

Really Good Stuff Instructional Guide Story Prompt Sticks

This Really Good Stuff® product includes:

- 135 Color-coded Story Prompt Sticks, laminated
- Storage Box
- This Really Good Stuff® Instructional Guide

Congratulations on your purchase of the Really Good Stuff® **Story Prompt Sticks**—a fun resource that will inspire students to write new and creative stories.

Meeting the Standards

The Really Good Stuff® **Story Prompt Sticks** aligns with the Common Core State Standard for English Language Arts below. For alignment with other state standards, please refer to our website's Standards Match.

Range of Writing

CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of tasks.

Preparing the Story Prompt Sticks

Before introducing the Story Prompt Sticks, make copies of this Really Good Stuff® Instructional Guide, and file the pages for future use. Or, download another copy of it from our website at www.reallygoodstuff.com. Store the Sticks in the Storage Box, and place them where students will be able to see and interact with them easily. When using the Sticks in a center, remind students how to store them when they are finished with the activity. Before introducing the Sticks, prepare a chart with three columns and label them: Characters, Setting, and Events/ Situations, Also create a T-chart with one column titled Realistic Fiction and the other column blank. Eliminate any Sticks that contain elements that do not fit under Realistic or Fantasy Genres.

Introducing the Story Prompt Sticks

Remind students that characters, setting, and events are important parts of a story. Showing students the **Story Prompt Sticks**,

tell them that they are going to use the Sticks to create new stories. Choose three students, and direct each of them to pick a Stick: one blue (character), one green (setting), and one purple (event/situation). Ask the volunteers to choose one side of the Stick to read aloud. Record the choices in the appropriate category on the chart. Model for the class how you might create a story from the choices on the three Sticks. Continue to model how to create a story from the Sticks until students are able to create stories independently.

Story Circle

Practice oral language and storytelling skills by using the Story Prompt Sticks for a story circle in your classroom: Ask students to sit in a circle. The first student to your right must choose a blue Stick (character), and the second student in the circle then chooses a green Stick (setting). But you will want to choose which student should introduce the purple Stick (event or situation). If students are new to storytelling, you may want to present the event early on in the story. If the class has a more sophisticated understanding of stories, you may choose to introduce the event a little later in the story. Encourage the students to add details about the character and setting before the event is introduced. As the class becomes more comfortable with storytelling using the Sticks, add more characters, settings, and events to a story.

Create a Story

Copy the Create-a-Story Reproducible and the Story Planning Reproducible. Distribute the Create-a-Story Reproducible. Direct each student to choose one Story Prompt Stick from each color category and to record that character, setting, and event/situation on the reproducible. Tell students they are to write their own fiction stories using those story elements, but they have to answer the questions on the reproducible before they begin to write. Indicate that the questions will help them to add details to the stories that they will write at a later date.

All instructional guides can be found online.

Story Prompt Sticks

Distribute the Story Planning Reproducible. Explain to students that they will be using this reproducible to help them plan out their stories on a story mountain, which represents how most fiction stories are organized, or the plot of the story. The character and setting students chose with their Sticks will most likely be added to the beginning of the story mountain and the event/ situation will be introduced along the rising action side of the story mountain. Direct the students to use the Create-a-Story Reproducible and their imaginations to add other details to the plan until the mountain is complete.

Genre Sort

If necessary, review with students what a genre is, and tell them that you will be helping them to understand what realistic fiction is as a genre. Explain that in realistic fiction there are characters that could actually exist and that they experience situations that could happen or could have happened in the past. Using the Story Prompt Sticks, pick a random blue Stick, and read the character to the class. Ask if that character could exist in real life. If so, write the character under the realistic fiction column on the T-chart. If not, write the character under the blank column. Continue the lesson by selecting Sticks from the three categories, asking the class whether the character, setting, or event/ situation could happen in real life, and recording the choices under the correct column. After rereading the elements in each column, lead the students to name the blank column Fantasy Genre.

Note: Animal names will offer a challenge during this lesson. Remind students that animal characters can only be in a realistic fiction story if they do not talk or act like people.

Story Setting Art

Encourage students to pay attention to the details in a story: Have students choose a Setting Stick. Direct them to use an entire piece

of drawing paper to create that setting visually. As they draw, prompt students to visualize what else might be in that setting and to add those important details to their drawings. You may want to read E.B. White's description of the barn setting in Charlotte's Web to model how he used details to help the reader visualize the setting. Once students finish their drawings, tell them to refer to their drawings as they write their stories.

Variation: Students can draw their selected characters in the same detailed way. Through visualizing details of the character's appearance, the students will create a more-developed character for their stories.

Who . . . Did What?

The Story Prompt Sticks can also be used when teaching the difference between the subject and predicate in a sentence. Using only the blue and purple Sticks, model for students how there are generally two parts to a sentence: one that includes the who, and one that includes the action—the "did what" part. On a piece of chart paper, write Who and Did What at the top. Pick a blue Stick, and write the character/person under the word Who on the chart paper. Pick a purple Stick, and write the event/situation under Did What. Explain that sentences that do not have both parts are called fragments because they are missing one of these two essential parts. Remind students that fragments are not complete sentences. Continue this activity using the Sticks until students have mastered the two parts of a sentence.

Storytelling Center

Eventually, place the Sticks and blank copies of the Create-a-Story and the Story Planning reproducibles in a Storytelling Center. Instruct students to choose the Sticks independently and complete the reproducibles as a center activity.

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Create-a-Story Reproducible

						1					G
	Name:										
9	Create a Story Write the name of your character, the setting, and the event/situation in the corresponding boxes below.										
	My character is						The setting is				
	List som your cho		List some words to describe the setting.								
					_						
					_						
					_						
J	The eve		Use this space to sketch your character:								
	List some words that you might use to describe this event or										
	situation										
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