Lesson 1: The Marshmallow Mystery

UNIT: Campsite Bandit

TRANSCRIPT

HOOK 1

Hi, writers. It's Anne. When I was a kid, I used to go to summer camp every year. It was so much fun! I got to do arts and crafts, go fishing—I even did ropes courses.

One of my favorite parts was having campfires where we roasted s'mores. A s'more is two graham crackers with melted chocolate and a marshmallow in between. They were so gooey and delicious!

My friend, Aly, is on a camping trip right now with her friends. Last night they were having a campfire, and they were so excited to make some s'mores. They got the graham crackers and the chocolate ready, but when they opened the bag of marshmallows, it was empty.

They searched all over their campsite, under the table, in the tent, in the trees, but no marshmallows. They even tried searching the whole campgrounds, near some of the trails, near the pond, behind the other tents, but still no luck.

When they were searching around the campgrounds, one of the park rangers overheard what was happening.

> *- "Ah, let me guess. Missing marshmallows? It's been a bit of a mystery around here lately. Marshmallows have been going missing from campsites all over the*

park. Seems we have a campsite bandit among us. So, keep an eye out and keep your marshmallows safe."

Use your imagination and think about what might have happened to the marshmallows.

DISCUSSION 1

Discuss: What do you imagine happened to the marshmallows?

HOOK 2

Maybe you said a magician showed up and made the marshmallows disappear. Or maybe you said a ninja squirrel showed up and took the marshmallows using her ninja speed and tricks. Or maybe this raccoon grabbed them with his paws, like this, and gobbled them all up. You may have thought of something else, and that's great.

Aly noticed there were some animal tracks all over their campsite, and especially where the marshmallows were last seen. She saw fox tracks, magpie tracks, and squirrel tracks. Aly and her friends think that one of these creatures is responsible for the missing marshmallows and might just be the campsite bandit!

The marshmallows might not turn up again, but Aly and her friends want to have some fun imagining what might have happened. So they're going to write some stories in their camping journals about who they think the campsite bandit is. After they all write their stories, they'll share them at the last campfire of the camping trip.

You can use your imagination to come up with a story about who you think the campsite bandit is, too. After you plan and write your story, you'll put it together to make a camping journal just like Aly. And when you get done, you'll get to share your story around a classroom campfire.

Before Aly started writing her story, she thought about why one of these animals would take a whole bag of marshmallows. What did they want? Maybe the magpie wanted

some pillows for her nest. Or maybe the fox wanted to make a lot of s'mores for himself. Or maybe the squirrel wanted to use the marshmallows to build a raft and float down the river.

DISCUSSION 2

Discuss: Why do you imagine one of these animals would take the marshmallows? What did they want? Try to imagine more than one reason.

HOOK 3

I'm not sure how you answered, but here's what Aly thought: The fox took the marshmallows because he wanted to build a huge bouncy pit to jump in, like this one. That sounds exciting!

Now that Aly has decided on who she imagines the campsite bandit is, she has a character. And her character wants something to build a huge bouncy pit to jump in.

It's your turn to decide who you imagine the campsite bandit is and what they want. Later, you'll get to imagine what will happen in your story.

I'll get you started, step by step.

STEP 1

Get your supplies.

STEP 2

In today's lesson, you'll need someone to share ideas with. This could be a partner or someone you sit near. When everyone knows who their talk partner is, move on to the next step.

STEP 3

Get your Map Your Story worksheet.

Turn it this way and write your name here.

STEP 4

Point to where it says "Bandit" on your worksheet.

Who do you imagine the campsite bandit is? It could be the fox, the magpie, or the squirrel. Aly chose the fox, but you can choose a different animal if you'd like.

When you have your idea, circle it like this.

STEP 5

Imagine why your animal took the marshmallows. What did they want?

These are some of the examples that were mentioned earlier.

First, you'll think about why your animal took the marshmallows. Then, you will discuss with your partner. I'll give you some time to think. When you have your idea, give a silent thumbs up.

Discuss with a partner: Why do you imagine your animal took the marshmallows? What did they want?

STEP 6

Find the section that says "Want" on your worksheet.

Fill in what your animal wanted. You can use this part of your Word Bank to help.

STEP 7

Flip your paper over, like this.

HOOK 4

Great job! You decided on a character and what your character wants. You're a step closer to writing your story about the campsite bandit.

We're going to get to your story next, but for now, Aly needs your help thinking about what happened in her story. Here's what we know so far about Aly's story:

- Her bandit is the fox.

- He wants to build a bouncy pit to jump in. So, he took the marshmallows and used them to fill up his bouncy pit.

These parts sound interesting, but it doesn't really sound like a whole story yet. This part is Aly's character. This part is what her character wants. She still needs to add what's happening in her story.

Every story has a beginning, so Aly wants to imagine what the fox was doing before anything even happened with the marshmallows. To help her figure this out, Aly found a map of the campgrounds to help her picture the fox in the place her story happened.

Maybe he was here in the field playing on a trampoline, or maybe he was here behind this campsite practicing his singing skills. Or maybe he was lounging by this pond and taking a nap. These could all be a great beginning to her story.

DISCUSSION 4

Discuss: What do you imagine the fox was doing at the beginning?

HOOK 5

I'm not sure how you answered, but Aly likes the idea that he was taking a nap by the pond. So, she's going to put a "B" for beginning here by the pond and draw a quick sketch of her character.

Now Aly can imagine what happened in the middle of her story. This would be a great place for the marshmallows to be taken from her campsite. So she'll find her campsite on the map and put an "M" for middle by it. Then she'll draw a quick sketch of the marshmallows.

For the end of Aly's story, she needs it to be about what her animal did after he took the marshmallows. She'll need to think back to what the fox wanted in the first place. Here's how Aly is imagining the ending: "The fox made it back to his home in the woods and built his bouncy marshmallow pit, where he jumped around all night. The end."

This ending will happen here in the woods, so Aly will put an "E" for ending on her map and draw a quick sketch of the bouncy pit.

Now Aly has an idea of how the beginning, middle, and end will go in her story about the campsite bandit.

It's your turn to imagine what's happening in the beginning, middle, and end of your story using the map of the campgrounds.

I'll get you started, step by step.

STEP 8

Flip your paper over, like this.

STEP 9

Imagine what happened at the beginning of your story. The map on your worksheet can help you decide where it happened. Maybe your animal was rowing a boat over here down this stream, or maybe they were having a picnic in the woods.

I'll give you some time to think about what your animal was doing and where it was happening.

When you have an idea, give a silent thumbs up.

Discuss with a partner: What do you imagine your animal was doing at the beginning? Where was it happening?

STEP 10

Point to where your beginning happened on your map.

Write a capital "B" for beginning, and circle it.

STEP 11

Draw a quick sketch of your character next to the "B".

If you need help drawing, you can use one of these examples.

Your teacher will let you know how much time you have to draw.

STEP 12

Point to the "B" below the map. This is where you can write a few words to describe what happened at the beginning of your story, like this: "fishing in stream" or "picnic in woods."

Write a few words to describe what happened at the beginning of your story.

STEP 13

Now, take a look at the map on your worksheet.

Point to the "M." This is where the middle of your story will happen. We already know that this is where your animal took the marshmallows, so draw a marshmallow next to the "M." If you need help drawing, you can use one of these examples.

STEP 14

Find the "M" below the map.

Write a few words to describe what happened in the middle of your story. If you're not sure what to write, you can use one of these ideas: "took marshmallows," "stole marshmallows."

STEP 15

Imagine what happened at the end of your story. Use what your character wanted to help you. Now imagine where on the map that happened. I'll give you some time to think.

When you have an idea, give a silent thumbs up.

On your map, write a capital "E" for ending and circle it.

STEP 16

Draw a quick sketch of what your character wanted next to the "E."

Your teacher will let you know how much time you have to draw.

STEP 17

Find the "E" below the map.

Write a few words to describe what happened at the end of your story.

STEP 18

Take turns sharing what you imagine happened in your story about the campsite bandit. You can make changes if you want.

STEP 19

The papers shown on the screen are V.I.P.s—very important papers. Your teacher will let you know where to put them, so you will have them for the next lesson.

WRAP UP

Wow! Amazing job! You are on your way to writing your story about the mysterious campsite bandit.

Next time, you'll work on planning out your story.

That's all for now. I'll see you next time.