

BE YOU OWN AUTHOR (LEVEL 3)

Description	Learners will explore elements of storytelling including characters, plot, literacy techniques and creatively author their own wordless or illustrated books.
Leading Question	What makes a story interesting?
Total Time Required	5 hours over 5 days
Supplies Required	Pencil, Paper, Colour Pencils
Learning Outcomes	<ul style="list-style-type: none"> - Features of a story including real or imagined experiences and events using effective technique, descriptive details, and clear event sequences. - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. - Use dialogue and description to develop experiences and events or show the responses of characters to situations. - Use transitional words and phrases to manage the sequence of events - Explore different genres: science fiction, horror, comedy, romance etc. - Use graphic organizers to think through their writing - Creativity with storytelling
Previous Learning	None







DAY 1

Today, you will explore the writing process while exploring your favourite stories.

Suggested Duration	Activity and Description
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<p>10 minutes</p>	<ul style="list-style-type: none"> ● Recall your favourite story from the ones they have read. ● If you haven't had access to a written story (a short novel, a short story, etc.), you can recall any incident or event that happened in your life (e.g. their last birthday, a festival in their hometown, etc.), a movie or tv show, or a story that you know. (See appendix 1 for one example for a short story). 						
<p>15 minutes</p>	<p>Reflect about the story. Here are some prompts to help guide you:</p> <ul style="list-style-type: none"> ● What makes this story interesting for you? ● What was the best part of the story? ● How did you feel at different parts of the story? ● Were you curious to know what happened next? Why? ● What did you like about the characters or the setting? ● What would be a different ending for the story? 						
<p>15 minutes</p>	<p>Begin to identify through a conversation some of the main elements of the story:</p> <ul style="list-style-type: none"> ● The <i>title</i> - the name of the story (e.g. Goldilocks and the Three Bears) ● The <i>author</i> of the story, i.e. who wrote the story (e.g. Robert Southey) ● The <i>characters</i> of the story, which are the main people / animals in the story e.g. Goldilocks and the Three Bears ● The <i>setting</i> of the story, which includes details like location of where the story is based e.g. The Home of the Three Bears – Living Room, Bedroom etc. ● The <i>time period</i> of the story or when does the story take place - the recent past, the future, 200 years ago, etc. ● The <i>plot</i> of the story, the main events of a story, developed and presented by the author as an interrelated sequence of events. The plot has the following parts: <table border="1" data-bbox="548 1514 1395 1787"> <thead> <tr> <th data-bbox="548 1514 829 1581">Beginning</th> <th data-bbox="833 1514 1114 1581">Middle</th> <th data-bbox="1117 1514 1395 1581">End</th> </tr> </thead> <tbody> <tr> <td data-bbox="548 1585 829 1787"><i>Exposition</i> - introduction to the primary characters' names, setting, mood, and time.</td> <td data-bbox="833 1585 1114 1787"><i>Rising Action</i> - the events that lead to the eventual climax, including character development and</td> <td data-bbox="1117 1585 1395 1787"><i>Falling Action</i> - everything that happens as a result of the climax, including</td> </tr> </tbody> </table>	Beginning	Middle	End	<i>Exposition</i> - introduction to the primary characters' names, setting, mood, and time.	<i>Rising Action</i> - the events that lead to the eventual climax, including character development and	<i>Falling Action</i> - everything that happens as a result of the climax, including
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<p>20 minutes</p>	<ul data-bbox="500 995 1393 1220" style="list-style-type: none"> • Write down the plot that you identified in a graphic organizer, i.e. a storyboard (See Appendix 2 for examples of graphic organizers (storyboard)). • Write one <i>paragraph</i> (3-4 complete sentences) for each part. • You can also draw to make the activity more fun and would allow you to write dialogues for the characters. <p data-bbox="451 1247 878 1276">Below is an example of a story map:</p>			

<p>EXPOSITION</p>	<p>CONFLICT</p>	<p>RISING ACTION</p>
		
<p>Percy Jackson, a kid who always finds trouble in school, learns that his father is actually a Greek god, and he is a demi-god. He travels to Camp Half-Blood to seek refuge from the monsters that are always after him.</p>	<p>At Camp Half-Blood, he meets many other half-bloods, born of the Olympian gods. Percy trains with the other campers. He learns that someone has stolen Zeus' lightning bolt, and as the son of Poseidon, he is blamed for it!</p>	<p>Percy begins a quest with Annabeth, daughter of Athena, and his satyr friend Grover, to recover the lost master bolt and prevent war between Zeus and Poseidon. Percy has only had a few days of training, but he has to save the world.</p>
<p>CLIMAX</p>	<p>FALLING ACTION</p>	<p>RESOLUTION</p>
		
<p>The trio travel far and wide and battle many monsters. They reach the Underworld in Hollywood and confront Hades about the missing master bolt. Hades does not have it and accuses Percy of stealing his own helm of darkness!</p>	<p>The heroes escape Hades and discover Ares on the beach. Ares had stolen the helm of darkness and master bolt from the original thief. Percy wounds Ares and wins the helm of darkness. Percy and friends return the helm and bolt to their owners.</p>	<p>Luke confesses to Percy that he stole the master bolt and helm of darkness. Luke actually works for the titan Kronos, who is planning to start a war between the Olympian gods. The mystery of the "lightning thief" has been solved, but a greater threat remains.</p>

DAY 2

Today, you will get your creative juices flowing before you begin to write your stories. You will engage in a storytelling activity.

Suggested Duration	Activity and Description
10 minutes	<ul style="list-style-type: none"> Write down 10 -15 fun story starters, cut them individually and put them into any medium size bag (plastic, paper or cloth that is not see-through). <p>Some examples:</p> <ul style="list-style-type: none"> One day, I woke up and was invisible. The president said that...

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<https://forms.gle/LGAP9k17fMyJrKJN7>

	<ul style="list-style-type: none"> ● I'm a turtle living in a pond, I ... ● My favorite room in my home is the kitchen. ● That day was my best day ever. ● Climbing trees is... ● I want to be a _____ when I grow up. Then I will.... ● There was a law that said..... ● I wish I could forget the time I _____ because.... ● Older people are...
<p>5 minutes each turn</p>	<p>You and your family members should pick out any prompt from the bag without looking and make up <i>any</i> story with it.</p> <ul style="list-style-type: none"> ● When telling the story, try to use relative pronouns (who, whose, whom, which, that) and adverbs (where, when, why). ● When telling the story, try to use transition words. You can create a list of transition words and use one after completing one to two finished sentences. (See Appendix for a list of transition words). <p>For example, if you pick out "One day, I woke up and was invisible," you could keep it going by saying the following:</p> <ul style="list-style-type: none"> - The room was very gloomy. <u>So</u> I tried looking out the window. Everything seemed the same to me, except for the fact that I couldn't see myself in the window. I was beginning to freak out, <u>but</u> then I realized that this was a super power that I've always wanted to have. - <u>Eventually</u> I went out to the street and began playing jokes to people- I loved to see their reactions. <u>However</u>, something really bad happened. I was in the middle of a joke, and became visible again! - <u>Now</u>, I'm back to my boring life, trying to find out what happened. <u>After all</u>, we can always be invisible if we want. <p>Note: The underlined words are transition words that you can use from your list.</p> <ul style="list-style-type: none"> - Give as many details as possible, and think about what your characters would say. <p>Hint:</p> <p>Some prompts to help guide you:</p> <ul style="list-style-type: none"> ● "Who's/Who are the character(s) of your story?" ● "What does/do your character(s) see or hear?" ● "Who else is involved?"

	<ul style="list-style-type: none"> ● “What does the place they are in look like?” <p>Some prompts to guide you through the middle:</p> <ul style="list-style-type: none"> ● “What problem does your character have?” ● “What happened next?” <p>Some prompts to guide you through the end:</p> <ul style="list-style-type: none"> ● “Was the character able to solve their problem?” ● “What was the solution to this problem?”
5 minutes	<ul style="list-style-type: none"> ● Reflect about what was difficult and what was fun from doing this exercise.
15 minutes	<p>With your imagination flowing and having practiced key storytelling elements, begin planning your own story by choosing a topic. Some useful prompts are listed below:</p> <ul style="list-style-type: none"> ● Write a story or two about your favourite two animals ● Write a story about your favourite magical creature ● Write a story that has you and your best friend or siblings in it ● Write a story that involves your favourite activity <p>Think through the following:</p> <ul style="list-style-type: none"> ● Who are the characters? What are their names? What feelings, ideas or moods characterize them? ● What is the setting? ● When does it take place? ● What happens or what is the problem? ● What is the solution? <p>Hint: There are no bad ideas and you can rethink your stories at multiple times</p> <p>Reflect on the following:</p> <ul style="list-style-type: none"> - How will you know when the story is finished? - How do you think readers will react to your story?

DAY 3

Today, you will expand the details of the different sections of the story by writing or illustrating the different sections.

Suggested Duration	Activity and Description				
30 minutes	<ul style="list-style-type: none"> Start by creating a storyboard (See Appendix 2). Add dialogues between the characters in each section. 				
15 minutes	<p>Brainstorm different Adjectives.</p> <p>Adjectives are words that describe places, people, places, objects and events. Some adjectives can only be used for people, and others only to describe other things. For example “tall” is a word that describes people or objects, but doesn’t describe a setting. Divide a sheet of paper into four areas and write down 3-5 of these words.</p> <table border="1" data-bbox="451 768 1395 1360"> <tbody> <tr> <td data-bbox="451 768 922 1045"> <p>Words that describe places</p> <ul style="list-style-type: none"> Crowded Spacious • • • </td> <td data-bbox="925 768 1395 1045"> <p>Words that describe people</p> <ul style="list-style-type: none"> Tall Smart • • • </td> </tr> <tr> <td data-bbox="451 1045 922 1360"> <p>Words that describe things that happen</p> <ul style="list-style-type: none"> Surprising Scary • • </td> <td data-bbox="925 1045 1395 1360"> <p>Words that describe objects</p> <ul style="list-style-type: none"> Colorful Tiny • • </td> </tr> </tbody> </table> <ul style="list-style-type: none"> What if we use words that describe places to describe people? Reflect about ways in which you can be creative with the use of adjectives. 	<p>Words that describe places</p> <ul style="list-style-type: none"> Crowded Spacious • • • 	<p>Words that describe people</p> <ul style="list-style-type: none"> Tall Smart • • • 	<p>Words that describe things that happen</p> <ul style="list-style-type: none"> Surprising Scary • • 	<p>Words that describe objects</p> <ul style="list-style-type: none"> Colorful Tiny • •
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15 minutes	<p>Then write 3-5 complete sentences for each aspect of the story (setting and time period, characters, and event or solution) using some of the words from the list that you brainstormed :</p> <ul style="list-style-type: none"> The setting: e.g. It was a <i>green</i> park with <i>lots of colourful flowers</i> The main characters: e.g. Rosy, the <i>five year old school girl</i>, and Hans, the <i>graceful white swan</i>. 				

	<ul style="list-style-type: none"> • The main event or solution: e.g. The storm was the <i>most expected</i> event that summer; “Rosy had a <i>wonderful</i> idea” <p>Once the descriptions are complete, explore what you can add to each of the different parts of your story.</p> <p>Tip: If you are struggling to add adjectives, write sentences then circle the nouns and add a word before each noun describing it. For example, if you write “There was a park with many flowers”, begin by identifying the nouns. Then circle the words park and flowers since they are nouns. Finally, think of words that can describe the park and the flowers. You can use words like spacious, green, beautiful etc. for the park and words like colorful, small, pretty etc. for the flowers.</p> <p>You can also use this method to add adverbs to their story. These are words that are used to describe verbs like running, eating, sleeping, talking etc.</p> <p>Examples:</p> <ul style="list-style-type: none"> - “Wash your hands”, said mother smilingly - We walked briskly to the bust stop - I slept well last night <p>In the examples above, the words in red are the verbs and those in bold are the adverbs. Think of suitable adverbs for the sentences in your story.</p>
<p>15 minutes</p>	<p>Start adding to the different parts of your story.</p> <p>The Beginning: Think about what a reader or listener would want / need to know and what you would want to share in the beginning of the story. These are some prompt questions to help guide you:</p> <ul style="list-style-type: none"> • Since this is the first time your reader is meeting all the characters – what do you want them to know about these characters? • What do you want your reader to know about where the story is located or the setting?, • What do the characters normally do and what does a regular day in their life look like? <p>The Middle: Think about what the reader or listener would want / need to know and what you would want to share in the middle of the story. These are some prompt questions to help guide you:</p> <ul style="list-style-type: none"> • What would make the story interesting to continue reading? Maybe an unexpected event. • What could the problem or event that happened be?

	<ul style="list-style-type: none"> • How is this different from their normal life events in the beginning? • Is the setting the same or has it changed?
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DAY 4

Today, you will think of the final section of conclusion or end and also more descriptions on the emotions of the characters.

Suggested Duration	Activity and Description
20 minutes	<p>The End: Think about what the reader or listener would want / need to know and what you would want to share at the end of the story. These are some prompt questions to help guide you:</p> <ul style="list-style-type: none"> • What would make the story interesting to continue reading? • How could the problem or event that happened be resolved – what could the solution be? • Is the setting the same or has it changed? • How would the story end and how would we leave the characters?
20 minutes	<ul style="list-style-type: none"> • To add depth to the characters and story, you can describe the feelings and thoughts of your characters in each part of the story – beginning, middle, and end. • Think about the feelings or emotions of the characters and how they change throughout the story. <ul style="list-style-type: none"> ○ What was the reason that they were feeling this emotion and what made this feeling change? <p>Tip: if you are struggling with this task, put yourself in the characters' shoes by acting out the story with their classmates or siblings. Point out when you notice their expressions changing.</p> <ul style="list-style-type: none"> • Make a mood meter depicting the main character's emotions in the beginning, middle, and end of the story. Write a few bullet points about these emotions in sequence (See Appendix 4) • When writing, use adjectives, exclamation marks, and quotation marks. <p>Remember that the exclamation mark is used when someone shows a strong feeling or to emphasize something. For example:</p> <ul style="list-style-type: none"> - Everyone was so excited and they all wanted to take turns to play with Timi and they had a lot of fun!

	<p>Remember that quotation marks are used when introducing something that a character says. For example:</p> <ul style="list-style-type: none"> - Father woke up and found a mess in the living room. He said: “What’s this mess?”
20 minutes	<p>Now, explore different literary genres:</p> <ul style="list-style-type: none"> - Comedy - Drama - Romance - Science fiction <ul style="list-style-type: none"> ● How would the characters’ emotions change if it was a comedy? If it was a drama? If it was a Romance? In science fiction? <p>Think about the elements of storytelling that you have learned about in this project (plot, point of view, setting, etc.). How would they change in each genre?</p>

DAY 5

Today, you will put together their story as a book.

Suggested Duration	Activity and Description
5 minutes	<ul style="list-style-type: none"> ● You can fold paper to make a book which has at least 9 pages (3 for each section- Beginning – Middle – End) and mark these at the page number at the bottom. ● You should fold a different sheet to create the cover and back cover.
30 minutes	<ul style="list-style-type: none"> ● Write at least three paragraphs with 5 complete sentences each for each of the sections. ● You can choose some of these sentences from the bullet points that they wrote on days 3 and 4, and can add new sentences if you need/want to. ● Remember to use transition words (first, then, finally, once, since, etc.), capital letters, full stops, question marks, and exclamation marks.
5 minutes	<ul style="list-style-type: none"> ● Think of a title for the book and write your own name as the author on the cover page. ● You can also add drawings to the page, design the layout, and design the cover of the book.

	<ul style="list-style-type: none"> ● Your book is now ready to be shared with family members and to be read aloud. Read the story to your parents and ask for feedback about the story. Feedback should include: <ul style="list-style-type: none"> ○ What they loved about the story. ○ What they loved about the book. ○ What they want to know more about. ○ What can be improved. ● Based on the feedback, make improvements to your story and/or book and reflect on what you enjoyed the most and found the most challenging.
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ASSESSMENT CRITERIA

- Creativity in creating the plot of the story
- Clarity and creativity of the drawings and the story map
- Simplicity and completeness of the written text
- Adhering to and using all the different language rules (exclamation points, adjectives etc.)
- Sequence and chronology of the story
- Integrating a problem and a solution in the story

ADDITIONAL ENRICHMENT ACTIVITY

- Learners can add additional text and use additional parts of speech such as interjections, which are words used to convey characters' feelings (examples include: Ouch! Wow! Hooray! etc.) They can also use figures of speech such as metaphors, similes etc. to make the writing more engaging to the reader.
- Learners can design a front cover page
- Learners can design a back page with a summary of the story and "reviews" from family members (for example: "the story was exciting!" - dad "this was fun!" - sister etc.)

MODIFICATION FOR SIMPLIFICATION

- Learners can write fewer paragraphs or just a few sentences in each section of the story.
- The emphasis on writing conventions (exclamation marks, relative pronouns, etc.) can be loosened a little bit for some learners.
- Learners can explore less storytelling elements.

APPENDIX 1: CIRCUMSTANTIAL EVIDENCE BY JOYCE ANNE LAIRD

Mrs. Dowling marched purposefully across the lawn, half leading, half dragging a sorrowful looking, large, shaggy dog. She arrived at the front door of the house and rang the bell several times. Mrs. Winter opened the door, but before she could say anything, the dog twisted free from Mrs. Dowling's grasp and bounded through the open doorway.

"He was standing right in the middle of what used to be my flower bed. Look at him! He's still covered in dirt." Mrs. Dowling scowled at the mud covered, gray and black dog who was now watching her from behind her neighbor's legs. "Here's the cost to replace my petunias." She tore a page from a small spiral notepad, handed it to Mrs. Winter, turned, and walked across the Winter's the front lawn, back to her house next door.

Mandy Winter closed the door and turned to look at her son who was on his knees hugging the dog. "We can't afford this, Tommy," She said. "He chewed up Andy Martin's cat's dishes, then it was the supplies in Mr. Bailey's shed -- and now this! He keeps getting out of the yard. If we put him on the chain, he barks all night. He chewed up all the linoleum at the back door when we put him in the service porch for the night. I have done everything to try to help you keep him, but he's just impossible."

"He's not! Charlie didn't mean to do that stuff. They just hate him!" Tommy shouted. He turned and ran out the back door, Charlie at his heels. He sat on the edge of the brick planter that bordered the Winter's back garden wall. "Charlie, you've got to stop this stuff. She'll send you away," he said. Tommy hugged the scruffy dog and buried his face in Charlie's fur.

"Maybe he didn't do it. My dad says you shouldn't convict without hard evidence and my dad's the best lawyer there is." Tommy looked up. His best friend Kyle Peterson was peering over the back brick wall that separated their yards.

"Mrs. Dowling saw him this time. She caught him and brought him home."

Kyle climbed over the fence and dropped to the ground. "Maybe something made him do it," he said.

"Like what?"

"Another dog?" Kyle said.

"Mrs. Dowling didn't say anything about another dog. Neither did old Andy Martin when his cat dishes got all torn up. He said Charlie was sure to be the only one who could've done it."

"Another dog could've gotten into the Martin yard. Old man Martin leaves those cat dishes out all the time. He never said he actually saw Charlie chew up the dishes, did he?"

"But, Charlie always chases his cats if they get up on our fence," Tommy said. "And what about the shed? Mr. Bailey said there were muddy paw prints inside his shed when his boxes of dry food supplies for camping were torn up. Charlie was all muddy from the rain that night."

Charlie looked at Tommy, sensing something was wrong. He bumped his nose under the boy's arm, begging for an ear scratching.

"Poor Charlie. It's three strikes for him for sure." Tommy hugged the dog again. Charlie whimpered at his best friend's obvious distress and started planting slobbering kisses on the boy's cheek with his long, pink tongue.

"But, nobody ever actually saw Charlie, right?" Kyle continued.

"What about this morning? I told you that Mrs. Dowling did. She caught him diggin' up her flowers -- caught him red handed," Tommy said.

"Maybe she didn't see the whole thing. Maybe she only saw half," Kyle said. "It had to be dark. The sun's only been up about an hour now."

"I guess. But if anything else was there-- like another dog, wouldn't she have seen that too?"

"Not if whatever it was ran into the hedge and hid. The hedge is pretty thick."

"Like, if Charlie chased it? Oh, Come on! Nobody will believe that," Tommy said.

"Maybe we can prove it. I've got an idea. Come over to my house. We've got some stuff to put together." Kyle got up and started climbing back over the fence. Tommy watched him, but didn't move.

"Come on! Don't just sit there. You want to save Charlie, don't you?" Kyle looked down at Tommy and Charlie from the top of the wall.

"Okay. I guess you're right," Tommy said. "I'm going around. I'm not leaving Charlie here." The boy and dog headed toward the backyard gate together.

Kyle's plan depended on a bag of dog kibble, good timing and a lot of luck -- and being able to slip out of their rooms without waking anybody. Their weapons were a flashlight and Kyle's new digital camera.

After everyone was asleep, Tommy and Kyle snuck out and poured the kibble into a pile by the hedge that bordered Kyle's back fence. From the tool shed in his backyard, they had a good view of the kibble. They spread a sleeping bag on the floor and settled in. Charlie lay between them, happily munching dog biscuits Tommy had brought to keep him quiet.

As they waited, the excitement of the hunt began wearing off. Finally both fell asleep. Near midnight, a low rumble started deep in Charlie's chest. Suddenly, Tommy yelped in pain. He had Charlie's leash

wrapped around his wrist. His arm jerked forward as Charlie leapt up, snarling. Kyle jumped up and helped Tommy hold the dog back. Something was coming toward the hedge. It was big, dark and furry.

"I'll get my camera," Kyle whispered. "Keep Charlie quiet. Don't scare it away. We've got to get pictures of it. Don't turn on the flashlight until I tell you to."

Tommy balanced the flashlight with one hand while trying to control Charlie, who was now standing, teeth bared, with all the fur on his back standing straight up like a porcupine.

Charlie gave a bravo of barks and bounded from the shed, dragging Tommy behind him. The flashlight went on. Kyle ran after them, clicking the camera as he ran.

Blinded for a moment by the flashlight, the creature looked up from the kibble and made a whirring sound --"r-r-r-r-r-r", it snarled. Kyle kept clicking. Tommy managed to dig his heels into the lawn and pull Charlie back.

The midnight marauder rose on it's hind feet and stared at them. It was a raccoon almost as big as Charlie. It munched a few more bites of kibble and then calmly turned and disappeared into the hedge without a sound.

"Wow! That's what Charlie's been after. He's huge!" Tommy said.

"He's out looking for food at night. That's why nobody ever sees him. I've read that raccoons like to eat slugs and grubs too. They even go after the nuts the squirrels bury. I bet that's what he was digging for in her garden when Charlie almost caught him."

"Sure. Then the sun started coming up and he ran away," Tommy added. "We've got proof now that it wasn't Charlie."

Between Charlie's barking and the boys yelling, lights came on in all the surrounding houses.

"Do you two know what time it is? What in the world are you two doing out there?" Kyle's dad yelled from an upstairs window.

"No sweat, Dad," Kyle called back, beaming with pride and waving his camera aloft. "I'm clearing an innocent client. Just like you would."

APPENDIX 2: STORYBOARD

EXPOSITION	CONFLICT	RISING ACTION
CLIMAX	FALLING ACTION	RESOLUTION

APPENDIX 3: TRANSITION WORDS

After	subsequently	at first
As soon as	first	it began
Before	second	it
started		
Next	once	after that
Initially	in the meantime	during
Now	later on	at the end
When	in the beginning	at last
Immediately	after a while	pretty soon
Meanwhile	when we finished	soon after
Last	the last thing	lastly
Later	just then	
Since	before long	
Suddenly	after ___ minutes	
As	when we were done	
However	right after	
Whenever	in an instant	
Soon	then	

APPENDIX 4: MOOD METER

Mood Meter

Beginning	Middle	End
<ul style="list-style-type: none">• _____• _____• _____	<ul style="list-style-type: none">• _____• _____• _____	<ul style="list-style-type: none">• _____• _____• _____