

BE AN AUTHOR


Ages 4 to 7 (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?
Age group:	4 – 7
Subjects:	Literacy, Art and Design
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
Total time required:	5 hours over 5 days
Self-guided / Supervised activity:	High Supervision
Resources required:	Pencil, Paper, Colour Pencils / Crayons

Day	Time	Activity and Description
1		Learners will explore different storytelling elements while exploring their favourite stories
	10 mins	Learners will listen to or read their favourite story - if they do not have access to a story, they 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 mins	<p>While listening or reading aloud the story for the first time, educators are encouraged to pause and orient the learners to pay attention to:</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, 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.

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<https://forms.gle/LGAP9k17fMyJrKJN7>

	20 mins	<p>Learners can then use the conversations during the readloud to create an illustrated story map for the story that they heard. (See Appendix for examples of graphic organizers).</p> <p>Ask learners questions about their drawings such as:</p> <ul style="list-style-type: none"> - "What is the boy doing?" - "Does the house look like ours?" <p>Learners can label their drawings based on this conversation.</p> <p>Learners will read or listen to the story the second time,</p> <p>The learners will 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.</p> <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 "Goldilocks and the Three Bears" story:</p> 
	10 mins	<p>Learners will reflect on what they liked or did not like about the story they heard or read. Some prompt questions could include:</p> <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 happens next? - Did you like the characters or the setting?

		- What would be a different ending for the story?
2	20 mins	<p>The learners will begin to write and/or illustrate their own stories.</p> <p>To get their creative juices flowing they will work with a storytelling activity. Learners or family members will put any 10 – 15 objects from their 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.</p> <p>Learners will pick out any object without looking from the bag and make up any story with this object. For example, if they pick out a spoon,</p> <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 is no salt. <p>When telling the story, learners should be prompted by parents to use this kind language: “first, this happened,” “then, this happened,” and “finally, this happened.” This helps learners tell the events in the order in which they occurred.</p>
	10 mins	<p>With their imagination flowing, learners will begin planning their own story by choosing a topic. Some useful prompts include:</p> <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
	10 mins	<p>Learners will create a story about the chosen topic.</p> <p>Learners will think through:</p> <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>Learners can draw or write any ideas they have (they can chose to use an ideas map – in the appendix)</p> <p>Hint: There are no bad ideas and learners can rethink their stories at multiple times</p>
	10 mins	<p>Learners will reflect about:</p> <ul style="list-style-type: none"> - How will they know when the story is finished? - How do they believe that readers will react to their story?
3		Learners will continue to expand the details of the different aspects and sections of the story by writing or illustrating the different sections. For this, they will use an illustrated story map.

	20 mins	Older learners will write sentences or labels for each part of the outline of this story .
	20 mins	<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 mins	<p>Once the basic story map is completed, learners will explore what they can add to each of the different parts of their story map. Learners can add all these details in an illustrated and written format in their story map.</p> <p>The Beginning: Learners think about what a reader or listener would want / need to know and what they 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 mins	<p>The Middle: Learners will think about what the reader or listener would want / need to know and what they 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?
4	20 mins	<p>The learners will think of the final section of conclusion or end and also more descriptions on the emotions of the characters.</p> <p>The End: Learners will think about what the reader or listener would want / need to know and what they 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?

	20 mins	<ul style="list-style-type: none"> How would the story end and how would we leave the characters? <p>Learners should add descriptions for the main characters using adjectives (words that describe things) - they should use at least 3 adjectives for each of the characters for example: pink bear, cute rabbit, tall giraffe, curly haired girl etc. They can also add these details to the drawings if necessary</p> <p>Learners can add these adjectives to the drawings of each of the characters representing these adjectives or write them in a table</p> <table border="1"> <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
Character 1	Character 2	Character 3												
- Pink	- Powerful	- Fast												
- Cute	- Tall	- Flexible												
- Cuddly	- Strong	- Red Haired												
	20 mins	<p>Learners will describe the feelings of their characters in each part of the story – beginning, middle, and end. Is the character happy, sad, angry, etc.? Encourage learners to 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?</p> <p>Learners will 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 – when writing learners 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 												
5	5 mins	Learners will put together their story as a book.												
	20 mins	Folding paper they can make a book with 3 pages (Beginning – Middle – End) and label these at the bottom with the page number.												
	20 mins	The learners will 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 their mood-meter etc. Learners should add and make additional drawings as is needed.												
	20 mins	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 mins	Learners can now think of a title of the book and write their own name as the author on the cover page
	10 mins	Their book is now ready to share with family members - Based on the feedback, learners should make improvements and reflect on what they enjoyed the most and found the most challenging.
Assessment Criteria:		<ul style="list-style-type: none"> - 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 activities:		<ul style="list-style-type: none"> - 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
Modifications to simplify the project tasks if need be		- Learners can omit all the writing to make a simple wordless / illustrated book

Appendix 1: The Lonely Dog with One Friend (written by a 6 year old)

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

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
• _____ • _____ • _____	• _____ • _____ • _____	• _____ • _____ • _____

Ages 8 to 10 (Level 2)

Description:	Learners will explore elements of storytelling, including characters, plot, literacy techniques, and creatively author their own illustrated books
Leading question:	What makes a story interesting?
Age group:	8 – 10
Subjects:	Literacy, Art and Design
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
Total time required:	5 hours over 5 days
Self-guided / Supervised activity:	Medium Supervision
Resources required:	Pencil, Paper, Colour Pencils / Crayons

Day	Time	Activity and Description
1	10 mins	<p>Learners will explore different storytelling elements while exploring their favourite stories</p> <p>Learners will read their favourite story. If they do not have access to a written story, they can read the one in the appendix or parents/educators can recall and retell any anecdote or event that happened in their life (e.g. their last birthday, a festival in their home, or some celebration) or a story that they know, and use that instead.</p> <p>Learners will 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? - Were you curious to know what happened next? Why? - What did you like about the characters or the setting? - What would be a different ending for the story?
	15 mins	Learners should begin to identify some of the main elements of the story:

	<p>15 mins</p> <p>20 mins</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? <p>After learners read the story for the first time, they will write down the elements that they identified in a graphic organizer, i.e. a story map (See Appendix 1 for examples of graphic organizers). Encourage learners to try to write complete sentences, such as “The title of the story is...” or “The story was written by...”. Learners can also draw parts of the story if they want.</p> <p>Learners will read or listen to the story the second time. This time, guide them to pay attention to the beginning, the middle, and the end of the story. After the end of the story, ask learners to tell you what events happened at the beginning, middle, and end of the story and how do they know. Learners will complete the story map by writing down one or two sentences about what happened in the beginning, middle, and end of the story.</p> <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. Goldolocks was scared and ran away. <p>Learners can also draw these parts.</p> <p>Below is an example of a story map of “Goldilocks and the Three Bears” story:</p> 
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	10 mins	<p>Learners will reflect on what they liked or did not like about the story they heard or read. Some prompt questions could include:</p> <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?
2	20 mins	<p>The learners will begin to write their own stories.</p> <p>Learners will brainstorm different topics for their story. To get their creative juices flowing, learners can engage in the following storytelling activity: Learners or family members will put any 10 – 15 objects from their 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. Learners will pick out any object without looking from the bag and make up <i>any</i> story with this object. When telling the story, learners 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, learners can use this format: “first, ...” “then, ...” and “finally,” to describe the 3 sections of the story (beginning, middle, end). Encourage learners to give as many details as possible and to think about what their characters would say. For example, if they 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>Learners can also choose to pick out 2 - 3 objects and make a story with all of them together.</p> <p>Hint: To guide learners at the beginning, you can use prompts such as the following):</p> <ul style="list-style-type: none"> ● “Who’s the character of your story?” ● “What does your character see or hear?” ● “Who else is there?” ● “What does the place they are in look like?”

	<p>10 mins</p> <p>20 mins</p>	<p>To guide learners through the middle, you can use prompts such as:</p> <ul style="list-style-type: none"> • “What problem does your character have?” • “What happened next?” <p>If learners get stuck at the end, you can use prompts such as:</p> <ul style="list-style-type: none"> - “Was the character able to solve their problem?” - “What was the solution to this problem?” <p>Tip: you don’t have to ask learners all of the above questions, just use any that would help them start their story</p> <p>Reflect with the learners about what was difficult and what was fun from doing this exercise.</p> <p>With their imagination flowing and having practiced key storytelling elements, learners will begin planning their own story by choosing a topic. Some useful prompts are listed below:</p> <ul style="list-style-type: none"> - Write a story about your 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>Learners can draw or write any ideas they have (they can choose to use an “ideas map” – see example in the appendix)</p> <p>Hint: There are no bad ideas! Learners can rethink their stories at multiple times</p> <p>Hint: Use the same prompts from the bag activity to help learners in case they get stuck at some point. In general, learners will 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? <p>Learners will also reflect on the following:</p> <ul style="list-style-type: none"> - how they will know when the story is finished - how they think readers will react to their story <p>Learners will share their ideas for their story to themselves or their families and review details based on their reactions.</p>		
<p>3</p>	<p>20 mins</p>	<p>Learners will continue to work on their story and expand the details of the different sections of the story. To do this, they need to think about words that can be used to describe people and things: these are called adjectives.</p> <p>Brainstorm with learners adjectives that describe different places, people, events, and objects. Make sure learners know that 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. Learners can divide a sheet of paper into four areas and write down 3-5 of these words</p> <table border="1" data-bbox="414 1753 1404 1850"> <tr> <td data-bbox="414 1753 906 1850">Words that describe places</td> <td data-bbox="906 1753 1404 1850">Words that describe people</td> </tr> </table>	Words that describe places	Words that describe people
Words that describe places	Words that describe people			

		<ul style="list-style-type: none"> • Crowded • Spacious • • • 	<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 • •
	15 mins	<p>Then, they will write 3 complete sentences for each aspect of the story (setting and event or solution) using some of the words from the list that they 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 learners are struggling to add adjectives, ask them to write sentences then circle the nouns and add a word before each noun describing it. For example, if they write “There was a park with many flowers”. Ask them to first identify the nouns. They should then circle the words park and flowers since they are nouns.</p>	
	25 mins	<p>Finally, ask them to think of words that can describe the park and the flowers. They 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, learners will explore what they can add to each of the different parts of their story.</p> <p>The Beginning: Learners think about what a reader or listener would want / need to know and what they 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 the characters normally do and what does a regular day in their life look like? (Think about adjectives or actions or objects that they 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: Learners will think about what the reader or listener would want / need to know and what they 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? Maybe an unexpected event? • 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? <p>The End: Learners will think about what the reader or listener would want / need to know and what they 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? • How 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?
4	<p>5 mins</p> <p>20 mins</p>	<p>To add depth to the characters and story, learners can describe the feelings and thoughts of their characters in each part of the story – beginning, middle, and end.</p> <p>Encourage learners to 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> <p>Tip: if learners are struggling with this task, ask them to put themselves in the characters' shoes by acting out the story with their classmates or siblings. Point out when you notice their expressions changing.</p> <p>Learners will make a mood meter depicting the main character's emotions in the beginning, middle, and end of the story. Learners will write a few bullet points about these emotions in sequence. (See appendix 4)</p> <p>When writing, learners should be encouraged to use adjectives, exclamation marks, and quotation marks.</p> <p>Remember that the exclamation mark is used when someone shows a strong feeling or to 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?"
5		Learners will put together their story as a book.

	<p>5 mins</p> <p>30 mins</p> <p>5 min</p> <p>15 min</p> <p>15 min</p> <p>15 min</p>	<p>They can fold paper to make a book which must have at least 3 pages (One for Beginning – Middle – End) and label these at the bottom with the page number. They should fold a different sheet to create the cover and back cover.</p> <p>Learners will write at least two paragraphs with 5 complete sentences each for each of the sections (i.e. on each page). They can choose some of these sentences from the bullets that they wrote on days 3 and 4, and can add new sentences if they need/want to.</p> <p>Remind learners to use transition words (see Appendix 3), capital letters, full stops, question marks, exclamation marks, and relative pronouns and adverbs.</p> <p>Learners can now think of a title for the book and write their own name as the author on the cover page.</p> <p>They can also add drawings to the page, design the layout, and design the cover of the book.</p> <p>Their book is now ready to be shared with family members and to be read aloud. Learners will read the story to their parents and ask for feedback about the story. Parents feedback will include:</p> <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 <p>Based on the feedback, learners should make improvements to their story and/or book, and reflect on what they enjoyed the most and found the most challenging</p>
<p>Assessment Criteria:</p>	<ul style="list-style-type: none"> - 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 	
<p>Additional enrichment activities:</p>	<ul style="list-style-type: none"> - 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.) 	
<p>Modifications to simplify the</p>	<ul style="list-style-type: none"> - Learners can write one paragraph or just a few sentences on each section of the story. 	

project tasks if need be	-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.
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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.

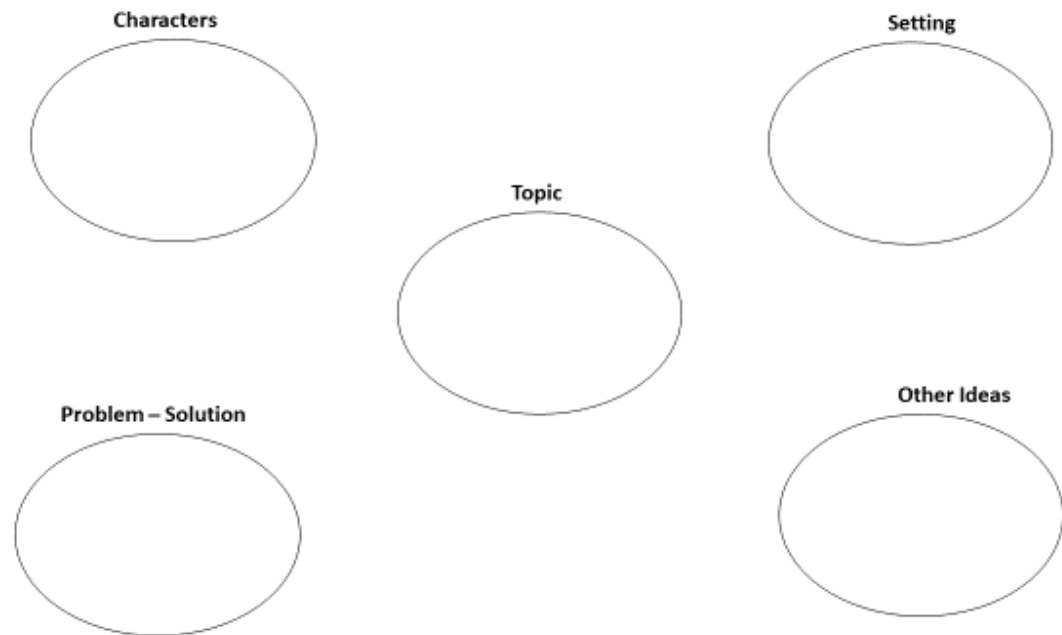
Later, the boy saw a real wolf sneaking around his flock. Alarmed, he jumped on his feet and cried out as loud as he could, “Wolf! Wolf!” But the villagers thought he was fooling them again, and so they didn’t come to help.

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







Ages 11 to 14 (Level 3)

Description:	Learners will explore elements of storytelling, including characters, plot, literacy techniques, and creatively author their own illustrated books
Leading question:	What makes a story interesting?
Age group:	11 – 14
Subjects:	Literacy, Art and Design
Learning outcomes:	<ul style="list-style-type: none"> - Features of a story including real or imagined experiences and events using effective technique, descriptive details, and clear event sequences. - Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. - Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. - Use dialogue and description to develop experiences and events or show the responses of characters to situations. - Use transitional words and phrases to manage the sequence of events - Explore different genres: science fiction, horror, comedy, romance etc. - Use graphic organizers to think through their writing - Creativity with storytelling
Total time required:	5 hours over 5 days
Self-guided / Supervised activity:	Low Supervision
Resources required:	Pencil, Paper, Colour Pencils

Day	Time	Activity and Description
1	10 minutes	Learners will explore the writing process while exploring their favourite stories Learners will recall their favourite story from the ones they have read. If they haven't had access to a written story (a short novel, a short story, etc.), they can recall any incident or event that happened in their life (e.g. their last birthday, a festival in their hometown, etc.), a movie or tv show, or a story that they know. (See appendix for one example for a short story appropriate for this age).
	15 minutes	Learners will reflect about the story. Some prompts are suggested below: <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?

	15 minutes	<ul style="list-style-type: none"> - Were you curious to know what happened next? Why? - What did you like about the characters or the setting? - What would be a different ending for the story? <p>Learners should begin to identify through a conversation some of the main elements of the story:</p> <ul style="list-style-type: none"> - The <i>title</i> - the name of the story (e.g. Goldilocks and the Three Bears) - The <i>author</i> of the story, i.e. who wrote the story (e.g. Robert Southey) - The <i>characters</i> of the story, which are the main people / animals in the story e.g. Goldilocks and the Three Bears - The <i>setting</i> 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. - The <i>time period</i> of the story or when does the story take place - the recent past, the future, 200 years ago, etc. - The <i>plot</i> of the story, the main events of a story, developed and presented by the author as an interrelated sequence of events. The plot has the following parts: <table border="1" data-bbox="509 1037 1398 1734"> <thead> <tr> <th data-bbox="509 1037 808 1100">Beginning</th> <th data-bbox="808 1037 1105 1100">Middle</th> <th data-bbox="1105 1037 1398 1100">End</th> </tr> </thead> <tbody> <tr> <td data-bbox="509 1100 808 1734"> <p><i>Exposition</i> - introduction to the primary characters' names, setting, mood, and time.</p> <p><i>Conflict</i> - the primary problem that drives the plot of the story. This is often one of the main goals for the protagonist to achieve or overcome.</p> </td> <td data-bbox="808 1100 1105 1734"> <p><i>Rising Action</i> - the events that lead to the eventual climax, including character development and events that create suspense.</p> <p><i>Climax</i> - the most exciting point of the story, and is a turning point for the plot or goals of the main character.</p> </td> <td data-bbox="1105 1100 1398 1734"> <p><i>Falling Action</i> - everything that happens as a result of the climax, including wrapping-up of plot points, questions being answered, and character development.</p> <p><i>Resolution</i> - is not always happy, but it does complete the story. It can leave a reader with questions, answers, frustration, or satisfaction.</p> </td> </tr> </tbody> </table>	Beginning	Middle	End	<p><i>Exposition</i> - introduction to the primary characters' names, setting, mood, and time.</p> <p><i>Conflict</i> - the primary problem that drives the plot of the story. This is often one of the main goals for the protagonist to achieve or overcome.</p>	<p><i>Rising Action</i> - the events that lead to the eventual climax, including character development and events that create suspense.</p> <p><i>Climax</i> - the most exciting point of the story, and is a turning point for the plot or goals of the main character.</p>	<p><i>Falling Action</i> - everything that happens as a result of the climax, including wrapping-up of plot points, questions being answered, and character development.</p> <p><i>Resolution</i> - is not always happy, but it does complete the story. It can leave a reader with questions, answers, frustration, or satisfaction.</p>
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<p>20 minutes</p>	<p>- The <i>narrator</i> of the story, the voice who tells the story and the point of view from which we see the story. It can be a character who recounts the events.</p> <p>They will write down the plot that they identified in a graphic organizer, i.e. a storyboard (See Appendix 2 for examples of graphic organizers (storyboard)). Encourage learners to write one <i>paragraph</i> (3-4 complete sentences) for each part. Learners can also draw to make the activity more fun and allow them to write dialogues of the characters.</p> <p>Below is an example of a story map:</p>
<p>2</p>	<p>Learners will brainstorm different topics for their story. To get their creative juices flowing before they begin to write their stories, learners will engage in the following storytelling activity:</p> <p>Learners or family members will write down 10 -15 fun story starters, cut them individually and put them into any medium size bag (plastic, paper or cloth that is not see-through).</p> <p>Some examples::</p>

EXPOSITION	CONFLICT	RISING ACTION
 <p>Percy Jackson, a kid who always finds trouble in school, learns that his father is actually a Greek god, and he is a demi-god. He travels to Camp Half-Blood to seek refuge from the monsters that are always after him.</p>	 <p>At Camp Half-Blood, he meets many other half-bloods, born of the Olympian gods. Percy trains with the other campers. He learns that someone has stolen Zeus' lightning bolt, and as the son of Poseidon, he is blamed for it!</p>	 <p>Percy begins a quest with Annabeth, daughter of Athena, and his satyr friend Grover, to recover the lost master bolt and prevent war between Zeus and Poseidon. Percy has only had a few days of training, but he has to save the world.</p>
CLIMAX	FALLING ACTION	RESOLUTION
 <p>I don't have the bolt. I don't even have my helm!</p> <p>The trio travel far and wide and battle many monsters. They reach the Underworld in Hollywood and confront Hades about the missing master bolt. Hades does not have it and accuses Percy of stealing his own helm of darkness!</p>	 <p>The heroes escape Hades and discover Ares on the beach. Ares had stolen the helm of darkness and master bolt from the original thief. Percy wounds Ares and wins the helm of darkness. Percy and friends return the helm and bolt to their owners.</p>	 <p>My master Kronos will destroy the gods!</p> <p>You won't get away with this!</p> <p>Luke confesses to Percy that he stole the master bolt and helm of darkness. Luke actually works for the titan Kronos, who is planning to start a war between the Olympian gods. The mystery of the "lightning thief" has been solved, but a greater threat remains.</p>

	<p>5 minutes each turn</p>	<ul style="list-style-type: none"> - One day, I woke up and was invisible. - The president said that... - I'm a turtle living in a pond, I ... - My favorite room in my home is the kitchen. - That day was my best day ever. - Climbing trees is... - I want to be a _____ when I grow up. Then I will.... - There was a law that said..... - I wish I could forget the time I _____ because.... - Older people are... <p>Learners and family members will pick out any prompt from the bag without looking and make up <i>any</i> story with it.</p> <ul style="list-style-type: none"> ● When telling the story, learners should try to use relative pronouns (who, whose, whom, which, that) and adverbs (where, when, why). ● When telling the story, learners should try to use transition words. They can create a list of transition words and use one after completing one to two sentences. (See Appendix for a list of transition words). For example, if they pick out "One day, I woke up and was invisible," they could keep it going by saying the following: <ul style="list-style-type: none"> - The room was very gloomy. <u>So</u> I tried looking out the window. Everything seemed the same to me, except for the fact that I couldn't see myself in the window. I was beginning to freak out, <u>but</u> then I realized that this was a super power that I've always wanted to have. - <u>Eventually</u> I went out to the street and began playing jokes to people- I loved to see their reactions. <u>However</u>, something really bad happened. I was in the middle of a joke, and became visible again! - <u>Now</u>, I'm back to my boring life, trying to find out what happened. <u>After all</u>, we can always be invisible if we want. <p>Note: the underlined words are transition words that learners can use from their list</p> <ul style="list-style-type: none"> - Encourage learners to give as many details as possible, and think about what their characters would say. <p>Hint: To guide learners at the beginning, you can use prompts such as the following:</p> <ul style="list-style-type: none"> ● "Who's/who are the character(s) of your story?" ● "What does/do your character(s) see or hear?" ● "Who else is involved?" ● "What does the place they are in look like?" <p>To guide learners through the middle, you can use prompts such as:</p> <ul style="list-style-type: none"> ● "What problem does your character have?" ● "What happened next?" <p>If learners get stuck at the end, you can use prompts such as:</p> <ul style="list-style-type: none"> - "Was the character able to solve their problem?" - "What was the solution to this problem?"
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	5 minutes	Tip: you don't have to ask learners all of the above questions, just use any that would help them start their story				
	15 minutes	<p>Reflect with the learners about what was difficult and what was fun from doing this exercise.</p> <p>With their imagination flowing and having practiced key storytelling elements, learners will begin planning their own story by choosing a topic. Some useful prompts are listed below:</p> <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>Learners will think through the following:</p> <ul style="list-style-type: none"> - Who are the characters? What are their names? What feelings, ideas or moods characterize them? - What is the setting? - When does it take place? - What happens or what is the problem? - What is the solution? <p>Hint: There are no bad ideas and learners can rethink their stories at multiple times</p> <p>Learners will reflect on the following:</p> <ul style="list-style-type: none"> - How will they know when the story is finished? - How do they think readers will react to their story? 				
3	30 minutes	<p>Learners will continue to expand the details of the different sections of the story by writing or illustrating the different sections, starting with making a storyboard (See Appendix 2). Encourage learners to add dialogues between the characters in each section.</p>				
	15 minutes	<p>Hint: brainstorm different adjectives with students. Adjectives are words that describe places, people, objects and events. Make sure learners know that 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. Learners can divide a sheet of paper into four areas and write down 7-10 of these words</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p style="text-align: center;">Words that describe places</p> <ul style="list-style-type: none"> • Crowded • Spacious • • • </td> <td style="width: 50%; padding: 5px;"> <p style="text-align: center;">Words that describe people</p> <ul style="list-style-type: none"> • Tall • Smart • • • </td> </tr> <tr> <td style="width: 50%; padding: 5px;"> <p style="text-align: center;">Words that describe things that</p> </td> <td style="width: 50%; padding: 5px;"> <p style="text-align: center;">Words that describe objects</p> </td> </tr> </table>	<p style="text-align: center;">Words that describe places</p> <ul style="list-style-type: none"> • Crowded • Spacious • • • 	<p style="text-align: center;">Words that describe people</p> <ul style="list-style-type: none"> • Tall • Smart • • • 	<p style="text-align: center;">Words that describe things that</p>	<p style="text-align: center;">Words that describe objects</p>
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	<p>15 minutes</p>	<p>happen</p> <ul style="list-style-type: none"> • Surprising • Scary • • 	<ul style="list-style-type: none"> • Colorful • Tiny • •
	<p>15 minutes</p>	<p>What if we use words that describe places to describe people? Reflect with learners about ways in which they can be creative with the use of adjectives. Learners will then write 3-5 complete sentences for each aspect of the story (setting and time period, characters, and event or solution) using some of the words from the list that they 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 characters: e.g. Rosy, the <i>five year old school girl</i>, and Hans, the <i>graceful white</i> swan. • The main event or solution: e.g. The storm was the <i>most expected</i> event that summer; “Rosy had a <i>wonderful idea</i>” <p>Tip: If learners are struggling to add adjectives, ask them to write sentences then circle the nouns and add a word before each noun describing it. For example, if they write “There was a park with many flowers”. Ask them to first identify the nouns. They should then circle the words park and flowers since they are nouns.</p> <p>Finally, ask them to think of words that can describe the park and the flowers. They can use words like spacious, green, beautiful etc. for the park and words like colorful, small, pretty etc. for the flowers.</p> <p>Learners can also use this method to add adverbs to their story. These are words that are used to describe verbs like running, eating, sleeping, talking etc. Examples:</p> <ul style="list-style-type: none"> - “Wash your hands”, said mother smilingly - We walked briskly to the bust stop - I slept well last night <p>In the examples above, the words in red are the verbs and those in bold are the adverbs. Ask the learner to think of suitable adverbs for the sentence in his or her story.</p> <p>Once the descriptions are complete, learners will explore what they can add to each of the different parts of their story.</p> <p>The Beginning: Learners think about what a reader or listener would want / need to know and what they 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?, 	

		<ul style="list-style-type: none"> • What do the characters normally do and does a regular day in their life look like? <p>The Middle: Learners will think about what the reader or listener would want / need to know and what they 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? Maybe an unexpected event? • 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?
4	20 minutes	<p>The learners will think of the final section of conclusion or end and add descriptions on the emotions of the characters.</p> <p>The End: Learners will think about what the reader or listener would want / need to know and what they 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? • How 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	<p>To add depth to the characters and story, learners can describe the feelings and thoughts of their characters in each part of the story – beginning, middle, and end. Encourage learners to 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> <p>Tip: if learners are struggling with this task, ask them to put themselves in the characters' shoes by acting out the story with their classmates or siblings. Point out when you notice their expressions changing.</p> <p>Learners will make a mood meter depicting the main character's emotions in the beginning, middle, and end of the story. Learners will write a few bullet points about these emotions in sequence. (See appendix 4)</p> <p>When writing, learners should be encouraged to use adjectives, exclamation marks, and quotation marks.</p> <p>Remember that the exclamation mark is used when someone shows a strong feeling or to 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>

	20 minutes	<ul style="list-style-type: none"> - Father woke up and found a mess in the living room. He said: “What’s this mess?” <p>Now, learners will explore different literary genres:</p> <ul style="list-style-type: none"> - Comedy - Drama - Romance - Science fiction <p>How would the characters’ emotions change if it was a comedy? If it was a drama? If it was a Romance? In science fiction?</p> <p>Encourage learners to think about the elements of storytelling that they have learned about in this project (plot, point of view, setting, etc.). How would they change in each genre?</p>
5	5 minutes	Learners will put together their story as a book
	30 minutes	<p>Learners can fold paper to make a book which has at least 9 pages (3 for each section- Beginning – Middle – End) and mark the page number at the bottom. They should fold a different sheet to create the cover and back cover.</p> <p>Learners will write at least three paragraphs with 5 complete sentences each for each of the sections. They can choose some of these sentences from the bullet points that they wrote on days 3 and 4, and can add new sentences if they need/want to.</p> <p>Remember learners to use transition words (first, then, finally, once, since, etc.), capital letters, full stops, question marks, and exclamation marks.</p> <p>Learners can now think of a title for the book and write their own name as the author on the cover page</p> <p>They can also add drawings to the page, design the layout, and design the cover of the book.</p> <p>Their book is now ready to be shared with family members and to be read aloud. Learners will read the story to their parents and as for feedback about the story. Parents feedback will include:</p> <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
	5 minutes	Based on the feedback, learners should make improvements to their story and/or book, and reflect on what they enjoyed the most and found the most challenging
		- Creativity in creating the plot of the story

Assessment Criteria:	<ul style="list-style-type: none"> - 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
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Additional enrichment activities:	<ul style="list-style-type: none"> - Learners can add additional text and use additional parts of speech such as interjections, which are words used to convey characters' feelings (examples include: Ouch! Wow! Hooray! etc.). They can also use figures of speech such as metaphors, similes etc. to make the writing more engaging for the reader - Learners can design a front cover page - 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.)
Modifications to simplify the project tasks if need be	<ul style="list-style-type: none"> - Learners can write fewer paragraphs or just a few sentences in each section of the story. -The emphasis on writing conventions (exclamation marks, relative pronouns, etc.) can be loosened a little bit for some learners. -Learners can explore less storytelling elements.

Appendix 1: Circumstantial Evidence by Joyce Anne Laird

Mrs. Dowling marched purposefully across the lawn, half leading, half dragging a sorrowful looking, large, shaggy dog. She arrived at the front door of the house and rang the bell several times. Mrs. Winter opened the door, but before she could say anything, the dog twisted free from Mrs. Dowling's grasp and bounded through the open doorway.

"He was standing right in the middle of what used to be my flower bed. Look at him! He's still covered in dirt." Mrs. Dowling scowled at the mud covered, gray and black dog who was now watching her from behind her neighbor's legs. "Here's the cost to replace my petunias." She tore a page from a small spiral notepad, handed it to Mrs. Winter, turned, and walked across the Winter's the front lawn, back to her house next door.

Mandy Winter closed the door and turned to look at her son who was on his knees hugging the dog. "We can't afford this, Tommy," She said. "He chewed up Andy Martin's cat's dishes, then it was the supplies in Mr. Bailey's shed -- and now this! He keeps getting out of the yard. If we put him on the chain, he barks all night. He chewed up all the linoleum at the back door when we put him in the service porch for the night. I have done everything to try to help you keep him, but he's just impossible."

"He's not! Charlie didn't mean to do that stuff. They just hate him!" Tommy shouted. He turned and ran out the back door, Charlie at his heels. He sat on the edge of the brick planter that bordered the Winter's back garden wall. "Charlie, you've got to stop this stuff. She'll send you away," he said. Tommy hugged the scruffy dog and buried his face in Charlie's fur.

"Maybe he didn't do it. My dad says you shouldn't convict without hard evidence and my dad's the best lawyer there is." Tommy looked up. His best friend Kyle Peterson was peering over the back brick wall that separated their yards.

"Mrs. Dowling saw him this time. She caught him and brought him home."

Kyle climbed over the fence and dropped to the ground. "Maybe something made him do it," he said.

"Like what?"

"Another dog?" Kyle said.

"Mrs. Dowling didn't say anything about another dog. Neither did old Andy Martin when his cat dishes got all torn up. He said Charlie was sure to be the only one who could've done it."

"Another dog could've gotten into the Martin yard. Old man Martin leaves those cat dishes out all the time. He never said he actually saw Charlie chew up the dishes, did he?"

"But, Charlie always chases his cats if they get up on our fence," Tommy said. "And what about the shed? Mr. Bailey said there were muddy paw prints inside his shed when his boxes of dry food supplies for camping were torn up. Charlie was all muddy from the rain that night."

Charlie looked at Tommy, sensing something was wrong. He bumped his nose under the boy's arm, begging for an ear scratching.

"Poor Charlie. It's three strikes for him for sure." Tommy hugged the dog again. Charlie whimpered at his best friend's obvious distress and started planting slobbering kisses on the boy's cheek with his long, pink tongue.

"But, nobody ever actually saw Charlie, right?" Kyle continued.

"What about this morning? I told you that Mrs. Dowling did. She caught him diggin' up her flowers -- caught him red handed," Tommy said.

"Maybe she didn't see the whole thing. Maybe she only saw half," Kyle said. "It had to be dark. The sun's only been up about an hour now."

"I guess. But if anything else was there-- like another dog, wouldn't she have seen that too?"

"Not if whatever it was ran into the hedge and hid. The hedge is pretty thick."

"Like, if Charlie chased it? Oh, Come on! Nobody will believe that," Tommy said.

"Maybe we can prove it. I've got an idea. Come over to my house. We've got some stuff to put together." Kyle got up and started climbing back over the fence. Tommy watched him, but didn't move.

"Come on! Don't just sit there. You want to save Charlie, don't you?" Kyle looked down at Tommy and Charlie from the top of the wall.

"Okay. I guess you're right," Tommy said. "I'm going around. I'm not leaving Charlie here." The boy and dog headed toward the backyard gate together.

Kyle's plan depended on a bag of dog kibble, good timing and a lot of luck -- and being able to slip out of their rooms without waking anybody. Their weapons were a flashlight and Kyle's new digital camera.

After everyone was asleep, Tommy and Kyle snuck out and poured the kibble into a pile by the hedge that bordered Kyle's back fence. From the tool shed in his backyard, they had a good view of the kibble. They spread a sleeping bag on the floor and settled in. Charlie lay between them, happily munching dog biscuits Tommy had brought to keep him quiet.

As they waited, the excitement of the hunt began wearing off. Finally both fell asleep. Near midnight, a low rumble started deep in Charlie's chest. Suddenly, Tommy yelped in pain. He had Charlie's leash wrapped around his wrist. His arm jerked forward as Charlie leapt up, snarling. Kyle jumped up and helped Tommy hold the dog back. Something was coming toward the hedge. It was big, dark and furry.

"I'll get my camera," Kyle whispered. "Keep Charlie quiet. Don't scare it away. We've got to get pictures of it. Don't turn on the flashlight until I tell you to."

Tommy balanced the flashlight with one hand while trying to control Charlie, who was now standing, teeth bared, with all the fur on his back standing straight up like a porcupine.

Charlie gave a bravo of barks and bounded from the shed, dragging Tommy behind him. The flashlight went on. Kyle ran after them, clicking the camera as he ran.

Blinded for a moment by the flashlight, the creature looked up from the kibble and made a whirring sound --"r-r-r-r-r-r", it snarled. Kyle kept clicking. Tommy managed to dig his heels into the lawn and pull Charlie back.

The midnight marauder rose on its hind feet and stared at them. It was a raccoon almost as big as Charlie. It munched a few more bites of kibble and then calmly turned and disappeared into the hedge without a sound.

"Wow! That's what Charlie's been after. He's huge!" Tommy said.

"He's out looking for food at night. That's why nobody ever sees him. I've read that raccoons like to eat slugs and grubs too. They even go after the nuts the squirrels bury. I bet that's what he was digging for in her garden when Charlie almost caught him."

"Sure. Then the sun started coming up and he ran away," Tommy added. "We've got proof now that it wasn't Charlie."

Between Charlie's barking and the boys yelling, lights came on in all the surrounding houses.

"Do you two know what time it is? What in the world are you two doing out there?" Kyle's dad yelled from an upstairs window.

"No sweat, Dad," Kyle called back, beaming with pride and waving his camera aloft. "I'm clearing an innocent client. Just like you would."

Appendix 2: Storyboard

EXPOSITION	CONFLICT	RISING ACTION
CLIMAX	FALLING ACTION	RESOLUTION

Create your own at [Storyboard That](https://storyboardthat.com/)

Appendix 3: Transition words

EAA welcomes feedback on its projects in order to improve, please use this link:
<https://forms.gle/LGAP9k17fMyJrKJN7>

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