

BE YOUR OWN AUTHOR (LEVEL 2)

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, – problem - resolution. - Use adjectives and <i>sensory details</i> to convey experiences and events precisely. - Use a variety of <i>transitional words and phrases</i> to manage the sequence of events. - Use <i>dialogue and description</i> to develop experiences and events or show the responses of characters to situations. - Use quotation marks, exclamation points, and punctuation correctly. - Use story maps to ideate and evolve concepts - Creativity with storytelling
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) or a story they know, and use that instead.

	<p>Reflect on the story. Some prompts are suggested below:</p> <ul style="list-style-type: none"> - What makes this story interesting for you? - What was the best part of the story? - How did you feel at different parts of the story? - What made you curious to know what happened next? - What did you like about the characters or the setting? - What would be a different ending for the story?
15 minutes	<p>Begin to identify some of the main elements of the story:</p> <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) ● The author of the story i.e. who wrote the story (e.g. Robert Southey) ● 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 includes details like the location of where the story is based e.g. The Home of the Three Bears – Living Room, Bedroom etc. ● New words ● Connections between the story and their experiences - did they experience something similar to what happened in any part of the story?
15 minutes	<ul style="list-style-type: none"> ● After you've read the story for the first time, write down the elements that you identified in a graphic organizer, i.e. a story map (See Appendix 1 for examples of graphic organizers). ● Try to write complete sentences, such as "The title of the story is..." or "The story was written by..." <p>You can also draw parts of the story if you want.</p>
20 minutes	<ul style="list-style-type: none"> ● Read or listen to the story the second time. ● This time, pay attention to the beginning, the middle, and the end of the story. ● After the end of the story, answer the following: <ul style="list-style-type: none"> ○ What events happened at the beginning, middle, and end of the story and how do you know?

	<ul style="list-style-type: none"> ● Complete the story map by writing down one or two sentences about what happened in the beginning, middle, and end of the story. <p>For example:</p> <ul style="list-style-type: none"> - The Beginning: The Three Bears went out for a walk. - The Middle: In the meantime, goldilocks came to their home. She explored everything, and then ate their food and fell asleep on their bed. - The End: The Three Bears came back and found Goldilocks inside the house. Goldilocks was scared and ran away. - You can also draw these parts. <p>Below is an example of a story map of “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 at different parts of the story? ○ Were you curious to know what happened next? Why do you think that was? ○ Did you like the characters? ○ How important was the setting? ○ What would be a different ending for the story? If you were the author of this story, how would it end?

DAY 2

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

EAA welcomes feedback on its projects in order to improve, please use this link:

<https://forms.gle/LGAP9k17fMyJrKJN7>

Suggested Duration	Activity and Description
20 minutes	<ul style="list-style-type: none"> ● Brainstorm different topics for their story. To get your creative juices flowing, you can engage in the following storytelling activity: <ul style="list-style-type: none"> ○ You or your family members will put any 10 – 15 objects from your home into any opaque medium-sized 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 <i>any</i> story with this object. For example, if you pick out a spoon: ○ When telling the story, you should try to use transition words (See Appendix 3 for examples of transition words) and relative pronouns (who, whose, whom, which, that) and adverbs (where, when, why). ○ For instance, you can use this format: “first, ...” “then, ...,” and “finally,,” to describe the 3 sections of the story (beginning, middle, end). ○ Give as many details as possible and think about what your characters would say. <p>For example, if you pick out a spoon:</p> <ul style="list-style-type: none"> - The shiny spoon: Mike, was really happy because Sam, the youngest child, only ate vanilla ice-cream and yogurt with him. “I’m always getting to taste something delicious and cold,” thought Mike. - But Sam learned about healthy eating in school. He was excited to try having some broccoli soup that was hot. Poor Mike! He was scared that he would become green and get burnt if he had the Soup. - Finally, Mike told Sam: “I don’t want to try the soup.” So, Sam decided to blow and cool off the soup to encourage him to try it. When Mike finally tried the soup, he realised that there was no salt! <p>You can also choose to pick out 2 - 3 objects and make a story with all of them together.</p> <p>Hint:</p> <p>These prompts can help guide you through the beginning:</p> <ul style="list-style-type: none"> ● “Who’s the character of your story?” ● “What does your character see or hear?”

	<ul style="list-style-type: none"> ● “Who else is there?” ● “What does the place they are in look like?” <p>These prompts can help guide you through the middle:</p> <ul style="list-style-type: none"> ● “What problem does your character have?” ● “What happened next?” <p>These prompts can help guide you through the end:</p> <ul style="list-style-type: none"> - “Was the character able to solve their problem?” - “What was the solution to this problem?”
<p>10 minutes</p>	<ul style="list-style-type: none"> ● Reflect about what was difficult and what was fun from doing this exercise. ● With your imagination flowing and having practiced key storytelling elements, begin planning your own story by choosing a topic. Some useful prompts are listed below: <ul style="list-style-type: none"> - Write a story about two of your favourite animals - Write a story about your favourite magical creature - Write a story that has you and your best friend or sibling in it - Write a story that involves your favourite activity
<p>20 minutes</p>	<ul style="list-style-type: none"> ● Draw or write any ideas you have (you can choose to use an “ideas map” – see example in the appendix) <p>There are no bad ideas! You can rethink your stories multiple times.</p> <p>Hint: Use the same prompts from the bag activity to help you in case you get stuck at some point. In general, think through the following:</p> <ul style="list-style-type: none"> - Who are the characters? What are their names? - What is the setting? - What happens or what is the problem? - What is the solution? ● Reflect on the following: <ul style="list-style-type: none"> ○ How will you know when the story is finished? ○ How do you think readers will react to your story? ● Share your ideas for your story to themselves or your families and review details based on their reactions.

DAY 3

Today, you will continue to work on their story and expand the details of the different sections of the story and for that, you need to think about words that are good to describe: adjectives.

Suggested Duration	Activity and Description				
<p>20 minutes</p>	<ul style="list-style-type: none"> Adjectives are words that can be used to describe people and things. Brainstorm Adjectives that describe different places, people, events, and objects. Some adjectives can only be used for people, and others only to describe other things. For example “tall” is a word that describes people or objects, but doesn’t describe a setting. Divide a sheet of paper into four areas and write down 3-5 of these words. <table border="1" data-bbox="451 856 1398 1451"> <tbody> <tr> <td data-bbox="451 856 922 1136"> <p>Words that describe places</p> <ul style="list-style-type: none"> Crowded Spacious • • • </td> <td data-bbox="922 856 1398 1136"> <p>Words that describe people</p> <ul style="list-style-type: none"> Tall Smart • • • </td> </tr> <tr> <td data-bbox="451 1136 922 1451"> <p>Words that describe things that happen</p> <ul style="list-style-type: none"> Surprising Scary • • </td> <td data-bbox="922 1136 1398 1451"> <p>Words that describe objects</p> <ul style="list-style-type: none"> Colorful Tiny • • </td> </tr> </tbody> </table>	<p>Words that describe places</p> <ul style="list-style-type: none"> Crowded Spacious • • • 	<p>Words that describe people</p> <ul style="list-style-type: none"> Tall Smart • • • 	<p>Words that describe things that happen</p> <ul style="list-style-type: none"> Surprising Scary • • 	<p>Words that describe objects</p> <ul style="list-style-type: none"> Colorful Tiny • •
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<p>15 minutes</p>	<p>Then, write 3 complete sentences for each aspect of the story (setting and event or solution) using some of the words from the list that you brainstormed.</p> <ul style="list-style-type: none"> The setting: e.g. It was a <i>green</i> park with <i>lots of colourful flowers</i> The main event or solution: e.g. The storm was the <i>most expected</i> event that summer; “Rosy, who was the youngest sibling, had a <i>wonderful idea</i>” 				

	<p>Tip: If you are struggling to add adjectives, write sentences then circle the nouns and add a word before each noun describing it. For example, if you write “There was a park with many flowers”. First identify the nouns. Then circle the words park and flowers since they are nouns. Finally, think of words that can describe the park and the flowers. You can use words like spacious, green, beautiful etc. for the park and words like colorful, small, pretty etc. for the flowers.</p> <p>Once the descriptions are complete, explore what you can add to each of the different parts of your story.</p>
<p>25 minutes</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. These are some prompts to help:</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 the characters normally do and what does a regular day in their life look like? (Think about adjectives or actions or objects that you might have that would convey the characteristics of the characters. For instance, the character wakes up every morning at the same time, or the character likes yellow flowers, or the character says “Good evening” every time they walk by the butcher’s shop, etc.) ● What do you want your reader to know about where the story is located or the setting? <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. These are some prompts to help:</p> <ul style="list-style-type: none"> ● What would make the story interesting to continue reading? Maybe an unexpected event ● How 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? <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. These are some prompts to help:</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?

	<ul style="list-style-type: none"> • Is the setting the same or has it changed? • How would the story end and how would we leave the characters?
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DAY 4

Today, you will describe the feelings and thoughts of your characters in each part of the story – beginning, middle, and end.

Suggested Duration	Activity and Description
5 minutes	<ul style="list-style-type: none"> • Think about the feelings or emotions of the characters and how they change throughout the story. What was the reason that they were feeling this emotion and what made this feeling change? <p>Tip: if you are struggling with this task, put yourself in the characters' shoes by acting out the story with your classmates or siblings. Point out when you notice their expressions changing.</p>
20 minutes	<ul style="list-style-type: none"> • Make a mood meter depicting the main character's emotions in the beginning, middle, and end of the story. Write a few bullet points about these emotions in sequence. (See Appendix 4) • When writing, use adjectives, exclamation marks, and quotation marks. <p>Remember that the exclamation mark is used when someone shows a strong feeling or emphasize something e.g.</p> <ul style="list-style-type: none"> - Everyone was so excited and they all wanted to take turns to play with Timi and they had a lot of fun! <p>Remember that quotation marks are used when introducing something that a characters says, e.g.:</p> <ul style="list-style-type: none"> - Father woke up and found a mess in the living room. He said: "What's this mess?"

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"> You can fold paper which must have you at least 3 pages (One for Beginning – Middle – End) and label these at the bottom with the page number. You should fold a different sheet to create the cover and back cover.
30 minutes	<ul style="list-style-type: none"> Write at least two paragraphs with 5 complete sentences each for each of the sections (i.e. on each page). You can choose some of these sentences from the bullets that you wrote on days 3 and 4, and can add new sentences if you need/want to. Use transition words (see Appendix 3), capital letters, full stops, question marks, exclamation marks, and relative pronouns and adverbs.
5 minutes	<ul style="list-style-type: none"> Think of a title for the book and write your own name as the author on the cover page.
15 minutes	<ul style="list-style-type: none"> You can also add drawings to the page, design the layout, and design the cover of the book.
15 minutes	<ul style="list-style-type: none"> Your book is now ready to be shared with family members and to be read aloud. Read the story to your parents and ask for feedback about the story. Parents feedback will include: <ul style="list-style-type: none"> - What they loved about the story - What they loved about the book - What they want to know more about - What can be improved
15 minutes	<ul style="list-style-type: none"> Based on the feedback, you should make improvements to your story and/or book, and reflect on what you enjoyed the most and found the most challenging.

ASSESSMENT CRITERIA

- Creativity in creating the plot of the story
- Clarity and creativity 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 use additional parts of speech such as adverbs and punctuations like semicolons when writing the story
- Learners can add additional text
- Learners can design a back page with a summary of the story and “reviews” from family members (for example: “the story was exciting!” - dad, “this was fun!” - sister etc.)

MODIFICATION FOR SIMPLIFICATION

- Learners can write one paragraph or just a few sentences on each section of the story.
- They can rely on drawings that they can afterwards describe to have something concrete to hold on to.
- The emphasis on writing conventions (exclamation marks, relative pronouns, etc.) can be loosened a little bit for some learners.

APPENDIX 1: THE BOY WHO CRIED WOLF

Once, there was a boy who became bored when he watched over the village sheep grazing on the hillside. To entertain himself, he sang out, “Wolf! Wolf! The wolf is chasing the sheep!”

When the villagers heard the cry, they came running up the hill to drive the wolf away. But, when they arrived, they saw no wolf. The boy was amused when seeing their angry faces.

“Don’t scream wolf, boy,” warned the villagers, “when there is no wolf!” They angrily went back down the hill.

Later, the shepherd boy cried out once again, “Wolf! Wolf! The wolf is chasing the sheep!” To his amusement, he looked on as the villagers came running up the hill to scare the wolf away.

As they saw there was no wolf, they said strictly, “Save your frightened cry for when there really is a wolf! Don’t cry ‘wolf’ when there is no wolf!” But the boy grinned at their words while they walked grumbling down the hill once more.

Later, the boy saw a real wolf sneaking around his flock. Alarmed, he jumped on his feet and cried out as loud as he could, “Wolf! Wolf!” But the villagers thought he was fooling them again, and so they didn’t come to help.

At sunset, the villagers went looking for the boy who hadn’t returned with their sheep. When they went up the hill, they found him weeping.

“There really was a wolf here! The flock is gone! I cried out, ‘Wolf!’ but you didn’t come,” he wailed.

An old man went to comfort the boy. As he put his arm around him, he said, “Nobody believes a liar, even when he is telling the truth!”

APPENDIX 2: STORY MAP

Characters

Setting

Topic

Problem – Solution

Other Ideas

STORY MAP

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

APPENDIX 3: TRANSITION WORDS

After	subsequently	at first
As soon as	first	it began
Before	second	it
started		
Next	once	after that
Initially	in the meantime	during
Now	later on	at the end
When	in the beginning	at last
Immediately	after a while	pretty soon
Meanwhile	when we finished	soon after
Last	the last thing	lastly
Later	just then	
Since	before long	
Suddenly	after ___ minutes	
As	when we were done	
However	right after	
Whenever	in an instant	
Soon	then	

APPENDIX 4: MOOD METER

Mood Meter

Beginning	Middle	End
• _____ • _____ • _____	• _____ • _____ • _____	• _____ • _____ • _____