

PROGRAM GUIDE



Excerpts Only

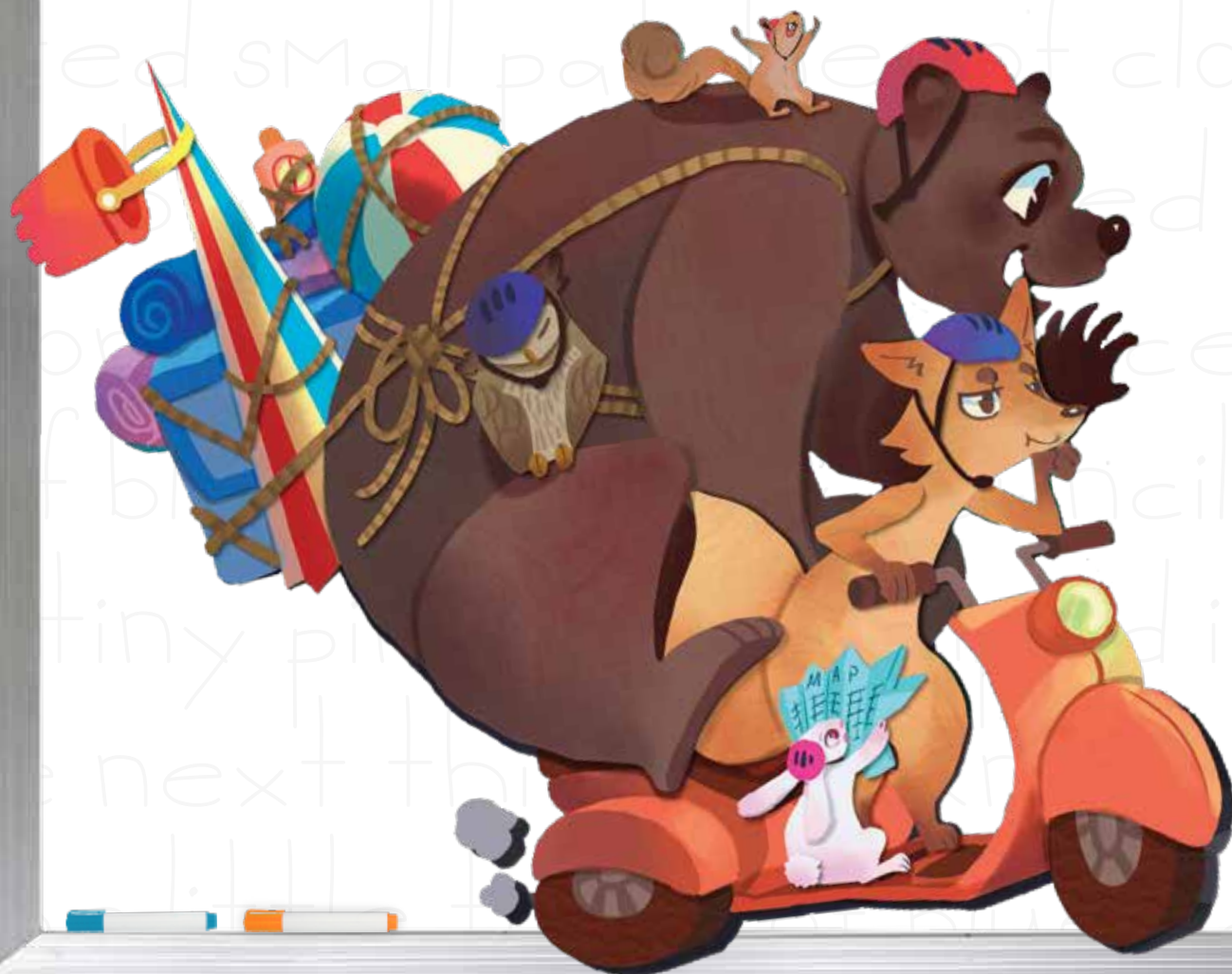
# WRiTE BRAiN™

## EARLY LEARNERS

SMALL PEOPLE, BiG STORIES.

.....  
YOUNG AUTHORS & EARLY SOCIAL EMOTIONAL LEARNERS

*Young Storytellers Collaborate To Write And Publish  
Original Short Stories And Storybooks*



WRITE BRAIN

# WELCOME TO WRiTE BRAiN™

## EARLY LEARNERS

- Inspired by colorful illustrations and fun and engaging prompts, your Early Learner students will collaborate to create stories and co-author original children's books.
- Students aren't required to be able to write in order to implement, as all of their storytelling can be done verbally, but with WRiTE BRAiN's project-based approach your students will have real incentives and opportunities to practice their handwriting.
- While some of the lessons and activities in this guide might typically be presented to students at a higher grade level, because of the fun and non-intimidating nature of the illustrations and materials, your young storytellers will be inspired to rise to the challenge.
- We recommend looking for opportunities to use the colorful images on your Story Cards and the words on your Word Frame Cards to prompt conversations and activities that supplement and make meaningful connections to any other work you're doing with your class.
- Your WRiTE BRAiN Early Learners & Published Authors implementation will be an exciting and enriching experience – both academically and personally – for you and your students, and we encourage you above all to have fun with it!





# ACTiViTiES & APPROACHES FOR SUPPLEMENTiNG YOUR EARLY LiTERACY CURRiCULUM

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## CLOSE LOOKING

Before diving into any activities using the illustrated STORY CARDS, practice the skill of **close looking** with your students.

Teaching students about close looking helps them develop powerful observational skills that are crucial for critical thinking.

.....  
These illustrations are designed to inspire creativity and spark the imagination.

.....  
Give students the opportunity to practice slowing down, paying attention to detail, and sharing what they observe.



## iLLUSTRATOR – AUTHOR – TiTLE

When teaching your Early Learners **Print Concepts**, use your WRiTE BRAiN iLLUSTRATED STORY CARDS to generate examples. Introduce the concept of iLLUSTRATOR with a STORY CARD. Then, write a short story together with your students and tell them you are all AUTHORS. Once you have written your short story, create a TiTLE with your students.



When creating a short story with your students based on a STORY CARD image, ask your students questions such as:

- Who are the characters?
  - What are their names?
  - Are they animals, insects, aliens, or people?
  - What do they look like?
- What colors do you see?
- What do you notice about the setting?
- When (time of day/season) is this taking place?
- What do you think is happening in this image?





# SEL SNAPSHOT



- Take time to focus on the facial expressions and body language of the characters in your Story Card images.
- Invite students to share aloud what emotions they think each character might be feeling. You might choose to make a list of common emotions to help students with this activity such as:

happy  
sad  
worried  
afraid  
excited  
angry  
amused  
jealous

- Invite students to try to make facial expressions to go with each emotion.
- Remind them that characters in stories have emotions just like real people!



# SETTING

After you have worked with students to brainstorm and write down ideas about the characters in a given STORY CARD image, draw their attention to the **Setting** in the image.

See below for some suggested questions to inspire your conversations about Setting.

SMALL PEOPLE, BIG STORIES.

## ACTiViTiES



Explain to your students that the **SETTING** of a story is the place, the environment; where the story takes place. A description of the setting can include the colors, weather, time of day, adjectives describing buildings, backgrounds, things in nature, etc. A setting description would not include adjectives about characters or what's happening in the image.

Here are some Setting-focused questions you can ask:

- What do you see in this image that gives you a clue about the place?
- What time of day is it?
- What is the weather like?
- Are the characters indoors or outdoors?
- How can you tell?
- Does the place look familiar or remind you of somewhere you have been?
- Would you like to go to this place? Explain why or why not.





## BOOSTING THE BASiC

### Writing Comprehension & Using Descriptive Language

Keep encouraging your students to build their comprehension skills, boost their vocabulary, and enhance their storytelling with their STORY CARDS.

## ACTiViTiES

- Read one of the BASiC sentences to your students.
- Have students find the STORY CARD image that matches the sentence you read.
- Tell your students that adding colorful words to sentences can make a story better, and boosts storytelling.
- Prompt your students to get creative as they come up with words to fill in each of the blank spaces below.
- In the spaces you will find the explanation of what kind of word will BOOST the BASiC.
- Once you have filled in the blank spaces with the BOOSTED descriptive language, read your students the new sentence.





## BASiC

The boy is riding on top of the turtle.



## BOOSTED

\_\_\_\_\_ (name) \_\_\_\_\_ **hopped on top of** \_\_\_\_\_ (name) \_\_\_\_\_'s  
**hard shell and they** \_\_\_\_\_ (verb, past tense) \_\_\_\_\_ **across**  
**the shimmering** \_\_\_\_\_ (adjective/color) \_\_\_\_\_  
**water towards the** \_\_\_\_\_ (noun/place) \_\_\_\_\_.

## BASiC

Two mice want to go inside the building.



## BOOSTED

Two mice, \_\_\_\_\_ (name) \_\_\_\_\_ and \_\_\_\_\_ (name) \_\_\_\_\_, want  
to get inside the building because they can smell the  
delicious \_\_\_\_\_ (food) \_\_\_\_\_ that the \_\_\_\_\_ (job) \_\_\_\_\_ is baking.





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