

Table of Contents

Part I	Six Story Plots Authors Use	1
	Book Focus: Circle Stories	3
	Background Information	4
	Integrating Writing Techniques	6
	Verbs and Movie Making	7
	Emotions and Motives	8
	Webbing and Questioning Techniques	9
	Settings and New Experiences	10
	Encounters	11
	Webbing and Questioning Techniques	12
Part II	The Assignment: Circle Story	13
	Literature Model: <u>The Best Nest</u> by P.D. Eastman	
	Teacher's Pattern Story Model	15
Part III	Student Worksheets	21
	Creative Writing Dictionaries	24
	Posters	30
	Overhead Transparencies	33
Part IV	Writing on Day One	41
Part V	Writing on Day Two	56
Part VI	Writing on Day Three	72
Part VII	Writing on Day Four	89
Part VIII	Glossary	110
Part IX	Appendix A	111

Book Focus: Circle Stories

This book is based on teaching children one way to write a circle story. Circle stories are the most common pattern authors use to write stories. Circle stories begin and end in the same place. They involve a journey that may or may not be physical. Books about time travel, journeys, adventures, dreams, entering other worlds, and self-acceptance are often circle stories. In literature circle stories begin as picture books, grow to short stories and include full length novels. Circle stories easily incorporate the other plots as sub-plots when they become novels. When teaching children to write circle stories it is beneficial to read them about ten circle stories before choosing one to write from. This helps children to see many ways that stories can be written using a circle for a frame. Below are circle story examples for you to share with your class. When choosing one to write from it is best to work with a very simple pattern. Most children write about three grade levels below what they can read. Even Gordon Korman, a child prodigy, who published his first novel at thirteen wrote his book for ten year old children. Therefore, picture books will work the best with children from the end of grade one through to grade six.

Circle Story Examples:

Rosie's Walk by Pat Hutchins

Chrysanthemum by Kevin Henkes

The Best Nest by P.D. Eastman

It's Not Easy Being a Bunny by Marilyn Sadler

Pigs by Robert Munsch

I Miss Franklin P. Shuckles by Ulana Snihura

Peter Rabbit by Beatrix Potter

Small Green Snake by Libba Moore

Are you my Mother? by P.D. Eastman

Elmer in the Snow by David McKee

Edward the Emu by Sheena Knowles

Hang on Hopper by Marcus Pfister

Friends Go Adventuring by Helme Heine

Charlie's Checklist by Rory S. Lerman

Freckles and Willie by Margaret Cuyler

Zack's Alligator by Shirley Mozelle

Matthew's Dragon by Susan Cooper

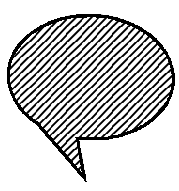
Indian in the Cupboard by Lynne Banks

Jacob Two-Two Meets the Hooded Fang by Mordecai Richler

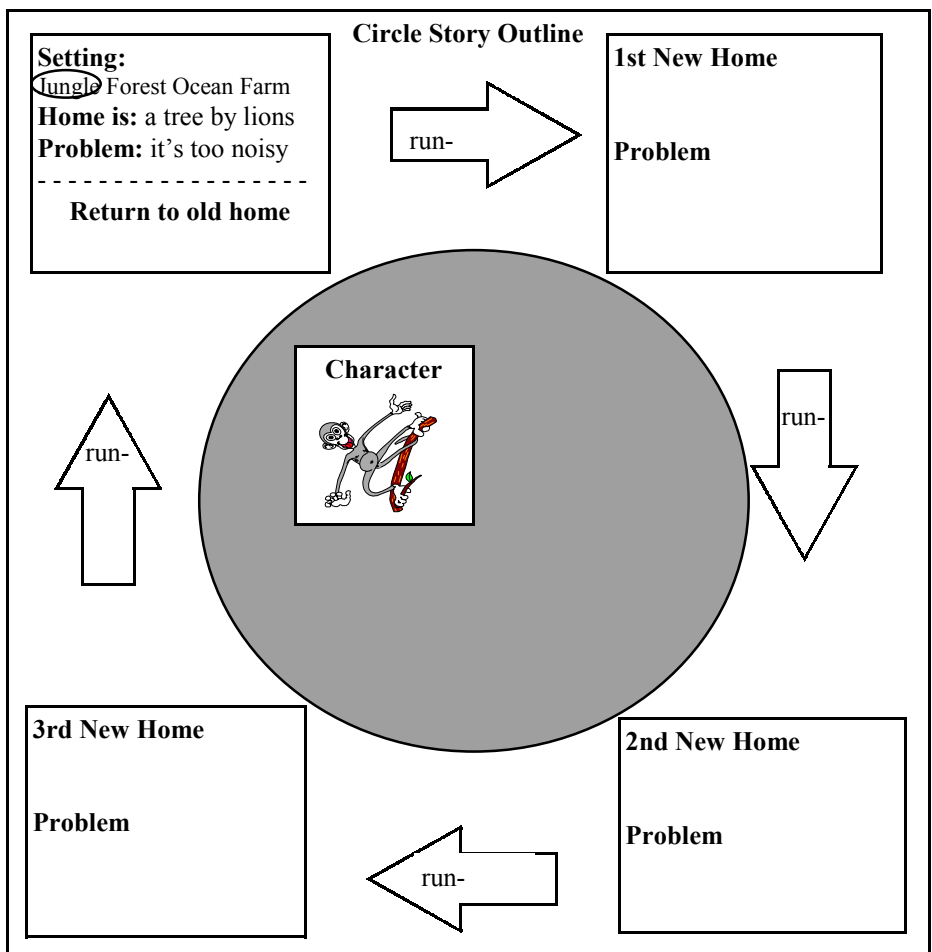
Teacher: Now, it's time to think about what reasons the characters had for wanting to move. If you know a good reason for moving put your hand up?

Teacher records reasons the children brainstorm for their animals wanting to move on the overhead/chalkboard. Use the transparency on page 53 to write down students' ideas. Put the conversation sign up to show the characters will be introduced into the story and explain the reason they want to move by using conversation.

Sample of How to Record Reasons Character Wants to Move



- it's too small
- the roof leaks
- it's hot
- it's stinky
- noisy neighbors
- it's cold
- it's dark
- it's windy
- it's low to ground
- it's high off the ground



Teacher: Look in the top left-hand box on your outline. (Point to it on your transparency) Do you see the word problem? I want you to record on your outline why your character wants to move beside the word problem. *Students now choose a reason for their animal characters wanting to move and record it on their outline beside the word problem. They may choose their own idea or one recorded on the transparency.*

Working with Students on Day Four

Overall Objective: To write a circle story based on The Best Nest by P.D. Eastman

Day 4 Objective: Students plan with the teacher where their animal families move and what problems are encountered in the new homes. Next, students write this portion of their story.

Time Required: one hour

Materials: copy of The Best Nest, circle story poster and characters for it (p. 31), students' outlines, overhead projector, transparencies of webbing worksheets (pp. 37, 38, 39, 40)

Lesson Introduction

Teacher: Today we are going to write the fourth part of our story based on the book The Best Nest (hold up the book). Who can tell me what pattern the author used to write this book?

Class: A circle story pattern.

Teacher: What is a circle story?

Class: A story that begins and ends in the same place.

Teacher: What is our story about?

Class: Our story is about an animal family that decides to move because they are tired of their home. Each time they find a new spot for their home a problem happens. At the very end of the story the animal family returns to their old home, and decides that the best spot is their old home.

Teacher: What part of our story did we write yesterday?

Class: Yesterday we wrote about the second new home the animal family moved to and the problem they had with the new home.