

Authentic Publishing for Grades P-6

Programs 4-5 Teacher's Packet

A KET professional development workshop for educators approved for Professional Development Training by the Kentucky Department of Education.

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Authentic Publishing

for Grades P-6

Programs 4 – 5

The following print materials, created by host/presenter Donna Vincent, are designed to accompany the fourth and fifth programs in the series. These two programs focus on literary writing: Program 4 deals with publishing short stories in a sixth-grade setting and Program 5 with scriptwriting for plays in a lower primary. Teacher Beth Mohon and paraprofessional Jennifer Bowles appear in Program 4, and Dana Bruce appears in Program 5.

For general information about *Authentic Publishing* and its objectives, along with teacher resources including a list of possible authentic audiences and purposes for student writing, please consult the teacher packet for programs 1-3, available at KET's professional development Web site.

About This Packet

This packet includes agendas for Programs 4 and 5, materials related to their content, and a list of Internet sites where students can publish their writing.

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Professional Development Credit

Stage of Participant Development: Practice/Application

The Kentucky Department of Education has approved all KET Star Channels Seminars for professional development credit if schools or districts choose to include them in their professional development plans. Districts or schools may choose to include preparation and/or follow-up time as part of professional development. For example, if a teacher participates in one 90-minute program and spends an additional 30 minutes in related activities, he or she could be awarded a total of two hours professional development credit.

Individual teachers who wish to use these videotapes for professional development credit should check with their school professional development chair or with their district professional development coordinator.

Professional development can also be used to satisfy requirements for the fifth year program. Contact your local university or the Division of Teacher Education and Certification at 502-564-4606 for more information.

Meet the Teachers

Joining host **Donna Vincent**, district-wide writing consultant for Muhlenberg County, are **Jennifer Bowles**, **Dana Bruce**, and **Beth Mohon**. Beth is the counselor at Drakesboro and Dana is a primary teacher. To learn more about Donna, Beth, and Dana, please consult the teacher's packet for Programs 1-3.

Paraprofessional **Jennifer Bowles** teaches arts and humanities at Drakesboro. Her curriculum includes hands-on activities, art appreciation, process, and application of the arts and humanities core content. A free-lance artist, Jennifer has painted murals throughout the school building. She is two semesters away from her teaching degree.

Program Agendas

Program 4: Writing Purposeful Short Stories

- **An authentic request for short stories**
- **Discussing personification**
- **Prewriting workshop**
- **Mini-lesson on using transitions**
- **Publishing decisions on text placement, page breaks, and illustrations**
- **Preparing illustrations with the arts and humanities teacher**
- **Reviewing arts and humanities core content**
- **Considering the audience's perspective**

Program 5: Script Writing for Plays

- **Introducing scripts and plays to emergent readers and writers**
- **Researching habitats in the library**
- **Looking at fiction and non-fiction books about animals for habitat ideas**
- **Making habitat choices for collaborative script**
- **Introducing literary concepts for reading and writing fiction**
- **Performing the play**

How We Wrote Short Stories with Authentic Purposes and Audiences in Sixth Grade Classrooms

Donna Vincent, Muhlenberg County Schools

The guidance counselor at Drakesboro Elementary gave sixth graders there an authentic audience and purpose for writing short stories. She asked for books to be written and illustrated with plots that deal with the kinds of problems for which she counsels kids.

I conferenced with students after she shared her request and list of problems (see below) to help them select animals from their research to personify as main characters in their short stories who have the problem and learn the lesson. The goals listed are HER goals for her students in need.

We ordered Bare Books from Treetop Publishing to publish the students' writing. The books were placed in the guidance counselor's office as part of the service she provides students.

Problems

Lying
Fighting
Name calling
Stealing to get what they want
Not completing work
Fussing
Poor self-esteem
Thinking negatively
Not controlling angry actions
Sleeping in class
Being disrespectful
Being shy
Having no friends
Interrupting
Being sad (depressed)
Cheating
Disrupting class

Goals

Telling the truth
Solving problems peacefully
Solving problems peacefully
Earning money to get what they want
Completing work
Getting along
Good self-esteem
Thinking positively
Controlling angry actions
Paying attention in class
Being respectful
Being a little more outgoing
Having friends
Not interrupting
Being happier
Taking pride in doing their own work
Listening and doing their work in class

Note to Teachers: Bare Books and Big Bare Books (16" x 20") are affordable, professionally bound blank books designed especially for children. They are available with blank covers or cover designs and in horizontal or vertical formats. The company also sells line guides for both sizes. You can order these books from:

Treetop Publishing
2200 Northwestern Avenue
Racine, WI 53404-2519
Telephone: (414) 633-9228

Core Content Covered in Program 4: Writing Purposeful Short Stories

Arts and Humanities

Application of the following elements of visual art and principles of design:

- Line
- Shape
- Color
- Space
- Movement
- Emphasis

Reading and Writing

Understanding and applying the characteristics and elements of short story:

- Characterization: dialogue, thoughts, actions, reactions, physical features
- Plot
- Conflict/resolution
- Settings
- Events
- Transitions
- Organization
- Illustrations and how they enhance the purpose
- Awareness of audience and purpose
- Main idea and supporting details
- Page breaks

Health

Individual well-being and mental wellness

- Rights
- Responsibilities
- Conflict/resolution

Other Benefits

- Inquiry
- Use of computers

What Kind of Character Are You Reading/Writing About, Anyway?

Character's Name _____ *Character's Age* _____

Character's Weakness/Problem _____

Kinds of Evidence To Look For

Evidence Found

Dialogue (The exact words out of the character's mouth)

Body Language/Actions (Movements, mannerisms)

Thoughts (The exact words in the character's head)

Physical Features/Style (Clothes, hair, etc.)

Reactions of Others (What they said, thought, did)

Extremely _____ |-----|-----| **Not** _____ **at all**
(problem goes here) (problem goes here)

Place an X on the continuum to indicate the degree of evidence of the problem.

Donna Vincent, Writing Consultant
Muhlenberg County Schools, dvincent@mberg.k12.ky.us

Barry Lane Techniques

(from his book , *After the End*)

- ***Snapshots*** – Important moments in a story that need to be highlighted by using slow motion to zoom in and look at details.
- ***Thoughtshots*** – Thoughts that a main character is having that the reader needs to know about because they add to the story.
- ***Exploded Moments*** – Using both snapshots and thoughtshots. Zoom in and look. Pull back and think.
- ***Shrinking Centuries*** – Fast-forwarding past the boring parts. Transitions.

Fiction Rubric

<i>Fiction</i>	Not Publishable	Almost Ready To Go to Print	Best Seller	Pulitzer Prize Winner
<i>Character</i>	<input type="checkbox"/> Characters not used <input type="checkbox"/> Words make it somewhat clear about whom the story is written	Main character(s) is clearly— <input type="checkbox"/> Introduced <input type="checkbox"/> Described	Characters are revealed (rather than merely introduced) through— <input type="checkbox"/> Actions <input type="checkbox"/> Dialogue <input type="checkbox"/> Thoughts <input type="checkbox"/> Reactions of other characters	Characterization is so strong that the reader comes to know each main character intimately
<i>Problem</i>	Piece does not build to a problem	Problem is somewhat clear	Problem is— <input type="checkbox"/> Well-developed through events <input type="checkbox"/> Believable	Problem is— <input type="checkbox"/> Well-developed through events <input type="checkbox"/> Believable <input type="checkbox"/> Complex <input type="checkbox"/> Memorable
<i>Resolution</i>	Problem (if any) is not solved	Resolution is somewhat clear	Resolution is— <input type="checkbox"/> Well-developed through events <input type="checkbox"/> Believable <input type="checkbox"/> Thought-provoking for main character	Resolution is— <input type="checkbox"/> Well-developed through events <input type="checkbox"/> Believable <input type="checkbox"/> Thought-provoking for main character and audience <input type="checkbox"/> Memorable
<i>Events</i>	No events	Events are focused on the problem, but tell rather than show	Events— <input type="checkbox"/> Show, not tell <input type="checkbox"/> Stay focused	Events are— <input type="checkbox"/> Engaging <input type="checkbox"/> Believable <input type="checkbox"/> Memorable
<i>Setting(s)</i>	Setting(s) not established	Setting is vaguely established with words that build some understanding of when and where the story takes place	Setting is— <input type="checkbox"/> Established <input type="checkbox"/> Clearly described <input type="checkbox"/> Believable	Setting is so detailed and so woven into the plot that the reader steps into the world of the story
<i>Lesson or Theme</i>	No lesson to learn	Lesson for main character and/or audience to learn is unclear	Theme is stated	Theme is subtle and leaves the audience thinking
<i>Title</i>	No title	Title is not related to the purpose	Title is— <input type="checkbox"/> Engaging <input type="checkbox"/> Purposeful	Title is— <input type="checkbox"/> Engaging <input type="checkbox"/> Purposeful <input type="checkbox"/> Memorable

Donna Vincent
 Muhlenberg County Schools
 August, 2000

Fiction Rubric (continued)

Beginning	Piece begins without an introduction	Beginning does one of the following: <input type="checkbox"/> Sets the stage for the story <input type="checkbox"/> Hooks the reader <input type="checkbox"/> Moves smoothly into the body of the story	Beginning does all of the following: <input type="checkbox"/> Sets the stage for the story <input type="checkbox"/> Hooks the reader <input type="checkbox"/> Moves smoothly into the body of the story	Beginning does all of the following: <input type="checkbox"/> Sets the stage for the story <input type="checkbox"/> Hooks the reader <input type="checkbox"/> Moves smoothly into the body of the story <input type="checkbox"/> Establishes tension <input type="checkbox"/> Is memorable
Ending	Piece ends without conclusion	Author provides some closure	Ending— <input type="checkbox"/> Provides closure <input type="checkbox"/> Is well-developed <input type="checkbox"/> Is believable	Ending— <input type="checkbox"/> Provides closure <input type="checkbox"/> Is well-developed <input type="checkbox"/> Is believable <input type="checkbox"/> Is memorable <input type="checkbox"/> Has insight about event
Organization	Piece presented as a set of seemingly disconnected or randomly arranged ideas	Ideas are related but— <input type="checkbox"/> Out of order <input type="checkbox"/> Not connected	Events are— <input type="checkbox"/> Logically ordered <input type="checkbox"/> Logically connected	Events are— <input type="checkbox"/> Subtly ordered <input type="checkbox"/> Subtly connected
Sentence Structure	Ideas can only be read by the author	Fragments or run-on sentences are used	In general, sentences— <input type="checkbox"/> Are correct <input type="checkbox"/> Vary in length <input type="checkbox"/> Begin in different ways	In general, sentences— <input type="checkbox"/> Are correctly structured <input type="checkbox"/> Vary in length <input type="checkbox"/> Begin in different ways <input type="checkbox"/> Include compound and complex forms
Punctuation	No punctuation is used or is attempted, but used incorrectly	In general, the following is used correctly: <input type="checkbox"/> Ending marks	In general, the following are used correctly: <input type="checkbox"/> Ending marks <input type="checkbox"/> Apostrophes <input type="checkbox"/> Commas <input type="checkbox"/> Quotation marks	In general, the following are used correctly to enhance meaning or add effect: <input type="checkbox"/> Ending marks <input type="checkbox"/> Apostrophes <input type="checkbox"/> Commas <input type="checkbox"/> Quotation marks <input type="checkbox"/> Colons <input type="checkbox"/> Semi-colons <input type="checkbox"/> Dashes and hyphens <input type="checkbox"/> Parentheses
Capital Letters	All caps, all lower case, or arbitrarily used combination	Generally used correctly— <input type="checkbox"/> Proper nouns <input type="checkbox"/> Sentences	Correct— <input type="checkbox"/> Proper nouns <input type="checkbox"/> Sentences <input type="checkbox"/> Quotes	Correct— <input type="checkbox"/> Proper nouns <input type="checkbox"/> Sentences <input type="checkbox"/> Quotes, titles

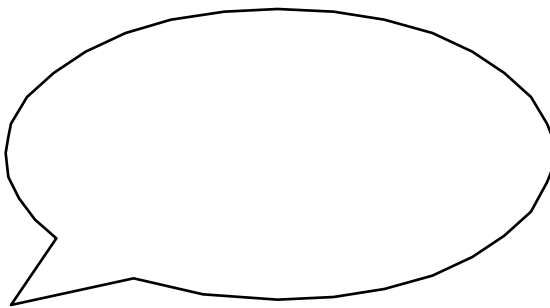
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Muhlenberg County Schools
August 2000

Notes Concerning Program 5: Script Writing/Plays

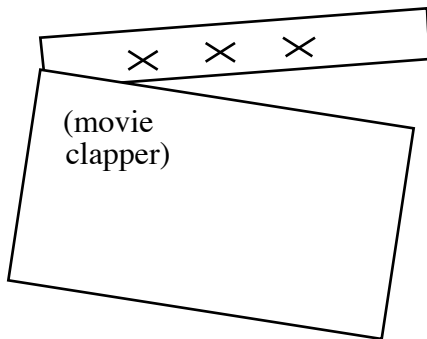
This program demonstrates how to introduce emergent writers to the following concepts:



Thoughts characters have and how they relate to the purpose of the writing



The significance of dialogue



Action in the form of stage directions and how important these are in scripts

Additional Concepts Introduced During the Activities:

Narrator (the role itself), setting, events, problems, cause/effect

How We Wrote a Collaborative Script in a Lower Primary Classroom

Donna Vincent, Muhlenberg County Schools

Using a whole group setting, we followed the procedure below to introduce 5- and 6-year-olds to reading and writing scripts and plays:

- Read *Rosie's Walk* by Pat Hutchens, predicting what would happen to the fox on each page
- Wrote dialogue for what Rosie *might* be saying and what the fox *might* be thinking on each page as problems arise
- Read and reread the book until the students had it memorized
- Individually wrote mini books called *The Janitor's Walk*, *The Principal's Walk*, or *The Teacher's Walk* by walking around the school and deciding what the main character could go around, under, past . . . and by drawing pictures and using invented spellings/abbreviations
- Collaborated on a rewrite of the text using a rattlesnake (Rocky) and an owl (the predator) as the main characters
- Researched in the library to learn about the rattlesnake's habitat so our settings could be authentic
- Rewrote the text first using the same prepositional phrases and merely changing the characters and the settings
- Decided what would happen to the owl in each setting (for our stage directions)
- Filled out giant thought clouds for the owl and speech bubbles for the snake to go with each event/dilemma the owl faced (see stage directions)
- Put the narrator's script on sentence strips on a chart
- Wrote stage directions on green sentence scripts to help highlight the action for the audience
- Read and reread until the class had memorized the new text we'd written
- Assigned roles and performed "script" for another class

Core Content Covered in Program 5

Reading, Writing, Science, Arts and Humanities

The group script and play writing activities addressed the lower primary students' awareness and application of the following strategies , skills, and concepts:

- Predicting
- Inferring
- Comparing/contrasting
- Concepts about print
- Directionality
- Word-by-word matching
- Searching for information
- Plot
- Action
- Consequences
- Settings
- Characters
- Dialogue
- Thoughts
- Stage directions
- Audience
- Habitat
- Prey/predator
- Fiction/non-fiction

Rocky's Crawl

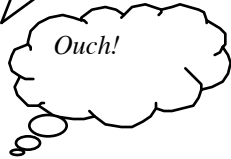
By Lower Primary Students at Drakesboro Elementary School

Characters: Rocky the Rattlesnake
The Owl

Narrator: Rocky the Rattlesnake went for a crawl.
Across the log, [The owl falls off the log.]



Rocky:



The Owl:

Narrator: Around the tree, [The owl flies into the tree.]

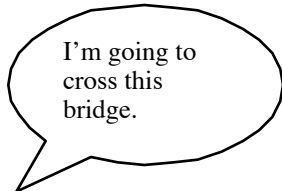


Rocky:

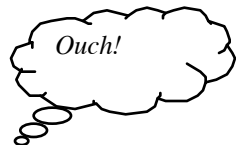


The Owl:

Narrator: Over the bridge, [The owl falls off the bridge.]



Rocky:



The Owl:

Donna Vincent, Muhlenberg County Schools

Narrator: Past the ditch, [The owl falls into the ditch.]

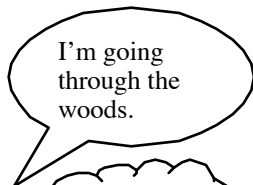


Rocky:



The Owl:

Narrator: Through the woods, [The owl flies into another tree.]



Rocky:



The Owl:

BOING!!!!

Narrator: Under the hornet's nest, [The owl is chased by hornets.]



Rocky:



The Owl:

Narrator: . . . and got home in time for dinner.

Editor's Note: "The Principal's Walk" and "The Janitor's Walk" (reproduced below) are designed to be copied, cut into sections, and stapled together to create scripts for the students to work with.

The Principal's Walk

The principal went for a walk.

across the _____

around the _____

over the _____

past the _____

through the _____

under the _____

and got back in time for_____.

The Janitor's Walk

The janitor went for a walk

across the _____

around the _____

over the _____

past the _____

through the _____

under the _____

and got back in time for _____.

Opportunities for Student Publishing

Cyberkids

<http://www.cyberkids.com/>

Students ages 7 to 12 can submit stories, poems, and articles for publication on this web site. The site also has multimedia stories, music, games, and other fun resources for children.

KidAuthors

<http://www.kidauthors.com>

This site offers younger writers a chance to publish their writing online.

Kids on the Net

<http://trace.ntu.ac.uk/kotn/gokids.htm>

Students can post their work and read others' pieces in areas such as "Creative Writing," "Opinions," "All About Me," "News and Features," "Sports," or "Monster Motel."

Kids Online Magazine

<http://www.kidsonlinemagazine.com/>

This site for kids and by kids includes writing in response to specific questions and prompts as well as artwork and music.

Stapleless Book

<http://www.readwritethink.org/materials/stapleless/index.html>

At this interactive site, students follow the prompts to produce their own books.

Stone Soup

<http://www.stonesoup.com>

Stone Soup is a magazine made up entirely of children's creative work, both writing and art. It's published six times a year. Interested students can visit the web site to see a sample issue, learn how to submit a piece of writing or art for publication, and subscribe to the magazine.