

Lesson 3: Add some SPEED

UNIT: Amusement Park

TRANSCRIPT

HOOK 1

Hi, It's Margaret!

Every day when you come to school, you probably walk in slightly differently.

Like, maybe one day you were so excited for something you were practically running, or maybe another day you were bored—or not thrilled about an upcoming test so you walked in really slowly. Maybe one time you were rushing because you were late or worried about something.

How you feel can really change how quickly you move.

Take a look at this girl on her way to school. Maybe you can tell how she's feeling. She looks like she's maybe calm or relaxed. Here she is on a different day going to school. It looks like she's feeling differently than she did the first day.

DISCUSSION 1

Discuss: How do you think this girl is feeling on her way to school?

HOOK 2

Maybe you thought she was excited, or happy, or stressed about being late. Whatever you thought she was feeling, you probably didn't guess that she felt calm or relaxed.

Calm people don't tend to run like this. They walk more like this. How fast or slow someone is moving can give us a clue to how they are feeling.

This will be really important for what you write today, and we'll come back to this idea in a minute. For now, let's review what we've done so far.

You've been working on stories that take place at an amusement park for your upcoming short story festival, StoryFest. So far, you've written the beginning of your story.

Oh, wow! It's been a while since I worked on my story. Let's review what I have so far so I can remember where I left off.

In my lead, Eli was getting off of a ride and talking with his sister. Then he saw the slide. His sister asked him if he wanted to go on it. "Yes! Yes! Yes!" Eli shouted, jumping up and down."

That was my story beginning.

Today, you'll write the middle of your story—the obstacle, and how your character overcomes the obstacle.

Here's how the next part of my story will go:

- "First, Eli ran to the slide. Then, he climbed the stairs. Finally, he got to the top. Then, he realized he was scared to go down the slide."

Okay. Remember the videos you watched earlier? This girl who was running to school on one day and walking on another day? Well, writers actually have special words that they use to show how fast or slow something happens. Check it out.

I'll try revising this sentence—Eli climbed the stairs. Hmm... let's try having him go slow.

- "Slowly, Eli climbed the stairs."
- "Little by little, Eli climbed the stairs."
- "Gradually, Eli climbed the stairs."

Did you see that? By changing how I started the sentence, I changed Eli's speed.

I'll try some different words.

- "Quickly, Eli climbed the stairs."
- "Swiftly, Eli climbed the stairs."
- "Instantly, Eli climbed the stairs."

These words are awesome!

Remember, how fast someone moves often relates to how that person is feeling.

Before I pick which word to use, I need to imagine how excited Eli is to climb the stairs and get to the top of the slide.

DISCUSSION 2

Discuss: As a writer, which word or phrase would you use to show that Eli is excited when he goes up the stairs?

Try lots of words.

HOOK 3

There are so many good choices.

Hmm... to show Eli is excited, I think I'll have him move quickly.

I wrote:

- "Quickly, Eli rushed up the stairs. In an instant, he was at the top."

He's definitely excited about this slide. Now Eli is going to encounter his obstacle—he's going to get scared of how high up he is. I think when Eli gets scared, he slows way down.

- "Eli looked down and saw how high up he was. He gulped. Slowly, he stepped back from the slide. *This is really high up*, he thought. Gradually, he sat down. Then, little by little, he peered over the edge."

Check out all these words that showed the parts that happened quickly. And these words that showed the parts that went slowly. By changing the speed in my story, you can tell how Eli changed how he was feeling.

When you include how your character feels, it makes them seem like a real person. That's what makes reading fiction so much fun.

Today, you'll draft these next parts of your story arc.

While you draft today, you'll use transition words and phrases. You might already know some transition words like these:

- First, Next, Then, Finally

But today, you'll also get to use transition words like these:

- Quickly, Suddenly, Slowly, Gradually

You can use these words to make parts of your story go slowly and other parts go quickly. I'll get you started, step by step.

STEP 1

Get your supplies. You'll get more supplies later on.

STEP 2

Get your *Transition Phrases* worksheet. Let's practice using these words.

Find number one.

Using the words on your worksheet, write a few sentences describing what happens in this video. Try to use more than one transition phrase.

STEP 3

Get your highlighter. Highlight all the transition phrases you wrote.

STEP 4

Find number two.

Using your transition phrases, write a few sentences describing what happens in this video.

Highlight any transition phrases you use.

STEP 5

Nice job using those transition words! In a moment, you'll use them in your story. For now, get these supplies.

STEP 6

Quietly review your *Story Arc* and *Story Beginning* worksheets to remind yourself of your story plan and what you've written so far.

STEP 7

Now get your *Story Middle* worksheet.

From your *Story Arc*, copy what you wrote for the obstacle or problem into this box on the *Story Middle* worksheet.

Then you can put your *Story Arc* and *Story Beginning* worksheets to the side.

STEP 8

Think about how your character might feel when they encounter the obstacle. Write your character's feelings here.

You can use one of these ideas or come up with your own.

STEP 9

You're now ready to draft. Write the part of your story where your character comes across the obstacle or problem. Remember, you can use fast and slow transition phrases to help you show how your character is feeling.

If you want to see my example again, we've put it on the screen.

Start writing at the arrow.

STEP 10

Get your highlighter.

Highlight all the transition phrases you wrote. If you want, you can add more with a caret like this. Or change parts of your story like this.

Don't worry if your draft looks messy—first drafts are always full of changes.

STEP 11

What's this?

A writer's tip!

Today's writing tip is *emotional actions*.

When your character does something, you can describe how they do it with a feeling.

Here are some ideas. Look back through your writing. If you want to describe how your character does something with feeling, you can add one of these words. When you add one, highlight it.

NATURAL STOPPING POINT

Teachers: This is a natural stopping point. The next steps will guide students to write about how their character overcomes the obstacle. If you stop here, be sure to put all the V.I.P.s somewhere safe!

If you're continuing right now, go to the next slide.

STEP 12

Get your *Story Arc* worksheet.

Copy how your character overcomes the obstacle into this box on your *Story Middle* worksheet.

Below, plan how your character will feel when they overcome the obstacle.

STEP 13

Draft how your character overcomes the obstacle.

Continue writing where you left off.

Pause writing before you draft the part of your story where your character gets what they wanted.

Remember to use your transition phrases to show how quickly or slowly things happen in your story. Each time you use one, highlight it. Your teacher will tell you how much drafting time you have today.

STEP 14

Wow, writers! You have a lot to be proud of today. You wrote the middle of your story and brought it to life with transition words that help your reader picture your story. And you brought your character's feelings into the story, making them feel real.

StoryFest is going to be so exciting!

In the next lesson, you'll write the end of your story.

Remember to put your V.I.P.s somewhere safe, and I'll see you next time!