

# BUILDING STORIES: WEEK 2

## DAYS FIVE AND SIX

### WHOO ARE

### YOU?

### WHO? WHO?



We may have built them, but you breathe life into your characters through description. So, how would you describe them? Describing characters well means having a good hold on the descriptive words in our (or any) wonderful language, as well as visualizing the character as fully as you can. Let's start first by talking about how "character description" might refer to:

- **Physical appearance:** height, hair color, eye color, scars, etc.
- **Clothing:** puffy winter coat and goggles, leather pants, plaid jacket, etc.
- **Behavior:** twitchy, quiet with a lowered gaze, shifty eyes, etc.
- **Attitude:** "take no prisoners," friendly, distracted, etc.
- **Impression:** (i.e., How does a character make the point of view (POV) character *feel*?) scared, happy, attracted, etc.

When we look at that list, we can see that some types of description are more important for sharing insights into a character, and some are better at creating a visual image of a character.

Remember, it's always best to show, don't just tell your audience a laundry list of traits. You don't want to describe your characters to death, but you also want to describe them so readers can get an idea of what they look like.

The key is to describe when it's **relevant** to the:

- story,
- character,
- target audience.

If we want readers to think our characters are prepared for the impending snowstorm, we *do* need to mention their



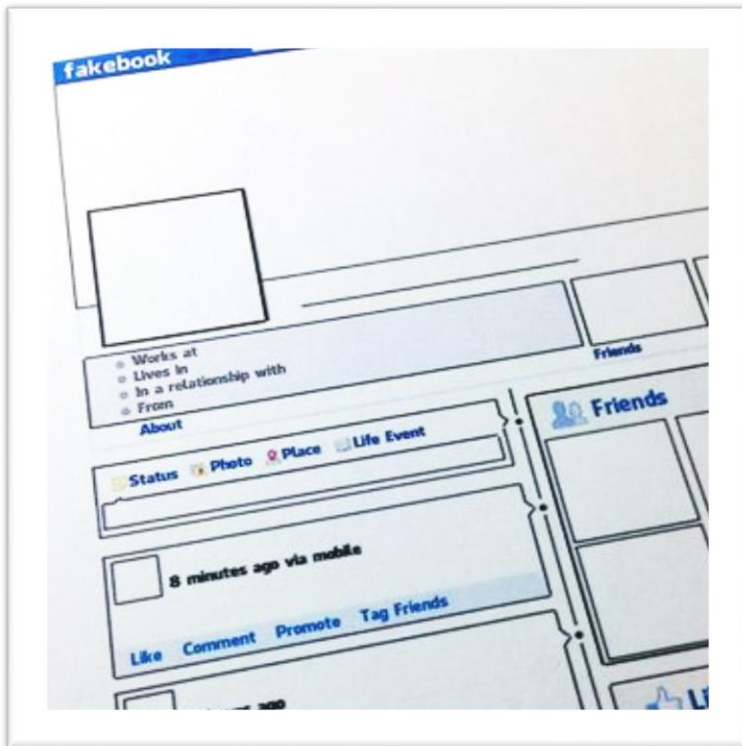
hats, gloves, and jackets (i.e., relevant to the story). If we want readers to get a feel for a character's quirky personality, we can mention their funky socks. *Those* details **add** to readers' understanding of the story or characters.

What characters **do** also tells a lot about them. For example, your character may walk with a slouch or may strut with bravado. She may nibble daintily or tear into food with hedonistic abandon. He may make direct eye contact or move his eyes nervously about the room. The way your character moves paints a portrait. You can also use action words to describe physical features. For example, a nose can be "twitchy" and a mouth can be "playful."

# FAKEBOOK--UPDATING CHARACTER PROFILES

*Worksheet Copyright 2011 by Enflourish Publishing. All rights reserved. Handouts are reproducible for classroom use only. Activity Written and Developed by Pedro Pereira*

A new twist on the **character sketch**! Facebook has become so much part of our lives that its lingo has even become part of everyday speech, such as a relationship becoming "Facebook Official". Thus,



relating class material to social networking can ground certain concepts into their reality.

Have students create Fakebook Profile pages for each of the important characters in their story/stories as they build them (and will later be used to help them build their stories) using the included templates.

Encourage each student to think about who the last five or six people/creatures (e.g., their other characters) to post on that character's wall would be and what they would say.

Option: On the back of their Profile page, have them write an "About Me" paragraph, and maybe add boxes for "Favorite Movies" "Music" and other

things that are on the Info page. This forces them to think about their characters deeply.

There are some great nuances to this activity that show just how deep the students can go into character analysis and character interaction (which are essential standards and some of the most tested types of questions).



(Profile Picture)

NAME: \_\_\_\_\_

Lives in: \_\_\_\_\_

Relationship status: \_\_\_\_\_

Original home: \_\_\_\_\_

Born on: \_\_\_\_\_

Works as: \_\_\_\_\_

**Friends**

(Profile Pic)

Name: \_\_\_\_\_

Lives in: \_\_\_\_\_

Original home: \_\_\_\_\_

Works as: \_\_\_\_\_

(Profile Pic)

Name: \_\_\_\_\_

Lives in: \_\_\_\_\_

Original home: \_\_\_\_\_

Works as: \_\_\_\_\_

(Profile Pic)

Name: \_\_\_\_\_

Lives in: \_\_\_\_\_

Original home: \_\_\_\_\_

Works as: \_\_\_\_\_

Share: Status Photo Link

What's on your mind? (Write below):

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**Comments from Friends**

→ Name of this person:  
\_\_\_\_\_

(Pic of Person)

Comment from this person:

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**People you may know**

(Profile Pic)

(Name of person)

**Events**

↑ (Day of Month)

Event Title/Description:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Event Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
Month Day Year

RSVP: Yes • No • Maybe

↑ (Day of Month)

Event Title/Description:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

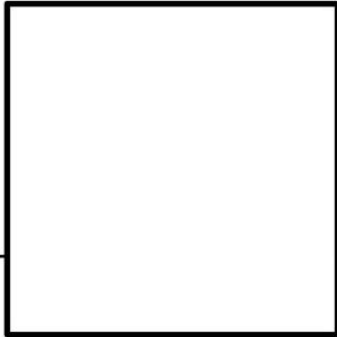
Event Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
Month Day Year

RSVP: Yes • No • Maybe



facebook

Search for people, places and things



Timeline

About

Photos 433

Friends 729

More ▾

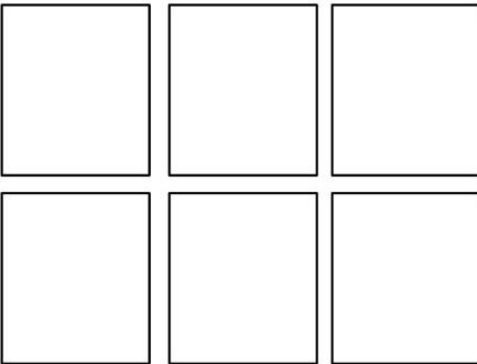
About

- Works at
- Lives in
- In a relationship with
- From

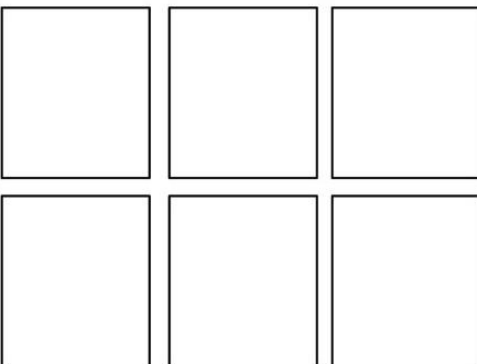
- Status
- Photo
- Place
- Life Event


Post

Friends



Likes



 5 minutes ago near

Like Comment Share

 2 minutes via mobile

 4 minutes ago near

 11 hours ago near

Like Comment Share

# DAYS FIVE AND SIX K-8 STANDARD ALIGNMENT

## K

- RL.K.3. With prompting and support, identify characters in a story.
- RI.K.3. With prompting and support, describe the connection between two individuals in a text.

*These standards will be met and reinforced as students participate in discussion about what character descriptions are, things authors need to include, and then build descriptions of each of their own characters, their relationships with each other, and characteristics (behavior, interests, and more), etc., by creating individual 'Fakebook' pages for each character.*

## 1

- RL.1.3. Describe characters in a story, using key details.
- RL.1.7. Use illustrations and details to describe characters.

*These standards will be met and reinforced as students participate in discussion about what character descriptions are, things authors need to include, and then build descriptions of each of their own characters, their relationships with each other, and characteristics (behavior, interests, and more), etc., by creating individual 'Fakebook' pages for each character.*

## 2

- RL.2.7. Use information gained from illustrations [and words] to demonstrate understanding of characters.
- RL.2.6. Acknowledge differences in the points of view of characters.

*These standards will be met and reinforced as students participate in discussion about what character descriptions are, things authors need to include, and then build descriptions of each of their own characters, their relationships with each other, and characteristics (behavior, interests, and more), etc., by creating individual 'Fakebook' pages for each character (and determining what their pages reveal about them as a character.)*

## 3

- RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings).
- W.3.3.b) Use dialogue and descriptions (including actions, thoughts, and feelings) to show the response of characters to situations.

*These standards will be met and reinforced as students participate in discussion about what character descriptions are, things authors need to include, and then build descriptions of each of their own characters, their relationships with each other, and characteristics (behavior, interests, and more), etc., by creating individual 'Fakebook' pages for each character (and determining what their pages reveal about them as a character.)*

## 4

- RL.4.3. Describe a character in depth.
- W.4.3 b) Use dialogue and descriptions to show the responses of characters to situations.

*These standards will be met and reinforced as students participate in discussion about what character descriptions are, things authors need to include, and then build descriptions of each of their own characters, their relationships with each other, and characteristics (behavior, interests, and more), etc., by creating individual 'Fakebook' pages for each character (and determining what their pages reveal about them as a character.)*

## **5**

- RL.5.3. Compare and contrast two or more characters.
- RI.5.3. Explain the relationships or interactions between two or more individuals/characters.

*These standards will be met and reinforced as students participate in discussion about what character descriptions are, things authors need to include, and then build descriptions of each of their own characters, their relationships with each other, and characteristics (behavior, interests, and more), etc., by creating individual 'Fakebook' pages for each character (and determining what their pages reveal about them as a character.)*

## **6**

- RL.6.3. Describe how characters respond to events or change.
- W.6.3 a) Introduce (and describe) a narrator and/or characters in a story.

*These standards will be met and reinforced as students participate in discussion about what character descriptions are, things authors need to include, and then build descriptions of each of their own characters, their relationships with each other, and characteristics (behavior, interests, and more), etc., by creating individual 'Fakebook' pages for each character (and determining what their pages reveal about them as a character.)*

## **7**

- RI.7.3. Analyze the interactions between individuals, events, and ideas in a story.
- RL.7.6. Develop and contrast the points of view of different characters.

*These standards will be met and reinforced as students participate in discussion about what character descriptions are, things authors need to include, and then build descriptions of each of their own characters, their relationships with each other, and characteristics (behavior, interests, and more), etc., by creating individual 'Fakebook' pages for each character (and determining what their pages reveal about them as a character.)*

## **8**

- RI.8.3. Make connections among and distinctions between individuals in a story.
- RL.8.3. Analyze how particular lines of dialogue and details reveal aspects of a character.

*These standards will be met and reinforced as students participate in discussion about what character descriptions are, things authors need to include, and then build descriptions of each of their own characters, their relationships with each other, and characteristics (behavior, interests, and more), etc., by creating individual 'Fakebook' pages for each character (and determining what their pages reveal about them as a character.)*

# DAYS SEVEN, EIGHT, (AND NINE)

## PAPER WORLD--CREATING 3D SETTINGS

Ok, we've gotten our characters together. It's time for students to literally build their story's setting!



*growing collection of homes, people, vehicles, stores, restaurants, and other buildings important to a growing*

The **setting** is the environment in which a **story** or event takes place. When you're coming up with a story, character and plot (or the "who" and "what" of a story) are the two most important ingredients. But setting (the "where" and "when") comes a very close third.

Actually, a powerful setting is almost like a *character in its own right*, in that it has...

- A heart and soul
- A presence
- An influence on the events.

And so it's really no coincidence that you construct a fictional setting in exactly the same way that you create the story's characters...

Just like we're about to do! A setting with lots of details!

### RESOURCES:

Check out the gorgeous resources & printables at The Printable Neighborhood from Vivint (**search for them on Google or**

**another search engine.**) *A full-fledged town to download, print, and assemble. This paper toy neighborhood includes an ever-*



[mrprintables.com](http://mrprintables.com)





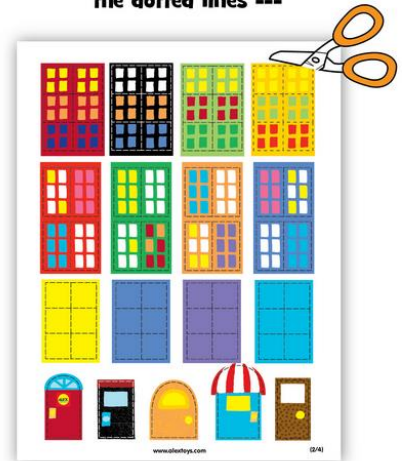
town. There are now over 40 different printable for you to download for students to print, cut, glue, and design settings with!



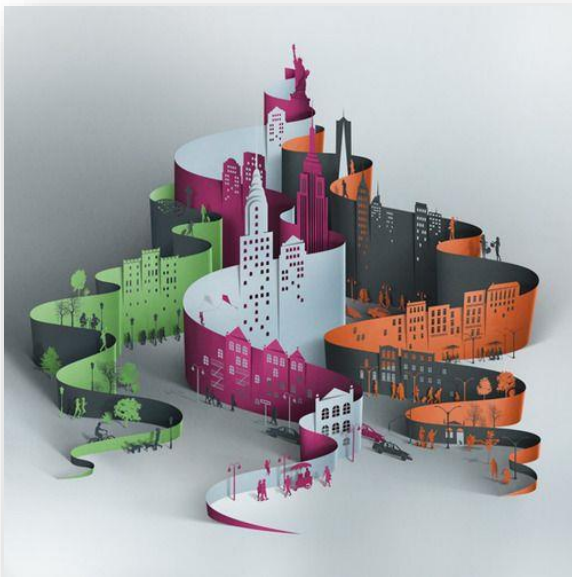
Here is a convenient place to access all of the [Made by Joel Paper City](#) posts. Print, color, build, and play!

There's more at [Juice Box City](#) from Alextoys.com. Welcome to Juice Box City, population – however many juice boxes you can drink! Take a drive down Orange Lavaburst Lane or see what's happening at Flashin' Fruit Punch Park.

I. Cut out the shapes along the dotted lines ---



There are a million possibilities for making 3D landscapes and cityscapes out of simple (often 2D) materials (like these free [printable nature texture papers](#)). Start building a solid foundation and then let your imagination go wild transforming 2D paper into a 3D sculpture of your story's setting.





# DAYS SEVEN-NINE K-8 STANDARD ALIGNMENT

## K

- RL.K.3. With prompting and support identify (and develop) the setting(s) of a story.
- RI.K.3 With prompting and support identify (and develop) the setting(s) of a story.

*These standards will be met and reinforced as students continue working on their story's 'illustrations' and describing the setting by building their story's setting using available templates, art supplies, and/or 'junk materials' and their imaginations. Discussion will take place as they build to help them place their characters in their setting and begin to build the mental 'pre-write' or 'proto-structure' of their plot and eventual stories. What is your [setting] called? Where is it? (On earth? Another planet? Past/Future?) Why this building? Why this part? What did your character do? Etc.*

## 1

- RL.1.3. Describe (and develop) settings in a story, using key details.
- RL.1.7. Use illustrations and details to describe and develop setting of a story.

*These standards will be met and reinforced as students continue working on their story's 'illustrations' and describing the setting by building their story's setting using available templates, art supplies, and/or 'junk materials' and their imaginations. Discussion will take place as they build to help them place their characters in their setting and begin to build the mental 'pre-write' or 'proto-structure' of their plot and eventual stories. What is your [setting] called? Where is it? (On earth? Another planet? Past/Future?) Why this building? Why this part? What did your character do? Etc.*

## 2

- RL.2.7. Use [information gained from the] illustrations to demonstrate understanding of a story's setting.
- RI.2.7. Explain how specific images contribute to and clarify a story (e.g., the setting).

*These standards will be met and reinforced as students continue working on their story's 'illustrations' and describing the setting by building their story's setting using available templates, art supplies, and/or 'junk materials' and their imaginations. Discussion will take place as they build to help them place their characters in their setting and begin to build the mental 'pre-write' or 'proto-structure' of their plot and eventual stories. What is your [setting] called? Where is it? (On earth? Another planet? Past/Future?) Why this building? Why this part? What did your character do? Etc.*

## 3

- RL.3.7. Explain how specific aspects of [a text's] illustrations create mood and emphasize aspects of a setting.
- RI.3.7. Use information gained from illustrations to demonstrate understanding of (and determine) where, when, why, and how key events (may) occur in a story.

*These standards will be met and reinforced as students continue working on their story's 'illustrations' and describing the setting by building their story's setting using available templates, art supplies, and/or 'junk materials' and their imaginations. Discussion will take place as they build to help them place their*

*characters in their setting and begin to build the mental ‘pre-write’ or ‘proto-structure’ of their plot and eventual stories. What is your [setting] called? Where is it? (On earth? Another planet? Past/Future?) Why this building? Why this part? What did your character do? Is your story an action story? A happy story or a tragic one? How does your setting help show that? What’s going to happen in that building? Etc.*



- RL.4.3. Describe in depth the setting of a story.
- W.4.9.a. Describe in depth the setting in a story or drama, drawing on specific details in the text/illustrations.

*These standards will be met and reinforced as students continue working on their story’s ‘illustrations’ and describing the setting by building their story’s setting using available templates, art supplies, and/or ‘junk materials’ and their imaginations. Discussion will take place as they build to help them place their characters in their setting and begin to build the mental ‘pre-write’ or ‘proto-structure’ of their plot and eventual stories. What is your [setting] called? Where is it? (On earth? Another planet? Past/Future?) Why this building? Why this part? What did your character do? Etc.*



- RL.5.3. Compare and contrast two or more [elements of] settings in a story, drawing on specific details in the text (e.g., illustrations & character interactions.)
- W.5.9.a Compare and contrast two or more [elements of] settings in a story or drama, drawing on specific details in the text (e.g., illustrations & character interactions.)

*These standards will be met and reinforced as students continue working on their story’s ‘illustrations’ and describing the setting by building their story’s setting using available templates, art supplies, and/or ‘junk materials’ and their imaginations. Discussion will take place as they build to help them place their characters in their setting and begin to build the mental ‘pre-write’ or ‘proto-structure’ of their plot and eventual stories. As they build and choose elements we’ll discuss how they work together or clash beneficially or problematically (ex. City elements and rural elements, characters (ex. Monsters) contrasting with a more pastoral or urban setting, etc.) within the story ‘structure’ as a whole.*



- RL.6.5. Analyze how a scene fits into the overall structure of and contributes to the development of the setting.
- W.6.3. a) Engage and orient the audience by establishing a context (e.g., setting.)

*These standards will be met and reinforced as students continue working on their story’s ‘illustrations’ and describing the setting by building their story’s setting using available templates, art supplies, and/or ‘junk materials’ and their imaginations. Discussion will take place as they build to help them place their characters in their setting and begin to build the mental ‘pre-write’ or ‘proto-structure’ of their plot and eventual stories. As they build and choose elements we’ll discuss how they work together or clash beneficially or problematically (ex. City elements and rural elements, characters (ex. Monsters) contrasting with a more pastoral or urban setting, etc.) within the story ‘structure’ as a whole.*

## 7

- RL.7.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- W.7.3. a) Engage and orient the audience by establishing a context (e.g., setting.)

*These standards will be met and reinforced as students continue working on their story's 'illustrations' and describing the setting by building their story's setting using available templates, art supplies, and/or 'junk materials' and their imaginations. Discussion will take place as they build about what role a setting takes in a story and how it affects a story. As they choose and build elements we'll work to also develop mental 'pre-write' or 'proto-structure' of their plot and eventual stories.*

## 8

- RL.8.2. Determine a theme or central idea of a story including its relationship to [and the relationship between] the characters, setting, and plot.
- W.8.3. a) Engage and orient the audience by establishing a context (e.g., setting.)

*These standards will be met and reinforced as students continue working on their story's 'illustrations' and describing the setting by building their story's setting using available templates, art supplies, and/or 'junk materials' and their imaginations. Discussion will take place as they build about what role a setting takes in a story and how it affects a story. As they choose and build elements we'll work to also develop mental 'pre-write' or 'proto-structure' of their plot and eventual stories concerning what they'll be about, what the main ideas are, who the main characters and events are, etc.*

# SAMPLES OF ACADEMIC VOCABULARY TO REINFORCE DAYS 5-8

K

- Author
- Illustrator
- Story
- Location
- Shapes
- Size

1

- Illustrate
- Character
- Setting
- Information
- Location
- Texture

2

- Discussion
- Message
- Plot
- Distance
- Time line
- Rural
- Urban
- Landmark
- Events

3

- Organization
- Character
- Setting
- Details
- Mixture
- Rural
- Urban
- Suburban
- Landforms

4

- Caption
- Proofread
- Compare
- Contrast
- Author's Purpose
- Relationship
- Expression

5

- Implied
- Personification
- Point of view
- Visual Image
- Model
- View
- Main Ideas

6

- Imagery
- Inference
- Relevant
- Point of view
- Similarity
- Design
- Design constraint

7

- Tone
- Mood
- Nuance
- Function
- Property
- Impact
- Spatial

8

- Order
- Debate
- Inferring

- Tension
- Mood/tone
- Dramatization

- Family
- Variation
- Element

# **BUILDING STORIES WEEK TWO SUPPLY LIST**

## **DAYS FIVE AND SIX**

Materials:

- Completed characters
- Printouts of Fakebook pages
- Pencils
- Crayons/markers/colored pencils
- Imagination

## **DAYS SEVEN-EIGHT**

Materials:

- Paper & ink to print templates
- Access to online templates
- Sample images for inspiration
- 'Junk' to build with: ex. Construction paper, toilet paper tubes, cardboard, tissue paper, popsicle sticks, skewers, bottles, bottle caps, empty cans, etc.
- Art supplies: crayons, markers, stickers, paint, etc.
- Imagination