

Hand Planning and Review of Picture Planning

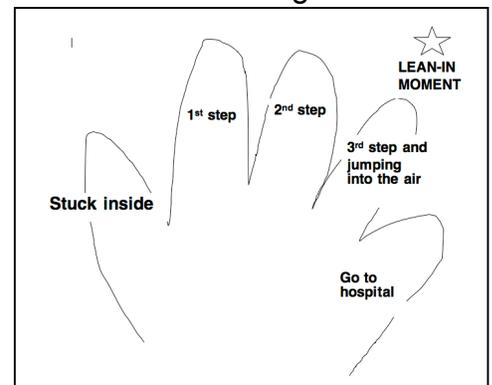
MATERIALS: Teachers will need to be able to tell a story or read a narrative picture book. (See www.liketowrite.com for narrative-story, book ideas.) Write it out as an outline plan, a timeline plan, a picture plan, and a hand plan on chart paper or a transparency.

CONNECT: We've been learning about the requirements of a good story telling and therefore, good story writing. Today, we will work on organization of a story. If you organize your story, your reader will be grateful because the sequence will be clear.

TEACHING POINT: I say, In order to organize a story, it is a good idea to do some planning ahead of time. Not all authors plan alike. Today, we will review some of the planning strategies we've talked about and I will show you a new planning strategy.

TEACH:

1. First, let me tell you a story (or read you a picture book).
2. Since I am the author, I could have used a variety of planning methods. (In the case of the picture book, you could say, *If I were the author*, I could have used a variety of planning methods.)
3. Show your planning ideas and explain how each works. So far, we have studied (1) writing timelines, (2) sketching pictures, and (3) making a simple outline. *Teachers, you may have other favorites you want to share.* (My examples are on the next page - plans to go with my story about my mom telling me to stay outside and wait for her if I got home from school and she wasn't there.)
4. I say, It is important to be able to take apart a story and see the parts in a story. By organizing a story into parts – or paragraphs – we help the **READER** see the organization.
5. Planning Across Your Hand works for some children really well. Remember my story about my brother breaking his collarbone? It could be planned like this... (Show how the story could be told planning across your hand.)
 - Intro- My brother and I were stuck in the basement
 - Tom dared me to jump off the first step
 - Tom dared me to jump off the third step.
 - Tom dared me to jump off the top step.
 - Ending – Tom went to the hospital
7. Show how it could be written using a hand picture. Make sure students know the main thing is to (1) divide the story into parts and (2) not to write a lot on the plan. (3) It should only take a couple minutes. (4) The parts become the paragraphs. (5) Dividing a story into parts is not as easy as it seems. (6) If you need more parts, draw a 6-finger hand but more than that usually gets too big to manage.



ENGAGEMENT:

1. Give students the handout to glue in notebooks – page 56.
2. Ask students to plan backwards with their writing. In other words, choose a story they've already written and make a plan for it. See if they can make each kind of plan for their story.

CLOSURE - If you couldn't make the plan, is it because your story wasn't complete or you're having trouble making a plan?

LINK --- Writers plan in a variety of ways. Sometimes they think, sketch, or write a brief outline. Some writers like the hand plan. Some work well with an outline or timeline. For most writers, sequencing stories is hard. Making a plan – even a brief one – can help.

Handout for daybooks...

Simple Outline Plan
 My mom says to stay outside if she gets home before us.
 I got home one day and no one was home.
 I went to the curb to wait.
 I decided to break into the house.
 My mom caught me. (Ending)

Plan Across Your Hand

Sketch

Timeline

Beginning X-----X-----X-----X-----X-----X

Who: My mom
 Problem: Stay outside until mom gets home

Got home	Wanted on curb	Broke into house	
No mom	Got caught		got a snack

Elaborating with Action, Description and Feelings

LESSON (Materials: 3 white boards, rubber band, tennis ball and stretch word cards, red, purple and blue markers)

Today's Objective --- learn how to make your story better like I promised. Often when we divide our stories into parts, we find that the parts are TOO SHORT. Well, writers know how to take care of that problem --- stretch the story. (rubber band)

1. Show tennis ball to students. Say,

Writers know how to rework their stories. Sometimes they add action. Sometimes description. Sometimes feelings. We're going to use the tennis ball to help us understand.

 - ✓ Ask one student to make the ball do something. Write what you see on the 1st white board (purple)
 - ✓ Ask one student to describe the ball. Write what is said. (red)
 - ✓ Ask one student to tell me how he feels about the ball or not having been selected to bounce the ball. Write the feelings on the 3rd white board. (blue)
2. Read all 3 whiteboards in different orders. No matter how you read them, they go together as a complete story.
3. Authors know that when we get stuck for details, we add action, description and feelings. Sometimes one whole part is description. Sometimes we use a combination. Read all the boards together to show them how the details go together to make a story.
4. Glue handouts into daybooks. Post poster on the wall for future reference.

Look for places to S>T>R>E>T>C>H ☺

Look for places in your story where there's...

(1) Action (2) Feelings (3) Description

How does a writer stretch a story?

Add **details** like what you...

see	feel (touch)
hear	feelings
facial expressions	smell
gestures	body language
(taste)	what others say or think

First Draft

One day I learned how to ride a bike. I really wanted to ride a bike. My mother told me that she was going to get me a bike and she did. I had never rode a bike before so I didn't know what to do. I was nervous. My mother came with me. I got on the bike. Mom held me on the bike and I kept turning around and looking at her. I finally got the idea and started riding by myself. I rode through the whole neighborhood. Mom had stopped holding me. I was riding my bike by myself. After that, I rode my bike all the time from sun up to sun down.

Revised Draft: Find the action chain!

One day I learned how to ride my bike. I got a brand new bike for my birthday and I really wanted to learn how to ride it. My mother said she would help me learn to ride it.

I walked the bike out to the middle of the street that's in front of my house. My mother walked behind me to hold the seat. She bent the bike over and I hopped on. Then she put the bike back up straight. I put my feet on the pedals and my hands tightly around the handlebars.

I started to get my balance by pedaling slowly and not turning the steering wheel crooked. My mom was right behind me holding the seat. She walked with me a ways while I pedaled. When I got some speed going, I fell when I went over the speed bump. She helped me up and she said, "Try again."

This time I stood on the curb and got on the bike. I turned back around and my mom held me tighter. Next thing I knew, she let me go. I was riding my bike all by myself. I left my mom behind me. After that, I rode my bike all the time from sun up to sun down.

Authors Stretch Stories with...

ACTion!

Details the reader can act out in his/her mind

Description

What the reader sees, hears, smells, touches or tastes

Feelings

The emotions the reader feels: nervous, excited, scared, angry, happy, sad...

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