

Welcome to the Build-A-Story CORD!

- Creating your own story often helps writing become a fun and creative expressive outlet for students.
- The stories can be built around any topic, but be sure to choose something that is universally enjoyed. *Example: Instead of asking for Christmas memories, I ask students about memorable dining experiences with friends and family, focusing on a specific kind of food served at the meal.*
- The worksheet at the end of this document helps students highlight the different elements included in narratives, such as Who/Where/When/What.
- To introduce the students to the idea of writing an individual story, it's best if the instructor can share a personal story as an example.
- Then, as a class, students & instructor list narrative elements on the board in the same quadrant format as the attached worksheet, applying descriptive words to each element of the Who/Where/When/What. (See descriptive words italicized below.)

Who <i>family</i> <i>friends</i> <i>neighbors</i>	Where at a friend's house - <i>noisy, big, small</i>
When summertime - <i>hot!</i> wintertime - <i>cold!</i>	What pizza - <i>spicy, hot, cheesy</i> cake - <i>sweet, fluffy, light</i>

- After exploring each element as a class, students receive the attached worksheet.
- In each quadrant the student writes at least 3 descriptive words for that element.
 - *Example: If the “What” is pizza, the student might write “Hot,” “Spicy,” and “Cheesy” in the three blanks at the top of the “What” quadrant.*
 - The focal aspect may change depending on the topic of the storytelling for that day. *Example: “What” is the focal category when describing a meal where a new or favorite food was enjoyed. If the stories focused on a favorite place, the “Where” quadrant might be the focal point for building the biggest descriptive word bank.*
- Once students receive the worksheet, they can fill it out at their individual pace.
 - Remind students that, as James Baldwin said, “Writing is rewriting.” It’s more than okay to improve on the sentences they already have by adding more descriptors.
- At the end, students can be encouraged to share their stories with the class!

Remember that storytelling should be fun!

Instructions for Worksheet: Students select three descriptors for each word bank. They will describe the different aspects of the story they’d like to tell. Students then use word banks to craft sentences about each narrative detail and complete their story in the lines below.

Title _____.

<p><u>1. What</u> _____.</p> <p>a) _____ b) _____ c) _____.</p>	<p><u>2. When</u> _____.</p> <p>a) _____ b) _____ c) _____.</p>
<p><u>3. Where</u> _____.</p> <p>a) _____ b) _____ c) _____.</p>	<p><u>4. Who</u> _____.</p> <p>a) _____ b) _____ c) _____.</p>

"Writing is rewriting." -James Baldwin

USE YOUR SENTENCES ABOVE TO REWRITE YOUR STORY HERE.
