

LESSON 7—PLANNING AND DRAFTING A PROBLEM-CENTERED STORY

GUIDED GROUP ACTIVITY

PREPARATION: For today's lesson, you'll use a trip to the beach as the setting for a group story. Before beginning the lesson, you may wish to enhance your students' knowledge of the beach, ocean, and surrounding area to stimulate their imaginations. Read aloud from picture books, show a video clip from the Internet, or have students tell about their personal experiences at a beach.

PREPARING TO WORK IN THE WRITER'S WORKSHOP—ACTIVITY

PREPARATION: You'll need the class chart titled "Capitalizing and Punctuating Quotations," started in Lesson 5.

(Review the following concepts with the students:)

When authors write the exact words people think or say, they're writing... *dialogue*.

When authors write dialogue, they help the reader keep track of who's... *talking*. They enclose the exact words of the speakers in... *quotation marks*.

Authors also write dialogue stems to tell the reader who's... *talking*.

In Lesson 5, you learned to capitalize and punctuate quotations when the dialogue stem comes at the beginning of the sentence. Let's review those rules from the "Capitalizing and Punctuating Quotations" chart. (Display the chart. Review the rules with the students.)

We are going to review the rules we follow when the dialogue stem comes first.

When the dialogue stem comes first, we use quotation marks to enclose the exact words of a... *speaker*.

We start the sentence with a... *capital letter*.

Capitalize the first word of a... *quotation* that's a complete... *sentence*.

Use a comma after the last word of the... *dialogue stem* to separate it from the... *quotation*.

Punctuate the quotation according to the kind of sentence it is.

I'll say a kind of sentence, you tell me the end mark I would use. A declarative sentence. *A period*.

An interrogative sentence. *A question mark*.

An exclamatory sentence. *An exclamation mark*.

The end mark is written inside the... *quotation marks*.

In Lesson 6, you learned to capitalize and punctuate quotations when the dialogue stem comes at the end of the sentence. Let's review those rules from the "Capitalizing and Punctuating Quotations" chart. (Display the chart. Review the rules with the students.)

Use quotation marks to enclose the... *exact words of a speaker*.

Start the sentence with a... *capital letter*.

Use a comma after the last word of the... *quotation*. Put the comma...*inside the ending quotation marks* if the quotation is a... *complete declarative sentence*.

Use a question mark after the last word of the... *quotation*. Put the question mark... *inside the ending quotation marks* if the quotation is an... *interrogative sentence*.

Use an exclamation mark after the last word of the... *quotation*. Put the question mark... *inside the ending quotation marks* if the quotation is an *exclamatory sentence*.

Use a period at the end of the... *entire sentence*.

Today you're going to learn to capitalize and punctuate quotations when the dialogue stem comes in the middle of the sentence. This is sometimes called a split quotation because the words the speaker says are split into two parts by the dialogue stem.

(Write the following sentences on the board.)

volunteering at the food pantry said Patti is a wonderful experience

how many families asked Ashley did you serve today

we set a record exclaimed Patti of 152 families

(Call on a student to read aloud the first sentence.)

Who's the speaker? Patti. What's the dialogue stem? Said Patti. What are the exact words Patti said? Volunteering at the food pantry is a wonderful experience. What are the exact words in the first part of this split quotation? Volunteering at the food pantry. We put beginning quotation marks before volunteering and ending quotation marks after pantry. (Model putting beginning quotation marks before volunteering and ending quotation marks after experience.)

What are the exact words in the last part of this split quotation? Is a wonderful experience. We put beginning quotation marks before is and ending quotation marks after experience. (Model putting the quotation marks around is a wonderful experience.)

Now let's capitalize this quotation. We capitalize the first word of the sentence. What word should I capitalize? Volunteering. (Erase v, and write V.)

Next, we'll punctuate this sentence. Here's another rule: When a dialogue stem comes in the middle of a quotation, we separate the first part of the quotation from the dialogue stem with a comma. (Model putting a comma after pantry, inside the ending quotation marks.)

Here's another rule: We separate the dialogue stem from the second part of the quotation with a comma. (Model putting a comma after Patti.)

Now think about the whole quotation. What kind of sentence is Volunteering at the food pantry is a wonderful experience? A declarative sentence. What punctuation will we need to put inside the second set of ending quotation marks? A period. (Model putting a period after experience inside the ending quotation marks.)

Repeat this teaching sequence for the next two sentences. The quotation in the second sentence is an interrogative sentence and will require a question mark inside the second set of ending quotation marks. The quotation in the third sentence is an exclamatory sentence and will require an exclamation mark inside the second set of ending quotation marks.)

Let's summarize what we've learned today about capitalizing and punctuating quotations when the dialogue stem comes in the middle. (Write the following information on a chart. Display the chart for student reference.)

Capitalizing and Punctuating Quotations

When the dialogue stem comes in the middle:

1. Use quotation marks to enclose both parts of the exact words of a speaker.
2. Start the sentence with a capital letter.
3. Use a comma after the last word in the first part of the quotation (inside the first set of ending quotation marks).
4. Use a comma after the dialogue stem.
5. Use a period after the last word of the quotation (inside the second set of quotation marks) if the quotation is a declarative sentence.
6. Use a question mark after the last word of the quotation (inside the second set of ending quotation marks) if the quotation is an interrogative sentence.
7. Use an exclamation mark after the last word of the quotation (inside the ending quotation marks) if the quotation is an exclamatory sentence.)

DELVING INTO THE TOOLS— WORKSHEET

PREPARATION: Each student will need a copy of BLM 7.

(Explain to students that the Delving into the Tools Worksheet will help them practice and become proficient at various writing skills. Have each student complete BLM 7 to reinforce the concepts of punctuating and capitalizing split quotations and of using onomatopoeia.

Ask a student to read the instructions for each part aloud. Explain any unfamiliar terms or vocabulary. If this task seems particularly difficult for your students, read the instructions to them as they follow along, and complete the first item of each part as a guided task.

After students have completed the Delving into the Tools Worksheet, review and discuss the answers with them. An answer key for the worksheet can be found below.)

Delving into the Tools Worksheet	BLM 7
<p>Part 1 Write each sentence. Put quotation marks around the exact words of the speaker. Follow the rules on the "Capitalizing and Punctuating Quotations" chart to add needed capital letters and punctuation marks.</p>	
1. school will be closed tomorrow announced the teacher because of the approaching blizzard	_____
_____	_____
2. how many inches of snow asked Tom are we supposed to get	_____
_____	_____
3. it's the wind and cold temperatures replied the teacher that will make the weather dangerous	_____
_____	_____
4. I get scared sobbed Jenna when we have winter storms	_____
_____	_____
5. you'll be fine responded the teacher as long as you stay in your house	_____
_____	_____
<p>Part 2 When authors use onomatopoeia, they write the exact sound something makes. Write an example of onomatopoeia for each phrase.</p>	
1. a sneeze	<u>Achoo! Kerchoo!</u>
2. fireworks	<u>Kaboom! Bang! Pop, pop, pop!</u>
3. someone diving into a pool	<u>Splash! Kersplash!</u>
4. the sound of an angry dog	<u>Grrrr! Arf! Arf! Woof! Woof!</u>
5. frogs	<u>Ribbet, ribbet! Croak! Grump, grump! Kerplop! Splash!</u>
6. when a balloon breaks	<u>Bang! Pop!</u>

APPLYING THE TOOLS TO MY WRITING—WRITER'S WORKSHOP

PREPARATION:
You'll need a copy of the story "The Broken Bowl." (BLM 6B)
You'll need a transparency or Smart Board file of BLM 6C.

Getting Started

(Explain to students that today the class is going to work together to write a problem-centered circle story.) **The story will be about a brother and a sister who discover an old shipwreck on a beach.** (Tell students that as the class makes up the story, you'll write it on chart paper or type it on the Smart Board. Mention that because the class is writing a problem-centered story, the story should focus on a problem and its solution.

Point out to students that most authors think about what they want to write and make a plan before they begin writing. Tell them they'll also think about what happened at the beach and make a plan to organize ideas before beginning to write.

Review the following concepts with the students.)

Tell me one thing we know about the title of a problem-centered story. Ideas: *It should capture the readers' attention; it should make them want to read more; it should relate to the story.*

What should the beginning of a narrative do? Ideas: *It should grab the readers' attention and draw them into the story.*

What does the beginning of a story often do? Ideas: *It introduces the main characters and the setting.*

What does the setting of a story tell? Ideas: *Where and when the story takes place.*

The beginning of a story often tells what problem... *the characters will try to solve.*

What do we call the events that happen in a story? *The plot.*

What does the middle of a story tell? *How the characters attempt to solve their problem.*

What does the ending of a story tell? *What the characters did to solve their problem.*

Conclusion is another word for... ending.
The ending of a narrative should bring the story to a... satisfying conclusion.

In a problem-centered circle story, the character or characters end up... where they started.

What is a theme? *The special message from the author to the reader.*

Brainstorming/Completing the Graphic Organizer

The title of the narrative should capture the readers' attention and make them want to read more. It should also relate to the story. Readers are frustrated if the title of a story misleads them. (Ask the class to think of possible titles for this problem-centered story. Write the suggestions on the board. Ask the students to choose, by a show of hands, which title to use. Write the selected title on the graphic organizer.)

Ask the students what the first sentence of the opening paragraph should do.) *Grab the readers' attention and draw them into the story.*
Some authors use questions or exclamations for their opening sentences. Other authors might start with sounds or actions. Still others start with a thought or dialogue. Sometimes authors put two or more ideas together to write a good opening sentence.

(Read aloud the opening sentences from the problem-centered story "The Broken Bowl": Connor and Luis, both middle school students, sat together on the bus as they always did every school-day morning. It was raining, and the wind was cold as ice, so it looked like they'd have another indoor recess day. **How did the author of "The Broken Bowl" start the story?** Ideas: *Introduced the main characters; described the setting; set a mood.*

Tell us an opening sentence we could use for our class problem-centered story. (Accept two or three reasonable responses from the students, and write them on the board. If a student gives an incomplete sentence, rephrase the response as a complete sentence. Ask students to choose, by a show of hands, which sentence to use. Write the selected opening sentence on the graphic organizer.)

Remind students that the main characters and setting are usually introduced in the beginning of the story. Have students choose at least two main characters for this problem-centered story. One should be a girl and one a boy.) Ideas: *The boy, his sister.* **What names will we choose for our main characters?** (Accept two responses from students, and write them on the board. Ask students to choose, with a show of hands, which names to use. Write the selected names in one of the character circles on the graphic organizer. Ask students to suggest words to describe each character. Use questions such as these:) **What does the boy/girl look like? What do they like to do? What is his/her personality like? What kind of person is he/she?** (As the students describe the boy or girl, cluster the ideas around each character circle.)

Discuss the setting with the students, entering the word beach on the setting line and adding descriptive words and phrases as the students volunteer them.

Remind students that the plot tells the events that happen in a story.) **We already know what the two kids' problem is. What is the problem?** Idea: *They discover an old shipwreck on the beach.* (Write the problem on the graphic organizer.)

Let's brainstorm for some details. How do they discover the shipwreck? (Allow two or three minutes for brainstorming as you record the responses on the board. Encourage students to give their ideas freely. Ask students to choose, by a show of hands, the scenario they want to use.) **What problems do they encounter?** (Circle two problems to use in this problem-centered story.)

Discuss the plot with the students, entering key words in each circle on the plot diagram, following a plan similar to this:

Circle 1: storm in the night
Circle 2: brother and sister go to beach searching for shells
Circle 3: discover pieces of old wood sticking up through the sand
Circle 4: examine wood, pull on it,
Circle 5: get parents to look at wood
Circle 6: get parents to call beach patrol
Circle 7: watch as archeologists dig up wood pieces; discover they are part of ancient shipwreck)

Because we're writing a circle story, the kids must end where they started. What were they doing when they started out? *Searching for shells.*

(Circle 8: go back to searching for shells)

Remind students that the last sentence of this problem-centered circle story will bring the story back to its starting point. Have students suggest closing sentences to use for this problem-centered story. Accept two or three reasonable responses from students, and write them on the board. If a student gives an incomplete sentence, rephrase the response as a complete sentence. Ask students to choose, by a show of hands, which sentence to use. Write the selected closing sentence on the graphic organizer. There should also be a statement of how the characters felt at the end of the story.)

Figurative language is language that uses words and sentences to paint pictures in the mind of the reader. Similes are one kind of figurative language. A simile compares two unlike things using the words like or as. What does a simile do? *A simile compares two unlike things using the words like or as.*

Here are examples of two similes: The tiny tomatoes were as sweet as candy. The mirage shimmered like water on the horizon.

What's a simile we could use in our story?
Ideas: *The sand was as flat as a pancake. The wood stuck up like huge rotten teeth. The sun shone down like a spotlight.*

Alliteration is another kind of figurative language. When authors use alliteration, they choose words that start with the same sound.

Here's an example of alliteration: Sandpipers sped over the sand. What words in this sentence start with the same sound? *Sandpipers, sped, sand. What sound? S.*

What alliteration could we use in our story?
Ideas: *The wood was waterlogged; The storm had swept the sand away. He paused to pull on the pieces. They dug deeply to discover more of the wreck.*

Onomatopoeia is a third kind of figurative language. Onomatopoeia tells the actual sound something makes. Here's an example of onomatopoeia: "Kaboom, whoosh," the waves pounded the beach.

What onomatopoeia could we use in our story? Ideas: *"Cree, cree," called the seabirds. The truck rumbled up the beach. My feet went, "Plork, plork," as I pulled them up from the wet sand.*

(Record the similes, alliteration, and onomatopoeia on the last lines of the graphic organizer.)

Drafting a Class Problem-Centered Story

PREPARATION: You'll need the filled-in transparency or Smart Board file of BLM 6C.

(In this part of the lesson, you'll write the class story on chart paper or on a Smart Board. Leave spaces between lines for editing.) **Now we're ready to begin writing. I'll write our title in the center of the page at the top. Then we'll begin our story with the opening sentence we chose. I'll indent the first word of the first paragraph. An indent is a small space before the first word that shows we're starting a new paragraph.** (Show how to indent the first word of a paragraph as you write the opening sentence.)

Point to the word Setting on the graphic organizer.) **Tell me a detail sentence we could use to describe the beach.** (Accept two or three responses from students, and write them on the chart paper. If a student gives an incomplete sentence, rephrase the response as a complete sentence. You may use more than one sentence to describe the beach.)

Point to the character circles on the graphic organizer.) **Tell me a detail sentence we could use to describe the boy character's physical appearance. Physical appearance is what you would see if you took a photograph of a person, such as the color of the person's hair or eyes.** (Accept two or three responses describing the boy's physical appearance. If a student gives an incomplete sentence, rephrase the response as a complete sentence. Record the responses on the chart paper or Smart Board.)

Tell me a detail sentence we could use to describe the boy character's personality attributes. Personality attributes tell how a character acts. For example, is he a friendly person or an unpleasant person? (Accept two or three responses from students describing the boy's personality attributes. If a student gives an incomplete sentence, rephrase the response as a complete sentence. Write the responses on the chart paper. You may use more than one sentence for each attribute. Repeat process for the girl character.)

Remind students that an opening paragraph often ends with a statement of the problem. Ask students to give you sentences that tell about events that lead to the statement of the main problem. If a student gives an incomplete sentence, rephrase the response as a complete sentence. Write the responses on the chart paper or Smart Board.)

Now we're ready to write our second paragraph. Give me a sentence that tells how the kids found the shipwreck. (If a student gives an incomplete sentence, rephrase the response as a complete sentence, and then write it on the chart paper or Smart Board.) **I'll indent the first word of this paragraph.**

(Show how to indent the first word of the paragraph as you write the opening sentence.)

Now give me a sentence that tells what the kids saw on the beach. (Accept two or three responses from students. If a student gives an incomplete sentence, rephrase the response as a complete sentence. Write it on the chart paper or Smart Board. **Give me sentences that tell what the kids did when they saw the shipwreck.** (Write the responses on the chart paper or Smart Board.)

Continue with this teaching sequence to write the third paragraph. Use leading questions to elicit sentences that tell what the kids did next and what happened. Remind the students that the first word of each new paragraph must be indented.)

Now we're ready to write our final paragraph. What happened after the archeologists took away the pieces of the shipwreck? How were the kids feeling? Tell me those ideas in a sentence or two. (Accept two or three responses from the students. Write the responses on chart paper or a Smart Board.)

Remember that we're writing a circle story, so we need to go back to what the kids were doing at the beginning of the story. That sentence is on our graphic organizer. (Have a student read the sentence aloud while you write it on the chart paper or a Smart Board.)

Read the entire story with students. Praise students for their hard work in completing the first draft of the class narrative. Let them know that the following day the class will work together to edit the story.)

Name _____

Date _____

Delving into the Tools Worksheet

BLM 7

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2. how many inches of snow asked Tom are we supposed to get

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4. I get scared sobbed Jenna when we have winter storms

5. you'll be fine responded the teacher as long as you stay in your house

Part 2 When authors use onomatopoeia, they write the exact sound something makes. Write an example of onomatopoeia for each phrase.

1. a sneeze _____

2. fireworks _____

3. someone diving into a pool _____

4. the sound of an angry dog _____

5. frogs _____

6. when a balloon breaks _____