Story Truly Begins...

Warm-up: Repeat Activity 1: Every Picture Tells YOUR Story, using a brand new illustration from your pad of colorful Story Mats!

START TODAY'S SESSION BY ADDING A NEW SHEET OF CHART PAPER AND WRITE THE WORD "BEGINNING" AT THE TOP.

1

Post these words to the Word Wall and read their definitions: **FIRST**, **NEXT** or **THEN**, and **LAST**. Explain that these words help the story move smoothly from one event to the next.

2

Now it's time to begin to create full sentences for the **BEGINNING** of the class book! Ask the group for ideas to open the story and vote on the best ones. Write the story you're shaping as a class on the chart paper.

3

Continue until you have sentences for each of the first three spreads so that the beginning of the book is written.

4

Read the story aloud and ask for suggestions, additions, more descriptive words, or other changes.

This activity will foster comprehension, collaboration, and critical thinking.

Please roll up the chart papers for use in the next activity!



SAMPLE LESSON

ACTIVITY

Meeting In The Middle

Warm-up: Divide the class into small groups and give each group a new Story Book Card. Have each child pick a character and act it out! The challenge is for the others to guess which character depicted in the image is being brought to life.

START TODAY'S SESSION BY HANGING A NEW SHEET OF CHART PAPER AND WRITE THE WORD "MIDDLE" AT THE TOP.

- 1 Review the storybook the group has written so far.
- 2 Have students flip through the pages of the book and ask them for ideas about the MIDDLE of the story. Help them shape the sentences that will go on the chart paper to expand the story.
- 3 Read the sentences you have written so far and make any changes on the chart paper.
- 4 Review the middle of the story with the group.
- 5 If there is time, go back and read the entire story up until this point!

In this activity, students experience heightened creativity, connection, communication, comprehension, and critical thinking.

Please roll up the chart papers for use in the next activity!



SAMPLE LESSON

ACTIVITY

We're Almost There!

Warm-up: Divide the class into small groups and give each group a new Story Book Card. Everyone looks at the Story Book Card for 10-30 seconds. Give each student 30 seconds to recite everything they can remember seeing in the picture and keep a count. Whoever recalls the most elements and details, WINS THE ROUND. *(This may be so much fun for the students that you don't get to the planned session focus until the next session.)*

START BY ADDING A NEW SHEET OF CHART PAPER AND WRITE THE WORD "END" AT THE TOP.

1

Read the storybook the group has written so far aloud or ask for a volunteer to read it.

2

Have students flip through the pages of the book and ask them to shout out all of their imaginative ideas for what's going on in the final pages. As always, help them shape the sentences that will go on the chart paper.

3

Review the end of the story with the class.

4

Go back and read the entire story together and add more adjectives anywhere they could make the story more exciting or vivid.

In this activity, students experience heightened creativity, connection, communication, comprehension, and critical thinking.

Please roll up the chart papers for use in the next activity!





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