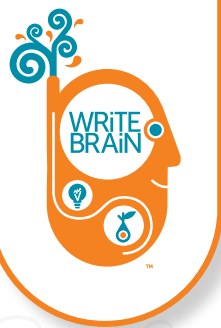


PROGRAM GUIDE



Excerpts Only

WRiTE BRAiN™

SENSATIONAL EL STORYBUILDERS PROGRAM

ACTiViTiES & APPROACHES

*For Use With WRiTE BRAiN's
Illustrated Story Cards & S.E.L. Word Frames*

NEWCOMER

EMERGENT

BRiDiGiNG

EXPANDiNG



WELCOME TO WRiTE BRAiN™

SENSATIOnAL EL STORYBuiLDERS

- WRiTE BRAiN's colorful children's book images are designed to help you disguise language acquisition and academic principles in a way that makes students want to write and share and read.
- Inspired by illustrations and fun and engaging prompts, your English Learner students will collaborate to create and write short stories.
- All the resources and lesson plans offered here are meant to be jumping-off points for further exploration.
- 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.





ACTiViTiES & APPROACHES FOR SUPPLEMENTiNG YOUR ENGLiSH LANGUAGE 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

Introduce the concept of iLLUSTRATOR to your students 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.



ACTiViTiES

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

- ① Who are the characters?
 - ② What are their names?
 - ② Are they animals, insects, aliens, or people?
 - ② What do they look like?
- ① What colors do you see?
- ① What do you notice about the setting?
- ① When (time of day/season) is this taking place?
- ① 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!



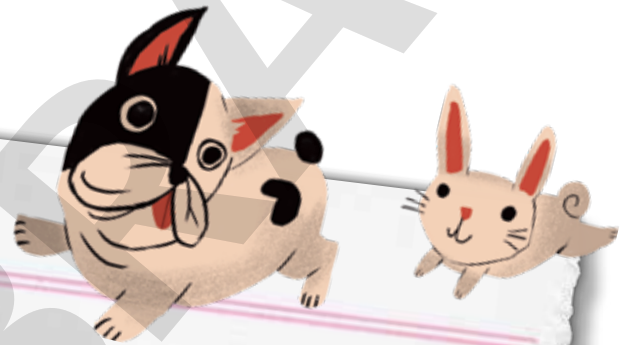
SETTING

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.



BEFORE + NOW + AFTER

Similar to how your English Learners begin to understand **Sequence** by using the words *first*, *next*, and *last*, use your STORY CARDS to talk about what you can see NOW in the image. Then, encourage your students to use their imaginations to talk about what might have happened BEFORE the moment they see in the image and to predict what might happen AFTER.

ACTiViTiES

Once you and your students have crafted a short story for one STORY CARD image that highlights what is happening NOW, come back to the same STORY CARD and add a sentence or two for BEFORE and AFTER.

Here are some guiding questions to help inspire your students as you add to your existing story:

BEFORE Questions:

- Why do you think this character is feeling the way he or she is feeling this emotion (name a specific emotion) right now?
- What happened earlier in the character's day?
- Where were the characters before they came to this place?
- Can you guess why the characters came here?

AFTER Questions:

- If this character is doing (fill in the action) right now, what do you think they will do next?
- What might they do later?
- What might change in the setting if it's a new day?
- How do you think this character will feel if they are in a new setting?
- After these characters finish (fill in an existing element), what do you think they must do next?
- What do you hope happens to each character in this story?



SEL SNAPSHOT

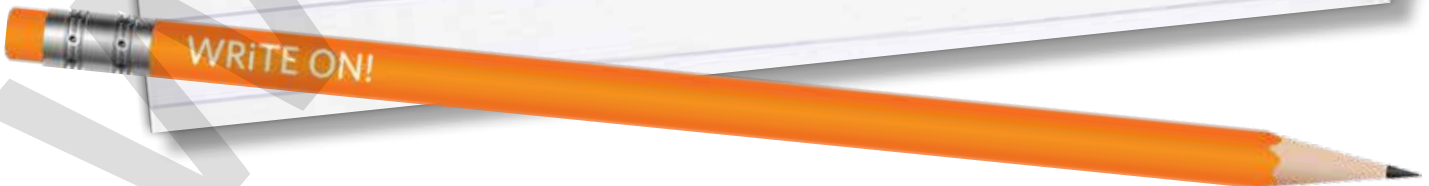


- Teach the concept of character motivation in a story by helping students to identify how they act when they feel certain emotions.
- You can use the following sentence frame to make connections between feelings and actions:

when I feel
(emotion)

I
(verb/action word)

- Have students fill in the blanks for a range of emotions. Point out that not everyone has the same reaction to any given emotion.
- Remind them that the characters in their stories can also act in different ways depending on their emotions.





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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