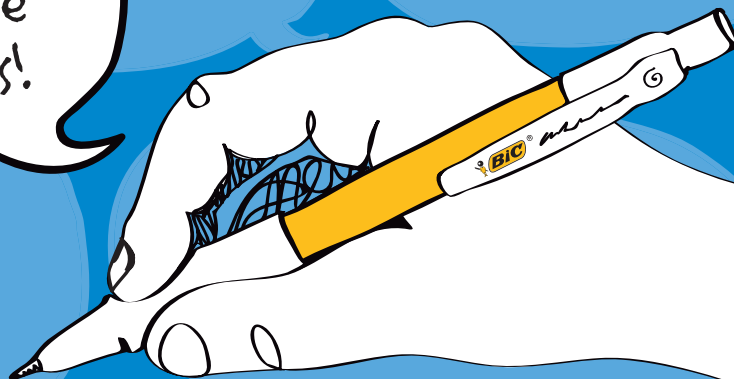


MY
STORY

Teacher's Guide Grades 3-5

Teachers -
Look inside for fun
activities to help
students share
their stories!



www.biceveryday.com



Dear Educators,

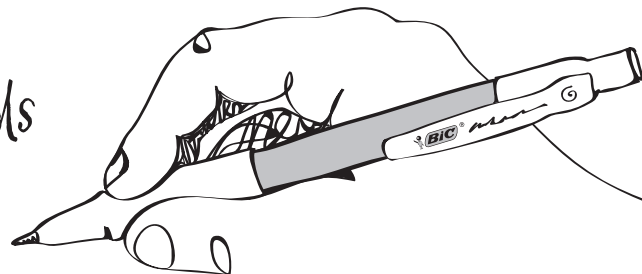
Writing skills are paramount to mastering the objectives in both reading and language arts in the upper elementary classroom. While you likely have a variety of resources available in order to meet your local objectives, we understand that fresh ideas for inspired teaching are always welcome.

To that end, BIC is pleased to provide you and your students with the "My Story Activity Kit," complete with the tools necessary to realize their inspiration. Included in this kit, you'll find the following:

- A 16-page teacher's guide which focuses on sources of inspiration and utilizes recognized steps in the writing process. Specifically, this guide focuses on:
 - The Writing Process
 - Sources of Inspiration
 - Word Choice
 - Genres in Writing
 - Character Traits
 - The Revision Process
 - Telling My Story through Journaling
- 25 "Story Starter Cards" which will help to jump-start creativity in the classroom.
- A classroom poster that reinforces the steps of the writing process.
- A parent newsletter that provides tips for encouraging creativity at home.
- Stickers to reward your students for random acts of inspiration or creativity in writing.
- BIC® Round Stic Grip™ Mechanical Pencil Denims® so students can write their stories.

We hope that these materials inspire your students and encourage you to find even more creative ways to introduce these important concepts to your class.

Your Friends
at BIC



NCTE/IRA (National Council of Teachers of English/ International Reading Association) Related Standards

1. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. (Standard #4)
2. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. (Standard #5)
3. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint text. (Standard #6)

Source: The National Council of the Teachers of English, <http://www.ncte.org/about/over/standards/110846.htm>

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MY
STORY



The Writing
Process

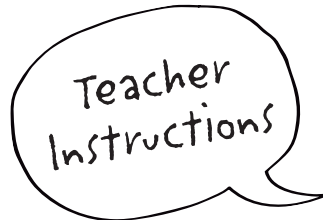
Inspiration

Planning

Revision

Drafting

PEER REVIEW



My Inspiration

OVERVIEW AND OBJECTIVES

In this activity, students will explore ways in which artists are inspired and will utilize techniques for finding inspiration.

BACKGROUND

When Thomas Edison wrote that genius is "one part inspiration, 99 parts perspiration," he may have underestimated the power of inspiration. Unfortunately, many artists find it difficult to become inspired. Fortunately, there is a variety of techniques that you can use with your students to help them find inspiration.

INSTRUCTIONS

Ask the students to define "artist." Accept all responses. Then, ask them to name several types of artists [e.g., painters, sculptors, poets, dancers, musicians, etc.].

Ask the students to consider how the following artistic efforts were inspired. Accept all answers. Then, explain how the true inspiration for each work of art was found.

- Mount Rushmore (inspired by some of our country's greatest presidents)
- *Pirates of the Caribbean* film (inspired by a ride at Disneyland)
- *The Cat in the Hat* by Dr. Seuss (the publisher of the book asked Dr. Seuss to write and illustrate a book using only 255 "new-reader" vocabulary words)

Explain to the students that each of the artists found inspiration through different means. Ask students to list some ways in which they might be inspired. Accept all responses.

Explain to the students that they will be working collectively to find inspiration for a class story. Tell them to:

- think of the first word that comes to mind and to immediately write it down on their papers
- take turns taping their words to the chalkboard
- write a story which includes all of the words on the board
- return to their desks to begin a My Story activity.

My Story

Have students

- list each of the words on the board;
- list three ideas for stories which might include those words;
- trade journals with another student and ask which story sounds most interesting;
- return the journals and begin writing their stories;
- share their stories; and
- discuss ways in which the stories were the same or different, and how each student's personal experiences were also forms of inspiration for the stories.

EXTENSIONS

- As students read in class, have them make a journal entry trying to identify the writer's source of inspiration.
- Have students carry a small notebook for one week. Tell them to jot down any inspiring ideas for stories throughout the week.
- Have students use the "My Inspiration Cards" as a source of inspiration in telling My Story.



My Inspiration

TOPIC

In this activity, you will learn all about how artists are inspired, or where they come up with their ideas. Then, you will work with other students to come up with your own inspiration.

BACKGROUND

Thomas Edison said that genius is "one part inspiration, 99 parts perspiration." This means that once you have an idea, the real work is writing or painting. While it's true that when writing, authors need to work hard so they can get their idea across, finding an idea can be hard, too!

All artists (including writers!) start with an idea, or an inspiration. It can be a picture, a person, or something that happened to them. There are lots of ways to find inspiration.

ACTIVITY

You will work with your class to answer the following questions.

What is an artist?

What are some types of artists?

What do you think inspired these artistic efforts?

- Mount Rushmore _____
- *Pirates of the Caribbean* _____
- *The Cat in the Hat* _____

My word for the class story is _____

My Story

Copy the list of words from the board in your journal. Then, write three ideas of stories you can write which will use all of the words. Trade journals with another student. Tell him or her their idea that was your favorite. Trade journals again and write your story!



Try This!

- As you read in class, make a journal entry identifying the writer's source of inspiration.
- Carry a small notebook for one week. Jot down any inspiring ideas for stories throughout the week.
- Use the "My Inspiration Cards" as a source of inspiration in journaling.



Teacher Instructions

My Words

OVERVIEW AND OBJECTIVES

Once students have found their inspiration for a written passage, they will need to focus on how best to convey their ideas. In this activity, students will focus on, and play with, descriptive words (adjectives and adverbs).

BACKGROUND

At this point, students should be familiar with basic sentence construction, including how adjectives modify nouns and adverbs usually modify verbs. This activity is not intended to teach them about descriptive words, but rather how to use them effectively.

INSTRUCTIONS

Write the following sentences on the board:

- The girl walked into the house.
- The canoe passed the sailboat in the race.

Ask the students to underline the nouns and circle the verbs on their papers. Then, have students share their answers.

Ask the students what the "mood" of each sentence is. Accept all responses. Then, explain that the mood of the story could be made more apparent by inserting adjectives or adverbs into the sentences. Remind students that adjectives describe nouns and adverbs describe verbs. Then, have the students rewrite the sentences with adjectives modifying each noun and adverbs modifying each verb. Have students share their sentences and identify the moods they create. For example, "The scared girl slowly walked into the dark house" suggests an ominous mood.

Explain to the students that they will be participating in a "descriptive word scavenger hunt." Do the following:

- Give each student two index cards.
- Have students think of either an

adjective/noun combination or an adverb/verb combination and write one word on each card.

- Collect all of the cards while being careful not to separate the pairs. Divide the cards into two piles (with the pairs in the same pile).
- Shuffle each stack.
- Using the first stack, distribute one card to each student.
- Tell them to try to find their "word pair" partner.
- After all students have found an appropriate partner, go through each word pair and ask if any student had created that pair. If so, continue to the next pair. If not, tell them to start again trying to find the matching pair.
- When the activity is complete, repeat it with the second stack of cards.

Finally, form groups of six (being sure to keep partner pairs) and have students create skits using their paired words.

My Story

Have students select a previous journal entry, then add descriptive words to create a "dark" mood. Have them rewrite the journal entry again to create a "light" mood. When they are done, have them underline every descriptive word they added.

EXTENSIONS

- Encourage students to use a thesaurus to find interesting and unusual descriptive words.
- As students write, have them underline all of the descriptive words in order to have a feel for how often they use them.
- Have students identify the mood of each sentence they write and then ask themselves if that is the mood they were hoping to convey.

MY STORY

My Words

TOPIC

Once you have found your inspiration, you will need to think about how best to get across your ideas. Word choice is very important in getting across exactly what you are trying to say. In this activity, you will focus on, and play with, descriptive words.

BACKGROUND

You should already know about adjectives (words which describe nouns) and adverbs (words which usually describe verbs). If you aren't sure about these, be sure to let your teacher know before you begin the activity.

Think of how you can create movements in your skit which show your adverbs!

ACTIVITY

Read these sentences.

- The girl walked into the house.
- The canoe passed the sailboat in the race.

Underline the nouns and circle the verbs.

What is the mood of the first sentence? _____

What is the mood of the second sentence? _____

Rewrite the sentences with adjectives and adverbs.

Sentence 1: _____

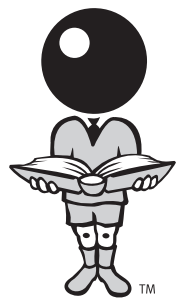
Sentence 2: _____

My word pair: _____ and _____

Use the space below to write your skit:

My Story

Select a previous journal entry then add descriptive words to create a "dark" mood. Rewrite the journal entry again to create a "light" mood. When you are done, underline every descriptive word you added.



Try This!

- Use a thesaurus to find interesting and unusual descriptive words.
- Underline all of the descriptive words in order to have a feel for how often you use them.
- Find the mood of each sentence you write, then ask yourself if that is the mood you were hoping to get across.



Teacher Instructions

My Style

OVERVIEW AND OBJECTIVES

In this activity, students will explore different writing styles and identify the characteristics of each genre of writing. They will then work in groups to outline a written piece and, finally, work independently to craft the actual piece.

BACKGROUND

Your students may be familiar with a variety of genres of writing. They are likely able to differentiate between fiction and nonfiction. However, this activity will expose them to a variety of genre subsets such as biography, autobiography, mystery, drama, and poetry.

INSTRUCTIONS

Ask students to list "types" of stories. Accept all responses. Then, explain that there are two broad "types" of creative writing: fiction and nonfiction. Ask the students to define each on their papers. Then, as a class, create a collective definition of each.

Explain that within both fiction and nonfiction, there are various types, or genres, of creative writing. With the class, generate a list of both fiction and nonfiction genres; have the students write the lists on their papers (lists may include biography, autobiography, narrative nonfiction, historical fiction, mystery, folktales, drama, and poetry).

Then, next to each word on the list, have students write three words which describe that particular genre, such as "person," "true," and "historical" for biography. Have students form groups of four to share their lists. Then, have them discuss examples of each genre of writing.

Have students work with groups to tell one story in different genres. Read the following assignment to them:

You will be writing about a young girl who finds a mysterious cave. She wanders into it only to get lost. She is frightened but uses creativity to find her way home.

Assign each group one of the following genres: mystery, historical fiction, poetry, and autobiography. Explain that they will use their papers to organize their ideas for the story and list ways in which they can use the characteristics of the genre in their story.

My Story

Have students use their notes from the group exercise to write the story in their assigned genre. When students have finished, have them take turns reading their stories aloud and having the rest of the class identify the genre.

EXTENSIONS

- Have students select a short story and rewrite it as a poem.
- Tell students to list books they've read in the past year and identify the genre of each book.

MY STORY

My Style

TOPIC

In this activity, you will think about writing styles, or genres, and describe what makes each genre unique. You will then work with your classmates to tell a story through a particular genre.

BACKGROUND

You are probably familiar with fiction and nonfiction. But even within fiction and nonfiction there are different genres. Below you will be listing many different styles of writing. As you work, think about what style you write in most often.

ACTIVITY

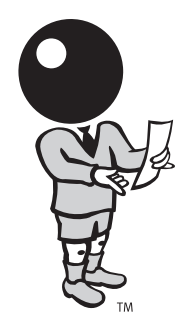
Define these words:

Fiction _____
 Nonfiction _____

Fiction	Characteristics			Nonfiction	Characteristics		
				Biography	Person	True	Historical

You will be writing about a young girl who finds a mysterious cave. She wanders into it only to get lost. She is frightened but uses creativity to find her way home.

My assigned genre is: _____



My Story

Use your notes from the group exercise to write the story in your assigned genre. When you have finished, take turns reading your stories aloud and having your classmates identify the genre.

TRY THIS!

- Select a short story and rewrite it as a poem.
- Create a list of books you've read in the past year and identify the genre of each book.



Teacher Instructions

My Character

OVERVIEW AND OBJECTIVES

In this activity, students will participate in a variety of activities to identify character traits when writing fiction. Students will create a "character collage" built from features from a variety of photographs and will write a story in which the main character is inspired by a photograph from a magazine.

BACKGROUND

Students should be familiar with the term "character." However, in this activity, students will not be focusing on identifying the main or subordinate characters, but on bringing their inspired characters to life. Students will focus on how both physical traits and character traits help to build a character.

INSTRUCTIONS

Remind students about descriptive words (adjectives). Explain that they will be working with adjectives to help build characters for stories they will write.

Hold up a picture from a magazine of an unknown person (avoid politicians or celebrities as students may have preconceived ideas about the person's character). Ask students to make a list of adjectives that describe the person. Then, have students share their lists.

As they do, ask each student why they decided to include that particular word.

Give each student a magazine. Then, ask them to cut out a photograph of one person with one of the following traits (you may need to explain what each term means). Have the students glue the photographs to their papers.

- Tired
- Smug

- Ecstatic
- Frustrated
- Content

Have students share their selections. Explain that they will "build characters" from magazine photographs. Then, do the following:

- Divide students into groups of five.
- Assign one of the following features to each student: eyes, hair, mouth, nose, body.
- Have students select one photograph from which to take their feature. Cut it out.
- Have students assemble the features to create a "character collage."
- Have them identify other character traits (about the character's personality) based on the assembled features. Students should list the character traits on their papers.

My Story

Have students select one photograph of a person from a magazine and list both physical and emotional character traits of that person. Then, have students develop a story with that person as the main character.

EXTENSIONS

- Have students create characters based on what they imagine their parents were like as children.
- Have students create two characters which are complete opposites of each other.
- Have students create a superhero character based on their own positive qualities.

MY STORY

My Character

TOPIC

In this activity, you will think about character traits when writing fiction. You will use photographs from magazines to find interesting character traits, and will create a "character collage" built from features from photographs. Finally, you will write a story about a person from your magazine.

BACKGROUND

You should already know the word "character." Character traits, or specific details about how a character looks or acts, might be new to you. You can get inspired to create interesting characters just by looking at photographs of people.

ACTIVITY

I think this person is: _____

Here are examples of someone who looks:

Tired	
Smug	
Ecstatic	
Frustrated	
Content	

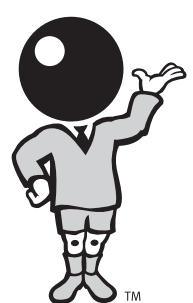
The traits of my "character collage" are: _____

My Story

Choose one photograph of a person from a magazine and list both physical and emotional character traits of that person. Then, write a story with that person as the main character.

Try This!

- Create characters based on what you think your parents were like as kids.
- Create two characters that are complete opposites of each other.
- Create a superhero character based on your own positive qualities.



Teacher Instructions

My Review

OVERVIEW AND OBJECTIVES

In this activity, students will use previously written stories to ensure that their message is coming across to the reader. Students will use a revision checklist to practice ways in which peer review, revision and final editing will improve upon a story or written piece.

BACKGROUND

One of the most important aspects to writing is making sure that the intended message is getting across to the reader. Students may be familiar with checking writing for spelling or punctuation errors, but they should also be considering additional ways in which a written piece should be reviewed.

INSTRUCTIONS

Ask students what is the main objective or purpose of a written piece. Then, select one student to read aloud one of their own journal entries of their choice. Ask the rest of the students to describe what they feel was the author's message or purpose.

Then, ask the student to describe what actually was the intended purpose of the journal entry. Explain that sometimes when an author writes, the purpose of the passage is not clear. "Peer reviewing" can help to make the message clear.

Ask the students to list items they should consider when reviewing (responses may include spelling, grammar, punctuation, etc.). Then, explain that there are other considerations to make when reviewing another author's writing. Have students look at the checklist on their papers and review each item.

Then, ask them what else could be included on the checklist. Have students add additional items based on their responses.

Divide students into pairs. Have students select one journal entry for peer review and then trade with another student and use their checklists to peer review their partner's work. Finally, students should rewrite their own work based on the peer review comments.

My Story

Have students write a story while focusing on the peer review checklist. By doing so, they will be able to improve their writing before it is peer reviewed.

EXTENSIONS

- Allow students to "peer review" your weekly newsletter to parents!
- Set up a peer review center in your classroom where students who have finished an assignment early can select another student's work to review.
- Encourage students to review their own work whenever they submit an assignment.

MY STORY

My Review

TOPIC

In this activity, you will use your journal entries and a peer review checklist to make sure that the message you want to share is coming across to the reader. In your journal, you will practice peer review, revision, and final editing to improve your stories.

BACKGROUND

One of the most important parts of writing is making sure that your message is getting across to the reader. You may be familiar with checking your writing for spelling or punctuation errors, but you should also be thinking of other ways in which you should review your work. You'll soon understand that by becoming a good reviewer, you are also improving your own writing.

ACTIVITY

Peer Review Checklist

Item	Yes	No	Comments
MECHANICAL ITEMS			
Correct spelling			
Correct grammar			
Correct punctuation			
Good word choice			
CHARACTERS			
Believable			
Interesting			
Well-developed			
PLOT			
Believable			
Interesting			
Well-developed			
OTHER			



My Story

Write a story while focusing on the peer review checklist. By doing so, you will be able to make your writing even better!

Try This!

- "Peer review" your teacher's weekly newsletter to parents!
- Go to your classroom's peer review center when you have a few extra minutes.
- Review your own work whenever you turn in an assignment.



Teacher Instructions

My Story!

OVERVIEW AND OBJECTIVES

In this activity, students will utilize what they've learned in previous activities in order to create an original story of their own. A class presentation or display will be designed in order for students to showcase their work.

BACKGROUND

Students should already be familiar with the writing process. Use the reproducible on page 3, and the poster to remind students of the five steps of the writing process.

INSTRUCTIONS

Begin by reviewing the steps of the writing process (inspiration, planning, drafting, peer review, revision). Review each step of the process, citing examples when appropriate.

Have the students list the writing process steps on their papers. Then, explain that they are going to use the organizer to develop My Story. Explain that My Story:

- can be inspired by anything;
- should use descriptive words;
- can be any genre;
- should have well-developed characters; and
- will be peer reviewed and published in a classroom display.

Divide the students into groups of three. Over the course of several classes, have them go through the steps of the writing process, and culling what they have learned from the previous activities, in order to write My Story.

When students have finished their stories, create a classroom display to celebrate each of their stories.

My Story

Have students describe how their writing has changed since learning about important characteristics of writing and the writing process.

EXTENSIONS

- Create a My Inspiration box for students to submit writing inspiration ideas.
- Incorporate "writing updates" in your daily class meeting or discussion.
- Create a "writer's corner" with non-assignment stories written by your students.

MY STORY

My Story!

TOPIC

In this activity, you will use what you've learned in these activities in order to create an original story of your own. You will share your published story in a class display.

BACKGROUND

You should already be familiar with the writing process. If you aren't sure about the writing process on your classroom poster, be sure to let your teacher know.

ACTIVITY

The Writing Process _____

My Story Organizer:

My Inspiration _____

My Word Choices _____

My Genre _____

My Characters _____

My Peer Review _____

Item	Yes	No	Comments
MECHANICAL ITEMS			
Correct spelling			
Correct grammar			
Correct punctuation			
Good word choice			
CHARACTERS			
Believable			
Interesting			
Well-developed			
PLOT			
Believable			
Interesting			
Well-developed			
OTHER			

My Story

After you have published your story, write a journal entry about how your writing has changed since you learned about important characteristics of writing and the writing process.

Try This!

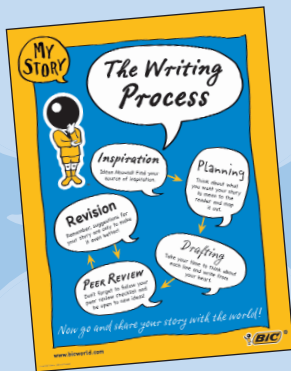
- Add an idea to your classroom's My Inspiration box.
- Share your writing ideas and story updates during your morning meetings or classroom discussions.
- Put your stories in your classroom's "writer's corner" to share with other students.



MY STORY

Help your students share their stories!

Program Components



25 "Story Starter Cards" which will help to jump-start creativity in the classroom.



A classroom poster that reinforces the steps of the writing process.



A parent newsletter that provides tips for encouraging creativity at home.



Stickers to reward your students for random acts of inspiration or creativity in writing.

BIC® Round Stic Grip™ Mechanical Pencil Denims® so students can write their stories.



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