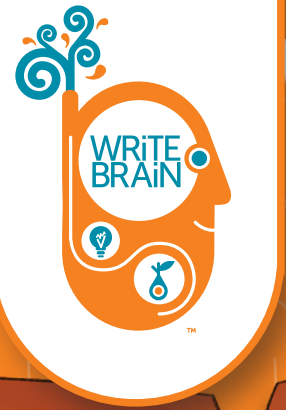


EXCERPTS ONLY

UPPER ELEMENTARY



WRITE BRAIN™ A³

ACTIVE, AUTHENTIC, AUTHORSHIP: A SUPPLEMENTAL ELA & ELD LITERACY PROGRAM

**Narrative & Creative Writing
English Language Arts & Development
Scaffolded Project-Based Literacy
Collaborative & Independent Authoring
Imbedded Social-Emotional Learning
Writing, Reading, Speaking, Listening
Tangible & Digital Publishing of Student-Authored Books**

↖ ROBUST ACTIVITY PLANS





ELEMENTARY

WRITE BRAIN

"DO THE WRITE THING" CURRICULUM AT-A-GLANCE

PART ONE: Group Authorship		Student Collaboration	Elementary Educators Guide	
Pace	Activity Title	Objective	Materials	Page
Activity 1	Let's be Writers!	To spark critical thinking and curiosity.	Story Builder card for each student, paper	10
Activity 2	Same Picture, Different Story	To increase student comprehension, connection, and collaboration.	Sheet of paper & pencils for each group, story builder cards	11
Activity 3	Book Selection- Who is our Artist?	To Help kids understand collaboration and commitment as they dive into the group authoring process!	3 different WB books for each group	11
Activity 4	Get your Game On!	To give kids a sense of connection to their work, their readers, and their fellow authors.	Story Builder Cards Gamesheet, story cards	12
Activity 5	Story Planning- Part One	To inspire a sense of connection to their work, their readers, and their fellow authors.	Group WB Books, storyline planning worksheet	13
Activity 6	Creating Characters	To develop comprehension and critical thinking.	Group WB Books, Character development worksheet, adjective alley worksheets	13
Activity 7	Story Planning-Part Two	To experience heightened creativity, connection, and critical thinking.	Story planning worksheet, character development worksheet	14
Activity 8	Setting Snapshots	To feel confident in and connected to the writing process. By speaking their stories, they will feel courageous.	Setting Snapshot worksheets	15
Activity 9	Leads & Conclusions	To strengthen communication skills and work together to write a first draft.	Leads & Conclusions worksheets, familiar children's book	15
Activity 10	Drafting Group Stories-Part 1	To focus collaboration and commitment from your students.	Story Cards, Group WB books	16
Activity 11	Drafting Group Stories-Part 2	To continue to learn ways to work creatively and collaboratively.	WB Books, story charts	16
Activity 12	Preparing for Peer Review	To experience confidence and connection while critically thinking and communicating opinions and concepts.	Group WB book	17
Activity 13	What's Our Book Title?	To increase emotional connection and collaboration.	Group WB books, Dedication & About the Author Worksheet	17
Activity 14	Peer Feedback Part One	To learn ways to give and receive constructive feedback.	Write Brain books, paper for recording feedback notes	18
Activity 15	Peer Feedback Part Two	To learn ways to give and receive constructive feedback.	Write Brain books, paper for recording feedback notes	18
Activity 16	Circle It, Spell It	To review and edit with a grammatical focus.	WB books	18
Activity 17	Presentation	To elevate self-esteem and confidence.	WB books, projector	19
Activity 18	Completing the Group Process	To finish up sharing and uploading of Group authored books.	WB books, camera (digital), Book Builder digital platform	19
Activity 19	Author Your Own Write Brain Book!	To explore individual authorship possibilities.	All WB books	20
Activity 20	From Story Card to Story	To develop critical thinking and verbal communication skills.	Write Brain books, story cards	21



ELEMENTARY

WRITE BRAIN

"DO THE WRITE THING" CURRICULUM AT-A-GLANCE

PART TWO: Individual Authorship		Student Collaboration		Elementary Educators Guide	
Pace	Activity Title	Objective	Materials	Page	
Activity 21	Take it to the Mat!	To spark critical thinking and curiosity in your students.	WB story mats (1 for each student), student journal or paper	22	
Activity 22	Begin the Authoring Process	To experience and explore the writing process.	Graphic organizer worksheets, Positive Feedback worksheets, Storyline planning worksheet	23	
Activity 23	Authors Write	To reflect, collaborate and discuss ideas in a safe environment.	Storyline Planning, Character Development, setting Snapshots Worksheets	23	
Activity 24	Authors Write-Part Two	To reflect, collaborate and discuss ideas in a safe environment.	Leads & Conclusions Worksheets	23	
Activity 25	Presentation & Friendly Feedback	To increase sense of confidence and continue to grow as students present and communicate verbally with their peers.	WB book Drafts, Positive Feedback Worksheet	24	
Activity 26	Presentation & Friendly Feedback	To increase sense of confidence and continue to grow as students present and communicate verbally with their peers.	WB book Drafts, Positive Feedback Worksheet	24	
Activity 27	More Friendly Feedback	To enrich student connection, collaboration, critical thinking, and communication skills.	WB books, white board/paper	24	
Activity 28	Make It Personal!	To develop a sense of connection and commitment to his/her writing.	Dedication AND About the Author sheets, WB books	24	
Activity 29	Keep On Writing!	To heighten creativity while encouraging deeper collaboration, commitment, and communication.	Group WB Books, Storyline Planning sheets	24	
Activity 30	From Keyboarding to Publishing	To increase creativity, collaboration, and communication skills.	WB books, digital Book Builder	24	
Activity 31	Complete the Typing Process	To hone students' proofreading and typing skills.	WB books, publishing codes, laptops	25	
Activity 32	Authors Present	Authors read their books aloud to one another! To build comprehension and confidence while learning to express new ideas.	White board, WB books, projector	25	

Overview

Welcome to the WRiTE BRAiN BOOKS - a whole new world of exciting writing experiences!

Students will learn how to

- Author stories inspired by WRiTE BRAiN's compelling, colorful and sequential book illustrations.
- Give and receive peer feedback.
- Work collaboratively and independently.
- Learn to consider the "reader" of their soon-to-be completed book.
- Activate under-developed parts of the brain.
- Improve handwriting skills.
- Present their work aloud, both clearly and creatively.
- Have their completed stories professionally published into books they can have, hold and share with family, friends and perhaps even their own children later in life.

Students Will Develop Skills in the Following Areas (and more)

- Storytelling
- Creative writing
- Print handwriting
- Vocabulary
- Use of descriptive language
- Outlining
- Sequencing and plotting a storyline
- Sentence structure
- Reading comprehension
- Spelling
- Grammar and punctuation
- Thesaurus and Dictionary Use
- Proofreading and editing
- Peer editing, collaboration and critique

Why This Program is Unique

Today, most kids are learning to express themselves in the digital world. They send short-form texts and emails rather than writing a long-form letter. They often take notes on their computer in an automated and autocorrected fashion rather than finding their own style of organizing information. Word processing programs automatically correct their spelling, vocabulary, grammar, punctuation and sentence structure. The need for visual content is met with the push of a button. While anyone with a tablet can access and create a WRiTE BRAiN book, they can do so by finger or stylus, not keyboard, and the right hemisphere of their brain will get a little much-needed activation in this very left brain heavy computer age.

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

of healthy disconnect from technology and a trip back to basics as they discover more of their own creativity by learning the art of storytelling.

Each child becomes a published author when they get a final printed softcover or hardcover book of their original story. Young people gain confidence and self-esteem when they are invited to give their unique interpretation of just about anything! With WRiTE BRAiN BOOKS, they are given a set of images, and are encouraged to create a literary narrative for their own book.

All children have different styles of learning and different ways of processing information and expressing themselves. Storytelling tends to resonate with all children, as *there is no right or wrong answer*. The images will spark the child's imagination and hold their attention as they craft their own interpretation via a written story.

Other unique qualities of this program:

- Ability to build one's own library of self-authored and "published" titles.
- Ability for Parent's to keep the handwritten workbooks of their child's creative process
- Ability to track improvements as your student's library grows
- Wide variety of book genre choices at each grade level
- Meets the needs of different types of learners (learning styles)

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.

Structure And Timeline

Each group of students will participate for approximately 45 minutes per day, four days per week over an eight-week period. Feel free to make adjustments if needed, (i.e. six weeks) as long as the overall time is close to the same (32 sessions).

- **Weeks 1-4** will focus on students working in small groups (four groups of five students each) to coauthor one book (each group will select a different book). A professionally published hard copy of each book will be sent to their school to be included in their library.
- **Weeks 5-8** will focus on students working independently on writing their own book with the support of their peers and staff. They will select their own books and write original stories, which will then be published as tangible, hard cover and/or soft cover books, after the students upload their group/individual stories to the WRiTE BRAiN BOOKS website. Note: This is the ONLY time in the process when typing is encouraged.

Additional Materials

- Each student will need a lined notebook and a pencil.
- You will want to make photocopies of the GROUP BOOKS they will be working on so that each student has a copy.
- If you have the means, you may also want to make a photocopy of each student's individual book for their practice/process draft before they write in their actual WRiTE BRAiN Workbook.

NOTE: Your students should NOT use black & white photocopies for anything other than working, practice drafts. The full-color illustrations in their original workbooks are designed to not only trigger their creativity, but also enhance it.

THE PROGRAM CAN EASILY BE MODIFIED TO FIT A TIMELINE MORE SUITABLE TO YOUR ORGANIZATIONS SCHEDULE AND PLANS.

IF IMPLEMENTED TWO OR THREE DAYS A WEEK, RATHER THAN FOUR, THE PROGRAM WOULD BE EXTENDED BEYOND THE EIGHT WEEK TIMELINE IN THIS GUIDE.

IF IMPLEMENTED FIVE DAYS A WEEK, THE TIMELINE WOULD BE SHORTENED.

Block Two

Activity: Story Planning (Part 1)

1. Ask students to return to their writing groups, and explain that today they will be developing the storylines for their books.

Tell them that the *storyline* is the connected events or actions that make up a story.

2. Ask for a few volunteers to share a quick summary of the storylines in their favorite movies.
3. Then, ask them to look through their group WRiTE BRAiN workBOOKS and discuss what they think the storyline is (or will be).
4. Remind them that a story has a beginning, middle, and end. Provide these helpful hints if you can:

NOTE: For second and third graders, it is not important that they fully understand the following points, but it will be good if they hear them aloud.

- The beginning introduces characters and the environments (or settings) in the story.
 - Shortly after the beginning, a problem or conflict in the story is revealed.
 - The middle of a story is when the main action builds and intensifies.
 - Toward the end of a story, the main conflict or problem begins to be solved.
 - A story usually ends with a sense of resolution and closure.
5. Ask groups to continue looking through their WRiTE BRAiN workBOOKS and exploring the illustrations.
 6. Give each group a copy of the **Storyline Planning Worksheet**. Tell them to write the team name at the top.
 7. Instruct each group to discuss amongst themselves the story they see unfolding in the images on the first few pages (the beginning) the next few pages (the middle) and the last few pages (the end).
 8. Remind them that collaboration is a process that requires them to consider and try to include their fellow authors' ideas. **Collect all worksheets for next session.**

The story-planning process requires each student's critical thinking abilities.

Activity: Creating Characters

1. Ask the class to talk about characters they know and love from books, movies, and TV shows. Have students share aloud.

Sample Questions:

- What words would you use to describe this character's appearance?
- What words would you use to describe this character's attitude and personality?



2. Explain that colorful and descriptive words will help them create characters who are interesting for young readers.

Note: Group members should not type into the same book at the same time, as it will affect the way the content is saved. Please carefully read the BOOK BUILDER instructions in the back of this guide.

3. Give each group their WRiTE BRAiN workBOOK and a copy of the **Character Development Worksheet** and tell them to write the name of the team at the top. Have them look through the book at all of the images.
4. Have them complete the **Character Development Worksheet** as a group.
5. After 20-30 minutes, hand out copies of the **Adjective Alley Word Sheets**.
6. Ask students to take a moment to look at this list of adjectives and circle words that they might use to describe their characters.
7. They can use the remaining time to add adjectives to the **Character Development Worksheet**.
Collect all worksheets at end of every session.

This activity develops vocabulary, builds comprehension, and allows students to create and connect to characters.

Activity: Story Planning (Part 2)

Note: Hand each student their designated "author's notebook."
Alternatively, you can give each student ten sheets of paper stapled together.

1. Give each group its **Storyline Planning Worksheet** and have them review it as a group.
2. Give each group the **Character Development Worksheet** they filled out as a team and ask them to look over it to remind themselves of the characters they are co-creating.
3. Remind them again that collaboration is a process that requires them to consider and try to include their fellow authors' ideas. Remind students throughout the creative process that ALL of their ideas are valuable.
4. Have students start to write the first draft of their story until the time is up and you need to collect all books and worksheets for next session.
5. Tell them to start with the basic storylines they created on their worksheets and add details and color to build their story.

The story-planning process requires the students' critical thinking skills

Activity: Drafting Group Stories (Part 1)

1. Give each student a Story Card and place it in front of them.
2. Tell them to choose one of the independent writing games.
3. Set a timer for 4-5 minutes while each student plays his or her chosen game.
4. When time is up, ask for volunteers to share what they wrote. Encourage everyone to read aloud!
5. Back to the books! Have students continue to write the first draft of their books and tell them to notice and keep in mind the amount of space that is available on each illustrated page.

Collect all worksheets and books for next session.

Note: Encourage the kids to move around their writing area and even switch seats from time to time. This will change their perspective on the image!

Activity: Drafting Group Stories (Part 2)

1. Tell all groups that they will come up with titles for their books in a couple of days after they receive feedback from each other.
2. Ask each group to continue working on their drafts, and to “stretch their storytelling” by looking for big moments that could be expanded by adding things that might not be in the pictures.
3. Ask them, “What might be going on in the scene that you can’t see with your eyes?” “What might the characters hear or smell in the environment?”
4. Ask them to stretch their sentences by including these in their writing.
5. Have each group complete a first draft by the end of the class!

Activity: From Story Card to Story

1. Give each student a Story Card. SET A TIMER FOR TWO MINUTES and tell them they can walk around and swap Story Cards with each other if they want to.
2. When time is up, tell students to take two more minutes to look closely at their images and choose one.
3. Ask for volunteers to share aloud what they think is happening in the pictures on their card, without writing it on paper. *Allow everyone who wants to tell a story to do so.*
4. Then, tell the students to pass their card to the person next to them.
5. SET A TIMER FOR TWO MINUTES and have everyone make a list of ten words that describe the characters and setting of the image on the card they have. Collect the cards and give each student the WRiTE BRAiN BOOK they will be authoring!
6. Have them break off into the same groups they were in for part one of the program, and have them spend today's remaining time showing their individual books to each other and talking about their stories before they get set to write!

Note: STORY CARDS FOR ALL!

At the end of your WRiTE BRAiN BOOKS program, send each student home with a Story Card and a copy of the Story Builder Cards Gamesheet in this curriculum guide. Encourage them to play some of the writing and storytelling games they did in class. Motivate them to share the double-sided illustrated card with a sibling, parent, or other family member and to teach them to do what they themselves learned in the authoring process. Your students become mentors and educators at home!

Worksheet Examples

Positive Feedback for the Author Worksheet

Positive Feedback

Reviewer

Setting Snapshots Support Sheet

High School Level Writing Prompts

Use the prompts and questions below to guide you in note taking and development of your setting/environment for different scenes in your WRITE BRAIN BOOK.

SETTING DEVELOPMENT:

What feeling is the illustrator trying to invoke with the images on the first few pages of your book?

When you look at the illustrations, does the environment depicted in the work provoke a sense of hope, happiness, fear, worry, sadness, excitement? Make a list of descriptive words that describe the setting. Use all of your senses.

Reference a thesaurus or the Adjective Alley sheets for expanded vocabulary lists.

YES:

Setting Snapshots Worksheet

Author's Name

Illustrator's Name

Page #

Snapshots

Page #

Snapshots

Creating Character Support Sheet

Use the questions below to guide you in note taking and development of your main and secondary characters in your Write Brain Book. You can make notes on this sheet and in your notebooks.

- What are the qualities and personality traits of the character in your book that draw you to them?
- What can you write in your story that would make a few of your characters memorable?
- How would you describe the behaviors or personality of characters of your storybook?
- What do these characters SAY (words) that will stay in the reader of your story?
- How do YOU relate to each character in your story?
- How do YOU relate to each character in your story?

Self Assessment Checklist

(Please make copies for all students)

Student Name

Date

GROUP AUTHORSHIP	Complete	Incomplete	Teachers Comments
Collaboration skills			
Compelling lead			
Consulted reference materials			
Theme clearly embedded			
Setting Snapshots incorporated			
Clear plotline			
Utilizing new vocabulary			
Characters are fully developed			
Thoughtful word choice (descriptive language)			
Enhanced moments in the story			
Thoughtful conclusion			
Self-edited for punctuation and other conventions			
Story pace and tempo is intentional			
Respecting your illustrator's point of view			
Group feedback process			
Clear understanding of a children's audience			
Well thought out title, bio and dedication			
Reflective Essay is introspective and has clear expression			
INDIVIDUAL AUTHORSHIP	Complete	Incomplete	Teachers Comments
Self-directed writing			
Stories tense is past or present			
Engaged-Share-Focus-Listen			
Self-Edit: punctuation and spelling			
Presented aloud to others			

Pleable Plotlines Support Sheet

High School Level Writing Prompts

Consider these questions and use your answers as a guide to map out your book's plotline in your notebook. Use this Support Sheet for both group and individual authoring.

- Who are the characters and how are they related to each other?
- Where is this story taking place?
- Does the setting change from the beginning to the end of the story?
- What is the problem or conflict in the story?
- Who is struggling or in need of something in this story?
- What is happening in need of something in this story?
- What will happen next?
- What is the build up to the excitement?
- How do the characters react to the excitement?
- What do the characters do to solve the problem?
- How can you help?
- Are the characters changed or not?
- How does this change or not?
- What lessons?
- What purpose?

NOTE: This is open to the students as they see fit.

Am I a WRITE BRAIN THINKER?

Student Name

Date

Use this pre and post survey to measure student skills in English and Language Arts before you begin using the WRITE BRAIN program and following the presentation at the end of the WRITE BRAIN program. Have students read each sentence and check the box that applies to them.

	ALWAYS	MOST TIMES	SOMETIMES	RARELY	NEVER
I am confident in my writing skills					
I can organize my ideas in a helpful manner					
I consider myself a courageous person					
My ideas are worth sharing					
I like words and language to create specific details					
I access my imagination to create new ideas					
I work well when collaborating with others					
I like to use informational texts (dictionaries, encyclopedias) to support my writing					
I like the plotline of a story					

ADDITIONAL ACTIVITY: COLOR BURSTS

Step 1: Look at a Story Card, Story Mat, or page of your Wordless Book and list all of the colors you see.

.....

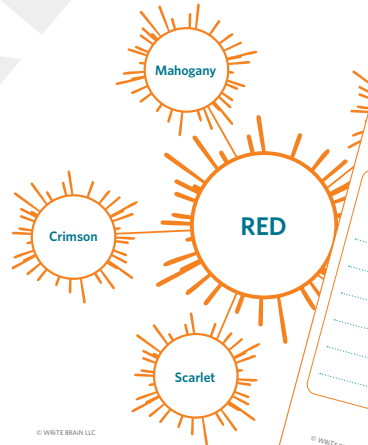
.....

.....

.....

.....

Step 2: Now, be more specific in describing the different shades of each of the three colors. Fill out the Color Burst on the next page, using the one below as an example.



ADDITIONAL ACTIVITY: CREATE YOUR COLOR MAPS

Step 1: Flip through the pages of your wordless book and write a list of all the colors you see in the images.

.....

.....

.....

.....

.....

Step 2: Now, be more specific in describing the different shades of each of these three primary colors.

Blue:
Shades (eg. teal):

Orange:
Shades (eg. pumpkin):

Yellow:
Shades (eg. lemon):



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