# Lesson 2: Be the Bandit

# UNIT: Campsite Bandit

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# TRANSCRIPT

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## HOOK 1

Hi, writers. It's Anne. One time, I got to see... Oh, sorry about that! My friend Emily is calling. I haven't heard from her in a while. Let me take her call real quick.

*- “Hi, Emily.”*

*- “Hi, Anne. I have the craziest story to tell you. I was at... when all of a sudden... gave me a high five, and then they ran back.”*

I'm so confused. Did you understand that story?

## DISCUSSION 1

Discuss: Did this story make sense? Why or why not?

## HOOK 2

Maybe you said, "It was confusing because it was hard to hear the whole story." Or maybe you said, "It was confusing because you only heard the ending and you're not sure how the story started." You may have said something else, and that's great.

Oh, look! She's calling back. Maybe I'll get the first part of the story this time.

*- "Hi, Anne. Can you hear me now?"*

*- "I can, but I didn't get all of your story. Can you start over again?"*

*- "Sure. So, I was camping at Lake Wary with my family, and we were listening to music around the campfire when all of a sudden, a raccoon and a squirrel came out of the bushes and started dancing! They stayed for the whole song. It was hilarious! Then they gave each other a high five. They ran back into the bushes, and we went back to our tents. Anyways, I've got to go. Talk to you soon. Bye!"*

That story makes way more sense now that I know how it started. It's the same when you're writing a story. The beginning is where you set up the story for the reader and give them important details, like who the story is about and where it's happening, so the rest of the story makes sense.

Today, you're going to set up your story for your reader by writing the beginning.

You've been working on your story about the campsite bandit and the missing marshmallows.

Before you start on your beginning, Aly could use your help with hers. Aly knows that her story is happening at the campgrounds, and her character is a fox. But if Aly just writes, "One day at the campground, there was a fox." It doesn't give her reader many details about what the story is going to be about. Aly needs to add more to the beginning of her story.

## DISCUSSION 2

Discuss: What else could Aly add to the beginning?

## HOOK 3

I'm not sure how you answered but I think she could add more about where exactly the beginning is happening. We know the whole story is at the campgrounds, but the beginning is happening here at the pond. She could also add what her character is doing at the beginning—taking a nap. These are the first details that Aly added to her journal page. This is a great start to Aly's plan for the beginning of her story, but she wants to add more details.

When Aly reads stories, she likes to know how the character feels in the story. So, she could add that to her plan too—how her character feels. She thinks he's feeling bored after his nap.

Aly wants to add one more thing to her plan for the beginning before she gets started on writing. She can add what the character wants. That way, the reader will know exactly what the fox is up to when he takes the marshmallows.

Wow! This is a great plan with lots of details. Now her reader will have all of the details to understand what's happening in the story. Aly is ready to get started on drafting the beginning.

Now it's your turn to start planning the beginning of your story. You'll add notes to your journal page to help you start drafting later.

I'll get you started, step by step.

## STEP 1

Get your supplies.

## STEP 2

Get your Map Your Story worksheet from last time.

Whisper-read each part of your story map to review what you've thought of for your campsite bandit story so far.

Start with reviewing who your character is, what they want, and what's happening in the beginning, middle, and end. You can make changes if you want.

## STEP 3

Find the two parts marked with a "B" on your worksheet—one is on the map; one is below the map.

These are your ideas for your beginning from the last lesson. Silently review the ideas for the beginning of your story.

## STEP 4

Now get your Story Plan worksheet. Turn your page like this and write your name.

## STEP 5

You'll start by planning your beginning. Remember, you want to include important details about your story, like where your story is happening.

Everyone's story is at the campgrounds, but you probably have a specific place where the "B" is marked on your map.

When you have your idea, write it here next to campgrounds. You can use your Story Map worksheet to help.

## STEP 6

Another important detail about the beginning of your story is who your story is about, or your character, and what they are doing as the story begins.

On your Story Plan, find where it says "Beginning" on the right side of your page. In the first box, write your character and what they are doing in the beginning. You can use your Story Map worksheet to help.

## STEP 7

First, you'll think about how your character is feeling before they figured out what they wanted. Then you will add it to your Story Plan. In Aly's example, the fox was feeling bored. Then you figured out what he wanted.

Take a moment to think about how your character is feeling. When you have your idea, give a silent thumbs up.

In the next box, write what your character is feeling. If you need help, you can use one of these.

## STEP 8

Think back to what your character wants. Write it here in the last box of this section.

## STEP 9

Here's how Aly pictured the beginning of her story. She didn't draw everything, just a few parts from her plan.

On the left side, draw a quick sketch that shows one part of what's happening at the beginning of your story. If you need help drawing, you can use one of these examples.

## STEP 10

Wow! Your plan for the beginning of your story has some great details.

Before we move on, flip all your papers over on your desk.

## HOOK 4

Great job planning the beginning. This plan will help you write the first part of your story.

Now that Aly has a plan, let's help her write her beginning first. All the pieces are here, but Aly needs to turn this into the beginning of a story.

Aly knows that when she reads other stories that she likes, it feels like she is a part of the story—like she can see it all happening right in front of her. She wants to make her reader feel like that, too.

She has a great idea—what if she jumped into the map of her story and pretended to be the campsite bandit, like this.

> *- Oooh, run, run, run! I love running through the leaves. Man, I'm hungry. Oh, I smell hot dogs. Yum! The wind feels so nice. More leaves. Here I go—running through the leaves—wheee!*

That probably wasn't what the fox was actually thinking, but it was fun to imagine that these were some of the thoughts going on in their head.

By pretending to be the fox, Aly can imagine what her character sees, how they are feeling, and what they are thinking. Aly is going to keep pretending to be the fox as she uses her plan to write her story. You can pretend with her. Here's what she sees first.

## DISCUSSION 4

Discuss: Pretend you are the fox. What do you see at the beginning?

## HOOK 5

Maybe you noticed the sun shining really bright. Or maybe you noticed how the pond was sparkling like glitter. You may have noticed something else, and that's great.

Here's how Aly started writing:

- "It was a bright and sunny day at the campgrounds. The pond was sparkling like glitter."

Notice how Aly took what she wrote in her plan about where the story is happening, what she saw as the fox, and wrote these two sentences like a story. Now, she can introduce the character, but she can write it as if she is the fox. She can start with what she is doing:

- "I woke up from a relaxing nap. I stretched and got ready to start my day."

Now she can write about what her character is feeling:

- "I felt a little bored. I wondered what fun thing I could do today!"

Finally, she can add the want, like this:

- "Then I got an idea! I could build a bouncy pit to bounce and play in all day!"

Here's what the beginning of her story sounds like put together. As you listen, see if you are able to imagine Aly's story and if you have all the details to understand what's happening.

- "It was a bright and sunny day at the campgrounds. The pond was sparkling like glitter. I woke up from a relaxing nap. I stretched and got ready to start my day. I felt a little bored. I wondered what fun thing I could do today! Then I got an idea! I could build a bouncy pet to bounce and play in all day!"

Wow! The beginning of Aly's story sounds great.

It's your turn to pretend to be the campsite bandit you chose. You'll use your notes and draft the beginning of your story.

I'll get you started, step by step.

## STEP 11

Think back to what your character wants. Write it here in the last box of this section.

## STEP 12

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 13

Turn your papers over.

Put your Story Plan on top of your Story Map, like this.

Get your Story Page 1 worksheet and put it next to your Story Plan, like this.

## STEP 14

Turn your Story Page 1 like this, and write your name.

## STEP 15

Now look at the beginning of your Story Plan.

Whisper-read what you wrote. You can make changes if you want.

## STEP 16

First, Aly thought about how to describe where her story was happening. Then she started writing her story. This is what she wrote first:

- "It was a bright and sunny day at the campgrounds. The pond was sparkling like glitter."

First, you'll get to think about how to describe where your story is happening. Then you'll discuss with a partner, and then you'll get to write.

Imagine where the beginning of your story is happening. What does it look like? Remember, you're imagining this as your character. I'll give you some time to think. When you have an idea, give a silent thumbs up.

Discuss with a partner: How would you describe where the beginning of your story is happening? Try describing it like a story, the way Aly did.

## STEP 17

Start your story by writing where it's happening and describe it as if you are the campsite bandit.

If you need help, you can use one of these to start your sentence:

- It was...
- I was at...
- It all started at…

Start writing here.

## STEP 18

Here's how Aly wrote the next part about what her character was doing at the beginning:

- "I woke up from a relaxing nap. I stretched and got ready to start my day."

Imagine your character and what they are doing. Remember, you're imagining this as your character. I'll give you some time to think. When you have an idea, give a silent thumbs up.

Discuss with a partner: How would you describe what your character is doing? Try describing starting with "I," the way Aly did.

## STEP 19

Continue writing where you left off and describe what your character is doing.

## STEP 20

Here's how Ally described how her character felt before deciding what he wanted:

- "I felt a little bored. I wondered what fun thing I could do today."

Imagine how your character is feeling. I'll give you some time to think. When you have an idea, give a silent thumbs up.

Discuss with a partner: How would you describe how your character is feeling? Try describing starting with "I."

## STEP 21

Continue writing where you left off and describe what your character is feeling.

## STEP 22

Imagine what your character wants. I'll give you some time to think. When you have an idea, give a silent thumbs up.

Discuss with a partner: How would you describe what your character wants? If you need help, you can look at Aly's sentence.

## STEP 23

Continue writing where you left off and describe what your character wants.

## STEP 24

Take turns sharing the beginning of your story with your partner. You can make changes if you want.

## WRAP UP

Awesome job! You just finished writing the beginning to your campsite bandit story. You helped your readers understand what the story is about and made them feel like they were a part of it. I can't wait to see how the rest of your story turns out.

Next time, you'll work on planning and writing the middle of your story.

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

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