

## BE YOUR OWN AUTHOR (LEVEL 3)

<b>Description</b>	Learners will create their own storybooks by choosing a theme, characters, settings, and plot. They will learn to create a story map and organise events into a beginning, middle, and end. They will represent their understanding of the structure of a story through text and visuals.
<b>Leading question</b>	Can you write an interesting story?
<b>Subjects covered</b>	English, Art, Social and Emotional Learning
<b>Total time required</b>	40-50 minutes a day for 4 days
<b>Resources required</b>	Paper, pen/ pencil, colour pens/ pencils, scissors, glue
<b>Learning outcomes:</b>	<p>By the end of this project, learners will be able to:</p> <p>Knowledge-Based Outcomes:</p> <ol style="list-style-type: none"> <li>1. Identify the characters, settings, events and ideas in a story.</li> <li>2. Recall key ideas/ events of a story in the correct sequence.</li> <li>3. Relate text to self by making connections with life experiences.</li> <li>4. Draw and write a story with an appropriate focus on the beginning, middle, and end.</li> <li>5. Use basic punctuation and capital letters correctly.</li> <li>6. Identify adjectives to describe characters in a story.</li> </ol> <p>21<sup>st</sup> Century Skill Outcomes:</p> <ol style="list-style-type: none"> <li>1. Use creativity in choosing the theme, characters, setting, and plot of their story.</li> <li>2. Communicate effectively through various modes (drawings, text, and speech) to narrate a story, and while exchanging feedback.</li> </ol>
<b>Previous Learning</b>	NA
<b>Supervision required</b>	Medium

### Day 1 –

Today, you will identify the important elements of a story and create a story map.

Time	Activity and Description
10 minutes	<p><b>Opening Activity and Project Description</b></p> <p>Think about the following questions:</p> <ul style="list-style-type: none"> <li>- Which is your favourite story?</li> <li>- What do you like the most in that story?</li> </ul> <p>In this project, we will make a storybook with a story on a chosen theme having at least two characters and a setting.</p> <ul style="list-style-type: none"> <li>- The <b>Leading Question</b> for this project is: Can you write an interesting story?</li> </ul>

	<ul style="list-style-type: none"> <li>- In the next three days, you will choose the type of story you want to write and the message you want to give through your story. You will then think of a story with some characters in a setting and write its beginning, middle, and end. On the final day, you will share your story with an audience in an interesting way.</li> </ul>									
15 minutes	<p><b>Identifying Important Elements of a Story</b>  <i>Note: Select a short story that learners would find interesting. If available, provide a copy of the story and ask them to read it. If obtaining copies is challenging, narrate the story to them. Refer to <b>Appendix 1</b> for a sample story.</i></p> <p>From the story, identify and list the following elements:</p> <ul style="list-style-type: none"> <li>- Name of the story</li> <li>- Name of the author</li> <li>- Any connection between the story and their experiences</li> <li>- Characters</li> <li>- Settings</li> </ul>									
15 minutes	<p><b>Create a Story Map</b>          Write or draw the steps you would follow to plan your birthday party.          For example,</p> <ul style="list-style-type: none"> <li>- Make a list of people you want to invite to your party.</li> <li>- Decide the venue/ place and time of the party.</li> <li>- Decide the food/ menu of the party.</li> </ul> <p>Just as planning a birthday party involves following some steps, planning a story also involves following some steps. We can use a story map to show the different steps followed in making a story.</p> <p><i>Note: Draw the template of the story map given below on the board/ piece of paper and explain it to the learners.</i></p> <table border="1" data-bbox="378 1213 1468 1793"> <tr> <td colspan="2" data-bbox="378 1213 1052 1354">Type/Theme of the Story:</td> <td data-bbox="1052 1213 1468 1354">Message of the Story:</td> </tr> <tr> <td colspan="2" data-bbox="378 1354 1052 1633">           Characters             - _____            - _____         </td> <td data-bbox="1052 1354 1468 1633">           Settings             - _____            - _____         </td> </tr> <tr> <td data-bbox="378 1633 716 1793">Beginning</td> <td data-bbox="716 1633 1052 1793">Middle</td> <td data-bbox="1052 1633 1468 1793">End</td> </tr> </table>	Type/Theme of the Story:		Message of the Story:	Characters  - _____ - _____		Settings  - _____ - _____	Beginning	Middle	End
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	- _____ - _____ - _____ - _____	- _____ - _____ - _____ - _____	- _____ - _____ - _____ - _____
<p>Complete the story map for the story you read or heard in the previous activity.</p> <p><b>Tip:</b></p> <ul style="list-style-type: none"> <li>- For learners who may struggle to write sentences, encourage them to draw the characters, setting, beginning, middle and end of the story. They can add a few phrases to describe these elements in their story map.</li> <li>- For advanced learners, encourage them to write complete sentences with correct punctuation to describe these elements in their story maps.</li> </ul>			

## Day 2 –

Today, you will identify the theme, message, and characters of the story. You will add these details to your story maps. You will also identify adjectives for the characters.

Time	Activity and Description
15 minutes	<p><b>Planning the Type and Message of the Story</b></p> <ul style="list-style-type: none"> <li>- What type/ theme of story do you enjoy reading? (<i>personal experiences, interesting anecdotes, fictional adventures, etc.</i>)</li> <li>- Why do you enjoy this type/ theme?</li> <li>- What type/ theme would you want to write?</li> </ul> <p>Draw the story map table and write the type/theme of the story in it.</p> <p>Think about what message you want to convey through your story and add it to the story map.</p>
15 minutes	<p><b>Planning the Characters</b></p> <p>Think of the characters in your story.</p> <ul style="list-style-type: none"> <li>- Your story should have at least two characters.</li> <li>- Think about what happens to these characters in the story.             <ul style="list-style-type: none"> <li>- Do they fall into a problem/ situation?</li> <li>- How do they resolve/ tackle it?</li> </ul> </li> </ul> <p>Draw the main characters in your story, write their names and a few bullet points on them like their age, size, or other features in your story map.</p>
10 minutes	<p><b>Identifying Adjectives</b></p>

	<p>Look at your character drawings and find three adjectives for each character (<i>descriptive words like colours, sizes, or qualities</i>).</p> <ul style="list-style-type: none"> <li>- For example, "pink bear," "cute rabbit," "tall girl", etc.</li> <li>- Write these words in a table format, as shown below:</li> </ul> <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>           1. Pink            2. Cute            3. Cuddly         </td> <td>           1. Powerful            2. Strong            3. Tall         </td> <td>           1. Red-haired            2. Fast            3. Flexible         </td> </tr> </tbody> </table> <p>How do you think adjectives will make your story interesting? (<i>Adding details that describe the characters and settings helps readers relate more closely to them.</i>)</p>	Character 1	Character 2	Character 3	1. Pink 2. Cute 3. Cuddly	1. Powerful 2. Strong 3. Tall	1. Red-haired 2. Fast 3. Flexible
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<b>At-home activities</b>	Share the type/ theme, message and characters of your story with an adult and ask for feedback. Make any improvements based on the feedback.						

### Day 3 –

Today, you will continue working on the story map. You will add the beginning, middle, end and setting of your story to the story map.

Time	Activity and Description
30 minutes	<p><b>Planning the Beginning, Middle, and End of the Story</b></p> <p>You have already identified the type, message, and characters of your story. Today, you will work on the beginning, middle, and end of the story.</p> <p><u>Beginning of the Story:</u></p> <p>Think of the beginning of the story. Some questions that can help you think about it are:</p> <ul style="list-style-type: none"> <li>- What happens at the beginning of their story?</li> <li>- Do you want the readers to know about the characters, setting/ location, and time of their story in this part?</li> </ul> <p>Draw the beginning of your story in the story map and explain it using approximately 30-35 words or 3-4 sentences.</p> <p><u>Middle of the Story:</u></p> <p>Think of the middle of the story. Some questions that can help you think about it are:</p> <ul style="list-style-type: none"> <li>- What would make the story interesting to continue reading?</li> <li>- Would you want to introduce the problem/situation in this part?</li> </ul> <p>Draw the middle of the story in your story map and explain it using approximately 30-35 words or 3-4 sentences.</p> <p><u>End of the Story:</u></p> <p>Think of the end of the story. Some questions that can help you think about it are:</p> <ul style="list-style-type: none"> <li>- What would be an interesting end to the story?</li> <li>- Does the problem/situation that the characters were facing get solved?</li> </ul>

	<p>Draw the end of the story in your story map and explain it using approximately 30-35 words or 3-4 sentences.</p> <p><b>Note:</b> Remind learners to check capitalisation and punctuation (full stop, question mark, exclamation mark, commas).</p>
10 minutes	<p><b>Identifying the Setting of the Story</b></p> <p>Identify the setting of the story - the place and time when the story takes place.</p> <ul style="list-style-type: none"> <li>- You will draw this setting in your story map and use some words or phrases to describe it.</li> <li>- For example, a big garden, a dense forest, etc.</li> </ul>
<b>At-home activities</b>	<ul style="list-style-type: none"> <li>- Share the beginning, middle, end and setting of the story with an adult and ask for feedback on it. Make any improvements based on the feedback.</li> <li>- Invite your family and friends for the storytelling session.</li> </ul>

#### Day 4 –

Today, you will compile your storybooks using the story map you created in the last classes. You will present your stories before an audience, and reflect on your learnings through this project.

Time	Activity and Description
15 minutes	<p><b>Create the Story Book</b></p> <p>Today, you will write an engaging story using the story map you have been working on in the last two classes. Follow the steps given below to create the storybook.</p> <ol style="list-style-type: none"> <li>1. Fold the paper to make a book of 4 pages or use 4 pages and staple/paste them together to form a book.</li> <li>2. The first page is the cover page. It will have the title of the book, the name of the author, and a picture that depicts the story.</li> <li>3. The next three pages will be the beginning, middle, and end pages. You will draw or cut and paste the pictures you had drawn in the last class to depict the beginning, middle, and end of your story. You can also use the pictures of characters and settings you drew to depict their story.</li> <li>4. You will then add 3-4 sentences around 30-35 words that you wrote in the last class to describe the beginning, middle, and end of the story on each of the three pages. Use capital letters, full stops, question marks, exclamation marks, and adjectives as you write your stories.</li> </ol> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>- Please note that if learners need more than three pages to complete their stories, allow them to use more.</li> <li>- Invite family, friends and other learners to join the storytelling session.</li> </ul>
5 minutes	<p><b>Rehearse the Story</b></p> <p>Practice how you will narrate the story with special effects.</p> <ul style="list-style-type: none"> <li>- You can use sound effects to create background sound or music that can make the story more dramatic.</li> <li>- You can generate these sounds through clapping, snapping, or vocalising.</li> </ul>

	- Use voice modulation and facial expressions to make the narration more dramatic.
15 minutes	<p><b>Presentations</b></p> <p><b>Note:</b> Arrange the space for a storytelling session. If possible clear out a space and put some mats/dhurries on the floor in a circle. Storytelling sessions are best organised in a circle with everybody being able to clearly see and hear the storytellers.</p> <p>You will come forward, and dramatically narrate your stories with voice modulation, facial expressions, and sound effects.</p> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>- Close the presentations with a discussion on whether the audience understood the sequence of events in the story and its message.</li> <li>- After every group's presentation, invite a few audience members to share their feedback and observations in a polite way using the question prompts given above.</li> </ul>
5 minutes	<p><b>Reflection</b></p> <p>Reflect on your experience of doing this project using the following question prompts:</p> <ul style="list-style-type: none"> <li>- What did you enjoy the most? What did you find the most challenging?</li> <li>- Did you find your stories interesting? What made them interesting?</li> <li>- Were you able to communicate the message of the story to the audience?</li> </ul>

<b>Additional enrichment activities:</b>	<ul style="list-style-type: none"> <li>- Learners can add additional text to make the story more detailed. They can introduce new characters and settings, plot twists, and unexpected events.</li> <li>- They can design a back cover with a summary of the story and reviews from their peers.</li> </ul>
<b>Modifications for simplification</b>	<ul style="list-style-type: none"> <li>- For learners who may struggle to write, allow them to create an illustrated storybook with a few words instead of complete sentences/phrases. Encourage them to narrate their stories so that they practise speaking skills.</li> </ul>

## ASSESSMENT CRITERIA

A majority of my learners were able to:

- Create a story map for their stories specifying at least two characters, settings, and the sequence of events.
  - Sequence the events of a story using the beginning, middle and end template.
  - Identify three adjectives each for at least two characters in the story.
- Use 13-15 short sentences with correct punctuation to narrate a story.
- Use drawings and phrases to describe the emotions of characters.

## APPENDIX 1

### Luna's Enchanted Quest

In the heart of Whispering Woods lived Luna, a lively dog with a shimmering coat. One day, Luna found a mysterious map leading to Moonstone Valley. Excitement bubbled within her as she shared the news

with her best friend, Whiskers, the wise old cat. Eager to unravel the secrets of Moonstone Valley, Luna and Whiskers set off on a magical journey. Along the way, they encountered talking trees, playful fairies, and a helpful dragon. Each encounter taught Luna and Whiskers the true meaning of friendship and kindness.

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