

# Story Writing SMARTS in Language Arts



by JoAnne Moore

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## Putting our Tools Together

### Story Plot

**copycat**  
switch  
contest  
stuck  
circle  
transformation

+

### Author Language

Verbs  
showing  
\*emotions  
\*motives  
\*actions  
**sensory imagery**  
\*settings  
\*encounters  
\*suspense



This copycat pattern story project shows a step by step process which can be used to teach story plots that incorporate author language.



## How to Apply Author Language to Story Writing

1. Each story part on the story map will become one writing lesson.  
Match each story part to its corresponding language technique.
2. Create a word web for each story writing lesson.

### Story Part

#### Settings

Sensory imagery (what is seen, heard, felt, smelled) by listing nouns and verbs from the setting.

#### Short journeys

"Went" synonyms, list of prepositions, and nouns from the location where the journey takes place

#### Long journeys

Word web is the same as for a short journey but also includes sensory imagery to describe what the character sees on his trek.

#### Encounters

Sensory imagery (what is seen, heard, felt, smelled, tasted) which shows interesting ways the two characters might meet and the dialogue which follows after their meeting.  
**IMPORTANT:** encounters between characters lead to the divulging of one or more motives.

#### Motive

Dialogue or thoughts from the "showing" technique which reveal what the characters want or need.

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#### Suspenseful encounters

Sensory imagery (what is seen, heard, felt, smelled, tasted) that creates suspense in a meeting between characters.

#### Character response

Suspenseful encounters lead to **fighting/fleeing/hiding/confrontational conversation/strong emotion**. Make a word web of the "showing" technique (facial expressions, body language, speech and actions).

#### Strong emotions

"Showing" technique (facial expressions, body language, speech and actions).

#### Story problems

Strong verbs and onomatopoeia words. Students sequence order of character's actions and match them to strong verbs and onomatopoeia. Some story problems include:

- \*A character deceives another. ("showing" technique)
- \*An unintentional problem. ("showing" technique)
- \*Weather e.g. tornado (sensory imagery)
- \*Magic (sensory imagery and "showing" technique)
- \*A use of force can be physical or political. (sensory imagery and "showing" technique)

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## Review of Story Pattern Planning Process

**Pre-planning:** To create your own story plot pattern project, select a picture book to base the children's stories on. Next, choose a different setting and some new characters for your students to write about. Make a model story map of the new story and create vocabulary webs for the story sections.

1. **Day one:** read aloud two to five pictures books containing the story plot pattern you are studying with your class. The plot patterns are: copycat, switch, contest, stuck, circle or transformation (physical or character). Compare and contrast the books to find variations in how the plot pattern is adapted to create new stories.
2. **Day two:** Choose one picture book and model how to make a story map which uses the plot pattern you are studying by selecting a new setting and characters. Then have students create their own story maps using their own characters in the new setting
3. **Day three:** Teacher models how to sequence the story problem (disaster, trick, act of god, use of force) from his/her story map. Strong verb dictionary should be used for help with this vocabulary. These sequenced events and strong verb vocabulary are then used later by the student to write the story problem independently. NOTE: The teacher is to read over each child's outline and the sequenced story problem prior to beginning the story writing lessons. This permits the teacher to make sure the children's stories make sense before beginning the story writing lessons.



## Story Pattern Writing Process

1. Stories will be written in small sections so that students can focus on vocabulary and sentence starters. This method also enables students to edit in small sections. Editing in small sections makes the process more achievable for students.
2. Each number on the story map indicates the length of one writing lesson. If there are **seven numbered parts** on the story map, there will be **seven writing lessons**. This also indicates how many paragraphs the story will have. Remind students to indent at the beginning of each writing lesson. At the end of the story the paragraphs will already be included!
3. Noun/verb vocabulary is based on sensory imagery or "showing" (facial expressions, body language, speech/thoughts, actions). Vocabulary is generated for each section of the lesson except for the story problems. Story problems are sequenced by the students individually when the outlines are planned.

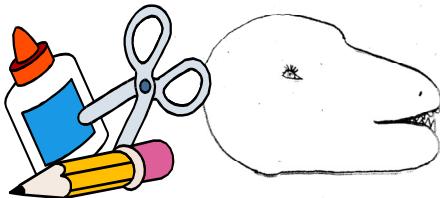
### Web → Model → Write → Share → Edit

1. The teacher models how to write one section of the story using the vocabulary noun/verb dictionaries (word webs).
2. Students use their own characters from the outlines they created and write one section of their stories.
3. Students share what they have written with each other.
4. Students edit this small section of writing. This means that when the last section is written, the entire story will have been edited.
5. Process begins again for the next lesson.

**NOTE:** As the children become competent the pace will quicken and the number of sections completed in a lesson will increase.

## Cut and Paste Edit

Rachelle And The Dinosor



Rachelle was eight years old. Rachelle was going to the dinosaur museum! She saw a dinosaur come alive! It growled very loudly! Then she saw it stomp its feet! Rachelle stared and froze.

1. Cut out the part of the page

where the child made a mess by erasing or scribbling.

Rachelle said "I'll be your friend!" That made the dinosaur so happy!

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Most children when asked to edit an entire story are overwhelmed by the task and have difficulty finding and making any corrections at all. As well, the mess of it usually necessitates the writing of a good copy. One of the great advantages to writing in small sections is being able to edit in small sections.

**Problem 1:** Erasing until there is a hole in the page. See the yellow boxes on the left.

**Solution:** Using scissors cut out these two lines. Glue the part being kept on a blank writing page so that it is two pages thick. Now the child can write in the missing sentence.

**Problem 2:** Story is missing a part and doesn't make sense.

**Solution:** Cut the child's paper in half where the story is missing a part. Glue first half of paper on top of blank writing page. Have child write in missing part. Take the second half of the child's writing and glue it down after the added story part. The child is now ready to begin the next story section.

2. Glue the rest of the page on top of a new blank writing page.

3. Student writes in the missing sentence on the new paper. No recopying necessary!

To her surprise the  
dinosaur whispered I want a friend.

## Student Editing and Communicating to Parents

Making a good copy of a story wastes precious learning time. Writing and editing in small sections allows a child to fix his/her work along the way. The original copy of a child's story is best for understanding the child's writing process and his writing progress. Good copies which are completely edited are often the work of the teacher and disguise the student's level of achievement.



Dear Parents,

In the area of creative writing your child will be learning to edit his/her own stories. Each child progresses at his/her own pace in this process. Developmentally appropriate expectations are essential for successful experiences. For this story, your child was asked to independently edit for the skill(s) circled below. Other areas of the story were not edited, because your child is not yet ready for more responsibility. As your child grows in their ability, more areas of responsibility will be added.

- 1. Spaces between words
- 2. Capitals
- 3. Periods
- 4. Question Marks
- 5. Exclamation Marks
- 6. Commas
- 7. Quotation Marks
- 8. Colons
- 9. Semicolons
- 10. Complete sentences
- 11. Spelling
- 12. Subject change for paragraphs
- 13. Paragraph change for dialogue
- 14. Correct grammar in sentence structure
- 15. Maintains verb tenses (past or present)
- 16. Maintains same Narrator
- 17. Expands Vocabulary with choices provided by the teacher or initiated by the student

## Editing Suggestions

1. If a child omits the motive the reader will not understand the characters' actions. Find a good spot and help the child insert what the character wants or needs so that the reader will understand the character's actions.
2. If the action in a child's story doesn't match the motive, it will not make sense. In this case, change the motive to match the story action. For example: A child wrote that Billy wanted to go out and slay a dragon but instead he went out and played a soccer game. It is easier to change Billy's motive than to rewrite all the action at the soccer game.

### MAKING SENSE

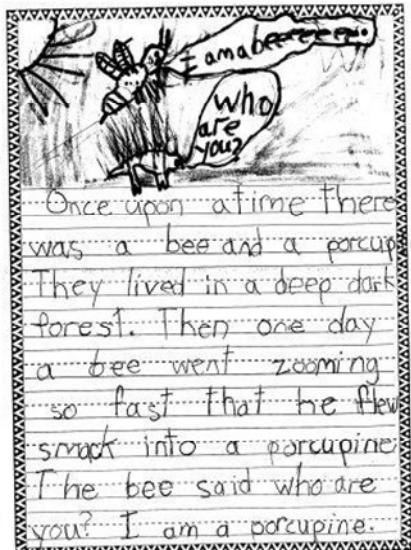
When a character's actions match his needs/wants (motives) in a story it will make sense to the reader.



### STUDENT DIFFICULTIES:

- \*Omitting the Motive
- \*Motive doesn't Match the Character's Actions

## Student Example of a Copycat Story



Once upon a time there was a bee and a porcupine. They lived in a deep dark forest. Then one day a bee went zooming so fast that he flew smack into a porcupine. The bee said who are you? I am a porcupine.

Then the porcupine said I am going to go to sleep. So am I said the bee and they went to sleep. Bzzzzzz snored the bee Zzzzzz snored the porcupine. Then the porcupine said I am going for a walk. So am I said the bee. Clunk clunk clunk went the porcupine. Bzzzzzzzz went the bee. The porcupine stopped.

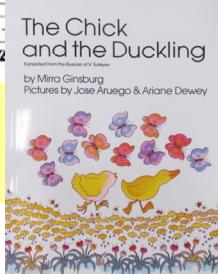
Slow down said the porcupine I am going to shoot quills at the tree, said the porcupine. So am I said the bee. The bee tried as hard as he could but he just could not. All that happened was his face turned red. I am going to do it again. I am not snid the bee.

This copycat story writing project is based on the picture book Chick and Duckling by Mirra Ginsburg. It shows how to break story writing assignments into sections with vocabulary webs. These word webs help students expand their written vocabulary by applying author language as they write. When students write in sections they can also edit each section prior to going on.

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## Planning Review:

### Pre-writing

1. Study the copycat story plot pattern through picture books.
2. Teacher models through story mapping.
3. Students make own story maps.



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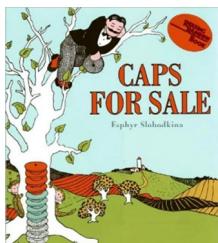
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## Pre-writing Activities: Literature and Story Mapping

Study the copycat plot pattern through picture books by sharing any two of the following picture books. Discuss variations on the copycat plot structure, the character motives for copying, and the disasters the copycat experiences.

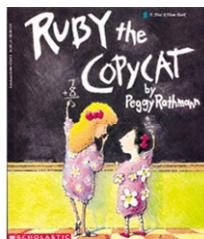
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### Caps for Sale by Esphyr Slobodkina

A pedlar selling caps falls asleep under a tree full of monkeys. He awakens to discover the monkeys have taken all of them but one. Whatever the pedlar does, the monkeys copy. In frustration, the pedlar shakes his fist, and the monkeys shake their fists. He stomps his feet and so do the monkeys. At last he throws his only cap to the ground. So do the monkeys and the pedlar collects them and heads back into town to sell them.

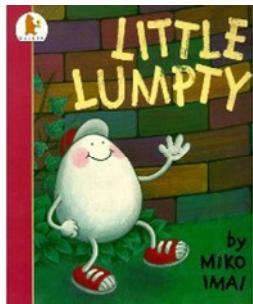


### Ruby the Copycat by Peggy Rathman

Ruby is new at school and admires Angela. She begins copying Angela's clothing, hairstyles, and even the stories she tells. Eventually, this makes Angela angry. Ruby's teacher helps Ruby to see is special just the way she is. When Ruby begins to discover some things unique to her, she finds her place and stops driving Angela and the rest of the kids crazy.

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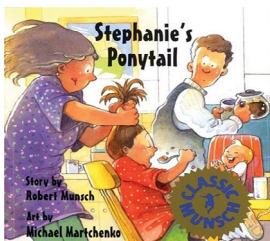
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### Little Lumpty by Miko Imai

Little Lumpty lives in the same town as Humpty Dumpty once did. Despite Humpty's disaster, Lumpty is tempted to climb the same wall and see the view. One day he climbs a ladder and begins to walk along the wall just like Humpty did. Things are fine until he looks down and becomes frozen with fear. He sits down on the top of the wall and cries as he imagines falling off just like Humpty. Fortunately for him, his friends and family gather below holding a big blanket for him to jump into. He does and is safe.

*\*Lumpty's successes are climbing the wall and walking along it just like Humpty once did. His disaster is looking down and becoming frozen with fear.*



### Stephanie's Ponytail by Robert Munsch

Stephanie went to school one day with her hair in a ponytail. Her classmates teased her about the ponytail but then they copied it. Stephanie changed her hairdo but after being copied again and again she finally told her friends she was going to shave her head bald! The very next day Stephanie arrived at school to discover that her classmates had shaved their heads! Stephanie had not--and now no one could copy her hairdo.

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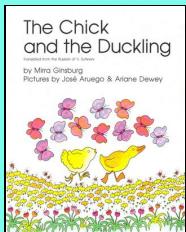
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## 1<sup>st</sup> Copycat Pattern

1. Setting
2. Encounter
3. Motive: wants a friend
4. Copies with Success
5. Copies with Success
6. Copies with Disaster
7. Stops Copying



<http://www.j2e.com/rosecompclass/The+Chick+and+the+Duckling++storytelling+activities/>

Next read The Chick and the Duckling by Mira Ginsburg to your class. This book will be the basis for the story students will plan and write.

### The Chick and the Duckling by Mira Ginsburg

#### Plot summary:

Duckling and Chick meet each other after hatching out of their eggs. Both want to be friends and so whatever Duckling does, Chick copies him. This goes on until Duckling goes swimming. When Chick tries to swim too, he sinks. Duckling rescues Chick. Next, Duckling says he's going swimming again. Chick says he's not and stops copying.

**IMPORTANT:** The original version of this story included the motive "I want to be your friend." When this book was edited for early readers, the motive was omitted which makes it hard to understand why the chick copies the duckling! The original version can be found in a sequencing activity at the link below.

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Make a story map to show children how the copycat pattern in the book Chick and Duckling can be used to create a new story by changing the setting and characters.

Leader: parrot



### 1<sup>st</sup> Copycat Story Plot Model

**Setting:** pond  
**Encounter:** parrot sees two eyes glowing under the water  
**Motive:** Parrot wants to be friends with the frog

Copycat: frog



Munch! Crunch!

1<sup>st</sup> activity copied with success  
Eat bugs.

Slurp!

Plop!

2nd Activity copied with success  
Play leapfrog.

Boing!

Swish!

3rd Activity ends in disaster.  
Parrot flies. Frog leaps off a tree branch and crashes to the ground. Parrot bandages him up and says he's going flying again. Frog stops copying.

Splat!

Leader: parrot



Copycat: frog



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## Teacher Planning Instructions:

Select five or six animal characters for your students to choose from. Animals are great to begin with because each has different abilities and limitations, some of which can be extrapolated from their appearances. The copycat story plot uses these character differences to help create story problems.

### Class Discussion

1. Choose one character to be the leader and one to be the copycat. *Make sure the leader can do something the copycat cannot do.*
2. Brainstorm interesting ways the two characters might meet. Use sensory imagery. Some examples include: bumping into each other, hearing a splash, seeing two glowing eyes, feeling the ground shake
3. Now, think of two activities the characters could do together successfully. Some choices include: tag, hide and seek, swimming, picnic, leap frog, snack, hunting, follow-the-leader, napping, or fishing.  
What onomatopoeia words could you add?
4. Think of one activity the leader can do which the follower cannot copy. What disaster happens to the follower? Some disasters include: misunderstanding instructions, getting stuck, slipping, tripping, falling, getting lost

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### Character Research:

- \*hop on land
- \*dive and swim
- \*catch bugs
- \*croak



**Disasters:**

- \*forget
- \*sleep in
- \*wreck/break something
- \*slip/trip/fall
- \*get lost
- \*accident
- \*get hurt
- \*misunderstand
- \*get stuck

- \*swim and dive
- \*hide under rock
- \*eat minnows



- \*walk on land
- \*catch fish
- \*swim
- \*climb trees
- \*eat honey, ants, fish, berries



- \*nocturnal
- \*eat insects
- \*hang upside down for sleep
- \*fly



- \*fly
- \*nocturnal
- \*catch mice, gophers, rabbits
- \*perch in trees



### Review Model of Copycat Story Plan:

1. **Setting:** Meadow

**Introduction of animal:** Wingingnut, the bat  
**who journeyed to:** old poplar tree

2. **Where he met** Oscar the owl

when he heard, saw, felt or smelled... Twit, twoo, who are you?

3. **Motive:** Bat wants to be friends with Owl.

4. **First activity copied with success.**

Bat leads Owl in a game of follow-the-leader.

**Onomatopoeia:** swish, swoosh

5. **Second activity copied with success.**

Bat leads Owl in a hunt for moths.

**Onomatopoeia:** crunch, munch

6. **Third activity copied with disaster.**

Bat wants Owl to hang upside down and take a nap. Owl tries but crashes to the ground.

**Onomatopoeia:** thunk

7. **Leader rescues copycat by bandaging** Bat helps Owl sit up and get back into his hole in the poplar tree to nap.

**Motive Changed:** Show the copycat stop copying the leader. Bat hangs upside down on a branch for his nap while Owl says not me -never again.

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# Student Copycat Story Plan:

## Character Research:

- \* hop on land
- \* dive and swim
- \* catch bugs
- \* croak
  
- \* swim and dive
- \* hide under rocks
- \* eat minnows
  
- \* walk on land
- \* catch fish
- \* swim
- \* climb trees
- \* eat honey, ants, fish, berries
  
- \* nocturnal
- \* eat insects
- \* hang upside down for sleep
- \* fly



- Disasters:
  - \* forget
  - \* sleep in
  - \* wreck/break something
  - \* slip/trip/fall
  - \* get lost
  - \* accident
  - \* get hurt
  - \*misunderstand
  - \*get stuck



1. Setting: \_\_\_\_\_

Introduction of first character: \_\_\_\_\_

who journeyed to: \_\_\_\_\_

2. Where he met \_\_\_\_\_

when he heard, saw, felt or smelled...

3. Motive: They both wanted to be friends.

4. First activity copied with success.

Onomatopoeia: \_\_\_\_\_

5. Second activity copied with success.

Onomatopoeia: \_\_\_\_\_

6. Third activity copied with disaster.

Onomatopoeia: \_\_\_\_\_

7. Leader rescues copycat by \_\_\_\_\_

Motive Changed: Show the copycat stop copying the leader.

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## **Teacher Models Sequencing the Story Problem**

The place where many children have the most difficulty is in writing a powerful story problem. Many find it challenging to order the events which transpire. The second part of creating a story outline is sequencing the story problem.

Show students (grades 3 and up) how to list between four and five phrases that describe the order of events in the story problem. Next, add one or two excellent action words (verbs) beside each point. This helps the student learn how to elaborate on the story problem. Each phrase will be used later to create a sentence when writing the story problem. Secondly, it helps the student to implement a strong verb vocabulary during the writing process instead of having to fix it in the editing.



<b>Story Problem:</b> Owl tried to copy bat by taking a nap hanging upside.	
<b>Order of Events</b>	<b>Action Words</b>
1. landed on branch 2. turned upside down 3. got dizzy 4. fell to the ground	alighted swung felt plunged

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## **Dictionary of Action Words: Strong Verbs**

1. **Ate** bit, chomped, chewed, gulped, sucked, gnawed, licked, sipped, tasted tried, samples
  2. **Blew up** burst, crushed, gushed, demolished, dismantled, exploded, erupted, flashed, jerked, ruptured, snapped
  3. **Bumped** hit, smacked, pounded smashed, knocked, slammed, swatted, banged, crashed, thudded
  4. **Choked** gasped, spluttered, sputtered, turned blue
  5. **Climbed** crawled, mounted, ascended, scrambled, clambered, inched, ascended, clutched, grabbed, squeezed
  6. **Collected** gathered, found, searched, located, amassed, mounded, piled, grabbed, clutched, snatched
  7. **Cried** wept, sobbed, pouted, howled, yowled, wailed,  
**Tears:** rolled, trickled, dribbled, streamed, spilled, welled, poured, rained
  8. **Dug** shoveled, scratched, clawed, pawed, unearthed, delved, tunneled
  9. **Fell** plummeted, plunged, crashed, toppled, tumbled, tripped, spilled
  10. **Filled** covered, plastered, coated, blanketed, enveloped, flooded, burst, overflowed, surrounded
  11. **Flew** soared, sailed, glided, winged, floated, hovered, dipped, darted, leaped, drifted
  12. **Hung** dangled, swung, swayed, suspended, jutted, projected, beetled, rocked
  13. **Jumped** leaped, sprang, pounced, bounded, dove, hopped, plunged, sailed
  14. **Made a Noise** grunted, snorted, rasped, howled, squeaked, screeched, buzzed, hissed, roared, shrieked, sputtered, spluttered, squawked, thundered, boomed, yelled
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- 15. Pain shot** exploded, raced, throbbed, ached, winced
- 16. Pulled** tugged, yanked, grabbed, snatched, pried, jostled, wiggled, wriggled, stretched, rattled, shook, fished, hooked, jerked
- 17. Pushed** shoved, thrust, forced, jammed, crammed, wedged
- 18. Raced** hurried, stormed, rushed, darted, hustled, dashed, bolted, charged
- 19. Saw** spotted, spied, noticed, stared, studied, observed, detected, watched
- 20. Slipped** tripped, stumbled, faded, disappeared, melted
- 21. Sprayed** squirted, splashed, splattered, clouded, doused, melted
- 22. Squished** squashed, flattened, squeezed, crushed
- 23. Struck** jammed, clogged, plugged, caught, hooked, latched, snagged, wedged, blocked, crammed, glued, cemented
- 24. Swung** dangled, hung, hovered, swung, suspended
- 25. Tried to swim** thrashed, paddled, flopped, sank, sputtered
- 26. Wiggled** squirmed, wriggled, jiggled, twisted, thrashed, tossed, turned
- 27. Suddenly** just then, at that moment, instantly, moments later, hours later, a short time later

## Onomatopoeia Dictionary

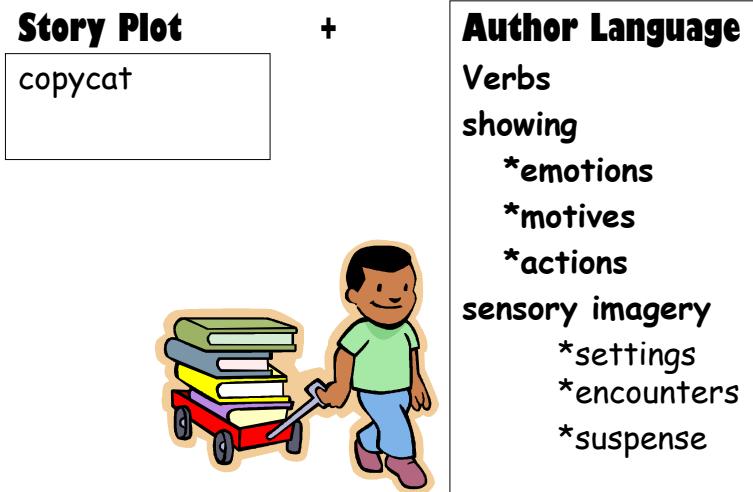
<b>B</b>	bang blip blurp	bump blink burp	bop blast boom	bark blurt buzz
<b>C</b>	chomp clip crash clack click	chug clop clink crack crunch	clump clunk clank clap	clunk cluck click clomp
<b>D</b>	drip	drop		
<b>F</b>	flip	flop	flap	
<b>G</b>	glug			
<b>K</b>	kaboom	kerplunk	kersplash	kerplop
<b>P</b>	plink pop	plop	plunk	plop
<b>S</b>	spurt swish stomp screech	splash smash stump swoosh	snap split snap	snip splash
<b>T</b>	tweet	thud	thump	thunk
<b>W</b>	wham	whack	wigwag	whirr
<b>Z</b>	whiz zip zag	whoosh zoom	zing	zig

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## **Student Sequences the Story Problem**

<p><b>Disaster:</b> _____</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;"> <b>Action Words</b>            * _____         </td> <td style="width: 25%; text-align: center;">           * _____         </td> <td style="width: 25%; text-align: center;">           * _____         </td> <td style="width: 25%; text-align: center;">           * _____         </td> </tr> <tr> <td style="text-align: center;"> <b>Order of Story Problem Events</b>            1. _____         </td> <td style="text-align: center;">           2. _____         </td> <td style="text-align: center;">           3. _____         </td> <td style="text-align: center;">           4. _____         </td> <td style="text-align: center;">           5. _____         </td> </tr> </table>	<b>Action Words</b> * _____	* _____	* _____	* _____	<b>Order of Story Problem Events</b> 1. _____	2. _____	3. _____	4. _____	5. _____
<b>Action Words</b> * _____	* _____	* _____	* _____							
<b>Order of Story Problem Events</b> 1. _____	2. _____	3. _____	4. _____	5. _____						

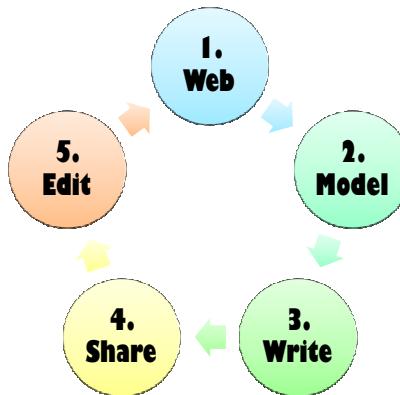
## Putting our Tools Together



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## Writing a Copycat Story Plot with Students



1. Teacher models how to write one section of the story using the word web (vocabulary dictionary).
2. Students use their own characters from the outlines they created and write one section of their stories.
3. Students share what they have written with each other. Children often catch their own errors when they read their work aloud.
4. Students edit this small section of writing. This means that when the last section is written, the entire story will have been edited.
5. Process begins again for the next lesson.

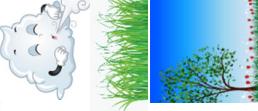
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## Class Discussion on Word Webs

- Word webs are vocabulary dictionaries created by the teacher for each section of the story. Word webs usually contains nouns and verbs. They help students apply strong verbs, sensory and "showing" in their writing. Students are encouraged to add their own vocabulary choices to the word web.
  - Vocabulary from word webs can be used to help students vary sentence starters.
    - Plural nouns** from a word web can be used start a sentence. Examples of plural noun sentence starters taken from this setting word web are:
      - \***Sunlight** shone brightly in the sky.
      - \***Moonlight** cast shadows across the meadow.
      - \***Shadows** stretched across the hillside.
      - \***Wind** danced in the tall grasses.
    - "ing" verbs can be used to start a sentence.
      - Change the word ending "ed" on any verb/action word to "ing" and it can be used as a sentence starter. Examples of "ing" verb sentence starters taken from the setting word web and the "went" synonyms are:
        - \***Shimmering**, moonlight gleamed on the pond.
        - \***Whispering**, wind whistled through the leaves.
        - \***Waving**, grass danced in the wind.
      - Examples of "ing" verb sentence starters taken from the "went" synonyms are:
        - \***Darting** over the meadow, the little bat sailed over the pond.
        - \***Climbing** over a fallen log, the old bear wandered through the forest.
    - In story writing we join two ideas together using the **glue words**. The glue words are: **and, as, while**
- Example:** Wind whispered in the trees as the little bat soared through the night sky.

<b>Setting Word Web</b>	
<b>sunlight</b>	shone, streamed, warmed
<b>moonlight</b>	gleamed, shimmered, cast
<b>shadows</b>	stretched, crept, darkened
<b>wind</b>	whispered, danced, whistled
<b>grass</b>	waved, quivered, danced
<b>trees</b>	stretched, towered, reached



## Went Synonyms

<b>swooped, sailed, darted, flew</b>	
<b>hopped, bounded, jumped, leaped</b>	
<b>swam, dove, paddled, knifed</b>	
<b>wandered, climbed lumbered, scrambled</b>	



## Meeting Places

tree, knothole, pile of rocks, hollow log, cave, pond, lily pad, cattails, hillside 27

# Teacher Models for Class

## Lesson One: Introduce your leader and describe the setting.

*Wingnut, the bat, watched as the sun disappeared over the hills. Moonlight cast jagged shadows along the edge of the forest.*

**Have your leader go to the place where he will meet the copycat.**

*Swooping over the meadow and across the pond he alighted on the branch of an old poplar tree.*

<b>Setting Word Web</b>	
<b>sunlight</b>	shone, streamed, warmed
<b>moonlight</b>	gleamed, shimmered, cast
<b>shadows</b>	stretched, crept, darkened
<b>wind</b>	whispered, danced, whistled
<b>grass</b>	waved, quivered, danced
<b>trees</b>	stretched, towered, reached

### Went Synonyms

hopped, bounded,  
jumped, leaped



swooped, sailed,  
darted, flew



soared, winged,  
circled, dove



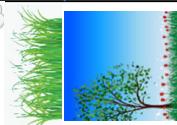
wandered, climbed  
lumbered, scrambled



### Meeting Places

tree, knothole, pile of rocks,  
hollow log, cave, pond,  
lily pad, cattails

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1. Make the word web of nouns and verbs needed for the first writing lesson. This can be done together or ahead of time. The word web has setting vocabulary, synonyms for "went" and places where the leader and copycat might meet. Make sure students have a single page dictionary containing high frequency sight words. Multiple page dictionaries are awkward and children rarely take the time to use them in the process of writing.
2. Teacher Models (see above).
3. Students Write (see next page).
4. Students Share.
5. Students Edit.
6. Lesson Complete.

## **Student Writing Lesson One:**

Introduce your leader and describe the setting.

Have your leader go to the place where he will meet the copycat.

### **Setting Word Web**

**sunlight** shone, streamed, warmed

**moonlight** gleamed, shimmered, cast

**shadows** stretched, crept, darkened

**wind** whispered, danced, whistled

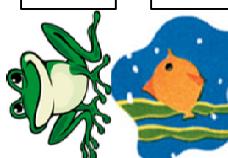
**grass** waved, quivered, danced

**trees** stretched, towered, reached

### **Went Synonyms**

hopped, bounded,  
jumped, leaped

swooped, sailed,  
darted, flew



soared, winged,  
circled, dove

swam, dove,  
paddled, knifed

wandered, climbed  
lumbered, scrambled



### **Meeting Places**

tree, knothole, pile of rocks,  
hollow log, cave, pond,  
lily pad, cattails, hillside

Encounters are meetings between two characters.



## Teacher's Model Lesson Two:

Show an interesting way the leader met the copycat. Use sensory imagery.

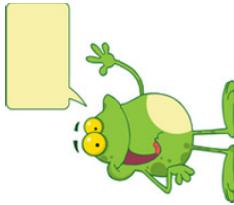
\* just then                          \* suddenly  
\* all at once                          \*at that moment

Suddenly he spotted two gleaming eyes and heard a loud yawn.

saw	*two eyes gleaming
spied	*a ripple in the pond
spotted	*a shadow looming
heard	*wings flapping
	*a splash
felt	*ground shaking
	*a tap on the back
scent of	*wafted, floated, filled

### Encounter Word Web

said	agreed
asked	
questioned	
inquired	
wondered	



**What did they say to each other? Use conversation to show they want to be friends.**

\*friend                          \*pal                          \*buddy                          \*chum  
“Wait, twoo, who are you and what are you doing in my tree?” came a deep voice. The little bat jumped. “I’m Wlimgnut, he answered. “I landed here for a rest. Who are you?”

“Oscar,” replied the owl. “You have great timing Wlimgnut. I was just waking up and going to head out for the evening. I’d love some company. How about it?” “Sure,” grinned Wlimgnut.

1. Make the word web of nouns and verbs needed for the second writing lesson.
2. Teacher Models (see above).
3. Students Write (see next page).
4. Students Share
5. Students Edit.

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Student Writing Lesson Two:

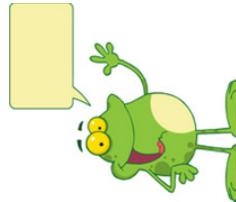
Show an interesting way the leader met the copycat. Use sensory imagery.



# Encounter Word Web



Encounter Word Web	
saw	*two eyes gleaming *a ripple in the pond
spied	*a shadow looming
spotted	*wings flapping *a splash
heard	*ground shaking *a tap on the back
felt	*waffled, floated, filled
scent of	_____



asked said

questioned  
inquired  
wondered

said

remarked      commented      noticed      mentioned

Резюме

**answered**  
**replied**  
**responded**  
**revealed**

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**Action Words**

hopped, leaped, jumped, dove,  
skinned, swam, darted, paddled



swam, floated, skimmed, sped,  
plunged, paddled, splashed, dove



plodded, climbed, clambered,  
sauntered, wandered, lumbered,



winged, sailed, flew, glided,  
floated, swooped, careened,  
lurched, wheeled, spiralled,  
veered, lurched, burst, twisted,  
perched, streaked, flipped

**Teacher's Model Lesson Three:**

**What 1<sup>st</sup> activity does the leader say he will do first?**

"Let's play follow-the-leader!"

**Have the copycat say he will do it, too.**  
"Sounds like fun!" grinned the owl.

**What action does the leader do?**

Use great action words and "onomatopoeia" words.

*Flap, flap, swoosh! The little bat climbed high into the night sky. Up, up, up and then down, down, down he plunged.*

**Show the copycat imitating the leader.**

Use great action words and "onomatopoeia" words.

*Swoosh! Oscar the owl took off right behind him. From breath-taking drops to loop the loops he stayed on Ullngnutt's tail. At last the pair were tired. They perched panting on the upper branches of the owl tree.*

1. Make the word web of nouns and verbs needed for the second writing lesson.

2. Teacher Models (see above).
3. Students Write (see next page).
4. Students Share
5. Students Edit.
6. Lesson Complete.

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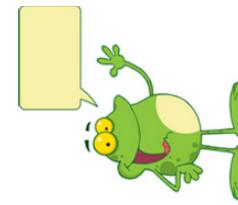
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**said**

**asked**  
questioned  
inquired  
wondered

**answered**

**remarked**  
commented  
noticed  
mentioned



**agreed**

**nodded**  
smiled  
grinned

**replied**  
responded  
revealed

**What 1<sup>st</sup> activity does the leader say he will do first?**

"Let's play follow-the-leader!"

**Have the copycat say he will do it, too.**  
"Sounds like fun!" grinned the owl.

**What action does the leader do?**

Use great action words and "onomatopoeia" words.

*Flap, flap, swoosh! The little bat climbed high into the night sky. Up, up, up and then down, down, down he plunged.*

**Show the copycat imitating the leader.**

Use great action words and "onomatopoeia" words.

*Swoosh! Oscar the owl took off right behind him. From breath-taking drops to loop the loops he stayed on Ullngnutt's tail. At last the pair were tired. They perched panting on the upper branches of the owl tree.*

1. Make the word web of nouns and verbs needed for the second writing lesson.

2. Teacher Models (see above).
3. Students Write (see next page).
4. Students Share
5. Students Edit.
6. Lesson Complete.

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## Student Writing Lesson Three:

**What 1<sup>st</sup> activity does the leader say he will do first?**

**Have the copycat say he will do it, too.**

**What action does the leader do?**  
Use great action words and "onomatopoeia" words.

**Show the copycat imitating the leader.**  
Use great action words and "onomatopoeia" words.

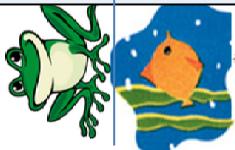
### Action Words

hopped, leaped, jumped, dove,  
skimmed, swam, darted, paddled

swam, floated, skimmed, sped,  
plunged, paddled, splashed, dove

plodded, climbed, clambered,  
sauntered, wandered, lumbered,

winged, sailed, flew, glided,  
floated, swooped, careened,  
lurched, wheeled, spiralled,  
veered, lurched, burst, twisted,  
perched, streaked, flipped



**said**

questioned  
inquired  
wondered

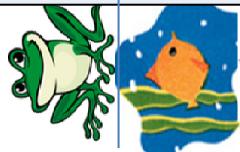
**answered**

nodded  
smiled  
grinned

**Show the copycat imitating the leader.**  
Use great action words and "onomatopoeia" words.

## Action Words

hopped, leaped, jumped, dove,  
skimmed, swam, darted, paddled



swam, floated, skimmed, sped,  
plunged, paddled, splashed, dove



plodded, climbed, clambered,  
sauntered, wandered, lumbered,

winged, sailed, flew, glided,  
floated, swooped, careened,  
lurched, wheeled, spiraled,  
veered, lunched, burst, twisted,  
perched, streaked, flipped



## Teacher's Model Lesson Four:

**What is the 2nd activity the leader says he will do?**

"I'm starved. Let's go find some moths!" said the little bat.

**Have the copycat say he will do it, too.**

"Okay," smiled Oscar. "I've never eaten a moth before, but I could sure use a snack about now."

**What action does the leader do?**

Use great action words and "onomatopoeia" words.

Sailing off again, Wingingnut skinned over the tall meadow grasses. Flitting here and there were hundreds of moths. Suddenly, Wingingnut snapped his head forward and caught two. Crunch, munch! "Delicious!" he called as he snagged another.

**Show the copycat imitating the leader.**

Use great action words and "onomatopoeia" words.

Shadowing his new friend, Oscar let out a screech and lunged forward to gobble up his very first moth. Munch, crunch! "Not bad at all," he grinned smacking his beak. "Not quite as good as a mouse, but a nice change."

1. Make word web.
2. Teacher Models (see above).
3. Students Write (see next page).
4. Students Share

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**asked**

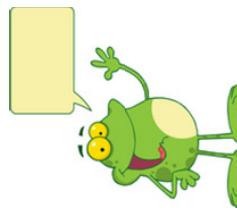
questioned  
inquired  
wondered

**said**

remarked  
commented  
noticed  
mentioned

**answered**

replied  
responded  
revealed



## **Student Writing Lesson Four:**

### **What is the 2nd activity the leader says he will do?**

**Have the copycat say he will do it, too.**

**What action does the leader do?**  
Use great action words and "onomatopoeia" words.

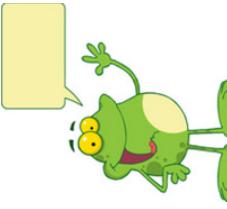
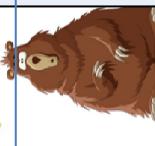
### **Action Words**

hopped, leaped, jumped, dove,  
skimmed, swam, darted, paddled

swam, floated, skimmed, sped,  
plunged, paddled, splashed, dove

plodded, climbed, clambered,  
sauntered, wandered, lumbered,

winged, sailed, flew, glided,  
floated, swooped, careened,  
lurched, wheeled, spiralled,  
veered, lurches, burst, twisted,  
perched, streaked, flipped



**said**

**asked**  
questioned  
inquired  
wondered

**answered**

**agreed**  
nodded  
smiled  
grinned

## Teacher Reviews the Sequenced Story Problem

**Note:** Students created their own sequenced story problems when they made their outlines.

<b>Story Problem:</b> Owl tried to copy bat by taking a nap hanging upside.		
	<b>Order of Events</b>	<b>Action Words</b>
1. landed on branch	alighted	swung
2. turned upside down		felt
3. got dizzy		plunged
4. fell to the ground		



**Writing the Story Problem**  
 Model how to turn the phrases into sentences which incorporate the action words. This teaches children the process of how to create a more detailed and powerful story problem.

## Teacher Models Lesson Five:

**What is the 3rd activity the leader says he will do?**

“Time for a nap,” cried Ullingnut as he sailed back to Owls tree.

**Have the copycat say he will do it, too.**

“Right behind you,” hooted Oscar.

**What action does the leader do?**

Use great action words and “onomatopoeia” words.

Ullingnut clung to the highest branch in Oscars tree upside down. Tucking his wings in, he shut his eyes and went to sleep.

**Show the copycat's disaster as he imitates the leader.**

Use great action words and “onomatopoeia” words.

The Owl stared at Ullingnut. “This is going to be tricky,” he thought. “I’ve never hung upside down before.” Gripping the branch beside the little bat he dug his talons in and swung downwards. Blood rushed to his head. He grew dizzier and dizzier until at last he could no longer hang on. Down, down, down he tumbled head over talons until he hit the grass with a thunk!

**Story Problem:** Owl tried to copy bat by taking a nap hanging upside

### Action Words

- alighted
- swung
- felt
- plunged

### Order of Events

1. landed on branch
2. turned upside down
3. got dizzy
4. fell to the ground

**agreed**

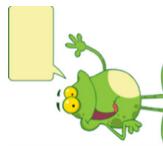
**answered**

**said**

- remarked
- commented
- noticed
- mentioned

- nodded
- smiled
- grinned

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**Students write this section using the sequenced story problems they created when making their story outlines.**

## **Student Writing Lesson Five:**

**What is the 3rd activity the leader says he will do?**

**Story Problem:** \_\_\_\_\_

**Order of Events**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**Have the copycat say he will do it, too.**

**What action does the leader do?**

Use great action words and "onomatopoeia" words.

**Show the copycat's disaster as he imitates the leader.**

Use great action words and "onomatopoeia" words.

**said**

**answered**

**remarked  
commented  
noticed  
mentioned**

**nodded  
smiled  
grinned**

**replied  
responded  
revealed**

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## Word Web "Showing" Character's Upset

### Teacher Models Lesson Six:

**Describe the copycat's reaction to the disaster using "showing".**

"Yeeouch! screeched the Owl. Tears welled up in his round eyes and dribbled down his feathers.

**Show how the leader rescues the copycat.**

Ullingnutt eyes flew open and he took to his wings. Plunging downwards he was soon sitting beside the motionless bird. At last the Owl opened his eyes and groaned, "That was the worst nap ever."

**Have the leader use conversation to say he will repeat the same activity which caused the copycat's disaster.**

Use great action words and "onomatopoeia" words.

Ullingnutt smiled, "I'm so sorry you fell big buddy. Here, let me help you back to your nest." The bat put his wing around the owl and the pair flew back up to Oscar's nest. "I still say we both need a nap. How about it?"

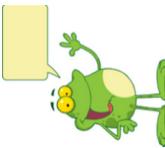
**Have the copycat use conversation to say he won't do it again.**

"I might have a nap," groaned the Owl, "but I'm won't ever again do it hanging upside down!" And he never did.

Face/Body Parts	Action Words
eyes	welled up, fogged up
tears	dripped, rolled, dribbled
face	turned red/white/green
shoulders/wings	sagged, drooped, hung

#### Synonyms for "Rescued"

bandaged, lifted, held, grabbed, loosed, snatched, helped, recovered, delivered, saved, pulled, carried, cradled, bore, lugger, toted, freed, supported, assisted



said	agreed
remarked commented noticed mentioned	nodded smiled grinned replied responded revealed

## Word Web "Showing" Character's Upset

Face/Body Parts	Action Words
eyes	welled up, fogged up
tears	dripped, rolled, dribbled
face	turned red/white/green
shoulders/wings	sagged, drooped, hung

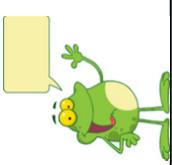
## Student Writing Lesson Six:

Describe the copycat's reaction to the disaster using "showing".

Show how the leader rescues the copycat.

### Synonyms for "Rescued"

bandaged, lifted, held, grabbed, loosed, snatched, helped, recovered, delivered, saved, pulled, carried, cradled, bore, lugger, toted, freed, supported, assisted



**said**

**agreed**

Have the copycat use conversation to say he won't do it again.

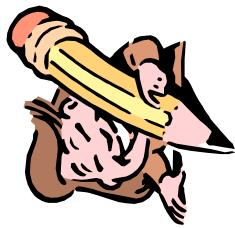
nodded
smiled
grinned

replied
responded
revealed

remarked
commented
noticed
mentioned

Name: \_\_\_\_\_

Date: \_\_\_\_\_



## For your story please edit:

1. Spaces between words
2. Capitals
3. Periods
4. Question Marks
5. Exclamation Marks
6. Commas
7. Quotation Marks
8. Colons
9. Semicolons
10. Complete sentences
11. Spelling
12. Subject change for paragraphs
13. Paragraph change for dialogue
14. Correct grammar in sentence structure
15. Maintains verb tenses (past or present)
16. Maintains same Narrator
17. Expands Vocabulary with choices provided by the teacher or initiated by the student

Comments: \_\_\_\_\_

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# Summary

- **Motive** is what a character wants or needs. Motive directs the main character's actions and helps the reader make sense of his actions.
- **Story plot patterns** are created when a character tries to get what he wants or needs,
- **Story problems** are created when a character's **motive is blocked** by a trick, disaster, act of god (weather, magic, miracle) or use of force (physical or political).
- **Resolution** occurs when the reader learns if the character achieved his motive by overcoming the block or is transformed when he could not achieve his motive.

## Story Plot Patterns

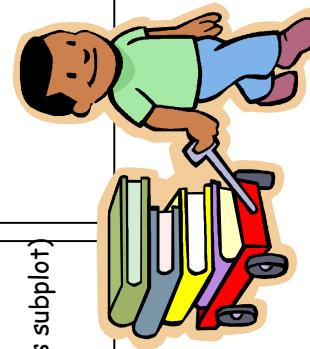
- copycat
- stuck
- contest
- switch (needs subplot)
- circle (needs subplot)

## Author Language

1. Verbs
2. Sentence Starters
3. Showing
  - \* emotions
  - \* motives
  - \* actions

## 4. Sensory Imagery

- \* settings
- \* encounters
- \* physical
- \* character (needs subplot)
- \* suspense



# Summary of Story Elements

## Story Parts Page

The order of these parts vary from one story to the next and each part can be used many times in a single story.

Story Problems are created when a Character's Motive is blocked by an obstacle.

1. **Character's Motive:** What does your character want or need? What action(s) does he take to get it?
2. **Story Problem:** What tries to stop him from getting it?

Obstacles which block a character's motives include:  
tricks, disasters, acts of god or use of force.

3. Does he overcome the obstacle and fulfill his motive or fail?  
How is he transformed as a result of facing this obstacle?



## Encounters Main Character:

- \*meets new character
- or
- \*enters new setting

## Setting

## Character

## & His Motive

- \*He wants/needs...
- so he...

## Character's Action

- \*Tries to get what he wants/needs so he...
- \*attempts/trades/copies...
- \*journeys...
- \*uses skill, ability or talent
- \*plays a trick
- \*sets a trap
- \*uses magic

## but...creates story problem by BLOCKING MOTIVE with an OBSTACLE

### Obstacles are:

- \*tricks
- \*disasters
- \*acts of god

(weather, magic, miracle)  
**\*use of force**  
(physical or political)

To overcome obstacle  
character either  
takes action , talks to/gets  
advice or encounters...

## Dialogue is used for:

- \*expressing strong emotion
- \*telling what the character wants/ doesn't want/needs
- \*expressing a plan for how to get what the character: wants/doesn't want/needs
- \*requesting help from another character
- \*first meetings between characters
- \*conversations overheard to inform the main character of the plans of others
- \*expressing events from one character to another that the writer does not wish to write in length about such as past history
- \*deceiving/intimidating/manipulating another to get what character wants/needs
- \*giving directions
- \*giving instructions
- \*showing character's personality traits/age/gender etc.