

---

---

# Contents

<b>Introduction</b> .....	4
<b>General Teaching Suggestions</b> .....	5
<b>Part I: The Setting</b> .....	9
Young Authors Idea Sheets #1-5.....	11
<b>Part II: Character Development</b> .....	16
Young Authors Idea Sheets #6-12.....	18
<b>Part III: The Plot</b> .....	25
Young Authors Idea Sheets #13-16.....	27
<b>Part IV: Story Climax</b> .....	31
Young Authors Idea Sheets #17-20.....	32
<b>Part V: Resolution</b> .....	36
Young Authors Idea Sheets #21-24.....	37
<b>Part VI: Outlining</b> .....	41
Young Authors Idea Sheet #25 .....	42
<b>Part VII: Titles</b> .....	44
Young Authors Idea Sheets #26-29.....	45
<b>Part VIII: Parts of A Book</b> .....	49
Young Authors Idea Sheets #30-38.....	51
<b>Publishing and Binding</b> .....	60
<b>Additional Activities</b> .....	63
<b>Young Authors Certificate</b> .....	64

---

---

# Introduction

Guiding Young Authors to Write Fiction is a teacher handbook designed to combine creative thinking and fundamental composition skills. Both components are necessary for a good writing program.

Motivation techniques, developmental activities and idea stimulation help Young Authors foster creative thinking and the development of new ideas. The application of composition skills throughout the instructional plan lends strength to the program. Guiding Young Authors to Write Fiction introduces elements of story writing and thinking skills that carry over into all areas of learning. Areas developed by the program include:

- |            |              |                         |
|------------|--------------|-------------------------|
| -Setting   | -Resolution  | -About the Author       |
| -Character | -Dialogue    | -Critical Evaluation    |
| -Plot      | -Titling     | -Analysis and Synthesis |
| -Climax    | -Bookbinding | -Self Image             |

The handbook provides an instructional plan for a long term, systematic Young Authors' Program to develop. Teacher Pages with background information and teaching strategies are provided for each section. Student Idea Pages are also included to help reinforce and extend each concept introduced.

The final product plan is a finished book for each Young Author in your class. This gives purpose to work, develops pride, improves self-image and builds self-discipline. Outlets for sharing and a certificate of merit are included for student recognition.

We hope your Young Authors' Program is terrific.

Sincerely,

Nina Crosby  
Elizabeth Marten

**Note:**

For easy reference, the teacher background notes are marked with numbered arrows to indicate what Idea Sheet that particular section pertains to.



Refers to  
Idea Sheet No. 14

---

---

# Part I: The Setting

The setting of a story should set the stage for the reader in providing answers for:

- A. WHEN does the story take place? This might be a specific date - Christmas, 1999 or a time period - or the Middle Ages. This information might be stated this way - "It was Christmas time at our farm - - - ", or it might be referred to with identifiable clues such as, "As the knights prepared for the jousting tournament - - - ". Either method serves to answer the question, WHEN.
- B. WHERE does the story take place? In deciding upon the location for the plot to evolve, Young Authors should be encouraged to keep the locations contained in one place for their first writings; for example, "the farm" or "the palace". In subsequent writings, larger or varied places can successfully be woven into the story - i.e., the U.S. or several planets.

Development of the setting should be encouraged with the author suggesting mental pictures, perhaps keeping in mind an illustration which might be possible due to the author's description. "The jousting field was surrounded by high flying flags bearing the shields and colors of the participating knights. To the side, for all to see, was the king's tent which was round with scalloped flags - - - ."

## Warm Up

- A. Give the students an opportunity to brainstorm possible settings for stories. Encourage them to develop unique times and places. List all suggestions which are given. Make a class list or put on cards for future referrals.
- B. Continue the session by having students, as a group, vote for the one setting which seems to them to be the most unusual or most interesting. Orally, elicit descriptive sentences, phrases or a short introductory paragraph which could be used for the setting chosen.

## Background Building

- A. During reading lessons, book sharing or using the following literature suggestions, create an awareness of other author's setting descriptions. Have students compare and analyze the components of setting in these selections.

Time Cat by Lloyd Alexander  
Adam of the Road  
Moon Eyes by Josephine Poole  
Carrie's War by Nina Bawden  
The Upstairs Room by Johanna Reiss

- B. Encourage students to share favorite passages from library books or stories which they determine to contain the elements prescribed for "setting".
- C. Distribute magazines, individual pictures, or create a bulletin board for students to suggest time and place for story starters using the pictures. A bulletin board might contain a series of pictures numbered 1-6, 1-8, etc.; and students would be expected to write, in outline form, suggestions for each story sequence.
- D. Bring to class a box of assorted items - i.e. baseball cap, antique kitchen utensils, obscure plastic shaped objects, etc. Have students speculate as to time and place possibilities where these items might be or have been used. Draw parallels with setting ideas.

### Skills Development

- A. After students read literature suggestions or read various authors' use of descriptive language for setting their stage, have students:
  1. Make a list of time and place words (nouns).
  2. Make a list of descriptive words and phrases used (adjectives).
  3. Make a list of words which pointed out degrees of time or place (adverbs).
  4. Begin a Young Authors' vocabulary notebook.



- B. Students are ready to complete the Idea Sheets 1 and 2 for Setting.
- C. Idea Sheet 3 will encourage students to think creatively in developing unique settings for stories. Descriptive words and phrases as they relate to place and time should be brainstormed.

Example: Place - haunted house  
Time - Halloween

It should be noted that any logical answer is considered, but unique responses are encouraged.

Example: Place - haunted house in a ghost town  
Time - the Old West

Idea Sheet 3 should be distributed to students for completion.

- D. Sharing of the short paragraph should follow.
- E. Idea Sheet 4 continues practice in developing writing. Flexibility is stressed in that students are asked to reverse their thinking from the previous sheets. Skill development is also begun in illustrations at this point.
- F. Sheet 5 personalizes setting and develops student's resourcefulness in collecting factual data.



**Young Authors' Idea Sheet # 1****Setting**

When planning a story for your original book, two of the first decisions for you to make are: When will my story take place, and where will it happen? This is known as the setting.

To help you get started, complete the following idea pages.

1. The setting of the story should answer the questions \_\_\_\_\_ and \_\_\_\_\_.
2. A story which tells about Indians, new Americans and a feast probably took place \_\_\_\_\_. (time period)
3. A story that describes people living in outer space homes most likely occurs in \_\_\_\_\_. (time period)
4. If the characters in a story have very few close neighbors, ride horses, and care for farm animals, this place probably is a \_\_\_\_\_. (place)
5. When the story opens and we read, "People were sitting quietly in their seats waiting for the wedding to begin", the building is likely to be a \_\_\_\_\_. (place)
6. Given the following times and places, complete the sentences using descriptive words (adjectives) and phrases.
  - a. The \_\_\_\_\_ clock struck midnight as the \_\_\_\_\_ burglar crawled on his knees to escape detection.
  - b. Cinderella's coach was \_\_\_\_\_ at the castle.
  - c. In the future, cars will be \_\_\_\_\_.
  - d. We could tell the story occurred long, long ago because \_\_\_\_\_.

