



Vocabulary

Antagonist	the principal character in opposition to the protagonist or hero of a narrative or drama.
Character	a person portrayed in an artistic piece, such as a drama or novel.
Comic Strip	a narrative sequence of panels containing images and text.
Fable	a succinct story, in prose or verse, that features animals, mythical creatures, plants, inanimate objects, or forces of nature which are anthropomorphized (given human qualities), and that illustrates a moral lesson (a “moral”).
Panel	a cartoon drawing in a sequence of cartoons that form a narrative.
Perspective	a way of regarding situations, facts, etc., and judging their relative importance.
Plot	the pattern of events or main story in a narrative or drama.
Point of View	the perspective of the narrative.
Protagonist	the main character (the central or primary personal figure) of a literary, theatrical, cinematic, or musical narrative, around whom the events of the narrative’s plot revolve and with whom the audience is intended to share the most empathy.
Sequential Art	a graphic medium in which images convey a sequential narrative (comic strips are most commonly associated with sequential art). The sequential nature of the pictures, and the predominance of pictures over words, distinguishes comics from picture books, though there is some overlap between the two

Activity: Completing a Story!

Students will use a four-panel comic template to visually display a story. Using a visual medium for creating and displaying information will give students another perspective on composing a story and allow them to experience success if writing/transcription is difficult.

Materials

- *Completing a Story! Worksheets*
- Pencils

Procedure

1. Through a discussion with the students, arrive at a fairy tale or fable that everyone is familiar with. Ask a student to describe the story and then ask the class to describe the story in only four sentences. As the class comes up with the sentences, write them on the board. Explain that what they have just created is the plot of the story, which is the sequence of necessary events. You can also discuss continuity and why the order of the events is very important to a plot (“Would the story still make sense if the ending happened in the middle?” “Would it still be a story we would like?” “Why and why not?”).
2. Then ask students how they would make each sentence into a picture. This can lead into a discussion on comics or the use of pictures in a sequence to tell a story. Explain that everyone will be making a story without words by making a comic. Depending on skill level of the students you can use one of the three templates:
 - **2 Panels Complete:** the first and last panels are already made. Students create the middle two panels
 - **1 Panel Complete:** the first panel is already made. Students create the following three panels
 - **No Panels Complete:** students can create their own characters and complete the four panels of the comic
3. Creating a wordless comic can help students identify the structure of plot without reliance on words. This can provide them another way to see continuity of plot and notice that even though a story may be similar in characters, events, or illustration, each one is unique.
4. Once everyone has made a comic, have students share their comics with each other in small groups and reflect on them as a class.



Alignment with State Goals

Language Arts State Goal 5

Use the language arts to acquire, assess and communicate information

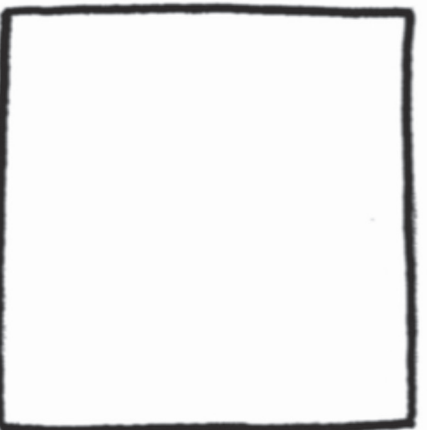
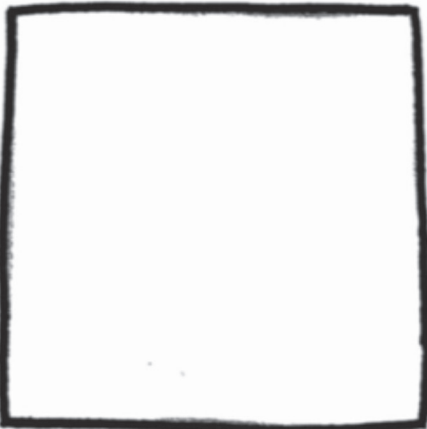
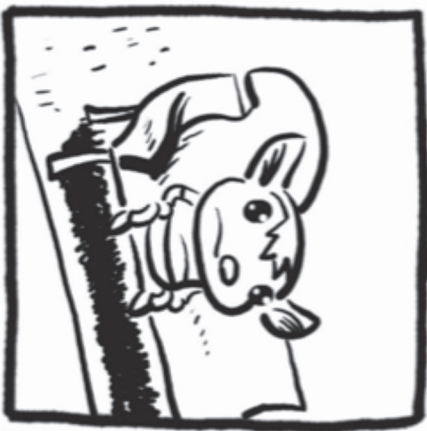
Language Arts State Goal 1.B.1a

Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge.

Language Arts State Goal 1.C.1e

Identify how authors and illustrators express their ideas in text and graphics (e.g., dialogue, conflict, shape, color, characters).

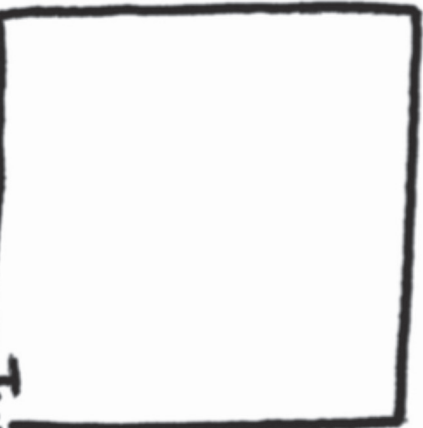
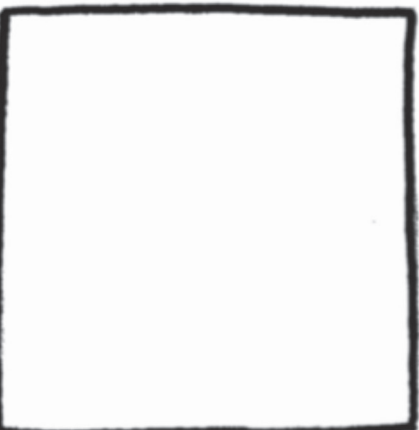
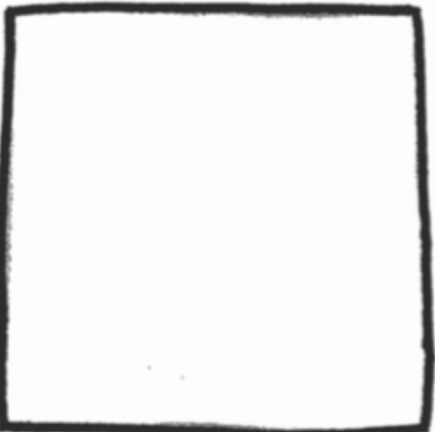
COMPLETING A STORY!



THE
END!

Story By: _____

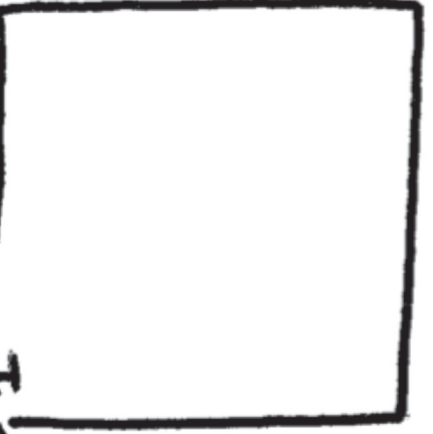
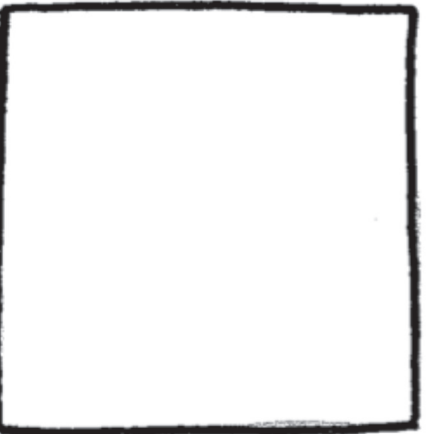
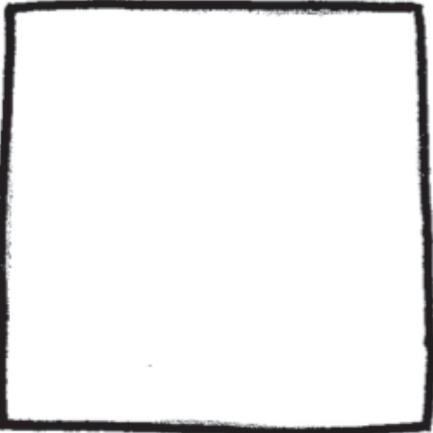
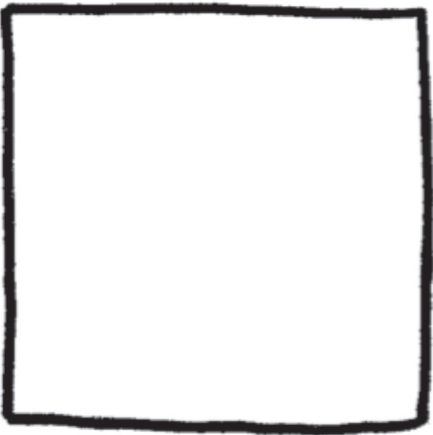
COMPLETING A STORY!



THE
END!

STORY BY: _____

COMPLETING A STORY!



THE
END!

STORY BY: _____

Activity: Topsy Turvy Tales

Students will explore the stories they created in Forts from another character's perspective.

Materials (one complete set per cooperative group)

- *The True Story of the Three Little Pigs* by Jon Scieszka
- A copy of the *Three Little Pigs* story
- Copies of the stories written in the Forts workshop
- Paper
- Pencils

Procedure

1. Pass out a copy of the *Three Little Pigs* story to the students and go over the story. Review the terms “protagonist” and “antagonist” and have the students find the protagonist(s) and antagonist for the story. Introduce the book *The True Story of the Three Little Pigs* and say that in this story, the Big Bad Wolf is now the protagonist instead of the antagonist. Read the story aloud and discuss the students what makes the Big Bad Wolf the protagonist. Also, discuss how the story changes when the story focuses on another character's point of view.
2. After reading the story, assemble the students in to the groups they were in for the Forts workshop and hand back the stories they wrote. Ask the groups to identify the protagonist(s) and antagonist(s) of their stories. Once they have identified them, ask the groups to rewrite the story so that their antagonist is now the protagonist.
3. Once the groups have rewritten their stories and have them share with the class, reviewing how their stories changed based upon the point of view of the main character.



Alignment with State Goals

Language Arts State Goal 5.A

Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.

Language Arts State Goal 3.B.1a

Use prewriting strategies to generate and organize ideas (e.g., focus on one topic; organize writing to include a beginning, middle and end; use descriptive words when writing about people, places, things, events).

Resource List

(For Educators)



Books

- *Don't Forget to Write* by Workshop Teachers at 826La and 826NYC
- *Writing Essentials: Raising Expectations and Results while Simplifying Teaching* by Regie Routman
- *Writing about Reading* by Janet Angelillo
- *Unjournaling: Daily Writing Exercises that Are NOT Personal, NOT Introspective, NOT Boring!* by Dawn DiPrince
- *Understanding Comics: The Invisible Art* by Scott McCloud

Websites

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

<http://www.nwp.org/cs/public/print/doc/resources.csp>

<http://www.boundlessreaders.org/OurLibraries.html>

<http://826national.org/>