

BE YOUR OWN AUTHOR (LEVEL 1)


Description	Learners will explore elements of storytelling including characters, plot, literacy techniques and creatively author their own wordless or illustrated books.
Leading Question	What makes a story interesting?
Total Time Required	5 hours over 5 days
Supplies Required	Pencil, Paper, Colour Pencils / Crayons
Learning Outcomes	<ul style="list-style-type: none"> - Features of a story including characters, title, beginning – middle – end, plot – problem - resolution - Language rules such as adjectives, exclamation points, etc. - Creativity with storytelling - Using story maps to ideate and evolve concepts
Previous Learning	None

DAY 1

Today, you will explore different storytelling elements while exploring their favourite stories.

Suggested Duration	Activity and Description
10 minutes	<ul style="list-style-type: none"> ● Listen to or read your favourite story. ● If you do not have access to a story, you can read the one in the appendix or parents/educators can recall any incident or event that happened in their life (e.g. their last birthday, a festival in their home, or some celebration).
15 minutes	<ul style="list-style-type: none"> ● While listening or reading aloud the story for the first time, pay attention to: <ul style="list-style-type: none"> ○ The title of the story, which is the name of the story (e.g. Goldilocks and the Three Bears)

	<ul style="list-style-type: none"> ○ The author of the story, who wrote the story (e.g. Robert Southey) ○ New words ○ Connections between the story and their experiences ○ The characters of the story, which are the main people / animals in the story e.g. Goldilocks and the Three Bears ○ The setting of the story, which is the location of where the story is based e.g. The Home of the Three Bears – Living Room, Bedroom etc.
<p>20 minutes</p>	<ul style="list-style-type: none"> ● Use the conversations during the readloud to create an illustrated story map for the story that you heard. (See Appendix for examples of graphic organizers). ● Parents should ask learners questions about their drawings such as: <ul style="list-style-type: none"> - "What is the boy doing?" - "Does the house look like ours?" ● Label your drawings based on the conversation. ● Read or listen to the story the second time. ● Complete the story map by identifying the most important thing that happened in the story (or alternatively things that happened at the beginning, middle, and end of the story) – this should be illustrated with a few lines of text explaining the same e.g. <ul style="list-style-type: none"> - The Beginning: The Three Bears went out for a walk - The Middle: Goldilocks came to their home and ate their food and fell asleep on their bed - The End: The Three Bears came back and Goldilocks ran away <p>Below is an example of a story map of the “Goldilocks and the Three Bears” story:</p>

	
<p>10 minutes</p>	<ul style="list-style-type: none"> ● Reflect on what you liked or did not like about the story you heard or read. Some prompt questions could include: <ul style="list-style-type: none"> ○ Was it interesting? What made it most interesting? ○ What was the best part of the story? ○ How did you feel about different parts of the story? ○ Were you curious to know what happens next? ○ Did you like the characters or the setting? ○ What would be a different ending for the story?

DAY 2

Today, you will begin to write and/or illustrate your own stories.

Suggested Duration	Activity and Description
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<p>20 minutes</p>	<ul style="list-style-type: none"> ● To get your creative juices flowing, you will work with a storytelling activity. ● You or your family members will put any 10 – 15 objects from your home into any medium size bag (plastic, paper or cloth that is not see through) e.g. a spoon, a toy, a ball, a book, a clip, a flower etc. ● Pick out any object without looking from the bag and make up any story with this object. For example, if you pick out a spoon: <ul style="list-style-type: none"> - The spoon called Mike was really happy because Sam only ate ice-cream and yogurt and so he was always getting to taste something delicious and cold. - However, now Sam learnt about healthy eating in school and was going to try having some broccoli soup that was hot and make Mike scared that he would become green in colour - Mike told Sam, so Sam decided to blow and cool the soup and Mike realised that there was no salt. ● When telling the story, you should be prompted by your parents to use this kind language: “first, this happened,” “then, this happened,” and “finally, this happened.” This will help you tell the events in the order in which they occurred.
<p>10 minutes</p>	<ul style="list-style-type: none"> ● With your imagination flowing, you will begin planning your own story by choosing a topic. Some useful prompts include: <ul style="list-style-type: none"> ○ Write or illustrate a story about your favourite two animals ○ Write or illustrate a story about your favourite magical creature ○ Write or illustrate a story that has you and your best friend ○ Write or illustrate a story that has your favourite activity
<p>10 minutes</p>	<ul style="list-style-type: none"> ● Create a story about the chosen topic. ● Think through: <ul style="list-style-type: none"> ○ Who are the characters? What are their names? ○ Where is the setting? ○ What happens or what is the problem? ○ What is the solution?
<p>10 minutes</p>	<ul style="list-style-type: none"> ● Draw or write any ideas you have (you can choose to use an ideas map – in the appendix) <p>Hint: There are no bad ideas and you can rethink your stories at multiple times</p> <ul style="list-style-type: none"> ● Reflect about: <ul style="list-style-type: none"> ○ How will you know when the story is finished?

	<ul style="list-style-type: none"> How do you believe that readers will react to your story?
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DAY 3

Today, you will continue to expand the details of the different aspects and sections of the story by writing or illustrating the different sections.

Suggested Duration	Activity and Description
20 minutes	<ul style="list-style-type: none"> You will use an illustrated story map to expand the details of the different aspects and sections of the story. Older learners can write sentences or labels for each part of the outline of this story. <p>The story map (template in the appendix) needs to include:</p> <ul style="list-style-type: none"> The setting: Draw the setting – older learners will write a few bullet points about the setting e.g. It was a green park with lots of colourful flowers. The main characters: Draw the main characters and write their name – older learners will write a few bullet points on the characters e.g. Rosy the five year old school girl and Hans the graceful white swan. The main event: Draw an image of what happens in the story – the problem or the solution – older learners can add a few bullet point details on the main event.
20 minutes	<p>Once the basic story map is completed, explore what you can add to each of the different parts of your story map. You can add all these details in an illustrated and written format in your story map.</p> <p>The Beginning: Think about what a reader or listener would want / need to know and what you would want to share in the beginning of the story. Some prompt questions could include:</p> <ul style="list-style-type: none"> Since this is the first time your reader is meeting all the characters – what do you want them to know about these characters? What do you want your reader to know about where the story is located or the setting? What do the characters normally do and what is their normal life like?

20 minutes	<p>The Middle: Think about what the reader or listener would want / need to know and what you would want to share in the middle of the story. Some prompt questions could include:</p> <ul style="list-style-type: none"> ● What would make the story interesting to continue reading? ● What could the problem or event that happened be? ● How is this different from their normal life events in the beginning? ● Is the setting the same or has it changed?
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DAY 4

Today, you will think of the final section of conclusion or end and also more descriptions on the emotions of the characters.

Suggested Duration	Activity and Description												
20 minutes	<p>The End: Think about what the reader or listener would want / need to know and what you would want to share at the end of the story. Some prompt questions could include:</p> <ul style="list-style-type: none"> ● What would make the story interesting to continue reading? ● What could the problem or event that happened be resolved – what could the solution be? ● Is the setting the same or has it changed? ● How would the story end and how would we leave the characters? 												
20 minutes	<ul style="list-style-type: none"> ● Add descriptions for the main characters using adjectives (words that describe things) - use at least 3 adjectives for each of the characters for example: pink bear, cute rabbit, tall giraffe, curly haired girl etc. You can also add these details to the drawings if necessary. <p>Add these adjectives to the drawings of each of the characters representing these adjectives or write them in a table.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Character 1</th> <th>Character 2</th> <th>Character 3</th> </tr> </thead> <tbody> <tr> <td>- Pink</td> <td>- Powerful</td> <td>- Fast</td> </tr> <tr> <td>- Cute</td> <td>- Tall</td> <td>- Flexible</td> </tr> <tr> <td>- Cuddly</td> <td>- Strong</td> <td>- Red Haired</td> </tr> </tbody> </table>	Character 1	Character 2	Character 3	- Pink	- Powerful	- Fast	- Cute	- Tall	- Flexible	- Cuddly	- Strong	- Red Haired
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20 minutes	<ul style="list-style-type: none"> • Describe the feelings of your characters in each part of the story – beginning, middle, and end. Is the character happy, sad, angry, etc.? • Think about the feelings or emotions of the characters and how they change through the story. What was the reason that they were feeling this emotion and what made this feeling change? <ul style="list-style-type: none"> • Make a mood meter that is a series of drawings of the main character depicting their emotions in the beginning, middle, and end of the story. Older learners can also write a few bullet points about this in sequence. • Remember: <p>When writing, you can use both adjectives and exclamation marks – remember the exclamation mark is used when someone shows a strong feeling e.g.</p> <ul style="list-style-type: none"> ○ A drawing of a sad and lonely dinosaur (Timi) because no other friends wanted to play with her, since she was so big and everyone was scared. ○ Timi helped one of her friends when the friend was stuck in a window and they discovered a game of slide on her back. ○ Everyone was so excited and they all wanted to take turns to play with Timi and they had a lot of fun.
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DAY 5

Today, you will put together their story as a book.

Suggested Duration	Activity and Description
5 minutes	<ul style="list-style-type: none"> • Folding paper, you can make a book with 3 pages (Beginning – Middle – End) and label these at the bottom with the page number.
20 minutes	<ul style="list-style-type: none"> • Cut and paste the different drawings done the previous days as the sequence of the story e.g. the beginning, middle and end of the story including the drawing of the setting, the characters and drawings from your mood-meter etc. • Add and make additional drawings as needed.

20 minutes	<ul style="list-style-type: none"> Once the illustrated book is ready, older learners should write a few lines (4 – 5 lines for each page) to complete the story on each page, building from their story outline bullet points. Remember to use capital letters, full stops, question marks and exclamation marks.
5 minutes	<ul style="list-style-type: none"> Now think of a title of the book and write your own name as the author on the cover page.
10 minutes	<ul style="list-style-type: none"> The book is now ready to share with family members Based on the feedback, you should make improvements and reflect on what you enjoyed the most and found the most challenging.

ASSESSMENT CRITERIA

- Creativity with the story
- Clarity and imagery of the drawings and the story map
- Simplicity and completeness of the written text
- Adhering to and using all the different language rules (exclamation points, adjectives etc.)
- Sequence and chronology of the story
- Integrating a problem and a solution in the story

ADDITIONAL ENRICHMENT ACTIVITY

- Learners can add additional text
- Learners can design a front cover page
- Learners can design a back page with a summary of the story and “reviews” from family member

MODIFICATION FOR SIMPLIFICATION

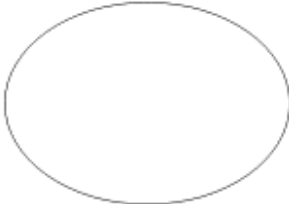
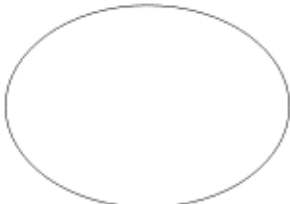
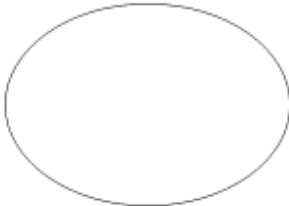
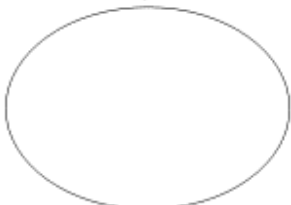
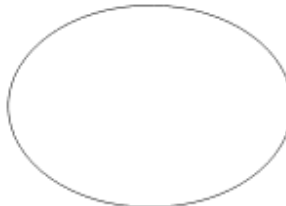
- Learners can omit all the writing to make a simple wordless / illustrated book.

APPENDIX 1: THE LONELY DOG WITH THE ONE FRIEND

The Lonely Dog with One Friend

One day there was a dog, the dog had one friend and she wanted to have some more friends but she couldn't because no friend wanted to be her friend because they thought she was gross and they hurt her feelings. She was so sad when she got home and she cried.

APPENDIX 2: STORY MAP

Characters 	Setting 
Problem – Solution 	Topic 
	Other Ideas 

APPENDIX 3: STORY MAP

STORY MAP

Characters		Settings	
	<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ • _____ • _____ 		<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ • _____ • _____
Beginning	Middle	End	
<ul style="list-style-type: none"> • _____ • _____ • _____ 	<ul style="list-style-type: none"> • _____ • _____ • _____ 	<ul style="list-style-type: none"> • _____ • _____ • _____ 	

APPENDIX 4: MOOD METER

Mood Meter

Beginning	Middle	End
<ul style="list-style-type: none">• _____• _____• _____	<ul style="list-style-type: none">• _____• _____• _____	<ul style="list-style-type: none">• _____• _____• _____