

Riley Cone  
EDCI 302-A01  
Prof. Robin Wilmot  
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### **Lesson #1: Creating a Story From an Already Existing Picture Book**

**Big Idea(s):** “Language and text can be a source of creativity and joy,” “texts can be understood from different perspectives,” and “using language in creative and playful ways helps us understand how language works.”

**Curricular Competencies:** “Access and integrate information and ideas from a variety of sources and from *prior knowledge* to build understanding,” “use a variety of *comprehension strategies* before, during, and after reading, listening, or viewing to deepen understanding of *text*,” “show an increasing understanding of the role of *organization in meaning*,” “*exchange ideas and perspectives* to build shared understanding,” “communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation,” and “transform ideas and information to create original texts.”

#### **Elaborations:**

*Prior knowledge:* “Personal stories and experiences.”

*Comprehension strategies:* “Examples include activating prior knowledge, making predictions, setting a purpose, making connections, asking questions, previewing written text, making inferences, drawing conclusions, using context clues.”

*Text(s)*: “Text and texts are generic terms referring all forms of oral, written, visual, and digital communication.”

*Organization in meaning*: “The use of paragraphing, chronological order, and order of importance to convey meaning in texts.”

*Exchange ideas and perspectives*: “Identifying opinions and viewpoints, asking clarifying questions, collaborating in large- and small-group activities, building on others’ ideas, disagreeing respectfully.”

**Content**: “*Text features*,” “*literary elements*,” “sentence structure and *grammar*,” and “*conventions*”.

**Elaborations:**

*Text features*: “How text and visuals are displayed.”

*Literary elements*: “Theme, character, setting, plot, conflict, and purpose.”

*Grammar*: “Parts of speech; past, present, and future tenses; subject-verb agreement.”

*Conventions*: “Common practices in punctuation, such as use of the comma, quotation marks for dialogue, and the apostrophe,” (British Columbia Ministry of Education, 2016, p. 6-7).

**Context: Grade 4**

This lesson is the first lesson of the unit. In order to complete this lesson students should be able to form proper sentences, understand information given in pictures, and organize their writing

following the rules of sequencing. Sequencing refers to the components of a story; beginning, middle, and end (Dorfman & Cappelli, 2017).

### **Materials:**

*-The Giving Tree* by Shel Silverstein.

—>This book is about a boy and a tree and their relationship as the boy grows up. Over the years the boy becomes more and more selfish taking stuff from the tree for his own gain and eventually the tree is left with nothing but its stump.

—>This book is good for showing sequencing because there is a clear beginning, middle, and end to the story. The boy is growing up in clear chronological order.

*-The Napping House* by Audrey Wood and Don Wood

—>This book is about a napping house where a granny is asleep snoring on her bed. Then she is joined by a dreaming child, who lies right on top of her. As the story continues, animals are added to the sleeping people on the bed.

—>This book is a good example for sequencing because different people or animals are added to the bed in a sort of chain-like way, example “and on that child there is a dog, a dozing dog, on a dreaming child, on a snoring granny, on a cozy bed in a napping house where everyone is sleeping,” (Wood & Wood, 1984). This writing style is a great way to show chronological organization of story sequencing.

*-If You Give a Mouse a Cookie* by Laura Joffe Numeroff.

—>This book is about the series of events that take place after a boy gives a mouse a cookie. After the mouse gets the cookie, he wants a glass of milk. This ends up leading to a series of additional requests.

—>This book models sequencing really well because of the domino effect of one request leading to another request.

-*No Dogs Allowed!* by Linda Ashman

—> This book is a wordless picture book about an owner of a fancy restaurant and how he turns away a customer with a dog. Then more customers with animals of every kind arrive and are turned away. The customers and their animals encourage the owner to change his mind.

—>This book is great for using as an example of how to write a story just based on images from an already existing picture book because it has a clear sequence of events.

-Enough wordless picture books for students to work in groups or pairs.

-Document camera.

-Two stars and a wish worksheets for each student.

**Hook:** Introduce the use of clear sequencing by reading *The Giving Tree* by Shel Silverstein, *The Napping House* by Audrey Wood and Don Wood, or *If You Give a Mouse a Cookie* by Laura Joffe Numeroff. Through class discussion invite students to share ideas of why these books are good examples of sequencing. Ensure you are participating and guiding students through the discussion.

**Purpose:** Writers, it is known that authors tend to write stories in a sequence that makes sense. There should be a clear beginning, middle, and end that flow nicely together. Today I will show you how to gather and transform information from images in picture books in order to create an original text that follows the rules of sequencing.

**Brainstorm:** Choose a wordless picture book, such as *No Dogs Allowed!* by Linda Ashman, and display it with a document camera. Start with the title page, and ask the students to think about what the book could be about by gathering information from the title of the book and the image on the front cover. Write the ideas that were given onto the board. Next, do the same thing for the first page of the book, noticing details in the images and coming up with ideas of what could be happening. Again, writing the ideas onto the board. Do the same for all the pages of the book, making sure you are guiding students through this process.

**Model:** As a class, using the information gathered in the brainstorm, come up with a story for the images, emphasizing the importance of beginning, middle, and end for a story and discuss how it flows nicely together. Organize the story into sentences that connect and make sense with the images on each page, making sure the story flows. This process can be organized by writing on the board: page 1, page 2, page 3, etc. for all pages in the book. You can write down the sentence that everyone agrees with for a page beside the page number.

**Shared/Guided Writing:** Assign students to work in groups or pairs and hand out a wordless picture book to each group. Tell the students to go through the book together, writing down key

details and information that they notice on each page and what they think is happening in the story. Make sure the students know to each write down the information onto their own sheet of paper, notebook, etc. because they are going to need it for the next activity.

**Independent Writing:** Ask students to split up and work individually. Using the information that they got from the images, students should then write a first draft story to go along with their wordless picture book. Invite them to use the same organizational method mentioned above of writing a sentence or two for each page necessary.

**Reflection:** Re create groups or pairs, ensuring students are with new people. Tell the students to share their first draft stories with each other while flipping through their wordless picture book. Hand out the two stars and a wish worksheets and tell the students to fill them out for their peer's story.

## **Lesson #2: Using Photographs to Generate Ideas for a Story**

**Big Idea(s):** “Language and text can be a source of creativity and joy,” and “using language in creative and playful ways helps us understand how language works.”

**Curricular Competencies:** “Recognize how literary elements, techniques, and devices enhance meaning in *text*,” “use language in *creative and playful ways* to develop style,” “communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation,” and “transform ideas and information to create original texts.”

**Elaborations:**

*Text(s)*: “Text and texts are generic terms referring all forms of oral, written, visual, and digital communication.”

*Creative and playful ways*: “taking risks in trying out new word choices and formats; playing with words, structures, and ideas.”

**Content**: “*Text features*,” “*literary elements*,” “sentence structure and *grammar*,” and “*conventions*”.

**Elaborations:**

*Text features*: “How text and visuals are displayed.”

*Literary elements*: “Theme, character, setting, plot, conflict, and purpose.”

*Grammar*: “Parts of speech; past, present, and future tenses; subject-verb agreement.”

*Conventions*: “Common practices in punctuation, such as use of the comma, quotation marks for dialogue, and the apostrophe,” (British Columbia Ministry of Education, 2016, p. 6-7).

**Context: Grade 4**

This lesson is the second lesson of the unit, building off of the previous one. Therefore, students will know how to write a story from beginning to middle to end because they will understand sequencing and how to make it flow nicely. They will also know how to gather information and details from images. This knowledge will help them for this lesson because they will be writing

stories based on a single photograph. They will also be using their previous knowledge of sentence structure, grammar, and general conventions in this lesson.

**Materials:**

*-Best in Snow* by April Sayre

—>This book is about the wonders of snow. Readers are able to discover the beauty of snow in different situations, such as how it blankets the forest or how it falls on animals' fur.

—>This book is good because it is a great example of creating a piece of writing based on real photographs.

*-Puppy Pool Party!; An Underwater Dogs Adventure* by Seth Casteel

—>This book is about dozens of different dogs having a pool party.

—>This book is a good example of creating a story based on real life pictures.

*Kate & Pippin: An Unlikely Love Story* by Martin Springett

—>This book is about a fawn named Pippin, who was abandoned by her mother and brought to live on a farm. Pippin is raised by a Great Dane named Kate, who has never had puppies of her own.

—>This book is good to use because it tells a story through the use of real photographs.

*-Stranger in the Woods: A Photographic Fantasy* by Carl R. Sams

—>This book is about forest animals that are awakened by the birds' warning that there is a stranger in the woods. The animals set out to find out if there is danger and instead find a snowman.



—>This book is good because it has created an entire story by using real life pictures of actual animals outdoors in the snow.

-Document camera

-Enough photographs for students to work in groups or pairs (pictures can be from pages from magazines, such as National Geographic, FamilyFun, Time, Outdoor Photographer, or even anything from the Internet such as Google Images).

-Story map template handout (include: character(s), setting, problem or goal, events, and resolution).

**Hook:** Introduce the idea of creating a story from a photograph by reading *Best in Snow* by April Sayre, *Puppy Pool Party!*; *An Underwater Dogs Adventure* by Seth Casteel, *Kate & Pippin: An Unlikely Love Story* by Martin Springett, or *Stranger in the Woods: A Photographic Fantasy* by Carl R. Sams. Through class discussion invite students to share ideas of why these books are good examples of creating story structure through real life photographs. Make sure you are participating and guiding students through the discussion.

**Purpose:** Writers, photographs can be incredibly helpful tools when writing. They can help generate ideas, they can lead to remembering a memory that you might have forgotten about, and so much more. Today I will show you how you can write an entire story based around one single real life photograph.

**Brainstorm:** Project a photograph onto the board at the front of the class either by using a computer and projector system or a document camera. An example could be a picture from a page taken from the National Geographic magazine of a baby turtle hatching from its egg. Get the students to come up with details they notice in the photograph and discuss it as a class. Write the ideas onto the board. If the class gets quiet, guide them by asking questions that might lead to new answers, such as, “where does it look like this picture was taken?”.

**Model:** Next, on a different part of the board, chart a story map. A story map is a strategy that uses a visual tool to help students learn or come up with the elements of a book or story (Dorfman & Cappelli, 2017). The basic elements of a story map are the character(s), the setting, the problem or goal, the events, and the resolution (Dorfman & Cappelli, 2017). In the most simplistic form, on the board, you can write out:

Character(s):

Setting:

Problem or goal:

Events:

Resolution:

Fill this list with information that had been gathered earlier from the brainstorming that was done as a class. Using the turtle example, the character could be Tom the turtle, the setting could be a beach in Mexico, the problem or goal could be getting from his egg all the way to the ocean, etc... Once all the sections of the story map have been filled, you can discuss what the story might sound like when you actually begin to write it.

**Shared/Guided Writing:** Assign students into groups or pairs and hand out a photograph to each group. Next give each student a story map template handout. Tell students to examine their photograph and fill out the story map template by gathering details and information from the photo. Ensure each student knows to write down their answers onto their own handout because they will be needing the information for the next activity.

**Independent Writing:** Next, ask students to work individually. They should now come up with their own first draft story using the information that they gathered from their photograph. The information should be clearly laid out on their story map handout.

**Reflection:** Ask students to turn and talk about their experience with using a single photograph to come up with a story. Guide the discussion by writing potential questions on the board that they might want to ask each other, such as “Did the photographs help you come up with a story idea?” “How did the photographs help you come up with a story idea?” “Did the photographs remind you of any memories that you could write about in the future?” “Would you like to use this strategy again in the future?” etc... After a few minutes, ask students to finish their thought and then turn to face the front to listen to you. Ask them if there is anything that they would like to share regarding their experience or if they wish to answer one of the questions on the board for the whole class to hear.

### **Lesson #3: Narrowing Down Broad Topics to More Specific Writing Topics**

**Big Idea(s):** “Language and text can be a source of creativity and joy,” and “using language in creative and playful ways helps us understand how language works.”

**Curricular Competencies:** “Access and integrate information and ideas from a variety of sources and from *prior knowledge* to build understanding,” “recognize how literary elements, techniques, and devices enhance meaning in *text*,” “use writing and design processes to plan, develop, and create *texts* for a variety of purposes and audiences,” “use language in *creative and playful ways* to develop style,” and “communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation.”

#### **Elaborations:**

*Prior knowledge:* “personal stories and experiences”

*Text(s):* “*Text and texts are generic terms referring all forms of oral, written, visual, and digital communication.*”

*Creative and playful ways:* “taking risks in trying out new word choices and formats; playing with words, structures, and ideas.”

**Content:** “*Text features,*” “*literary elements,*” “*literary devices,*” “*writing process,*” “sentence structure and *grammar,*” and “*conventions*”.

**Elaborations:**

*Text features:* “How text and visuals are displayed.”

*Literary elements:* “Theme, character, setting, plot, conflict, and purpose.”

*Literary devices:* “sensory detail.”

*Writing process:* “may include revising, editing, considering audience.”

*Grammar:* “Parts of speech; past, present, and future tenses; subject-verb agreement.”

*Conventions:* “Common practices in punctuation, such as use of the comma, quotation marks for dialogue, and the apostrophe,” (British Columbia Ministry of Education, 2016, p. 6-7).

**Context: Grade 4**

This lesson is the third lesson of the unit, building off of the previous two. Therefore, students will understand sequencing and how to make a story flow nicely. They will also know how to create and write stories through the help of story mapping. This knowledge will help them for this lesson because they will be using their own writing territories to come up with a specific writing topic that they can use to write a story about. Writing territories are broad topics about the areas in your life that are meaningful to you, such as memories about people, places, passions, events, etc. (Dorfman & Cappelli, 2017).

**Materials:**

-*Parker Looks Up: An Extraordinary Moment* by Parker Curry and Jessica Curry

—>This book is about a young girl, named Parker, who visits an art museum with her mother and some friends. The girls see lots of beautiful art at the museum, but when Parker sees a portrait of Michelle Obama, she experiences a life-changing moment.

—>This book is a good example of how somebody can write an entire story from one single moment in time. It shows the quality of writing that is achievable through using a specific topic for a story.

-*Martha* by Gennady Spirin

—>This book is about an injured crow who was rescued by a young boy on a snowy day. The bird could have died but instead was given a home and became part of the young boy's family for a brief amount of time until she was ready to fly again.

—>This book is good because it is based on a true story just like the students in the class are going to be doing. It is also another example of a specific writing topic.

-*Ruby's Wish* by Shirin Yim Bridges

—>This book is about a young girl named Ruby, she is unlike most little girls in old China. Instead of only wanting to get married, Ruby is determined to attend university when she grows up, just like the boys in her family.

—>This book is good because it is also based on a true story. The story is about the author's grandmother. This would be helpful in showing literature that uses a specific writing topic based around a writing territory. The writing territory could be the author's grandmother and the specific topic is the story that she wrote.

-Inverted triangle template handout

**Hook:** Introduce the idea of specific writing topics and books based on true stories by reading *Parker Looks Up: An Extraordinary Moment* by Parker Curry and Jessica Curry, *Martha* by Gennady Spirin, or *Ruby's Wish* by Shirin Yim Bridges. Through class discussion, invite students to share ideas of why these books are good examples of specific writing topics. Also asking students what they might think the writing territory, broad topic, might have been for the story and what the specific topic of the story is. Ensure you are participating and guiding students through the discussion.

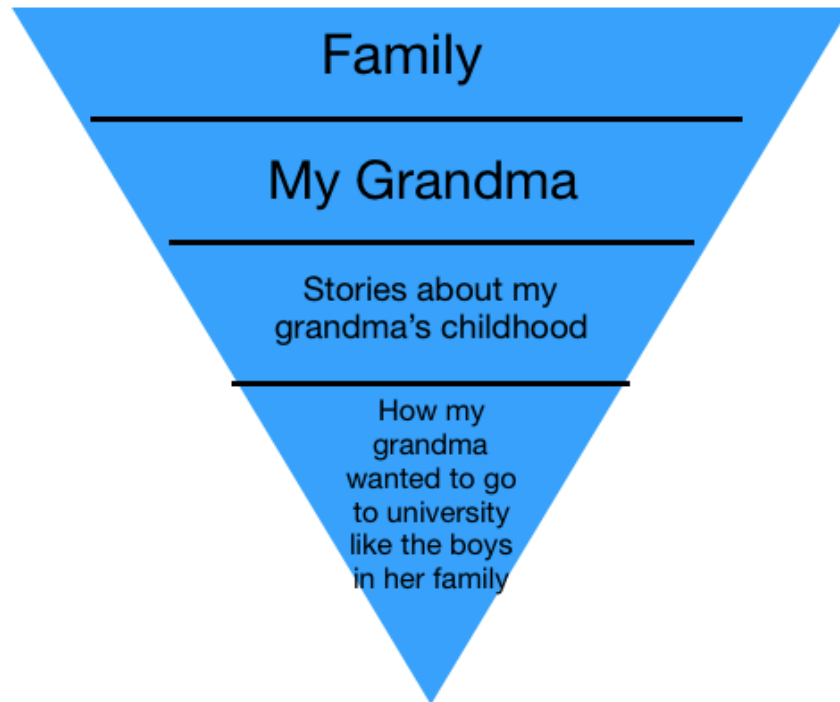
**Purpose:** Writers, it is important when writing a story to have a specific topic in mind because this allows for the best detail filled and captivating stories. Today, I will be showing you how you can go from a broad topic like a writing territory to a more specific writing topic.

**Brainstorm:** Brainstorm some of your own writing territories and write them on the board, discussing them with the class as you go. Ask students to open up their notebook to a blank page and to brainstorm and write down some of their writing territories. Guiding them by mentioning how they are broad topics that are special to them and how they can be people, animals, events, etc.

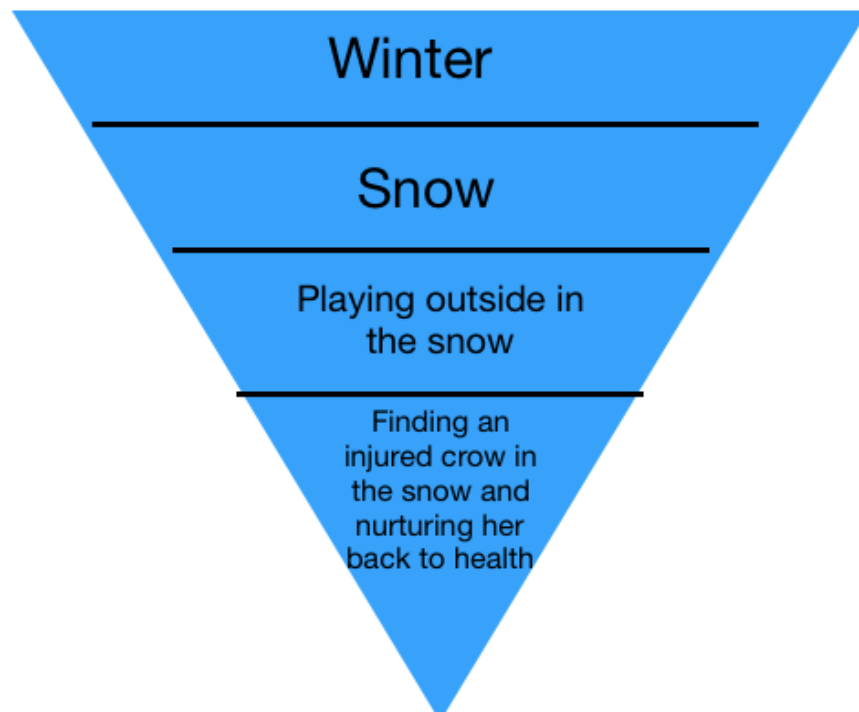
**Model:** Use an inverted triangle, which is a chart that can be used to form a continuum from writing territory to a more specific writing topic (Dorfman & Cappelli, 2017) to show students how it works to go from a broad topic to a very specific topic to use for writing a story. Show multiple examples of using an inverted triangle for the writing territories that you wrote on the

board. You can also show how the inverted triangle might look like for the book(s) that you read at the beginning of the lesson.

Example 1: *Ruby's Wish*



Example 2: *Martha*





**Shared/Guided Writing:** Give each student a few inverted triangle template handouts and ask them to use the inverted triangle template for some of their writing territories, trying to go in a continuum to get down to a specific topic for each writing territory they decide to use.

**Independent Writing:** Ask students to pick their favourite specific topic that they got to and get them to write a first draft story about that topic. You can invite students to use the story mapping process that was used in the previous lesson to accomplish this goal.

**Reflection:**

At the end, ask students to complete a self-assessment regarding their experience with the inverted triangle. You can write questions on the board for them to write down an answer to, such as “Did you enjoy using the inverted triangle?” “Did it help you come up with a specific writing topic?” “Would you use the inverted triangle again in the future?” “Was there something you did not like about using the inverted triangle?” or any other questions you see fit.

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