

Curriculum Excerpts



PRiMARY

WRiTE BRAiN BOOKS™

A (K-1) NARRATIVE & CREATIVE WRITING PROGRAM
IN THE FUN & ENGAGING ART
OF CHILDREN'S BOOK AUTHORING

EARLY LITERACY
SOCIAL-EMOTIONAL LEARNING

PROJECT-BASED LEARNING
COLLABORATIVE PROCESSES

Robust Lesson Plans for Year-Round Implementation

students become
published authors! →



"The future belongs to a very different kind of person with a very different kind of mind--creators and empathizers, pattern recognizers and meaning makers. These people--the artists, inventors, designers, storytellers, caregivers, consolers, big picture thinkers--will now reap society's richest rewards and share its greatest joys."

- DANIEL PINK

(New York Times bestselling author of
A Whole New Mind: Why Right-Brainers Will Rule the Future)

Table of Contents

Dear Educator,	4
WRITE BRAiN Classroom Curriculum	
- How to Use These Lessons.....	4
Structure & Timeline	4
Home Authoring Assignment.....	5
WRITE BRAiN for English Language Learners.....	6
Experiential Learning.....	7
21st Century Skills.....	7
English Language Arts.....	7
C-12 Wheel	8
WRITE BRAiN BOOKS for Early Learners	9
Other Unique Benefits of This Program	9
This Program.....	10
"Every Picture Tells YOUR Story."	11

PART ONE: Class Authoring

Lesson #1: Intro to Storytelling	
- Imagination, Images, and Improvisation! ...	13
- Home Authoring Assignment	13
Lesson #2: Arts & Drafts	
- Sketching Sequential Stories.....	14
Lesson #3: Sketching Sequential Stories	
(Continued)	16
Lesson #4: WHY We Write!.....	17
Lesson #5: Choosing a Book	
- Who Is Our Artist?	18
Lesson #6: Book Walk and Story Talk.....	19
Lesson #7: Getting to Know Our Characters ...	20
Lesson #8: Solving Story Problems	21
Lesson #9: Synthesis & Sentences	22
Lesson #10: Writing Our Story!.....	23
Lesson #11: Giving Our Story a Name.....	24
Lesson #12: Presenting for Print!	25

PART TWO: Group Authoring

Lesson #1: Group Book Selection	
- Who Is My Artist?.....	26
Lesson #2: When Collaboration	
Causes Conflict.....	28
Lesson #3: For Whom and By Whom	30
Lesson #4: Creating Our Characters	31
Lesson #5: Storyline Planning	
- Make a Story Map!.....	32
Lesson #6: Setting Snapshots	
- Painting With Words	34
Lesson #7: Beginnings and Endings	35
Lesson #8: Ready, Set, Write!.....	36
Lesson #9: Ready, Set, Write! (Take Two)	37
Lesson #10: Stretching Sentences,	
Making More of Moments!	38
Lesson #11: First Draft Read and Review!.....	39
Lesson #12: Punctuation Pass.....	40
Lesson #13: Spelling Support.....	41
Lesson #14: Naming Our Story	42
Lesson #15: Presenting!	43
Lesson #16: Relax & Reflect	44
Activity: Hold a Young Author's Event!.....	45

STUDENT & TEACHER TOOLS

Book Builder Instructions
Vocabulary Cards
C-12 Core Components Wheel
Instead of Said
Other Ways to Say
Story Builder Card Before Worksheet
Story Builder Card After Worksheet
WRITE BRAiN Book Selection Sheet
Main Character Development Worksheet
Secondary Character Development Worksheet
Storyline Planning Worksheet
Setting Snapshots Worksheet
Leads & Conclusions Worksheet
Basic Punctuation
Letter from Jeff Kinney (<i>Diary of a Wimpy Kid</i>)

Pace	Lesson Title	Objective	Materials	Page
Day 1	PART ONE: LESSON #1 Intro to Storytelling	Learn to tell a collective story using visual cues and prompts.	WB Story Mats	13
Day 2	PART ONE: LESSON #2 Arts & Drafts	Learn about story sequencing and use a single illustration to create a story with a beginning, middle and end	WB Story Builder Cards Story Builder Card BEFORE Worksheet Story Builder Card AFTER Worksheet	14
Day 3	PART ONE: LESSON #3 Sketching Sequential Stories	Review sequential storytelling, practice presenting stories aloud, and develop common vocabulary words to use throughout the authoring process	WB Story Builder Cards Story Builder Card BEFORE Worksheet Story Builder Card AFTER Worksheet Vocabulary Cards	16
Day 4	PART ONE: LESSON #4 WHY We Write	Understand the importance of establishing an "author's purpose" and identify their own purpose for writing	Vocabulary Cards	17
Day 5	PART ONE: LESSON #5 Choosing a Book	Preview and select a WRITE BRAIN BOOK to author as a class, and learn about an author's relationship to the illustrator	WRITE BRAIN workBOOK Vocabulary Cards	18
Day 6	PART ONE: LESSON #6 Book Walk and Story Talk	Learn how to take a "book walk" to identify main characters and the story sequence	WRITE BRAIN workBOOK Vocabulary Cards WRITE BRAIN BOOK BUILDER	19
Day 7	PART ONE: LESSON #7 Getting to Know Our Characters	Begin the pre-writing process by describing and developing the main characters	WRITE BRAIN workBOOK Vocabulary Cards WRITE BRAIN BOOK BUILDER	20
Day 8	PART ONE: LESSON #8 Solving Story Problems	Plan the sequence of their story and identify the problem and solution of the plot	WRITE BRAIN workBOOK Vocabulary Cards WRITE BRAIN BOOK BUILDER	21
Day 9	PART ONE: LESSON #9 Synthesis & Sentences	Practice converting their collective ideas into prose as they begin drafting their story	WRITE BRAIN workBOOK Basic Punctuation Poster WRITE BRAIN BOOK BUILDER	22
Day 10	PART ONE: LESSON #10 Writing Our Story!	Continue drafting their story, creating strong sentences, and strengthening their grammar skills	WRITE BRAIN workBOOK Vocabulary Cards WRITE BRAIN BOOK BUILDER	23
Day 11	PART ONE: LESSON #11 Giving Our Story a Name	Create a title for their class book	WRITE BRAIN workBOOK Vocabulary Cards WRITE BRAIN BOOK BUILDER	24
Day 12	PART ONE: LESSON #12 Presenting for Print	Upload their story to the WRITE BRAIN BOOK BUILDER, and celebrate becoming authors	WRITE BRAIN workBOOK WRITE BRAIN BOOK BUILDER	25

WRITE BRAIN

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

Pace	Lesson Title	Objective	Materials	Page
Day 13	PART TWO: Lesson #1 Group Book Selection	Choose WRITE BRAIN BOOKS to coauthor in small groups	WRITE BRAIN workBOOK	26
Day 14	PART TWO: Lesson #2 When Collaboration Causes Conflict	Learn how to approach conflict when there are differing ideas and opinions within a group	WRITE BRAIN workBOOK	28
Day 15	PART TWO: Lesson #3 For Whom and By Whom	Collectively dedicate their story to one or more people and create an author's page for their group	WRITE BRAIN workBOOKS Dedication and Author Page	30
Day 16	PART TWO: Lesson #4 Creating Our Characters	Learn to identify and develop main characters and supporting characters as part of the pre-writing process, and develop descriptive language	WRITE BRAIN workBOOKS Character Development Worksheet	31
Day 17	PART TWO: Lesson #5 Storyline Planning	Create a basic storyline structure and exchange ideas to create beginning, middle, and end	WRITE BRAIN workbook Primary Storyline Planning Worksheet	32
Day 18	PART TWO: Lesson #6 Setting Snapshots	Learn to write detailed descriptive sentences about the setting in their WRITE BRAIN BOOKS	WRITE BRAIN workbook Primary Setting Snapshots Worksheet	34
Day 19	PART TWO: Lesson #7 Beginnings and Endings	Develop a strong beginning and ending for their coauthored WRITE BRAIN BOOKS	WRITE BRAIN workBOOKS Leads and Conclusions Worksheet	35
Day 20	PART TWO: Lesson #8 Ready, Set, Write!	Begin the first draft of their coauthored WRITE BRAIN BOOKS	WRITE BRAIN workBOOKS Storyline Planning Worksheet	36
Day 21	PART TWO: Lesson #9 Ready, Set, Write! (Take Two)	Continue the first draft of their coauthored WRITE BRAIN BOOKS	WRITE BRAIN workBOOKS Storyline Planning Worksheet	37
Day 22	PART TWO: Lesson #10 Stretching Sentences, Making more of Moments!	Learn to expand important moments in a story as they continue drafting their WRITE BRAIN BOOKS	WRITE BRAIN workBOOKS	38
Day 23	PART TWO: Lesson #11 First Draft, Read and Review!	Read aloud, workshop, and complete the first draft of their coauthored WRITE BRAIN BOOKS	WRITE BRAIN workBOOKS	39
Day 24	PART TWO: Lesson #12 Punctuation Pass	Learn the importance and power of punctuation as they edit and revise their coauthored WRITE BRAIN BOOKS	WRITE BRAIN workBOOKS WRITE BRAIN Basic Punctuation for Primary Grades Poster	40
Day 25	PART TWO: Lesson #13 Spelling Support	Use resources and teacher support to correct spelling as they edit and revise	WRITE BRAIN workBOOKS High Frequency Word List	41
Day 26	PART TWO: Lesson #14 Naming Our Story	Think collectively, creatively, and critically in order to title their books	WRITE BRAIN work BOOKS	42
Day 27	PART TWO: Lesson #15 Presenting!	Formally present their group's book for classmates, parents, teachers, and/or guests	WRITE BRAIN work BOOKS WRITE BRAIN BOOK BUILDER	43
Day 28	PART TWO: Lesson #16 Relax & Reflect	Reflect on the writing process, describe the authoring experience, and share how it feels to become a published author of a children's book	WRITE BRAIN work BOOKS	44

Dear Educator,

This series of lesson plans is designed to introduce your students to the creative writing process. Inspired by the vivid illustrations in our books, your K-1 students will work together as a class to plan, author, and publish their original stories. They will become familiar with the elements of good storytelling, grow confident in their verbal communication skills, and develop the foundational writing skills so critical to their personal and academic success. As they explore and narrate the sequential and beautifully illustrated pages created by our professional artists, your students will unlock the magic of scenes, characters, and of their own imaginations.

Your students will learn that a story has a beginning, middle, and end, a problem and a solution, and dynamic characters that develop over time. These elements will play a prominent role in the daily lessons you will present to your class. The tangible nature of our books gives students a greater sense of ownership with their work, and helps boost the confidence needed for kids to experience the fun in writing. Our program encourages all of your students to be themselves, find their own voice, and discover unique ways to shine as published authors.

WRiTE BRAiN Classroom Curriculum - How to Use These Lessons

Each lesson may be experienced in one class or a number of classes, depending on the needs of the particular group and the goals of the teacher. The program can be implemented throughout an entire semester or in any time frame from seven to twenty weeks.

The lessons are designed to be used sequentially; however, they can easily be adapted, shortened, or lengthened to meet your classroom needs. An educator can extend the program by up to 20 hours by reusing the Story Mats and Story Builder Cards.

This Program is designed to be easily customized

Use your **Story Mats** and **Story Builder Cards** over and over to add more than 20 hours of writing activities to your experience. For example, have students write on notebook paper during Story Mat activities, and collect the unmarked mats at the end of the activity to use during another session. Give each young writer the chance to interpret and create the stories for different, vividly illustrated scenes. They will enjoy seeing how unique each person's interpretation of the same illustration can be!

Structure & Timeline

We recommend you implement this course for approximately 45 minutes to 1 hour per day for no less than two days per week. First, you and your students will CLASS AUTHOR a single book. You'll collaborate to coauthor an original story using the lesson plans in this curriculum guide, and any



additional activities or lesson plans you are inspired to bring to the process. At the same time, you have sent them home with an illustrated book as a home authoring assignment they will hopefully complete in two - three weeks.

After you type the class storybook into the pages of the WRiTE BRAiN BOOK BUiLDER on our website, it will be published as tangible copies for each student to own, share, and cherish! In the second part of the program, your K-1 students will divide into groups and will work collaboratively to create storybooks with your guidance and support. Perhaps they will donate those group authored books to the school library, a children's hospital or a local charitable organization you choose as a class!

Part One Class Authorship & Home Authoring

Will focus on students working as a class to coauthor a single story as a large group after selecting one of the WRiTE BRAiN BOOKS. Concurrently, each student will write their own book as an extended homework assignment they will complete with a family member's participation.

Part Two Group Authorship

Will focus on students working in small groups to coauthor one book. Each group will select a different book. Groups should comprise four or five students each, depending on class size. Five is ideal.

Teacher's Note: *We recommend introducing the WRiTE BRAiN BOOKS Program to kindergarteners in the second half of the school year. You decide when is best for your first graders to begin.*

Home Authoring Assignment

The WRiTE BRAiN BOOKS provided in our Primary grade level package equip a one to two week **Family Authoring** experience for every student! Now that the class book has been chosen for Part ONE, students will select one of the remaining books to take home. Each day that they learn new skills and develop as writers in the classroom, they will also commit to write one page of their own book at home with a mom, dad, sibling, grandparent, or any other family member. This extended homework assignment is a chance for very young authors to show someone they love all that they're learning. By creating this collaborative authoring opportunity for your Primary students and a family member, you foster a deeper, lasting connection to literacy outside of school hours and in the home of each child.

As students engage with this program, a typical grading system may not be beneficial. If grades were ours to give, every student who participates, completes a WRiTE BRAiN BOOK, and becomes an author would deserve an **A+**. **ONLY YOU CAN DEVISE THE BEST APPROACH TO THE ISSUE OF GRADING YOUR STUDENTS.**

WRiTE BRAiN for English Language Learners

Writing can be a challenge for any student, but ELLs face the additional and often daunting challenge of working with a new and unfamiliar language. With WRiTE BRAiN, the emphasis is less on knowing the “right words” and more on *imagining a story* and *discovering the best language to bring that story to life*.

Every element of our curricula is research-based, carefully crafted, and inspired by the expressed needs of educators and the diverse students they teach. It is proven to grow ELL students’ vocabulary, writing skills, engagement, and confidence by leaps and bounds. Our activities are designed to build and reinforce students’ grasp of English grammar, while at the same time develop their higher-order and critical thinking skills.

The WRiTE BRAiN experience not only increases ELLs’ proficiency in English, it dramatically decreases their fear of using it, giving them a greater range of literary motion, courage when speaking or reading aloud, and confidence to express themselves creatively as they work collaboratively with their peers.

Build a Library Legacy

All across the US, a library is growing. It shares no common walls, and no roof can contain its soaring potential. Authors K-12 nationwide have already contributed to it - filling thousands of shelves with stories born of each of their priceless imaginations. These are the books of young WRiTE BRAiN authors - inspired by wordless illustrations. It’s as if these text-less, artful books have been waiting for students to discover them and finally unlock the hidden meanings behind each image.

In this digital age, WRiTE BRAiN BOOKS is leading a movement to preserve the legacy of literary storytelling, infused with the kind of creativity fed by the tools of the mind and nothing else. We have seen first-hand, the impact creative writing has upon the self-esteem of students of all ages, and from all backgrounds. It has emboldened us to grow this company and, as a result, grow the WRiTE BRAiN LIBRARY- a collection of books certain to leave a literary legacy for this and many generations to come.

In the back of this guide is a personal letter from best-selling children’s book author Jeff Kinney (*Diary of a Wimpy Kid*), written to encourage young writers on their journey to becoming published authors themselves. Make copies of this letter and hand one out to each student before the writing process begins.



WRiTE BRAiN'S Core Components C-12 Wheel



WRiTE BRAiN's core principles are represented in a 360° value system that educators can instill in their students alongside existing methodologies. The WRiTE BRAiN BOOKS program helps teachers apply these vital principles to any and all lesson plans and learning avenues, as it supports any other academic philosophy. The components on the wheel are all vital attributes a 21st Century learner must possess in order to flourish in any college, career, or community.

Any teacher can enhance any lesson, in any subject, by simply integrating any of the C-12 wheel components to the lesson structure.

WHEN A STUDENT ENGAGES WITH THE WRiTE BRAiN BOOK PROGRAM, THEY WILL EXPERIENCE **EVERYTHING** ON THE WRiTE BRAiN C-12 CORE COMPONENTS WHEEL.



YOU CAN HANG THE WHEEL ON THE WALL AND REFERENCE THE WHEEL AT ANY TIME THROUGHOUT THE EXPERIENCE. YOU CAN ALSO HAVE YOUR STUDENTS CHOOSE COMPONENTS TO HIGHLIGHT ON ANY GIVEN DAY.

A copy of the C-12 Wheel is located in the Student & Teacher Tools section at the back of this curriculum guide.

Lesson plans will often highlight when the core components on the wheel are being activated in your students.



WRiTE BRAiN BOOKS for Early Learners

This course in children's book authoring was designed to give early learners (K-1) opportunities to feel like writers and storytellers at the beginning of their literacy skills development. What better way to be inspired to learn writing and reading than to become a published author in an exciting process that gives young children an outlet for self-expression and imagination?

Students who may not yet be able to fully write or read will work with you to closely look at and "see into" artwork that tells a visual story and, in doing so, will contribute to the creation of narrative/written stories. When literacy learning is fun and active, it is more accessible, thus embraced by very young students.

WRiTE BRAiN BOOKS inspire children to use their imaginations and create their own stories, which they record by hand in richly illustrated books. Each book comprises colorful and sequential images that connect to paint a visual narrative. Children will naturally slow down and focus when offered an alternative to the "techtivities" bombarding and, in most cases, overwhelming their senses, whether they realize it or not.

Each child becomes a published author. Young people gain confidence and self-esteem when they are invited to give their unique interpretation of anything! With WRiTE BRAiN BOOKS, they are given a set of amazing images and are encouraged to create a literary narrative for their own children's book. They even get to dedicate their story to someone special, which gives them a sense of responsibility to the reader.

All children have different styles of learning and different ways of processing information and expressing themselves. Storytelling resonates with young people, as there is no right or wrong answer. **Young children love to have storybooks read aloud to them. Think of how thrilling it will be when the words they hear are their own.**

Other Unique Benefits of This Program:

- Ability to build one's own library of self-authored and published titles
- Track improvements as your students' personal library grows
- Wide variety of book genres
- Meets the needs of every type of learner (learning styles)
- Ability to track your students' improvement in the areas of language arts and personal development
- Ability for parents to keep the handwritten workbooks of their child's creative process for many years to come

This Program

What Is Provided:

- A full set of professionally illustrated books
- This Teacher's Guide to instructing the learning process
- A pad of Story Mats for short writing exercises
- A box of Story Builder Cards for icebreaker and ongoing writing experiences
- A complete set of perforated worksheets you will photocopy for your students
- Literary Terms & Vocabulary Word Sheets (please make a copy for all students)
- WRiTE BRAiN pencils for every student author
- Official WRiTE BRAiN "Author" Certificates for each student author

What Is Needed

- A dedicated WRiTE BRAiN notebook for each student
- Pencil sharpener(s)
- A chalkboard, whiteboard, or chart paper
- Sample passages from current or past reading list
- Computer & Internet Access*

What Is Optional

- Projector and viewing screen or whiteboard

**Program can be implemented without computer & internet access but would not include the use of our Book Builder or publishing of student authored books.*



Worksheet examples

"Every Picture Tells YOUR Story."

Launching WRITE BRAIN BOOKS in the Classroom

– A Teacher's Perspective

It Was Monday Afternoon...

We could hear the crickets chirping in the gecko tank in my classroom as the students gathered around to examine the stunning illustrations in the collection of wordless picture books they were presented with. Quickly they found favorites as they passed the books carefully around the small circles we sat in. Sharing pages with each other, they began to whisper, "I like this one best." "Look," cried another, "this one is about a dragon!"

After putting sticky notes on each of their top three choices, the students could no longer contain their excitement. "When do we get the books?" "Is your friend coming to bring them today?"

While we waited for the books to arrive, we asked students to practice writing stories inspired by great illustrators. They began to think about how to launch the beginning of a story to pull readers in. They began to think about the importance of word choice and descriptive language. We then examined the beginning pages of one book that nobody was going to be authoring. As a whole group, we spent time taking a "picture walk" through the first few pages, looking at the details together, and practicing writing the story using some of the writing tools we had begun to explore earlier in the week.

The day we put the books into the hands of the children felt both celebratory and ceremonial. With sparkling eyes and eager hands, each child received his or her book. Though most were eager to run for a pencil, we stopped the stampede.

"No pencils today, just picture walking and story talking," we instructed. We put the children in groups of 2 or 3 and partnered students who were working with the same illustrator so that they could inspire each other and talk together about the pages as they saw them. The students sat side-by-side on rugs, in cozy corners, at desks, and sprawled on their stomachs to partner "picture walk and story talk." Their conversations were those of enthusiastic, committed writers already. "Look here," one student said, breathlessly pointing at a small detail she and her peer partner had both overlooked the first time through. "She's holding some kind of dust!" "Oh I think it's a rock, a magic rock maybe," suggested her partner.

After telling and retelling the stories to each other, looking for big moments and talking aloud about ways to begin and end the tales, the partners were ready to do their own planning. We offered them simple graphic organizers to help them with their plot line planning, character development, and ideas for story beginnings and endings.

**"children's book
authoring
inspires them,
igniting
an investment in
writing they have
not yet known."**

For the past two weeks, students have been in the process of writing, revising, adding descriptive language, story-stretching, spell-checking, sharing, taking teacher feedback, and self-editing. We are currently in the final stages of preparation for a classroom “publishing share.” The children are dedicating their stories, deciding on their titles, finishing up their writing, stretching out big moments, and creating “About the Author” pieces modeled after the “About the Illustrator” pages in their books. They are literally jumping with excitement for the share!

The process so far has been incredibly rewarding for the students and for their teachers. The seriousness with which the children sit down to write every day is thrilling to observe. The attention they are paying to the process of writing and “author’s craft” is impressive. The pride they feel in their work is unmistakable as they parade with puffed-up chests to workspaces to settle down to write. Our students are used to writing from experience, from their imaginations, and from the inspiration of great mentor authors, but with WRiTE BRAiN BOOKS, we notice a new and added twist. We see the palpable, consistent joy, focus, and creativity around authoring books in partnership with a published illustrator in this beautifully designed wordless picture book format.

As it turns out, students, at every grade level, find that children’s book authoring inspires them. It is an innovative and exciting form of literacy education that ignites an investment in writing they have not yet known.

Thank you, WRiTE BRAiN BOOKS!

- MONIQUE MARSHALL
Educator, Los Angeles, CA
(Co-Author of WRiTE BRAiN BOOKS’ Curricula K-12)

A Request from WRiTE BRAiN...

We would love to see your class in action! Please take pictures or videos of your new authors and share with us! If you would like to be featured on our social media platforms, we will abide by any and all consent/release forms your school district requires.

EMAIL PICS or VIDEOS TO:

EduProgram@WriteBrainBooks.com

Thank you!



Sample Lesson: Arts & Drafts – Sketching Sequential Stories

Objective:

Students will learn about story sequencing and use a single illustration to create a story with a beginning, middle, and end.

Materials:

- WRiTE BRAiN Story Builder Cards
- Story Builder Card BEFORE Worksheet
- Story Builder Card AFTER Worksheet
- Bulletin board, whiteboard, or chart paper
- Pencils

Lesson: 45 minutes

1. Choose a Story Builder Card, and show it to the class. Stick or hang the card on your board or chart paper. (Project the image for greater visibility.)
 2. Ask students to remember how they used the Story Mat before to *improvise* a story. Explain that today they will use the Story Builder Cards to *build* a story with a **beginning, middle, and end**.
 3. To start, have them look at the images on the card and respond to the following leading questions as they did in the previous lesson:
 - What is happening in this illustration?
 - Who are the characters?
 - What are the characters doing?
 - Where is this taking place?
 - What makes you think that?
- REMEMBER and REMIND:** There are no wrong answers.
4. Write some student responses on the board or chart paper above the card.
 5. Show students the Story Builder Card BEFORE and AFTER Worksheets, and hang them appropriately to the left and right of the Story Builder Card.
 6. Now, tell the class to imagine what happened just before the scene illustrated on the card. Use the BEFORE Worksheet (to the left of the card) to jot down key words and ideas that students share. This should be a collaborative activity! Ask students to try building on the ideas of their fellow authors.
 7. Encourage them to think more deeply about the character's lives, where they traveled from, and what events might have led up to the moment captured by the illustration. You may also add your own ideas to the BEFORE Worksheet. Brainstorm with your students! Explain that you are creating a quick "word sketch," like a drawing with words, and that it does not have to provide as many details as the Story Builder Card.
 8. Next, move to the AFTER Worksheet, and prompt students to think about what happens *after* the illustrated scene. If they were telling the story, how would they want it to end?
 9. Brainstorm as a class, and create another word sketch of the story's ending.
 10. Once you have sketched a beginning and end, do your best to present the whole story for your class. You may call on students for help as you try to turn your notes into complete sentences!

11. Ask students if certain parts of the story stood out, didn't make sense, or seemed out of place. Tell them that this is what it is like to write a "rough draft." You write down all of your ideas, arrange them, and then figure out what works and what doesn't.
12. Give each student a new Story Builder Card, along with a sheet of writing paper and a copy of the **BEFORE Worksheet** and the **AFTER Worksheet**. Have them begin the same process you just demonstrated (first looking closely at the images on the card and imagining the story shown). Tell them not to worry about spelling at this point. Getting their main ideas on paper is most important. If it helps some students to also sketch elements of the story with images in addition to words, this is okay. Just remind them that our job as authors is to provide the text, not the pictures.
13. Support students by moving around the room, asking leading questions about their story card illustrations and helping them with writing as needed. As they finish their story sketches, encourage students to use the lines at the bottom of the worksheets to write in complete sentences.
14. At the end of class, have students write their names on both worksheets and sandwich their story cards between them. Collect these story card sandwiches, and keep them for the next lesson.

This lesson increases student comprehension, connection, and collaboration.



Sample Lesson: Getting to Know Our Characters

Objective:

Students begin the pre-writing process by describing and developing the main characters.

Materials:

- WRiTE BRAiN workBOOK
- Character Anchor Charts
- Vocabulary Cards
- Projector or SMART Board with connection to the WRiTE BRAiN BOOK BUiLDER

Lesson: 45 minutes - 1 hour

1. Today you will be using the *character anchor charts* created in the previous lesson. Divide each chart horizontally into four labeled sections: **Physical Attributes**, **Beginning**, **Middle**, and **End**. (Reference your vocabulary cards and add ATTRIBUTES to the Word Wall.) Physical attributes will be the top section of the chart.
2. Project illustrations from your book depicting one or more of the main characters. Ask students to help you list the physical features of each character. (For example: He looks like a boy. His eyes are big and blue. Her skin is brown. He is dressed like a pirate. The dragon is very big and golden and shoots fire from its mouth.)
3. Write the attributes in the designated section of the chart.
4. Next, tell students to consider the characters' *feelings*. Do they remain the same throughout the story or do they change? Take a book walk with your students, and as you look at each page, ask: How do you think the character(s) feels in this scene? What makes you think that? Remind your students that they may have different ideas about how the characters feel, and that this is okay!
5. Encourage students to use various words to describe their characters' emotions. You may offer them some suggestions. For example, the character may feel sad, disappointed, nervous, afraid, anxious, excited, surprised, protective, proud, etc. As students offer their ideas, remember to always ask, "What makes you think that?" This will help them to look closely at the illustrations, think critically, and find evidence to support their opinions!
6. As students identify emotional changes throughout your book walk, ask them to think about why the characters might feel the way they do. Is there more to the story than we see? (E.g., Sonya seems to be sad in the middle of the book. Is it because she misses her dad? Is it because she wants to play with her new friends? What makes you think that?)
7. Record notes from the class discussion about characters' feelings in the appropriate sections of the anchor charts (Beginning, Middle, and End).
8. Once completed, review the entire anchor chart for each character with the class. Keep these anchor charts to reference in the following lesson.

In this lesson, students experience heightened creativity, connection, and critical thinking.

You can visit the **ADJECTIVE ALLEY** on our website for a great list of more adjectives! You can decide which words to introduce to your class.

www.writebrainbooks.com/adjectivealley



Sample Lesson: Beginnings and Endings

Objective:

Students will develop a strong beginning and ending for their coauthored WRiTE BRAiN BOOKS.

Materials:

- WRiTE BRAiN workBOOKS
- Teacher's demonstration WRiTE BRAiN BOOK
- Primary **Leads and Conclusions Worksheet**
- Pencils
- Highlighters
- Chalkboard, whiteboard, or chart paper
- Storytelling Vocabulary Cards
- Exemplar Texts

Lesson: 45 minutes - 1 hour

1. Explain that today students will be focusing on the beginning and ending of a story. Discuss that before the ending of the story, there is often a dramatic buildup that leads to the final events of the story. This is called the **lead**. Present the vocabulary cards for LEAD and CONCLUSION and post them to the Word Wall.
2. Read an example of a strong lead from a story that you have read with the class before. Remember as you read to emphasize the dramatic elements, so that the students can sense the *suspense* build. Read and add the SUSPENSE vocabulary card to the Word Wall.
3. While reading the story, have students close their eyes and visualize the images in their minds while they are listening.
4. Discuss that authors think of many ways to get the story "just right" with the proper lead that goes into the final conclusion of the story or the outcome.
5. Read another familiar story, and have the students discuss which part was the lead and which part was the final conclusion.
6. Have students think of other possible leads the author could have used before the conclusion without changing the ending. Discuss how leads can change minor details of the story but the outcome or conclusion can remain the same.
7. Have students break into their coauthoring groups and pass out their WRiTE BRAiN group books along with the **Primary Leads and Conclusion Worksheet**.
8. Have the students use the images towards the end of the story to create a conclusion for the story. Discuss different outcomes and come to a final vote on the exact conclusion of the story. This should then be recorded on their **Primary Leads and Conclusion Worksheet**, and should be the same for everyone in the group.
9. Then individually create two leads that could come before the final conclusion that has been agreed upon by the group.

Continued on next page ↓



10. After everyone has come up with two leads, have them share the ideas within the group and discuss which leads would best be suited for the coauthoring of the story. Students should work collaboratively to determine two leads. These leads can then be highlighted on the paper of the students who created them, instead of rewriting them.

This lesson will activate **curiosity, connectivity, collaboration, critical thinking,** and **communication** skills within your student groups.



Sample Lesson: Presenting!

Objective:

Student authors will formally present their group's original WRiTE BRAiN BOOK at a public reading for classmates, parents, teachers and/or invited guests!

Materials:

- All completed WRiTE BRAiN workBOOKS
- Folded and numbered paper squares (one for each group)
- SMART Board or screen and projector with connection to WRiTE BRAiN BOOK BUILDER on our website (recommended)

Lesson: 1 hour

1. Tell students that they are going to present their final books today!
2. Ask group members to get together and decide who will read the various sections of their coauthored book.
3. Have students read the entire book within their groups first as a practice run before presenting it aloud for their fellow authors and guests.
4. When it appears that most groups are finished "rehearsing" for the presentation, ask each group to pull a folded paper square from the box. This will determine the order in which the groups will present.
5. Remind students how to read a story aloud for an audience. Model for them good presentation posture. Hold your teacher's demonstration book so as not to block their view of your face, and read the title with a strong, clear voice. Hold the book's first page open for the audience to see the illustration before or after reading if you do not have access to a projector.
6. Have all students take their seats, and announce that the live book reading will now begin.
7. Stand at the front of the room and proudly announce the first group of authors. Set the tone of this event from the very beginning, eliciting applause and respect for each group.
8. Access each group's book on the WRiTE BRAiN Book Builder on our website. As groups present their stories, project the pages each child reads on a screen or SMART Board for the audience.

This event elevates students' confidence, connection to their work, and courage to speak out in front of their peers and audience.



Contact Us

WRiTE BRAiN WORLD
EduProgram@WriteBrainWorld.com
www.WriteBrainWorld.com
855-WB-WORLD
(855.929.6753)



6 80569 22698 3