

Unit One

Short Story



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General Notes for Teachers

1	<p>This unit is written specifically for students in grades 6, 7, 8 but can easily be adapted to younger grades.</p> <p>Also feel free to adjust the times for each introduction, lesson, activity, share and write time to better suit your classroom. However, do not eliminate any of these steps. Students will learn the concepts much better if each of these steps is followed.</p>	
2	<p>At the beginning of the year, ask parents to pay for subscriptions to magazines or newspapers for the classroom.</p> <p>Also ask them to keep back issues of magazines they subscribe to as well as old calendars and greeting cards.</p> <p>You could also pick up old magazines (<i>National Geographic</i>, etc.) at yard sales.</p>	<p><u>Suggested magazines</u></p> <ul style="list-style-type: none"> - <i>Cricket</i> - <i>Highlights</i> - <i>Writer's Digest</i> - <i>Guideposts</i> - <i>Guideposts Junior</i> - <i>Cicada</i> - Local newspapers - <i>New York Times</i> - <i>Boston Globe</i> - Any magazines of particular interest that don't have to do with writing are still helpful: i.e., tennis, hobbies, horseback riding.
3	<p>Stock classroom with all sorts of writing materials for student use</p>	<p><u>Suggested materials</u></p> <ul style="list-style-type: none"> - extra notebook paper - reams of copy/printer paper - pencils - pens - pictures from greeting cards - index cards - colored index cards - construction paper - colored copy paper - different colored pens - colored pencils - several extra view binders



4	Materials for teacher use	<ul style="list-style-type: none"> - Short stories, poems, essays, memoirs - Many blank transparencies - A timer — recommended model is “Right Timer” by Learning Resources. You can set it on the overhead and students can watch as the time ticks away.
5	Three-ring binder for each student	Each student purchases a three-ring binder and a set of 5 tabs. This binder should never leave the classroom.
5	Red, yellow, green pens or pencils	Each student needs to purchase these. They will be used for editing. Teacher should have extras on hand as well as extra notebooks, which students will replace if they have not purchased them in advance.
6	<p>Use “Random Call Cards” rather than having:</p> <ul style="list-style-type: none"> - the same student answers all the time - students be disappointed if they don’t get called upon - lots of noise as students are raising their hands 	On index cards, write each student’s name. Draw from the pile throughout the day, setting aside the names of students who have been called upon.
7	<p>Student writer notebooks NEVER leave the classroom.</p> <p>This writing is done in class. It is not homework.</p>	This cannot be emphasized enough. Every child should come to writing class every day with the writer’s notebook. It should NEVER leave the classroom.
8	You as the teacher are motivator and coach of student writing.	The student owns the writing. It is his choice what he writes about and how he edits it. Help each one to feel proud of what he or she writes; let them take ownership of it.



9	Never write on the student's paper.	Use a large yellow sticky note. During Teacher-Student conference, first ask the student, "What do you think is good about your paper?" Next, teacher adds a few good points. Next, teacher says, "If this were my paper, I would. . ." Always have fewer things to improve than you list as positive points.
10	Read aloud to the students	Always find time to read aloud to the students - particularly in the genre you are studying at the time.
11	Assessment of student writing	<p>For assessment of student writing, rubrics are the best choice. There are excellent rubrics that can be purchased through the -</p> <p>Education Department, Southern Union, 3978 Memorial Drive, Decatur, GA 30032 Mailing: P. O. Box 849, Decatur, GA 30031-0849 Phone: 404-299-1832</p> <p>Fax: 404-299-9726</p> <p>There is a rubric for each genre of writing.</p> <p>It is advisable that you give students a copy of the rubric in advance so that they will know how they will be graded.</p>
12	Suggested classroom set-up is four desks pushed together or four students sitting at a table.	This set-up is recommended for cooperative learning. This unit assumes this set-up. We will refer to the student's face partner (students who sit across from each other) and shoulder partner (students who sit beside each other)
13	<p>We use a "T Chart" in these lessons to help the students understand a concept.</p> <p>See Appendix 8</p>	<p>Description of a "T Chart" - Appendix 8. Draw a lower-case 't' on an overhead. Label one column "Looks Like." Label the other column "Sounds Like."</p>



		<p>Teacher asks, "What does a writing environment look like? Be specific." (i.e., heads down, eyes focused.)</p> <p>This 't' chart is helpful in all subjects.</p>
14	Students will write in longhand.	Only the final draft is typed. Therefore, there will not be a backlog at the computers and students cannot make excuses for not making progress.
15	You are developing a culture of writing. It is a journey, not a destination.	Most important of all, you want the students to enjoy writing.
16	Students must keep every stage of the writing process in their writing notebook. They should not throw anything away.	It validates the writing process. It also shows the parents how much work the student has done.
17	The teacher may assign a certain number of points for each step in the writing process.	
18	If the classroom is big enough, teacher may designate one section for peer conferencing. You may put two floor pillows in this area or two chairs around a small table.	
19	Introduction, Lesson, Activity, Share, Write Time	Do not skip any of the steps. They are designed to introduce a topic, teach a topic, review a topic. Students learn in various ways — they do not all learn in the same way. By using each of the steps, most students will more likely "get it."



Recommended Books

Use your own discretion regarding the use of these books. We could not include stories with the lesson since they are copyrighted.

1	There are many books in the Adventist Book Center that are collections of short stories. Some are bound copies of previous years of <i>Junior Guide</i> ; Eric B. Hare stories, and many others. These are excellent resources for this unit.		
2	<i>Brain-Based Learning</i>	Jensen, Eric	This unit presumes that teachers are familiar with brain-based learning and that they teach to the different learning styles of students. If you are unfamiliar with this concept, this book is a must-have.
3	<i>4MAT in Action, 4th edition</i>	Morris, Susan & Bernice McCarthy	This book explains in depth how to teach to students with different learning styles.
4	<i>Graphic Organizer</i>	Scholastic Books	This book provides many blank organizers in order for the student to take the ideas they have brainstormed and organize them. This is also great for literature, science, social studies, and Bible.
5	<i>Cooperative Learning</i>	Kagan, Spencer	Team building, class building exercises
6	<i>Tribes</i>	Gibbs, Jeanne	New way of learning together. Book of interactive and cooperative structures.
7	<i>Ish</i>	Reynolds, Peter	Children's picture storybook that motivates children to do their best without expecting perfection.
8	<i>The True Story of the Big Bad Wolf</i>		Children's picture storybook that is a satire on the fairy tale <i>The Three Little Pigs</i> .
9	<i>A Writer's Notebook: Unlocking the Writer Within You</i>	Fletcher, Ralph	



Recommended Websites

Caution: These websites are recommended for teachers to look through and pick appropriate material. Some material is suitable for Seventh-day Adventist schools and other material is not. We could not include specific stories with this unit since they are copyrighted, but if you do not have the resources to purchase books, you can find stories on some of these websites.

1	www.youngdisciple.com	Seventh-day Adventist website with lots of stories. You can also purchase a subscription to a print copy.
2	www.thescriptorium.net	There are many excellent articles on this website you can share with your students on the writing process. There is one section that is particularly for young writers. There are also forms for critiquing work.
3	www.theeducationcenter.com	Mailbox magazines and books, especially the language arts section which has many books on teaching writing to lower and middle grades.
4	www.barebooks.com	Bound, hard-cover books that are completely blank so that students can write and illustrate a story, essay, or poems.
5	www.beliefnet.com	Click on <u>inspiration</u> , <u>chicken soup</u>
6	www.eastoftheweb.com/shortstories	Click on <u>children's</u>
7	www.indianchild.com	Short stories
8	www.apples4theteacher.com/short-stories.html	Short stories
9	www.middleweb.com	
10	www.lakeshorelearningstore.com	Purchase teacher materials online
11	http://top100teachersites.gotop100.com/index.php	Top 100 websites for teachers
12	www.kidpub.org	Your students may publish their stories on this site, or you may use some of these stories in the lessons.



Overview of Short Story Writing Unit

	Monday	Tuesday	Wednesday	Thursday	Friday
Introductory Week	<p>Introduce students to the culture and process of writing.</p> <p>During the introductory week, you may need to add to the lesson in order for it to be a forty-five minute class period.</p>				
<u>Week One</u> 45-minute class periods each day	Introduction to concept/genre	Writing Prompt	Writing Prompt	Writing Prompt	Mini lesson; student picks prompt to develop and refine.
<u>Week Two</u> 45-minute class periods each day	MiniLesson; Write Time	Mini Lesson; Write Time	Mini Lesson; Write Time	Mini Lesson Write Time	Teacher Conferences; 20 minutes of sharing
<u>Week Three</u> 45-minute class periods each day	MiniLesson; Write Time	Mini Lesson; Write Time	Mini Lesson; Write Time	Mini Lesson; Write Time	Teacher Conferences; 20 minutes of sharing
<u>Week Four</u> 45-minute class periods each day	Mini Lesson; Write	Mini Lesson; Write	Mini Lesson; Write	Celebrate and Share	Celebrate and Share



Introductory Unit
One Week
Forty-five minute class periods
Day One

Concept:	Journeys
Topic:	The Culture of Writing
Objectives for the week:	<p>Students will understand classroom expectations during writing.</p> <p>Students will put together a writing notebook.</p> <p>Students will understand the writing process.</p> <p>Students will understand the editing process.</p> <p>Students will understand and begin to use editor's marks.</p> <p>Students will understand teacher conferences regarding their writing.</p> <p>Students will understand peer conferences.</p>
Materials Needed:	<ul style="list-style-type: none"> - Overhead projector - Overheads - prepared and blank - Hand-outs - The Writing Process, Appendix 1; Appendix 2
Introduction: (10 min)	<p>Teacher asks: "What kinds of journeys do people take?"</p> <p>The students, who are sitting in groups of four, make a list of journeys people take.</p> <p>Students pick one presenter to share out loud.</p> <p>Teacher then relates the concept of taking a journey to the process of writing.</p> <p style="padding-left: 40px;">Examples:</p> <ul style="list-style-type: none"> - You prepare for your trip. - You map out your journey and destination. - You know where you are going. - There are stops and starts along the way. - You can get side-tracked. - It's important to have fun along the way.
The Lesson: (10 min)	<p>Copy "The Writing Process" from Appendix 1 and Appendix 2 and distribute to students.</p> <p>Copy "the Writing Process" as an overhead and project it on the screen while you are discussing it.</p>



Introductory Unit
One Week
Forty-five minute class periods
Day One

<p>Activity: 10 minutes</p>	<p>Cut the short version of "The Writing Process" into strips without the corresponding numbers. In their groups of four, have them put the steps in order. Keep overhead on board and allow them to peek.</p> <p>Take down the overhead and have them put "The Writing Process" in order from memory.</p>
<p>Share: (5 minutes)</p>	<p>Teacher asks: Which step in the writing process do you think you will like the best? (Use random call cards for answers).</p> <p>Go back to <u>Concept</u> and once again speak about how <u>Journeys</u> and <u>Writing</u> are similar.</p>



Introductory Unit
One Week
Forty-five minute class periods
Day Two

Concept:	Journeys
Topic:	Writing Notebook
Objectives for week:	<p>Students will understand classroom expectations during writing.</p> <p>Students will put together a writing notebook.</p> <p>Students will understand the writing process.</p> <p>Students will understand the editing process.</p> <p>Students will understand and begin to use editor's marks.</p> <p>Students will understand teacher conferences regarding their writing.</p> <p>Students will understand peer conferences.</p>
Materials Needed:	<ul style="list-style-type: none"> - Every student needs a one-inch three-ring presentation binder with five tabs - Teacher should bring in 2-3 extra notebooks in case a student does not have one. Student should replace notebook as soon as possible. - Random Call Cards - Overhead projector - Overheads - prepared and blank - Hand-outs
Introduction: (None needed today)	
The Lesson: (15 min)	<p>Teacher -</p> <ul style="list-style-type: none"> - Shows sample notebook and says, "This is not homework. This Notebook must always stay in this classroom." - "A productive writer is organized. A productive student is organized." <p>- Teacher starts with blank a overhead and writes each tab as she speaks of it. Tabs are as follows:</p> <ul style="list-style-type: none"> - <u>Current Writing</u> - keep it at the beginning so that you don't have to flip through your notebook.



Introductory Unit
One Week
Forty-five minute class periods
Day Two

- Prompts - Idea generators are kept in this section

- Hand-outs - You will get many hand-outs during the course of the year; these are important reference materials you will need to keep and refer to throughout the year (e.g., editor's marks).

- Final Product - This is where you will keep your final products after you revise and edit and consider them complete.

- Miscellaneous - Once in awhile something may come up and you don't know where to put it and you want to keep it. This is the tab where it will go.

- Check for understanding by asking for order of tabs and what will be kept behind each tab.

- "Can you take this notebook home?" NO

Activity:
(20 minutes)

Today students will write on one of the topics below. This is not graded (you may grade it with participation points). The teacher will want to review each one carefully to know where each student is in his writing process at the beginning of the year. You may want to use a rubric to review the writing so that you can track student progress during the year. They will do an end-of-the-year writing sample as well so that the teacher will be able to assess their progress.

Writer Attitude Measure Baseline - File under "Miscellaneous" tab after student writes.

Baseline Student writing sample

Teacher chooses one of the following topics for all students to write on. (All students write on the same topic.) Time = 15 minutes.

- 1 Think of a career you might choose when you grow up and write about one day in the job.



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Forty-five minute class periods
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	<ol style="list-style-type: none">2 Write one of your first memories. Include as many of the senses as you can in your writing.3 If you could spend the day with anyone, who would it be? The person can be historical, a friend, family member, someone famous. Describe your day from beginning to end.
Share:	Due to time constraints, this lesson does not require a share time.



**Introductory Unit
One Week
Forty-five minute class periods
Day Three**

Concept:	Journeys
Topic:	Classroom Culture
Objectives for the week:	<p>Students will understand classroom expectations during writing.</p> <p>Students will put together a writing notebook.</p> <p>Students will understand the writing process.</p> <p>Students will understand the editing process.</p> <p>Students will understand and begin to use editor's marks.</p> <p>Students will understand teacher conferences regarding their writing.</p> <p>Students will understand peer conferences.</p>
Materials Needed:	<ul style="list-style-type: none"> - Every student needs a one-inch three-ring presentation binder with five tabs. - Random Call Cards - Overhead projector - Overheads - prepared and blank - T-chart overhead (Appendix 8) - a T-chart for each student - Hand-outs
Introduction: (None needed)	
The Lesson: (15 min)	<p>Team Building/Modeling</p> <ul style="list-style-type: none"> - The classroom is going to have a particular structure. - There is a culture to writing; there is a classroom culture so that we can produce our best work. - We will do our activities today to help us understand what a writing classroom looks like and sounds like. - You will also be working together in groups and/or with partners. - We are also going to model the best way to work in groups and partners so that you can be most productive. <p>T-chart overhead – blank. Appendix 8</p> <ul style="list-style-type: none"> - Point out, <i>Looks like/ Sounds like</i>. - Right now as a class, we're going to talk about and think about



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One Week
Forty-five minute class periods
Day Three

what a writing classroom looks like and what it sounds like. Then we'll list these on the overhead.

- Some people can work in a cluttered environment where there is a lot of noise, but most people do their best work when the atmosphere around them is quiet and calm. This is the kind of environment we want in our classroom.
- Be specific. What does this type of classroom look like? Examples include: students seated at desks, pencils in hand, writing on paper in front of them. Be as specific as possible. After students have given five good responses, teacher repeats the exercise with "Sounds." Examples include: pencils scratching on paper, clock ticking, low classical music playing in the background.

Activity:
(10 minutes)

- Pass out blank T-chart to each student. (Teacher can use these at any time in any subject). Students will copy the responses from the overhead to their charts and each come up with one more on their own for themselves personally. Use random call cards for sharing responses.
- Ask one student to transcribe each of the student responses onto a big chart posted in front of the classroom. This helps with discipline problems later on. The teacher can point to the chart and remind student(s) of what a writing classroom room looks like and sounds like.
- Next activity: you will often work in groups of four or with partners during pre-writing and editing and sharing.
- Teambuilding has a language. Students are in groups of four. If I say, "Share with your face partner," that means the person across from you. "Shoulder partner means the person you sit beside."
- When you are accomplishing a task in your groups, you will be



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Day Three

	<p>assigned jobs. In the beginning, I will assign the jobs. As we continue in our writing culture, you will choose the jobs in your group.</p> <p>The jobs are:</p> <ul style="list-style-type: none"> ○ 1) Leader - what types of skills does a leader need? What does he/she do in the group? Example: Keeps the group on task. ○ 2) Timekeeper - What do you think the timekeeper does? Keeps track of time that is allotted and alerts team members when time is drawing to an end. ○ 3) Scribe - What do you think the scribe does? Writes down the information. If you are doing artwork, the scribe does not do all the work. He/she keeps notes. Be sure the scribe writes neatly. ○ 4) Presenter - What does the Presenter do? Shares the information or final product. The presenter must speak in a clear, appropriate voice and address the audience. At times, however, all four members of the group will present. <p>Do a short activity to give an example of a teambuilding activity. (An example of this is in chapter 8, page 17, in the book <i>Cooperative Learning</i> by Dr. Kagan.)</p>
<p>Share: (5 minutes)</p>	<p>Teacher will put the answer key on the overhead. (If teacher uses the activity suggested above, the answer key is located on page 18 of Dr. Kagan's book.)</p> <p>Use random call cards for students to share how their team worked well or did not work well together. Ask how they can do better next time.</p>



**Introductory Unit
One Week
Forty-five minute class periods
Day Four**

Concept:	Journeys
Topic:	Peer Conferencing
Objectives for week:	<p>Students will understand classroom expectations during writing.</p> <p>Students will put together a writing notebook.</p> <p>Students will understand the writing process.</p> <p>Students will understand the editing process.</p> <p>Students will understand and begin to use editor's marks.</p> <p>Students will understand teacher conferences regarding their writing.</p> <p>Students will understand peer conferences.</p>
Materials Needed:	<ul style="list-style-type: none"> - All students need to bring their writing notebooks to all classes. <i>We will not repeat this instruction every day.</i> - Random Call Cards - Teacher should use these every day. <i>We will not repeat this from this point forward.</i> - Overhead projector - Overheads - prepared and blank - Hand-outs - Appendix 6.
Introduction: (none needed)	
The Lesson: (15 min)	<p>Have you heard the saying, "Two heads are better than one?" What does it mean?</p> <p>In your writing, you will conference with the teacher, but you will also conference with your peers. What does the word "peer" mean? Yes, your age group. At some point in the writing process, you will <i>peer edit</i>. You will use editor's marks to peer edit. You will only need to peer edit once during the unit, but you may edit more times if you like. Each time, you will need to use the <i>peer editing sheet</i>.</p> <p>When you <i>peer conference</i>, it can be an even swap, but it doesn't have to be. You may be completely done with your paper and have completed that step. Someone else may want you to peer edit for them. If you are completely done, this is a good way for you to help other students.</p>



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Forty-five minute class periods
Day Four

	<p>You may talk to the student you are peer editing, but you do not have to. You can simply fill out the sheet and turn it back to the student.</p> <p>When you peer edit, remember it is about helping the student edit and revise; it isn't about your opinion of the writing style.</p>
<p>Activity: (10 minutes)</p>	<p>Do a peer editing sheet on a short story (not written by the students). Teacher may use newspaper articles, stories written by students in another grade, fairy tales, or online stories with permission granted.</p>
<p>Share: (5 minutes)</p>	<p>Share things to improve, mistakes students found.</p>



Introductory Unit
One Week
Forty-five minute class periods
Day Five

Concept:	Journeys
Topic:	Edit & Revise
Objectives for week:	<p>Students will understand classroom expectations during writing.</p> <p>Students will put together a writing notebook.</p> <p>Students will understand the writing process.</p> <p>Students will understand the editing process.</p> <p>Students will understand and begin to use editor's marks.</p> <p>Students will understand teacher conferences regarding their writing.</p> <p>Students will understand peer conferences.</p>
Materials Needed:	<ul style="list-style-type: none"> - Overhead projector - Overheads - prepared and blank - Hand-outs - Laminated pictures - Hand-out "Editor's Marks" Appendix 10 - Teacher will need to prepare paragraphs for students to edit
Introduction: (10 min)	<p>Laminate pictures (from calendars, old Christmas or birthday cards, etc.). Distribute one picture to each student.</p> <p>Invite each student to take out a piece of paper and have them write down all the things they like about this piece of art and all the things they do not like about this piece of art. Share with shoulder partner.</p>
The Lesson: (15 min)	<p>Teacher says, "Let's say you are the artist and you can change the picture any way you want. Think about what you like and what you do not like. What would you keep, what would you change? Write on your paper the changes you would make, and/or you can draw in the changes you would make. "</p> <p>Give students 5 minutes to share with their face partner?</p> <p>'You are the artist. You have control over the artwork.'</p> <p>Use call cards to get a discussion going about making the artwork personal.</p>



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Forty-five minute class periods
Day Five

"Changes are important. This artist himself probably made many stops and starts along the way." Point out specifics in the picture that may have been changed. ("Maybe that gown was white and the artist wanted it gray. Or maybe the sculpture started out as a woman and, as the sculptor was shaping it, he or she decided it should be an elephant.")

"It is the same with a writer. You are creating a work of art. You will begin, but along the way you may want to add things, change things, or take things out completely. You may want to go back to the beginning. It may take on a completely different form as you are writing. We call this the *revision stage*. This is an important stage in the writing."

Find quotes from writers regarding how much time they spend in revision.

"Don't confuse the revision stage with the editing stage. The editing stage is also a time when you will want to change, but this is when the writer focuses on the conventions. For instance, you will make sure the ending marks are in place, there are commas when there needs to be a pause, quotation marks are in place when a character is speaking, and all words are spelled correctly. There is a time and place for everything."

"When you are writing your first draft or 'sloppy copy,' you do not want to focus on editing. Does anyone remember when the editing stage comes in the process? Yes, it comes after you have written your draft. After you have allowed the creative part of your brain to do its work, there will be plenty of time to come back and do the edits. We will spend a lot of time in editing. When you are writing your first draft, do not worry about spelling or punctuation. We will fix it later. That is why the editing stage is important."

"When we edit, we will be using editor's marks and our red, green,



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Day Five

	<p>and yellow pencils. Editor's marks are tools we will use during the editing stage to make the editing more efficient."</p> <p>"This is a journey. Don't think ahead and think about the destination. All of the stages are important. Enjoy the journey. You will eventually reach your destination. If you spend the proper amount of time on each step, the destination will come naturally."</p>
<p>Activity: (10 minutes)</p>	<p>Hand out one paragraph for the students to revise and edit. They will revise in their group, doing all of the jobs.</p> <p>Hand out a second paragraph. Students will revise and edit without help from the group.</p>
<p>Share:</p>	<p>Use random call cards to share a sentence they revised.</p>



Short Stories, Four Weeks
Forty-five minute class periods
Week One
Day One

Concept:	Sketches
Topic:	Short Stories
Objectives for the day:	Students will understand the word "genre." Students will understand the four essential parts of the short story.
Materials Needed:	<ul style="list-style-type: none"> - Packet of five short stories for each student - Paper - Coloring utensils
Introduction: (10 min)	<p>"Draw a picture of your house." Ask some students to share their pictures. Teacher points out specific things in pictures, drawing out details.</p> <p>"This picture informs people of what your house looks like. Stories are the same. Rather than using the medium of paints, we use words to convey detail and meaning and share events. In this unit we will be writing short stories."</p>
The Lesson: (10 min)	<p>What does every story have to have? Write on board as students respond. Teacher should validate all responses. If student is incorrect, teacher should gently lead him or her.</p> <p>After they compile a long list, pull out the following four points and discuss.</p> <p>Character = Anyone who has a role in the story. Plot = problem and solution Theme = general concept being conveyed (e.g., friendship, love, loyalty. There may be more than one theme in a story). Setting = where and when. (e.g., On a farm in 1620)</p> <p>"Each reader may derive a different theme, even if it isn't the writer's original intention."</p>



Short Stories, Four Weeks
Forty-five minute class periods
Week One
Day One

<p>Activity: (10 minutes)</p>	<p>Teacher collects at least five short stories. (one-two page stories) Make enough copies for each student to have a set. Read one story out loud to the class.</p> <p>Instruct the students to listen and write down the major four parts of the story as you read. (e.g., <u>main characters</u> are Romeo and Juliet. <u>Theme</u> is love. <u>Problem</u> = Two people in love are kept apart because of an epic family feud. <u>Solution</u> = They meet obstacles and devise a plan so that they can get married only to find it is impossible. <u>Setting</u> = In Italy, Middle Ages.)</p> <p>Either in groups or as individuals, students repeat the process with the remaining stories you have distributed.</p>
<p>Share: 2-3 min.</p>	<p>Students share what they have come up with.</p>
<p>Writing Time: <i>Students may or may not have time to write today. This is primarily a time to talk about the function of prompts.</i> (15 minutes)</p>	<p>This is an extra section for the teacher to explain to the students the concept of <u>writing prompts</u> in order to prepare them for the next three days.</p> <p>A <u>prompt</u> is a diving-off point- a jumping off point to get you in the water, or as we say, into the story. You do not have to stay strictly to the prompt. A prompt may be looking in a door. This could lead to anything, like looking in your bedroom door. Or it might bring you to a story about someone hiding behind a closet door. Or a man may have a job refinishing doors. Or doors may be a metaphor for a change in the character's life. Or you can be looking out of a door or window even. Or a door might lead you to think of something else entirely. You think of your house, which makes you think of your family, which leads you to a family event. It's all okay. Follow your instinct. If you can't think of anything, just start brainstorming. Just write down anything. Many times one sentence will follow another. It's like priming the pump. You might be surprised where you will go.</p> <p>Many stories start when the author asks, "What if?"</p> <p>Short stories vary in length. Some are very long. These long ones</p>



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Week One
Day One

are called novellas. In our classroom, we will be writing a type of short story called short shorts or flash fiction. We are concentrating on quality, not quantity. You may write more in the beginning, but during the editing process, you will streamline the story. When you finish, your story should be one or two typed pages.

Extra Resources:

If the teacher chooses, she can give the students a prompt (or as many prompts as she has time for) and have the students write for five minutes or so.

Some suggested prompts:

- pictures cut from books or magazines
- "Helen walked into the room." Give them one minute to replace the word 'walked' with as many verbs as they can think of. When the buzzer goes off, have them choose one of the verbs they came up with. Set the timer for five minutes or so, and then have them write.
- Put a small piece of sandpaper in a lunch bag. Tell them not to look, but to each put a hand in the bag, and write about what they feel. (Assure them there is nothing scary in the bag).
- Go to Home Depot and pick up a bunch of paint chips with interesting names (Pebbled Courtyard; Celery; Cloudy Day). Cut them apart. Pass out 3 chips to each student; have them choose one and write.



Short Stories, Four Weeks
Forty-five minute class periods
Week One
Day Two

Concept:	Sketches
Topic:	Characters
Objectives for the day:	<p>Students will understand what a character is in a story.</p> <p>Students will understand the difference between a dynamic and static character.</p> <p>Students will make a puppet to show their understanding of character details.</p> <p>Students will write a story using the puppet they made as a prompt.</p>
Materials Needed:	<ul style="list-style-type: none"> - Brown lunch bags - Yarn - Coloring utensils - Large-size sticky notes - Construction Paper - Scissors - Glue - Craft stick-on eyes
Introduction: (10 min)	<p>Turn to your shoulder partner and tell him about your favorite character. This may be a character in a book; a character in a story; a character in a movie; a cartoon character. Describe the character, why you like this character, what's important about this character, and how are you like or do not like this character.</p>
The Lesson: (10 min)	<p>Characters have to be <u>authentic</u>. (Ask for a definition of the word 'authentic') Nobody is all good or all bad. When you write about a character, she can be based on people you know in real life; or you can use qualities of someone you know and then go off in another direction entirely. It is important to give readers good details so that they can create a mind picture of the character.</p> <p>What is a <u>dynamic</u> character? <u>Dynamic</u> - think of how dynamite explodes and changes. A <u>dynamic</u> character moves and changes.</p>



Short Stories, Four Weeks
 Forty-five minute class periods
 Week One
 Day Two

	<p>What is a <u>static</u> character? <u>Static</u> - think of static cling. It clings. It does not change.</p> <p>In describing your characters, use your senses. What does your character look like? Describe your character's hair or clothing. What does your character sound like? Describe your character's voice.</p>
<p>Activity: (10 minutes)</p>	<p>Have students make a puppet with the materials provided. Say, "You can make a surfer dude; a skater dude, etc. You can have props with your puppet. Your puppet can be riding a horse.</p> <p>"Put a sticky note on the front of your puppet. List two nouns, two verbs, two adjectives to describe this character."</p> <p>To save time, have materials laid out in advance. Paper bags, coloring utensils, yarn for hair, sticky notes, different color construction paper, scissors, glue, eyes, etc.</p>
<p>Share: (include in Activity time)</p>	<p>Students share their puppets and briefly describe the puppet as a character.</p>
<p>Writing Time: (15)</p>	<p>We discussed prompts yesterday. A prompt is a jumping off point. If you need a refresher, look back at your hand-out from yesterday. Today, your puppet is your prompt. You have fifteen minutes to write. I will not be reading this story, but do the very best that you can.</p> <p>Put this story behind the tab labeled "Prompts" in your writer's notebook.</p>



Short Stories, Four Weeks
Forty-five minute class periods
Week One
Day Three

Concept:	Sketches
Topic:	Plot = Problem/Solution
Objectives for the day:	Students will understand the plot of a story. Students will understand that there are two essential parts of a plot - the major problem and the solution.
Materials Needed:	See Appendix 4 for pictures or choose your own.
Introduction: (10 min)	Choose pictures in which a character is obviously in a problem. Discuss the problem with your shoulder partner. Imagine some possible solutions.
The Lesson: (10 min)	Teacher will explain the basic premise of a plot. What is happening in the story is the <u>plot</u> . If you want to boil it down to its essence, there is a conflict that is introduced early. The book is spent reaching a solution in many different ways. Discuss "show, not tell." - Make it happen. Rather than saying, "The character is frightened," the teacher acts out being frightened and asks the students to describe her actions without saying, "The teacher is frightened." Discuss internal and external problems and how they affect each other.
Activity: (10 minutes)	Pictures and lines, "What is a possible plot for these stories?" You may use Appendix 4 or come up with your own. Plot = main problem and a possible solution.
Share:	If you have time, you can do round Robin in your groups of four or have a few students share.
Write Time: (15 minutes)	Use one of the pictures from the Activity and write for fifteen minutes. If students want to work on this prompt when they have finished other work during the day, allow them to do so.



Short Stories, Four Weeks
Forty-five minute class periods
Week One
Day Four

Concept:	Sketches
Topic:	Setting
Objectives for the day:	Students will understand the setting in a story. (time and place) Students will understand the role setting plays in a story.
Materials Needed:	Use Appendix 5 or gather your own pictures.
Introduction: (10 min)	Think of your favorite place. Close your eyes. What's there? What are some of the sensory details? What makes it special to you? It doesn't have to be a place from your life now; it can be a place from when you were younger. Maybe it's an imaginary place. Go around the class quickly and have them share. Students can choose not to share. Do not insist that they share.
The Lesson: (10 min)	Teacher will explain <u>setting</u> is where and when the story takes place. There are big settings and there are smaller settings. A big setting is Italy. Smaller settings are your town or your home. Setting must support the plot. You wouldn't have a story about a surfer who lives in Alaska. This is also true of time period. You wouldn't have someone in the 1920's on roller blades or listening to an iPod.
Activity: (10 minutes)	Pass around pictures of places - a field, a sports arena, an underwater reef. You may use Appendix 5 or come up with your own. Students will describe the setting in detail, not only where, but when. "Use your five senses."
Share:	If you have time, you can do round Robin in your groups of four or have a few students share.
Writing Time: (15 minutes)	Teacher says, "Choose one of the pictures from the Activity and write for fifteen minutes."



Short Stories, Four Weeks
Forty-five minute class periods
Week One
Day Five

Concept:	Sketches
Topic:	Theme
Objectives for the day:	Students will understand what the theme of the story is. Students will understand that theme is different from topic/plot.
Materials Needed:	Teacher has written emotions on index cards
Introduction: (5 min)	Pass out index cards (you have written one emotion on each card) face down on student's desks. Have them turn over the cards, then ask: "Can you think of something that happened to you when you experienced this emotion? It could have happened yesterday or it could have happened a long time ago. Share with your face partner."
The Lesson: (10 min)	<p>Teacher explains how the incident they have just described to their face partner is the plot, a story. "You were the character. The emotion that you felt was the <u>theme</u>. The topic of your story might have been the day your dog died, but your theme was sadness or loss. When you are thinking about themes, think abstractly. The theme stretches out through the entire book."</p> <p>"If there is a story about someone in the wilderness who is lost, a theme for the story could be <u>survival</u>. There may be more than one theme for a story. Different people may interpret the story differently, and that is okay because you are always reading a story from a different background. You may intend one theme for your story and your reader may extract another theme. That means you did a great job as a writer because readers can attach their own backgrounds and personalize the story for themselves."</p>
Activity: (10 minutes)	<p>Teacher reads aloud a children's picture story book such as "The True Story of the Big Bad Wolf." Or "Ish" by Peter Reynolds.</p> <p>Using simple books like these will help the students master the abstract concept of <u>theme</u>. Afterwards, students will gather in groups of four and come to a consensus on what is the theme.</p>



Short Stories, Four Weeks
Forty-five minute class periods
Week One
Day Five

Share:	Each group will share. Discuss why it might be difficult to come to a consensus. When they state the theme, they must be able to support it. Why did different groups come up with different themes?
*Prompt: (15 minutes)	<p>Teacher says, "You have been writing all week, but you probably didn't have time to read them. Today read the three pieces you wrote this week. When you are finished, pick one of them you would like to use as a basis for your short story. You may have difficulty trying to decide. Ask yourself these questions: 'What topic interests you the most? What topic has the most possibility to expand upon? What character do you like?' Follow your gut. Usually your first pick is the best. That's your instincts telling you."</p> <p>"You have not written a complete story. In fact, that is what you will be doing for the next three weeks. You will have plenty of time to develop and craft your story. We are going on a journey. What you have written so far is just the seed. Your story may turn into something else entirely, and that is okay. It is all a part of the journey."</p>



Short Stories, Four Weeks
Forty-five minute class periods
Week Two
Day One

Concept:	Sketches
Topic:	In the beginning
Objectives for the day:	Students will understand the importance of the beginning of a story. Students will understand that different characters speak in different ways from other characters. Students will practice writing dialogue.
Materials Needed:	- magnets - collection of 'story starters' - packets of pictures
Introduction: (10 min)	<p>Give a group of 4 students a set of magnets and different objects. Allow groups about 3 minutes to experiment with the magnets. Have a variety of items that will stick to the magnet and others that will not.</p> <p>Have a presenter from each group describe what they did with their magnets.</p> <p>Ask the groups, "If you had to tell what these magnets do, tell their purpose, in just one word, what would it be?"</p> <p>Write responses on board/overhead. Answers should include <u>hold</u>, <u>attract</u>, <u>grab</u>, etc.</p>
The Lesson: (10 min)	<p>Explain to students that good stories do the same thing. They attract the reader's attention; they hold on or grab it. Ask the students when the magnet starts to work. The obvious answer is 'immediately, right away'. There isn't a delay.</p> <p>The same holds true with stories. A good story will capture a reader's attention immediately. Why? Otherwise the reader may become uninterested, may move on to a different book or article.</p>



Short Stories, Four Weeks
Forty-five minute class periods
Week Two
Day One

	<p>Read a few examples of good beginnings and poor beginnings. Have copies for the students and/or put them on overhead. Have students read aloud too.</p> <p>Pick out as a class the ones that grab your attention from the beginning and the ones that don't.</p>
Activity: (10 minutes)	<p>Give each group a packet of 5 or more pictures. Tell them to pretend that each picture is a story. As a group, have them come up with a great opening line for the story.</p>
Share: (2-3)	<p>Students may share a few opening lines.</p>
Write Time: (15 minutes)	<p>Today you will begin to write a story from the prompt you chose yesterday. Try to come up with a good opening line and begin to write from there. After you get more into your story, you may think of a better opening line. It is okay to change it later. Authors do that all the time. In fact, most authors go back after they are finished with a book and write a whole new beginning chapter because now they know more about the characters.</p>



Short Stories, Four Weeks
Forty-five minute class periods
Week Two
Day Two

Concept:	Sketches
Topic:	Be Specific
Objectives for the day:	Students will understand that a good story uses words that are very specific. Students will practice using specific words.
Materials Needed:	Poem - "Jabberwocky" Appendix 7
Introduction: (10 min)	Use random call cards to have students read this poem aloud. Best to do this by stanzas. Students share their reaction out loud. (There are a lot of nonsense words in the poem).
The Lesson: (10 min)	Teacher will ask, "What could 'toves' be? What part of speech is it? What words could you use instead of 'gyre?' What part of speech is it? What about 'wabe?' What part of speech is it?" "Look at all of the nonsense nouns in the poem. Circle them. Are all of these common nouns? Are some of them proper nouns? Star the proper nouns."
Activity: (10 minutes)	Replace ONLY nonsense nouns with real words. Be sure the common nouns stay common and the proper nouns stay proper. The proper nouns will be capitalized. This is not about adjectives. This is only about the nouns. The best writing uses strong verbs and specific nouns. When students have completed this activity: "Lewis Carroll is using very specific words in this poem such as 'Jabberwocky', 'Jub Jub bird', 'Bandersnatch.' But when the words were changed and you added your own proper nouns, it took on a different meaning entirely. That's how important it is to be specific. Don't say 'chair,' say 'black leather recliner.' Don't say 'bird,' say 'first-year eagle.'"



Short Stories, Four Weeks
Forty-five minute class periods
Week Two
Day Two

	<p>"When you replace the nonsense words, it changes the meaning of the entire poem."</p> <p>"When you use specific words in your writing, people are more likely to understand exactly what you are trying to say. If you write exactly what you mean, readers will not be able to replace the nouns and verbs with anything they want. The story will only make sense with the words you have chosen."</p>
Share: (2-3 min.)	Students share a few lines from their poems.
Write Time: (15 minutes)	Continue to write on your story remembering to be as specific as possible.



Short Stories, Four Weeks
Forty-five minute class periods
Week Two
Day Three

Concept:	Sketches
Topic:	Heartstrings
Objectives for the day:	Students will understand that when they write with authenticity, the reader is more apt to connect to the story. Students will understand how to "show" emotions in their story, not simply "state" the emotion.
Materials Needed:	Overheads of magazine advertisements A few touching paragraphs from a memoir or the newspaper
Introduction: (10 min)	"Have you ever had an instance when someone told you how you felt about something when in fact you felt differently? As an example, is there a food that you dislike but someone insisted you actually did like it? "In groups of four, tell about the incident and how it made you feel. You obviously remember it. How did it affect you?" Teacher will walk around the class to listen to a few stories to refer to in the lesson.
The Lesson: (10 min)	"Teacher has made overhead copies of magazine advertisements and talks about how these advertisements are telling us how we should feel. Is this authentic? Our feelings are important. We don't like people telling us how to feel. 'When something truly touches you, it touches you on the inside and you can't fake that.' (Ralph Fletcher, <u>A Writer's Notebook</u>). "People look for stories that touch them, that inspire them, that make them wonder. Sometimes people look for stories that make them laugh out loud or make them scared, surprised. But the best stories tug at our heart strings. These stories are about experiences we, too, have experienced, and they already live in our hearts.



Short Stories, Four Weeks
 Forty-five minute class periods
 Week Two
 Day Three

	<p>Teacher chooses a few touching paragraphs from a memoir or the newspaper. The stories should be true. (Example: <u>Writers Notebook</u> by Ralph Fletcher, page 15, about a bear dog.)</p> <p>"A writer wants a reader to feel a particular emotion. A good way for a writer to do that is to remember how he or she felt about something and describe it in the writing.</p> <p>"When you tap into the emotional part of you, it makes you an authentic and believable writer."</p>
<p>Activity: (10 minutes)</p>	<p>Teacher passes out 4-5 poignant paragraphs from a story to the groups of 4. Students read and discuss what touched them and why.</p>
<p>Share:</p>	<p>One person from each group will share with the class their findings.</p>
<p>Write Time: (15 minutes)</p>	<p>Continue to write on stories. Remember the things we learned today about emotions. Perhaps you can show us in your story how your character feels through her actions.</p>



Short Stories, Four Weeks
Forty-five minute class periods
Week Two
Day Four

Concept:	Sketches
Topic:	1-2-3- Action (verbs)
Objectives for the day:	Students will understand action verbs. Students will understand how to use action verbs in a story. Students will understand the importance of verbs to a story.
Materials Needed:	A list of verbs students will act out Up-tempo music
Introduction: (10 min)	Teacher uses call cards to ask five students to come to the front of the classroom. Teacher asks each of them to think of an action, such as eating, but not to say what it is. When teacher says, "1-2-3 Action" (such as at the beginning of the filming of a movie), each student will pantomime the action. Their feet must stay rooted in place. The other students guess what the actions are.
The Lesson: (10 min)	"Beginning writers think that adjectives are the most important part of the story, In fact, it is the verb that is most important. It is what adds action to your story. It makes the story move ahead." Teacher writes the word 'walk' on the blackboard and then uses random call cards to ask for words a student could use instead of walk.
Activity: (10 minutes)	Circle all of the verbs in your story. Decide if you can change them to be more specific and interesting.
Share: (2-3 min)	Play up-tempo music. Students are walking around classroom with their sloppy copies. When the music stops, students will stop. They will turn to the person closest to them and read their verbs. Do this 3-4 times. Teacher may walk around with them, particularly if there is an odd number of students. Teacher walks around and listens to what they are saying. Do they have a good concept?
Write Time: (15 minutes minutes)	Continue to write story.



Short Stories, Four Weeks
Forty-five minute class periods
Week Two
Day Five

Concept:	Sketches
Topic:	Teacher Conference
Objectives for the day:	Have the student conference with the teacher and discuss the story they are writing. Students may also share their stories with other students.
Materials Needed:	Large yellow sticky notes
Introduction: (5 min)	<p>Today you will be sharing your sloppy copies with the teacher, and we will be discussing them. This is called a Teacher Conference. I will not mark up your paper. I will give it back to you after we have discussed it. We will be talking about your work together, what we think is great about your story and what we might want to add or change about your story.</p> <p>Do not line up at my desk. I will speak to one person at a time. Have your story ready so that when I call your name you can come right up to my desk. If you are not done with your first draft of your story, that is okay. Wherever you are in the process, you can still conference. (Most students should be done with the first draft at this point).</p>
Teacher Conference:	<p>Teacher takes five minutes to read and discuss each student's story one on one. Ask, "What do you think is good about this writing?" Write this down on the large yellow post-it note. Teacher adds specifics.</p> <p>Teacher asks, "What would you like to change? What could be different or improved?" Also write down those responses. The teacher may also want to point out instances where she thinks something may be improved. Keep the second list shorter than the first list.</p> <p>Do not say "should" or "need." Say, "If I were you, I'd look at paragraphing." "I see you use a lot of pronouns. You may want to use this character's name more often."</p> <p>Teacher needs to speak with each student today.</p>



Short Stories, Four Weeks
Forty-five minute class periods
Week Two
Day Five

Activity:	While the teacher is conferencing, other students are working on their drafts. If they feel they are finished, they may exchange stories with someone else to read.
Share:	If there is time, teacher may ask a particular student to share a portion of his or her story that the teacher thinks was particularly good (although teacher will not say it is better than the others).



Short Stories, Four Weeks
Forty-five minute class periods
Week Three
Day One

Concept:	Sketches
Topic:	Dialoguing
Objectives for the day:	Students will understand that a good narrative has a good beginning. Students will read good beginnings. Students will practice writing their own beginnings.
Materials Needed:	IM two-column dialogue sheet Envelopes with pictures
Introduction: (5 min)	How many of you use text messaging or Instant Messenger? What do you do with it? Why do you like it? IM and text messaging is a method of dialoguing with your friends and parents. Here is sheet, one-sided dialogue, in IM. Fill in your responses.
The Lesson: (10 min)	Dialogue is one of the most difficult parts a writer faces. Many times they write it stilted, as you write narrative (teacher explains this vocabulary word if students don't understand). But that is not real. However, if you wrote dialogue the way people spoke, just as you wrote IM, readers would not enjoy reading an entire book trying to decode the messages. So the real trick is to write dialogue somewhere between the too stilted method and the too colloquial method. The dialogue must also support the character and the setting, must be authentic to the character. Would the person really say this in this manner? Certain slang words are dated. Young people in the 1950's did not call their friends "dude." They might have said "Pal." You can really individualize a character by dialogue because it says so much about who he or she is as a person. A good way to learn to write dialogue is to listen to it. You might sit in the mall and listen to people at another table. Learn to think like a writer. Teacher - find dialogue from different books or stories, such as <i>A Writer's Notebook</i> , Robert Fletcher, Chapter Six, "Snatches of



	Talk." Read the dialogue aloud. Have the student state who the speakers are (10-year-old boy; 80-year-old grandmother, etc.)
Activity: (10 minutes)	<p>Ahead of time choose pictures of many different types of people. Put each picture in a large envelope, clipping together two envelopes that you know contain very different people.</p> <p>Pair up students, giving each one an envelope. Tell them to take out the pictures but not to allow their partners to see them. Tell the students these two characters just bumped into each other on a sidewalk and started a conversation. One student writes dialogue on a piece of paper using the type of speech his or her character would use, not using anything but dialogue. No description is allowed. The student passes the same piece of paper to his partner, who responds in the fashion his character would speak. Students pass the papers back and forth, trying to guess the type of character their partners have.</p>
Share:	Have a few students discuss how the activity worked.
Writing Time: (15 minutes)	Continue to write on your story. Use what you've learned today about dialogue in your stories. Don't be afraid to go back and change or add to what you wrote last week.



Short Stories, Four Weeks
Forty-five minute class periods
Week Three
Day Two

Concept:	Sketches
Topic:	Quotation marks
Objectives for the day:	Students will understand the use of quotation marks. Students will practice using quotation marks.
Materials Needed:	Teacher finds or prepares a hand-out on the use of quotation marks Teacher finds or prepares an activity sheet on quotation marks.
Introduction: (10 min)	Ask the boys to stand on one side of the classroom and the girls on the other. Teacher now says, "If your name begins with a vowel, stand on the left, if it begins with a consonant, stand on the right. Teacher now says, "If your name has four or less letters, stand on the left, if your name has more than four letters, stand on the right. Teacher now says, "If you were born in this state, stand on the left, if you were born in another state, stand on the right." Teacher now says, "If you have blue eyes, stand on the left, if your eyes are not blue, stand on the right." "Everyone now sit down."
The Lesson: (10 min)	You notice that this game was about separation. We must separate some things in life. Such as in baking, sometimes you must separate the egg white from the egg yolk. Can anyone else think of things you separate? In writing, there are parts of sentences that must be separated from other parts. Yesterday we spoke about dialogue. Dialogue needs to be separated from the narrative of the story so that you know when people are speaking. How does a writer indicate to a reader that someone is speaking? What other punctuation is used with quotation marks? Commas, periods, question marks, exclamation points, single quotes. There are rules guiding each one of these conventions.



Short Stories, Four Weeks
Forty-five minute class periods
Week Three
Day Two

Activity: (10 minutes)	Hand out the activity sheet on quotation marks and discuss. Hand out a sheet having students use the Rules with Quotation Marks handout and put in the quotation marks and other conventions in the proper place.
Share:	Have a few students discuss how the activity worked.
Writing Time: (15 minutes)	Continue to write on your story. Use what you've learned today about quotation marks. Don't be afraid to go back and change or add to what you wrote last week.



Short Stories, Four Weeks
Forty-five minute class periods
Week Three
Day Three

Concept:	Sketches
Topic:	Endings
Objectives for the day:	Students will understand that a good ending wraps up the story. Students will understand the different kinds of endings.
Materials Needed:	Teacher prepares a sheet of four paragraphs of the endings of books. Have enough copies for each group.
Introduction: (10 min)	<p>Question to students...Has anyone seen cell phone advertisements about dropped calls? Has that ever happened to you or has anyone walked away in the middle of a conversation with you? You are talking away and the other person can't hear you. Or maybe you were interrupted in a conversation and you never told the end of what you were talking about; or if the other person was talking, you never heard the end of what he or she was telling.</p> <p>You want to know what the person was saying. You want to get to the end of the story.</p>
The Lesson: (10 min)	<p>Endings are important. They give the reader a sense of satisfaction. The endings give meaning to the story. There are many ways a story can end. Even those that have cliff hangers at the end have wrapped up the major problems in the book; they just leave you wanting more.</p> <p>Teacher reads the endings to stories or books the class has already read, or to well-known stories.</p> <p>How do all fairy tales end: "And they lived happily ever after." It's a trite ending that you wouldn't want to use. However, it is an ending that comes to closure.</p> <p>Things don't always don't turn out exactly as the characters would have wanted, but the characters may have internalized it and sorted it out in their own minds. Or there is the promise of resolution in the near future.</p>



Short Stories, Four Weeks
Forty-five minute class periods
Week Three
Day Three

	<p>Some stories are linear. Teacher: draw a line on the board. Discuss beginning, middle, end.</p> <p>Some stories are circular. At the end of the story, the author brings you back to something that was mentioned in the beginning.</p> <p>Some stories are cliffhangers. The author leaves the reader hanging.</p>
Activity: (10 minutes)	Hand out sheet of "Endings." In groups, students discuss the endings, which ones they like, which ones they didn't. What techniques did the writer use?
Share:	Have a few students discuss how the activity worked.
Write Time: (15 minutes)	Continue to write on your story. Use what you've learned today about endings. How do you like the ending of your story?



Short Stories, Four Weeks
Forty-five minute class periods
Week Three
Day Four

Concept:	Sketches
Topic:	Stop and Go
Objectives for the day:	Students will understand the use of capital letters and ending marks.
Materials Needed:	A set of index cards for each student. On individual index cards, teacher has written one punctuation mark (i.e., question mark, period).
Introduction: (5 min)	<p>Play 'red light/green light'</p> <p>Ask students how they knew when to stop. Share answers.</p> <p>What if in real life (as in traffic) no one knew when to stop - there were no red lights or green lights? What if there weren't any signals to guide us in traffic?</p>
The Lesson: (10 min)	<p>Capitalization and Punctuation act in much the same manner. They tell when to start, when to stop, and when to pause. They tell when to be excited, when to be calm. They give us direction where otherwise there would be chaos in the sentences. In fact, without punctuation, we would have a difficult time telling one sentence from another.</p> <p>Capitalization gives us the green light. It tells us when the sentence starts. Remember the Jabberwocky lesson? Proper nouns are specific nouns. We want to set them apart by capitalizing them.</p> <p>Review the four types of sentences with the class and the ending punctuation required for each. (periods - command and declarative -, exclamation points, question marks)</p>
Activity: (5 minutes)	Each student has index cards with punctuation marks written on them. Teacher reads a sentence out loud, and each student will hold up a card with correct punctuation mark for that sentence.



Short Stories, Four Weeks
 Forty-five minute class periods
 Week Three
 Day Four

(10 minutes)	<p>Take out your stories. We will review ending marks and capitalization in your stories. Review editor's marks — take out your hand-out on editor's marks. Teacher, you should have a poster visible in the classroom.</p> <p>Teacher says, look at the beginning of each sentence and make sure it is capitalized. What else should be capitalized? Give students time to check papers after each new convention is mentioned. (Proper nouns - names.)</p> <p>Yellow light: Commas. When you pause naturally, insert a comma.</p> <p>Red Light: Be sure you have periods at the ends of sentences. If you have a sentence that is a question, be sure you put in a question mark. Use exclamation points sparingly.</p>
Share:	Have a few students discuss how the activity worked.
Write Time: (10 minutes)	Use remainder of time to continue the editing, revising process.



Short Stories, Four Weeks
Forty-five minute class periods
Week Three
Day Five

Concept:	Sketches
Topic:	
Objectives for the day:	<p>Teacher's objective: identify which students are having problems and help them along.</p> <p>Student's objective: Revise and edit; continue in proofreading stage; polish stories; be prepared to publish soon.</p> <p>Teacher and students meet to decide if student is ready to advance to publishing stage. Teacher should remember the student's first story this year and note if they have made an improvement from that point.</p> <p>Remember, this is the student's story. If the student has worked on the story diligently, let the student decide if it is time to publish. Writing is a process students are learning. The most important thing is that they have a sense of accomplishment.</p>
Materials Needed:	Yellow sticky notes
Introduction:	No introduction
Teacher Conferences:	<p>Teacher will meet with each student individually for 4-6 minutes to decide with the student if it is time to publish the story or if there are still areas to be polished.</p> <p>The other students are continuing to edit and revise; peer conference; proofread. They should all be in the last stages of the writing process.</p> <p>As the final draft will need to be typed, it is left up to the individual teacher how she wants to implement the process.</p>
Activity:	No activity
Share:	No share time
Write Time:	Use time to continue the editing, revising process.



Short Stories, Four Weeks
Forty-five minute class periods
Week Four
Day One

Concept:	Sketches
Topic:	Run-on Sentences
Objectives for the day:	Students will understand run-on sentences. Students will look for run-on sentences in their stories.
Materials Needed:	Hemingway's longest sentence (easy to find on the Internet) Teacher prepares (or finds in an activity book) a worksheet on run-on sentences.
Introduction: (10 min.)	Imagine a school without breaks. No lunch, no recess, and even no weekends, holidays, or summer. You would be sitting at your desk on December 25 from 8:00 - 3:00. What would that be like? It would feel like torture, agony. Would you learn anything? Would there ever be a school like this? You need to have breaks in school. People need breaks in their work. In Italy and some South American countries, they take long siestas in their day.
The Lesson: (10 min.)	For our lesson today, we are going to talk about breaks in sentences. Listen to this long sentence: Read aloud Hemingway's longest sentence from "The Green Hills of Africa." (There is one word that you may want to admit/change due to the age appropriateness.) Ask the students if they think this is a grammatically correct sentence. Most kids will answer no. Inform them that it is a real sentence. Show them on the overhead or give them a handout so that they can see the sentence. What makes this a grammatically correct sentence - punctuation, conjunctions - not the length of the sentence. Discuss run-on sentences. Use a blank overhead to write on to show examples.



Short Stories, Four Weeks
Forty-five minute class periods
Week Four
Day One

Activity: (10 min.)	Activity sheet - Do this as a class activity. Some of these sentences are grammatically correct. Some are run-ons. Let's work together to decide if they are or are not. Support your answer.
Share:	No share time
Write Time: (15 min.)	Students may - <ol style="list-style-type: none">1. Continue revising.2. If completed, may type story3. If typing is completed, may illustrate story.4. Students may also peer conference with other students who have not completed.5. Advise students who have completed and typed their stories to look at their final drafts for proofreading. They may catch little things they may want to go back and correct.



Short Stories, Four Weeks
Forty-five minute class periods
Week Four
Day Two

Concept:	Sketches
Topic:	Fragments
Objectives for the day:	Students will understand the difference between a sentence and a fragment. Students will identify fragments in their own writing.
Materials Needed:	Puzzles with one piece missing Activity sheet with fragments and complete sentences. Appendix 9
Introduction: (10 min.)	Every group of four students receives a ten-piece puzzle with the pieces in a baggie. The teacher has removed one piece from each puzzle, but the students do not know this. Students must complete the puzzle in two minutes or less. They must not talk as they work together. When the time is up, none of the groups will be finished. Ask why. There was a missing piece. Offer them the extra piece so they can complete the puzzle. Each group can tell the class what their puzzle is.
The Lesson: (10 min)	It was an incomplete puzzle with that one missing piece. That missing piece prevented the group from completing the puzzle. It is the same with sentences. What is the opposite of a run-on sentence? A fragment. What makes up a sentence? Subject and predicate. You cannot have a complete sentence without both.
Activity: (10 min)	Use activity sheet (Appendix 9). Mark complete sentences and fragments. If the sentence is a fragment, complete it so that it is a sentence.
Share:	Share from the activity.
Write Time:	Students may - <ul style="list-style-type: none"> - Continue revising. - If completed, may type story - If typing is completed, may illustrate story. - Students may also peer conference with other students who have not completed. - Advise students who have completed and typed their stories to look at their final drafts for proofreading. They may catch little things they may want to go back and correct.



Short Stories, Four Weeks
Forty-five minute class periods
Week Four
Day Three

Concept:	Sketches
Topic:	Streamlining
Objectives for the day:	Students will understand what it means to streamline or revise a piece of writing. Students will revise and streamline their own stories.
Materials Needed:	Large-size dress Handout - story <i>Enough of Enough</i> . See Appendix.
Introduction: (10 min.)	In groups of four, students will come up with something that you cut or reduce in order to come up with the final project. Not that the discarded pieces were bad, but they were just not needed. For instance, orange juice. You do not throw away the peels because there was a problem with them. There's nothing wrong with the seeds; you plant them and get more. There's nothing wrong with the pulp or skin. We just didn't need them for the orange juice. Students share what they have come up with. Teacher brings in a very nice dress in a larger size. Ask a smaller student to come to the front of the class, and the teacher puts the dress on the student. What is the problem here? Is it the dress? Why?
The Lesson: (10 min.)	One of the difficult things an author must decide is what to keep in and what to take out. The author may have written many excellent sentences, and they are difficult to cut. However, for the good of the story, sometimes they need to be cut. The same is true of words. You may have too many adjectives or use the word "just" or "very" or "nice." These words can easily be cut out, and they won't be missed. Many times authors will not throw away anything they have written. You may feel the same way. You may choose to keep paragraphs, words, or ideas in another place to put into a different story.
Activity: (10 min.)	Pass out activity sheet. Story "Enough is Enough."
Share: (5 min.)	Students share words they have eliminated, paragraph by paragraph.



Short Stories, Four Weeks
Forty-five minute class periods
Week Four
Day Three

Write Time: (10 min.)

Students may -

- Continue revising.
- If completed, may type story
- If typing is completed, may illustrate story.
- Students may also peer conference with other students who have not completed.
- Advise students who have completed and typed their stories to look at their final drafts for proofreading. They may catch little things they may want to go back and correct.



Short Stories, Four Weeks
 Forty-five minute class periods
 Week Four
 Day Four and Day Five

Celebration:	This is a time for celebration, not a time for critiquing.
Ways to Share:	Gallery Walk: Students place their finished stories on their desks. At the teacher's command, students walk to the next desk, sit down and read the story of a fellow student.
	Author's Chair: Each student sits in a special chair at the front of the classroom and reads his or her story aloud to the classroom.
	Walk About: Each student is holding his or her completed story. Teacher plays music as students walk around classroom. When music stops, they read aloud their stories to the student who is closest to them. Do this several times until they have shared with at least four or five students.
	Round Robin: Students are sitting in their groups of four. Each has a turn to read her own story. You can mix the groups up. In an envelope, give students a particular colored index card. They find the other students who have the same color index card, sit down, and read their stories aloud to one another.
Snacks	Students have snacks and drinks. They might want to share with friends they did not get to share with during the share time.



Appendices





The Writing Process	
1	Brainstorm
2	Organize Information
3	Write Initial Draft
4	Conference with teacher
5	Revise/edit
6	Peer edit
7	Proofread (student may want/need to go back to Step 5)
8	Publish

Appendix 1

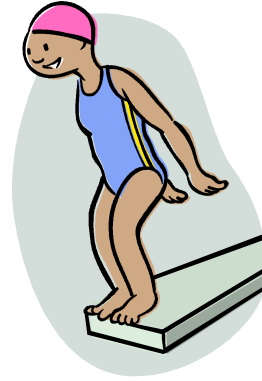




The Writing Process in More Detail

1	Brainstorm - This is a list of words, phrases, sentences, even drawings, that are a 'storm' of ideas (write whatever comes to mind; you don't have to use everything on the list but the more the better in this case)
2	Organize - Now go through your brainstorm and pick/choose the words, phrases, sentences, ideas that you want to incorporate in your writing. Put this in a 'format' that works for you. It may be a typical outline, a story board, a chronological order or other graphic organizer.
3	Draft - This is your 'sloppy copy', a first draft of your writing. Focus on content at this point.
4	Teacher Conference - Meet with teacher and discuss your paper. What are the strong points of the paper? What is the topic, main idea, and thesis? What are the weak points of the paper? What could make this paper better, stronger?
5	Revise - This is when you will work on improving the content based on the conference. Use your first draft and add/delete/change on this 'sloppy copy'. Edit - Now go through and take a look at your conventions: punctuation, capitalization, and grammar.
6	Peer edit Find a partner who is in the same writing stage as you. Trade papers with this person and read each other's papers. Now take a Peer Conference Sheet (provided by your teacher) and go through your partner's paper once again, going through each given point and filling out the sheet. You may do this anytime during the writing time once you are involved in Step Number 5.
7	Proofread (student may want/need to go back to Step 5) Go through your last paper (this could still be the sloppy copy or it could be the second, third, fourth, etc. draft) and proofread for mistakes in punctuation, grammar, capitalization, and for fragments, run-ons, and content errors.
8	Publish Type your last draft in a 12-point type font unless otherwise approved.
Appendix 2	





Prompts

A prompt is a diving-off point, a jumping-off point to get you into the water, or as we say, into the story. You do not have to stay strictly to the prompt.

A prompt may be looking into a door. This could lead to anything, such as looking through your bedroom door. Or it might bring you to a story about monsters hiding behind a closet door. Or a man may have a job refinishing doors. Or doors may be a metaphor for a change in the character's life. Or you can be looking out of a door or even a window. Or *door* might lead you to think of something else entirely.

You might think of your house, which makes you think of your family, which leads you to a family event.

It's all okay. Follow your instinct.

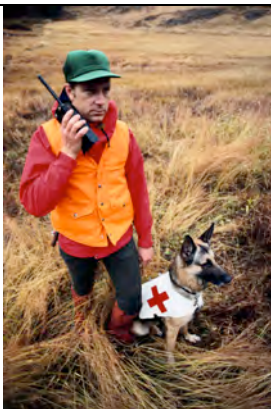
If you can't think of a story, write down a list of things, brainstorm, just begin writing. Many times one sentence will follow another.

Many stories start when the author asks, "What if?"

Appendix 3



Beneath each picture, write a possible plot



Appendix 4

Beneath each picture, describe the setting using as many of your senses as you can.



Appendix 5

Student Peer Conference Sheet

Use Editor's Marks while peer conferencing with your classmate.

1. Did you read the entire paper?
2. What grammatical errors did you find?
3. What punctuation errors did you find?
4. What spelling and/or capitalization errors did you find?
5. Circle five interesting vocabulary words that you found.
6. Circle five 'yawn' words (such as 'very', 'nice', etc) that you found.
7. Below, write what you found interesting about this piece of writing.

8. Below write what you think could be improved in the writing (content, not grammar or conventions).

9. Is this writing well organized? How so?



10. Could you find the thesis statement? Underline it or write it below.

11. Does the paper 'sparkle' or does it need more polishing? How so? Write below.

Appendix 6

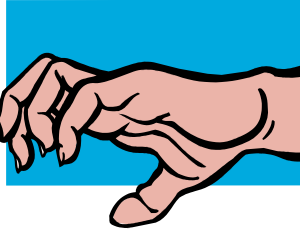


JABBERWOCKY

By Lewis Carroll

(from *Through the Looking-Glass and What Alice Found There*, 1872)

’Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.



"Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!"

He took his vorpal sword in hand:
Long time the manxome foe he sought --
So rested he by the Tumtum tree,
And stood awhile in thought.

And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffling through the tulgey wood,
And burbled as it came!

One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.



"And, has thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh! Callay!"
He chortled in his joy.

’Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

dshaw@jabberwocky.com

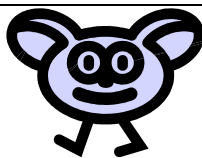
Appendix 7



Looks Like



Sounds Like



Appendix 8



Name _____

1. Put a check mark (☑) in front of each line that is a complete sentence.
2. If the line is a fragment, use the space below the line to turn it into a complete sentence.

Example: The red puppy.

The red puppy is an Irish Setter.

___ 1. My friend Robert has grown three inches in the past year.

___ 2. Julia, her sister, and her brother mashed potatoes.

___ 3. On the road.

___ 4. Every time a visitor comes to our house, our dog barks.

___ 5. The table in the middle of the room.

___ 6. Out the back window.

___ 7. The furry white cat with the black dot on its nose.

___ 8. The chair by the window with the cushion.

___ 9. On the way to church, we saw a deer cross the road.

___ 10. Across the street from the ice cream shop.

Appendix 9



Editor's Marks

¶	New paragraph needed
/	Make Capital letter lower case
≡	capitalize a letter
Λ	Add letter words
/, \	Add punctuation - commas, semicolons, and colons
\"/ \'/	Add quotation marks or apostrophes
□	Add a period
STET	Take out a word word or letter
	Close up a space
/	Separate a word from another word
_____	Add italics
	Transpose letter or words
\-/ \-/	Add a hyphen or dash
SP	Spelling is incorrect
NS	Not a sentence
NOS	Run-on sentence
SS	Sentence structure is weak
VSS	Vary sentences to create more interesting essay
CSS	Choppy sentences; combine shorter sentences to make smoother read
WW	Wrong word - incorrect definition, etc.
WU	Word usage - "rose" should be risen, etc.

Appendix 10



Enough of Enough
(student handout)
by Dale Slongwhite

Otis opened his front door one crisp fall morning and there stood his best friend Burleigh with a rake in his hand.



"Grab your rake, Otis," said Burleigh. "The guys are going to rake leaves into big piles and we're going to take turns jumping in them. Then we're going to have a bonfire and toast marshmallows." Twigs.

Otis tucked his thumbs into the straps of his overalls and chuckled. "Not me, Burleigh," he replied. "I only have seventy-five jars of applesauce left from last fall. That's not enough! Today I'm going to pick apples and preserve more."

Burleigh missed his friend as he raked leaves, jumped into the giant leaf pile, and toasted marsh with his friends.

Meanwhile, Otis picked oranges at the orchard. He picked so many that he didn't have enough baskets so he bought a dozen. He didn't have enough room in his car to bring the apples home so he borrowed a friend's truck. He didn't have enough bars so he hurried to the store for more. He didn't have enough shelves to hold the jars filled with applesauce, so he built some more.

One icy-cold winter afternoon, Otis opened his front door to find Burleigh standing on the porch with a red-handled shovel in his mittened hand.

"Mnph Itg brt," mumbled Barney.

"How's that?" asked Otis.

Burleigh tucked his scarf under his chin and repeated, "Isn't this snow something, Otis? We're going to shovel the pond to swim, then toboggan down Spencer's Hill. Joshua has a thermos of hot chocolate. Come on, Olin, grab your shovel and mittens! Let's go."

Otis dug his feet deep into his pockets and chuckled. "Not me, Burleigh," he replied. "I only have five cords of wood for my fireplace. That is not enough! Today I'm going to chop some more."

Burleigh missed his friend as he skated on the pond, slid down Spencer's Hill, and

sipped hot chocolate.



Lotus chopped wood in the forest, but he didn't have enough

room in his little trailer to bury it home so he borrowed his friend's big

trailer. He didn't have enuff room in his woodshed, so he stacked

wood behind the house. He didn't have enough room behind the house, so he stacked

would beside the house.

One glorious spring morning when Robins chirped in the trees and the sun shone brightly in a cloudless blue sky, Otis peered through his screen door and there was Burleigh. He was holding a picnic basket in one hand and a fishing pole in the other.

"Hello, Otis," said Burleigh. "Where's your fishing pole? I've packed egg salad sandwiches, lemonade, and brownies. The guys are going fishing at Bobbin's Brook. Come with us, Otis! We're going to have loads of fun!"

Otis scratched behind won ear and chuckled. "Not me, Burleigh. I have flowers in my window boxes, flowers by the sidewalk, flowers in front of my house, and flowers in



back of my house. That is not enough! Today I'm going to plant some more."

Burleigh missed his friend as he fished, waded in the brook, and drank lemonade with the other boys.

All day Otis planted flowers around his front yard tree, around his backyard tree, in pots on his porch, beside his gate, in pots hanging from trees

One scorching hot summer afternoon, Burleigh showed up on Otis' front porch wearing swimming trunks, goggles and flippers. "The guys are headed to the beach, Otis. Quick, grab your trunks, and let's go."

Otis fanned himself with a peacock feather. "Not me," he said. "I don't have enough- "

I've had *enough of enough!* bellowed Burleigh.

"You bellowed," whispered Otis.

"I know I bellowed," Burleigh bellowed again. He marched past Otis into the bedroom and riffled through orange juice dresser drawers. He tossed a pair of swimming trunks at Otis and commanded, *"Put these on now!"*

Shocked, Otis put on his swimming trunks and followed Burleigh out the window.



At the beach, Otis had a marvelous time body surfing in the waves, building a sand castle at the water's edge, tossing a Frisbee with Burleigh's friends, collecting hermit crabs in tidal pools, and popping seaweed clinging to rocks.

"What a splendid day," Otis sighed, smearing suntan lotion on his arms. "Thanks, Burleigh. You know, I don't think I get enough sunshine. Starting today, I'm going to store up more. I'll put skylights in the roof of my house, buy a convertible car, come to the beach more often in summer, and buy sun lamps for the winter. What do you think, Burleigh? Will that be enough?"

Burleigh peeked out from under his placemat beach towel and groaned.

Enough of Enough
(teacher copy)
by Dale Slongwhite

Otis opened his front door one crisp fall morning and there stood his best friend



Burleigh with a rake in his hand.

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Then we're going to have a bonfire and toast marshmallows." ~~Twigs.~~

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All day Otis planted flowers around his front yard tree, around his backyard tree, in pots on his porch, beside his gate, in pots hanging from trees (**need a period**)

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At the beach, Otis had a marvelous time body surfing in the waves, building a sand castle at the water's edge, tossing a Frisbee with Burleigh's friends, collecting hermit crabs in tidal pools, and popping seaweed clinging to rocks.

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