



Lesson Planning: **Application**

Subject:

Grade Range:

Creative Writing: Storymaker

3rd – 5th

Welcome to Blackbird & Company’s English Language Arts program!

Storymaker is one of the application elements of our ELA program.

As your student works in this journal with the inspiration provided through Story Hook Starters, Object Prompts, and Situation & Setting cards, they will use their imagination to create an original micro-story each week. As they practice the art of constructing the sentence foundation and building a story upon it, students will develop writing skills, confidence, and creativity which will carry over into all other school work. As you evaluate your student’s work, you will have a great tool to assess student mastery of phonics, spelling, punctuation, and grammar.

This Mapping Guide is provided to help YOU plan and prepare to mentor your students as they engage in the work of writing poetry, developing confidence in their voice, strengthening their ability to communicate ideas and convey observations of their world in a new way.

Are you ready? Let’s go!

The following guidelines assume you are planning for the start of a typical school year beginning the last week of August and ending the first week of June. This equals about 40 calendar weeks, and allows for 175-180 days of instruction when accounting for breaks and holidays. If you are starting mid-year, or are following a different schedule, simply adjust the dates as needed.

Storymaker Planning

June – August (Overall subject preparation)

- Familiarize yourself with the Storymaker materials and read ALL introductory pages 7-15 in the Storymaker Student Workbook.

Storymaker Mapping

July – August (Scheduling for the school year)

Things to consider as you map:

- Storymaker is utilized once per week. Your student will need approximately 45 minutes per session. This unit requires 30 weeks to complete following our suggested schedule. Each week can stand on its own and is not dependent on work previously completed. This unit can be utilized over multiple years as a supplement to core language materials to best benefit your student’s learning needs and schedule.
- Workbook corrections need to be done weekly to insure that your student receives all input, corrections, and encouragement needed to be successful.
- Know yourself! Look at your calendar before mapping and block out any planned holidays and vacations for the entire school year.
- Map out your intended Storymaker schedule on your academic calendar in pencil, leaving room for possible adjustments along the way. Pay attention to other assignments and work load to avoid overwhelming your student. Remember, school can always stretch out to the end of June or into the summer if necessary or advantageous for your family.



SAMPLE MAPPING GUIDE

Now you have decisions to make about holidays, activities, and interruptions in scheduling.

Your student should easily complete this unit by the end of April, even if you take time off for fun projects around the holidays.

This sample schedule assumes the following breaks: 1 week in November for Fall Break, 3 weeks in December/January for Winter Break, 1 week in April for Spring Break.

Storymaker will require 30 weeks to complete the entire workbook.

Following is a typical 3 week cycle that you can tailor to meet your specific needs.

Week 1

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30												

DAY	ASSIGNMENT
Any Day	<ul style="list-style-type: none"> On day of the week you have selected, look over the Story Hook Starters on page 15, Object Prompts, and Situation & Setting Cards with your student, explaining how to use each element. Walk students through the story brainstorm section on page 16. (Leave the bottom box on page 16 empty until they have written their micro-story.) Using their brainstorm ideas, have students write their original micro-story on page 17. After students have completed their story, they may create a beautiful picture in the box on page 16 to accompany their imaginative micro-story. Student should turn their workbook in for teacher review. (Record edit reminders on page 10. Use this opportunity to offer encouragement in areas where they might improve next week.)

Week 2

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30												

DAY	ASSIGNMENT
Any Day	<ul style="list-style-type: none"> Student should check page 10 for edit reminders recorded for them from Week 1 before they begin writing. This will help develop the skill of self-editing over time. Student completes Week 2 brainstorm, story, and drawing. Student age and ability will dictate level of independence with this activity. You may need to help with their brainstorm or look it over before they begin writing. Older students or more advanced writers may work independently and turn in when complete. Turn in workbook for teacher review. (Record encouraging edit reminders on page 10 for next writing session.)

Week 3

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30												

DAY	ASSIGNMENT
Any Day	<ul style="list-style-type: none"> Student and teacher should meet together to select one of their stories to edit and rewrite in the student's best handwriting on separate paper. If desired, they may draw a picture to turn in with their final copy.

Week 4 through week 30:

Your student will continue this 3 week cycle of creating 2 imaginative micro-stories in their workbook followed by a week of edit and polish on their favorite from the pair last written. Be sure that students always begin by looking at the edit reminders recorded for them on pages 10-11 in their workbook.

Enjoy the journey!