

## BE YOUR OWN AUTHOR (LEVEL 0)


<b>Description:</b>	Learners will explore elements of storytelling, including details, characters, plot and literacy techniques. They will then design and create their own books harnessing the literary and creativity skills they have acquired.
<b>Leading question:</b>	What makes a story interesting?
<b>Subjects:</b>	Literacy, Art, SEL, and Math
<b>Total time required:</b>	5 hours over five days
<b>Self-guided / Supervised activity:</b>	Supervised
<b>Resources required:</b>	pencil, paper, colour pencils, glue, ball
<b>Learning outcomes:</b>	<p><b>Literacy Outcomes:</b></p> <ul style="list-style-type: none"> <li>● Read aloud a short story with correct pronunciation and intonation and identify its main theme/idea.</li> <li>● Relate text to self by connecting the story they read with their own experiences and thoughts.</li> <li>● Identify different chronological parts of the story.</li> <li>● identify the place and setting of the story and relate it to the characters in it.</li> <li>● Express thoughts and ideas using different media (writing, drawing, verbally).</li> </ul>

### DAY 1

Today, you will understand different storytelling elements while exploring other stories. You will identify where the story takes place and the characters. Learners will understand and create a story map.

Time	Activity and Description
20 minutes	<p>Read the learners a story. If you do not have access to a story, look at the one in the appendix (A Book for Puchku: <a href="https://storyweaver.org.in/stories/24620-a-book-for-puchku">https://storyweaver.org.in/stories/24620-a-book-for-puchku</a>);</p> <p>Otherwise, you can recall a happy incident or an event in your life that you were surprised (e.g., your last birthday, a trip, or a celebration). Remember to tell the learners the story's title and the author's name.</p> <p>Ask learners to pay attention to the following while listening to the story:</p> <ul style="list-style-type: none"> <li>● Title of the story</li> <li>● Who wrote the story</li> <li>● Characters (people or animals in the story),</li> <li>● And where the story takes place.</li> </ul>

	<p><b>TIP:</b> While reading, try to emphasize all the details, characters, where the story takes place, and time (morning-afternoon-night). Making emphasis will help the kids identify the different story parts.</p>
10 minutes	<p><b>Readaloud talk:</b></p> <ul style="list-style-type: none"> <li>● Have learners think about the story's title.</li> <li>● Ask the learners to think and tell you who the characters are.</li> <li>● Where is the story taking place (setting)?</li> <li>● And to finalize, ask them if they liked the story, why, or why not. And to tell you, what was the best part of the story?</li> </ul>
30 minutes	<p>You will introduce the “Story map” topic to the learners: To help learners understand the structure of a story being studied, you can encourage them to draw a story map. The story map will give learners an idea of the story's main events, which will help them remember how the story is sequenced.</p> <ul style="list-style-type: none"> <li>● You may give them a frame on which to work, or</li> <li>● provide learners with a blank sheet of paper and,</li> <li>● ask them to draw it themselves.</li> </ul> <p>The idea is that learners know the story's main events and can remember how they are sequenced.</p> <ul style="list-style-type: none"> <li>● Encourage learners to draw pictures on a story map to help them to visualize the story.</li> <li>● Encourage them to include speech written within speech bubbles or just single words.</li> </ul> <p>Use the conversations during the read-aloud to talk about the characters in the story and where the story took place.</p> <ul style="list-style-type: none"> <li>● And ask learners to create a story map.</li> <li>● They will start drawing the different characters they found in the story (animals, people, etc.)</li> <li>● And where the story takes place ( forest, city, desert, etc.)</li> </ul>

	<div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <span>Title: _____</span> <span>Author: _____</span> </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 10px; width: 45%; text-align: center;"> <h3>Characters</h3> </div> <div style="border: 1px solid black; padding: 10px; width: 45%; text-align: center;"> <h3>Setting</h3> </div> </div> <div style="text-align: center; margin-top: 20px;">  </div>
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## DAY 2

Today, through the “Little Red Riding Hood” story, you will understand the three parts of a story: Beginning, Middle, and End. You will also use a story map to retell the story independently.

Time	Activity and Description
30 minutes	<p>You have talked about the setting (where a story takes place) and the characters. Today learners will understand what happens at the beginning, the middle, and the end of a story:</p> <ul style="list-style-type: none"> <li>● The <b>beginning</b> means what happens <b>first</b> in the story.</li> <li>● The <b>middle</b> means what happens <b>next</b> in the story.</li> <li>● The <b>end</b> means what happens <b>last</b> in the story.</li> </ul> <p>Read to the learners the following story and together identify</p> <ul style="list-style-type: none"> <li>● Setting</li> <li>● Characters</li> <li>● Beginning</li> <li>● Middle,</li> <li>● End.</li> </ul> <p>Little Red Riding Hood lived in a wood with her mother. One day Little Red Riding Hood went to visit her granny. She had a lovely cake in her basket.</p> <p>On her way, Little Red Riding Hood met a wolf. ‘Hello!’ said the wolf. ‘Where are you going?’ ‘I’m going to see my grandmother. She lives in a house behind those trees.’</p> <p>The wolf ran to Granny’s house and ate Granny up. He got into Granny’s bed.</p> <p>A little later, Little Red Riding Hood reached the house.</p>

She looked at the wolf. 'Granny, what big eyes you have!' 'All the better to see you with!' said the wolf.

'Granny, what big ears you have!' 'All the better to hear you with!' said the wolf.

'Granny, what a big nose you have!' 'All the better to smell you with!' said the wolf.

'Granny, what big teeth you have!' 'All the better to eat you with!' shouted the wolf.

A woodcutter was in the wood. He heard a scream and ran to the house.

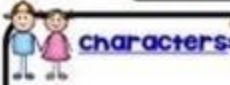

The woodcutter hit the wolf over the head. The wolf opened his mouth wide and shouted, and Granny jumped out.

The wolf ran away, and Little Red Riding Hood never saw the wolf again.

An extension for this activity can be found in the link

<https://learnenglishkids.britishcouncil.org/es/short-stories/little-red-riding-hood>

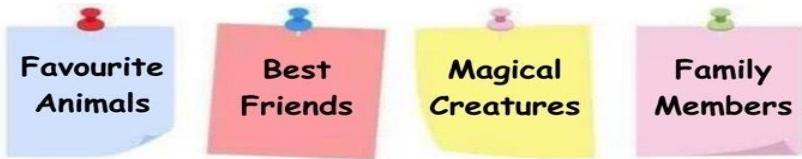

or Appendix.

<p>20 minutes</p>	<p>Now, you will ask the learners to make a story map for the story “The Little red riding Hood.”</p> <p>This time learners will draw the characters, the setting, and what happens at the story's beginning, middle, and end.</p> <p>See the picture for an idea.</p> <div data-bbox="370 611 1008 1094" style="text-align: center;"> <p><b>Name:</b> _____ <b>Story Retell</b></p> <p><b>Title:</b> _____</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p><b>Characters:</b></p>  </div> <div style="text-align: center;"> <p><b>Setting:</b></p>  </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: 30%; text-align: center; color: green;"><b>Beginning:</b></div> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: 30%; text-align: center; color: orange;"><b>Middle:</b></div> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: 30%; text-align: center; color: red;"><b>End:</b></div> </div> </div> <p><b>Tip:</b> You can encourage learners to write some words to describe the pictures.</p>
<p>10 minutes</p>	<p>In this final activity, learners will retell the “Little red riding hood” story independently.</p> <ul style="list-style-type: none"> <li>Ask the learners to work in groups of 2 or 3 and give each one a chance to retell the story by looking at their story maps.</li> </ul>

### DAY 3

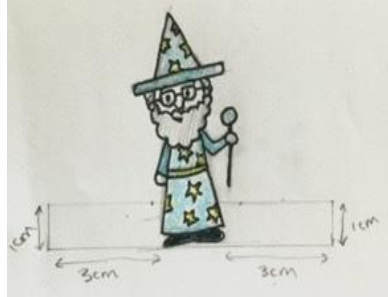
Today, you will improve your interpretation skills with the “draw a story” activity. You will also choose a topic, create your own story and make paper puppets for the characters.

Time	Activity and Description
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<p>30 minutes</p>	<p><b>Activity:</b> Draw a Story.</p> <p>This activity combines both drawing and storytelling.</p> <ul style="list-style-type: none"> <li>● Pair the learners up or place them in small groups.</li> <li>● Each learner will draw any picture they like on a piece of paper. Encourage learners to include at least one character in their drawing.</li> <li>● Learners will swap their drawings with the person next to them. That person now tells a story based on the drawing they have. The original “artist” can then share the story that they had created with their drawing.</li> </ul> <p><b>Hint:</b> This is a great game to improve learners’ visualization skills as well as interpretation skills.</p>
<p>30 minutes</p>	<p>In this activity, learners will choose one of the topics below and make a whole story including setting, characters, beginning, middle, and end. They will create finger puppets for the story.</p> <ul style="list-style-type: none"> <li>● Ask learners to choose one of the topics:</li> </ul> <div data-bbox="365 903 1161 1060" style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>● Learners will draw characters(they can draw as many as they like, animals and people) and settings. Following the beginning, middle, and end sequence.</li> <li>● Learners will keep this work for day 4.</li> </ul> <p>Once they are ready with the story, learners will design paper finger puppets to represent the characters in the story. The puppets can be any character they like.</p> <ul style="list-style-type: none"> <li>● Ask the learners to draw their characters and colour them. (see the picture for an idea)</li> </ul> <div data-bbox="451 1438 799 1722" style="text-align: center;">  </div>

To make the characters into a finger puppet, learners must add “wings” at the bottom, so it can fit around their finger. Make sure your wings are long enough to fit nicely around your finger.

- Ask the learners to make the wings 3 cm wide and 1 cm tall to secure them nicely onto their fingers. They will need your help with this. You can see the picture for an idea.



- Help the learners by cutting the finger puppet out.
- They can now try it out by wrapping it around their finger.
- Once it fits perfectly, learners can secure it in place with some glue.



Allow learners to practice dialogue between the characters in different scenarios.

- Ask learners to share their stories with their peers.
- If they need help with the dialogue, you can prompt them by asking, for example, “What is your character doing?” or “describe who your character is in this story?”

**Hint:** finger puppets are perfect for creating a dialogue between characters.

## DAY 4

Today, you will identify, reflect and discuss different feelings and then compare these with the character's feelings in the stories. You will become real authors today by starting to make your books.

Time	Activity and Description
20 minutes:	<p>Today, start the day with a "Feeling activity." Talking about their feelings will help learners understand the emotions that the characters in the stories have.</p> <p>Feelings ID:</p> <ul style="list-style-type: none"> <li>You will create a list of feelings.</li> <li>Start with a basic feeling, such as happy or sad, and explain that this is a feeling.</li> <li>Give a second example, using a more complex feeling, such as excitement or surprise.</li> <li>Ask learners to think and tell you about other feelings, add them to the list, and display the list for learners on chart paper.</li> <li>Now, you will go back to the start of your feelings list and have the learners give you a thumbs-up for feelings that make people feel good on the inside and a thumbs-down for feelings that make people feel not so good on the inside.</li> </ul> <p>Conduct a follow-up discussion.</p> <ul style="list-style-type: none"> <li>Ask students if they have ever had any feelings where it was hard to decide if the feeling made them feel good or not so good on the inside. Give an example.</li> </ul> <div data-bbox="479 1119 1079 1591" style="text-align: center;"> </div> <p>You can show learners the mood chart and ask them, "How are you feeling today?" they can choose from the chart and express their feelings.</p>



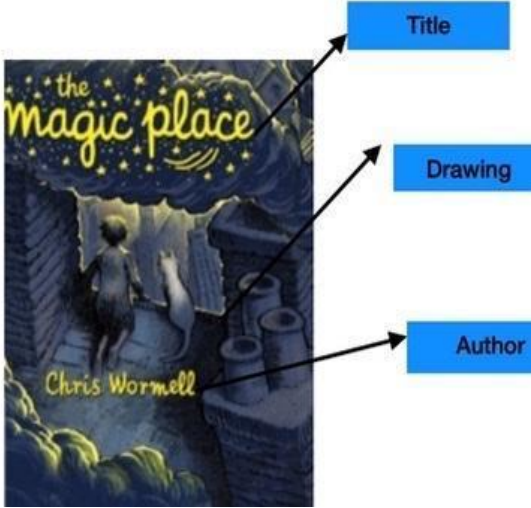
10 minutes	<ul style="list-style-type: none"> <li>Read this short story to the learners. After that, discuss together the character's feelings.</li> </ul> <p><b>Ali and the Magic Carpet</b></p> <p>One very hot day, Ali finds a carpet in his uncle's shop.          'What's this?' Suddenly the carpet jumps! It moves and flies off into the air.          'Hey! What's happening?'          A loud booming voice comes from the carpet. 'Welcome, O master. I am a magic carpet.'          First, they fly high up into the sky and land in a jungle. It is hot and wet, and it's raining.          'It's raining! Yuck!'          Then they fly to the desert. It is very, very hot and dry. 'It is very, very hot today!'          After that, they fly to the South Pole. There is lots of ice and snow. It's freezing. 'Brrr!'          'Where are we now? I can't see!' 'In the mountains. Can you see me?' 'It's very foggy.'          Then they fly to a forest. It's very windy there. 'Oh, it's windy in the forest!'          Then they fly to an island in the sea. There is thunder and lightning. 'Aaagh! Let's go home!'          'What a storm!'          Finally, they fly back home. The carpet lands in the shop, and Ali gets off.          'Wow! What an adventure!'</p> <ul style="list-style-type: none"> <li>Ask the learners how Ali felt at the beginning of the story. And in the middle? What were his feelings at the end of the story?</li> </ul>
30 minutes	<p>With the story that learners created during day 3, they will now start making their own books!</p> <ul style="list-style-type: none"> <li>Provide them with three blank pieces of paper, and ask them to fold them. They can make a book with three pages (Beginning – Middle – End).</li> <li>Ask the learners to draw their characters, the different settings, their actions, and how they feel. They will use paper puppets for the dialogues.</li> <li>Ask them to add and make additional drawings as needed.</li> </ul> <p>Help the children tie or staple all the pages together to make the book.</p> <p>Keep this for the last day of learning.</p>

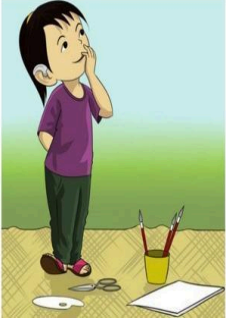


## Day 5

Today, you will explore two additional features of the books: pages and front cover. You will also finalize their books by adding this new information.

Time	Activity and Description
20 minutes	Today, learners will conclude their books. Learners know that a story has settings, characters, a beginning, a middle, and an end.

	<p>Learners will be introduced to two essential features they need to know to create their own books:</p> <ul style="list-style-type: none"> <li>● Through a counting game, learners will learn about “Number pages”: the number at the lower corner that changes when you turn the page as you read.</li> </ul> <p>For this new feature, you can play a Math game: mention to the learners that numbers are everywhere. If they look carefully, they will find numbers on the storybook's pages!</p> <ul style="list-style-type: none"> <li>● Let’s practice counting! Ask the children to count with you up to ten forwards and backward.</li> </ul> <p><b>TIP:</b> If you consider they can have a go, help them to count to 20!</p> <p>Now it's time to play!</p> <p><b>No. Of Players:</b> two or more pairs of players.</p> <p><b>How to Play:</b></p> <ul style="list-style-type: none"> <li>● In teams, throw and catch the ball.</li> <li>● Count out loud every time you pass the ball from one person to another.</li> <li>● Each time you catch the ball, count the number, starting from number one and counting in sequence each time you catch the ball.</li> </ul> <p>If the ball drops, start from the beginning.</p> <p>Which pair reached the number 10 first? They win the game!</p>
10 minutes	<p>Learners will now design a front cover for their books:</p> <ul style="list-style-type: none"> <li>● After the game, introduce to the learners the “Front cover of a book” if you have a book, you can show them and ask what information they can see on the front cover. You can use the front cover example below or just explain to them that a front cover of a book has:</li> <li>● The title</li> <li>● A drawing about the story</li> <li>● The name of the author(them)</li> </ul>

	 <p>Ask the learners to think of a title for the story. Give them some examples:</p> <ul style="list-style-type: none"> <li>• “I and my best friend,”</li> <li>• “The Adventures of Jack the cat,”</li> <li>• ‘The sad Dog,”</li> <li>• “My mum is a Superhero”</li> </ul> <p>On a piece of paper, learners will draw and write their names. Help them with the title of the book.</p> <p>Learners will staple/glue the front cover and write the number of pages to the book they started the previous day.</p> <p><b>Challenge:</b> Ask learners to try and write a simple sentence or single words below the pictures.</p>
20 minutes	<p>Give time to the learners to share their books with their friends or family members.</p> <p><b>Reflect and Discuss:</b> call each learner in front of the others and ask to show the book they have made.</p> <p>Now, ask the other learners:</p> <ul style="list-style-type: none"> <li>• What do you think the book will be about?</li> <li>• Does this book remind you of anything else you’ve already read or seen?</li> <li>• What kind of characters do you think will be in the book?</li> <li>• Where do you think the story will take place?</li> <li>• What do you think is going to happen?</li> </ul> <p>Give each learner a chance to share their books with their peers.</p>

<p>10 minutes</p>	<p>To finalize the week of learning, share a story with the kids:</p> <ul style="list-style-type: none"> <li>• “Who Can Help Me?” By All Children Reading, Cambodia.</li> </ul> <p><b>Who Can Help Me?</b></p> <p>By All Children Reading, Cambodia</p> <p>Taro wants to read a book. But she does not have a book.</p> <p>“I will make my own book,” says Taro</p>  <p>She draws and her father helps her paint the picture.</p>  <p>Now, Taro paints and her mother helps her cut the pictures.</p> 



Then, she cuts the pictures and her grandmother helps to glue them.

Taro writes a story and her brother helps staple the pages together.



Then, she cuts the pictures and her grandmother helps to glue them.

Taro writes a story and her brother helps staple the pages together.



**Taro has a book to read now!**

**Like Taro in the story, learners are now authors of their own books!**

- Give the time to the learners to think and share:
- What do you feel when you see the book you made?
- Do you want to share your book with others? Why?

	<ul style="list-style-type: none"> <li>• What other books would you like to illustrate?</li> </ul>
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<b>Additional Enrichment Activities</b>	Learners can add additional text and design a back page with a summary of the story and “reviews” from family members.
<b>Modifications for Simplification</b>	Learners can omit all the writing to make a simple wordless / illustrated book.

### ASSESSMENT CRITERIA

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By the end of the project, a majority of my students were able to:

- Use different language rules correctly (exclamation points, adjectives etc.).
- Identify the sequence and chronology of the story.
- Integrate a conflict or a problem in the story and its necessary solution.
- Use imagery and place setting to draw the image map with clarity and understanding of their story.
- Reflect on their feelings about their created book, express a desire to share with others, and suggest future creative ideas.
- Design a front cover for their storybook with a title, author's name, and relevant drawing, showing an understanding of the book presentation.

### APPENDIX 1

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A Book for Puchku: <https://storyweaver.org.in/stories/24620-a-book-for-puchku>

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## A Book for Puchku

Author: Deepanjana Pal



"Puchku! Have a bath!"  
"Puchku! Eat your food!"



"Puchku! Go to class!"  
"Puchku! Get on the bus!"  
"Puchku! Do your homework!"



"Where is Puchku?"



Puchku is busy.  
She has a book to read.

Puchku reads all the time — at home, in school, in the park, in bed.  
Page after page, book after book, one by one, she has read them all.







"Why are you always reading Puchku?" asks Boltu.

"Books are so much more fun!" says Puchku.

"Look! You see a circle? And this straight line? Push it in, pull that out, and it becomes a letter. Line up the letters, and you have a word!

Words can be wise, words can be funny, words can be sad and words can be sunny.

When you put words together, they make sentences. And sentences become stories. Read it and WHOOSH! You are in another world!"



WHOOSH!



But today, Puchku is in a fix. She has run out of books to read! All the books that she could reach in the library, she's read from Chapter One to The End.

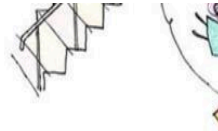


"What will I do? No more books to read!" wails Puchku.



There is still one problem though. She is too short. And the bookshelf is too tall.

How can Puchku get up there?



Maybe she can use a washing line?  
Or Ma's sari to climb?  
How about the chairs and tables in the room?



Puchku has a plan. She calls Boltu and Dodla for help.

As quiet as they can, they climb on top of each other. "Boltu, you're heavy!" Dodla complains. "Told you not to eat that last rasgulla." "It's not me," Boltu hisses. "It's Puchku!" "Shh! Almost there," says Puchku.

**Just then, it all goes wrong.**





"What is happening here?" It is the Very Tall Librarian!  
She puts Puchku down.  
Boltu and Dodla run away!  
Puchku looks up sadly at the book she almost had in her hand.  
"Can I help?" asks the Very Tall Librarian.

"I was trying to climb the bookshelf.  
I have run out of books to read," says Puchku, sadly.  
"Why didn't you say so?" says the Very Tall Librarian.  
"As long as I am around, you do not have to climb  
a bookshelf. May I pick you up?"  
Puchku nods.



"I will take this, and this, and this one too!" says Puchku happily. "Thank you!"  
"Take this one too," says the Very Tall Librarian.  
"When I was small, I loved this book."



“You were small once?” Puchku asks.

“Oh yes, even smaller than you,”  
says the Very Tall Librarian.

“But then I grew, and so will you.  
Until then, all you need to do is  
ask for a book and I will be here  
to give it to you.”



But is Puchku listening?  
No she is not!  
She is inside her book,  
through a circle and a line  
And a letter and another.  
Then a word! And another,  
A sentence. And another.  
And now a story.



Because Puchku has a new book.

## APPENDIX 2

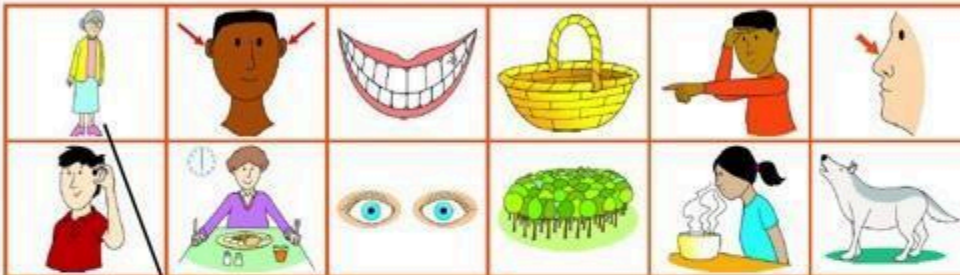
Little Red Riding Hood Worksheet



## Little Red Riding Hood

### 1. Match them up!

Draw a line to match the picture and the word.



wood	granny	basket	wolf	eyes	see
ears	hear	nose	smell	teeth	eat

### 2. What's the order?

Watch the story and put the sentences in order.



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- On her way she met a wolf.
- Little Red Riding Hood looked at the wolf's eyes, ears, nose and teeth.
- One day Little Red Riding Hood went to visit her granny.
- Little Red Riding Hood never saw the wolf again.
- The wolf opened his mouth wide and Granny jumped out.
- The wolf ran to Granny's house and ate Granny up.
- A woodcutter heard a loud scream and ran to the house.



3. Match them up!

Watch the story. Match what Little Red Riding Hood and the wolf say.



Granny, what big eyes you have!

All the better to hear you with!

Granny, what big ears you have!

All the better to eat you with!

Granny, what a big nose you have!

All the better to see you with!

Granny, what big teeth you have!

All the better to smell you with!

4. Write and draw!

Draw a picture of your granny or someone else in your family and write about them.

