Stories Galore

Following the Common Core Standards for writing a narrative the students will collaborate and write six stories.

Grade Level: 9 - 11th  
Subject: English/Language Arts  
Length of Time: About 2 Hours

Common Core Alignment

CCSS.ELA-Literacy.W.9-10.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.W.9-10.3.a - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

CCSS.ELA-Literacy.W.9-10.3.b - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-Literacy.W.9-10.3.c - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

- (See note; not applicable as a separate requirement)

Objectives & Outcomes

The students will be able to write an imaginary story while collaborating with other students, identifying each aspect of a story; the setting or situation, characters, points of view, dialogue, plots, sequencing, and a conclusion with a resolution.

Materials Needed

- Six composition books (one for each group), plenty of scratch paper
- Prepare ahead of time: Instructions for the groups to write each step of a story. The following are the suggested steps with more details to be added by the instructor: 1) Opening to the story, situation... 2) Add details, characters, or problems... 3) Add another plot, more characters, events... 4) Build up the story using various techniques... 5) Continue the story with a possible ending in mind... 6) Conclude the story, come to a resolution
Procedure

Opening to Lesson
- Read an interesting short story to the students.
- Ask students to point out the different elements of the story: Plot, setting, characters, etc.
- Tell the students they will be writing six stories today.
- Split the class into 6 groups, doesn’t matter how many students are in each group, Groups A through F.
- There must be a secretary for each group.

Body of Lesson

Modeling
- Distribute a copy of the Instruction Page to every student.
- Explain to students they will follow the instructions to write the story.
- They will have 10 to 20 minutes to write each step of a story (More time will be needed as the stories progress.)
- Distribute the 6 notebooks, each labeled A through F

Guided Practice
- Groups will brainstorm and write the Opening (1) of a story in their notebook
- Remind students of the time limit, and to cooperate with other, respecting each other’s ideas and opinions
- The secretary must write the final paragraph(s) in the notebook
- After time is up, Group A will give their notebooks to Group B, Group B to C, and so on
- Groups will read the Opening (1) and add Details/Characters (2), continuing the story
- After time is up, the notebooks are passed along and the groups continue the story adding another Plot (3), etc.
- The above sequence will continue until six complete stories are coherently written.
- At the end the original notebooks will be returned to the place it started.
- The teacher will have one student from each group read the story aloud

Independent Practice
- The teacher will assign each student to write a story. Students will turn it in to be evaluated by the teacher.

Closing
The teacher will ask students about the story-writing experience, what made it difficult, easy, or otherwise.

Assessment & Evaluation
Students will write their own story.
Modification & Differentiation

Group students differently, maybe pairs to write 12 stories. Turn the entire lesson into a homework assignment, each student taking home one of the notebooks each night. Turn the 6 stories into a booklet, one for each student to keep.

Related Lesson Plans

Hyperbole and Paradox

Using Internet resources the students find definitions and examples of hyperboles and paradox, and then create their own to share with peers, and identify their use in a current reading selection.

Speed Persuading

The students will use the art of communication to quickly persuade or convince their peers to change their minds on a variety of popular or unpopular opinions.

De and Con Notations

Students work collaboratively to create the denotations and connotations of words.

Present Perfect Tense

Students will be able to explain clearly the rules on the present perfect tense of verbs as differentiated from the simple present and past tenses.