



Start from Scratch

Start from Scratch is the fall initiative for CEEAS, designed to bring high quality, relevant, common core aligned curriculum directly to teachers working in secure care facilities across the country. A unique, technology-driven initiative that offers students the chance to learn coding and programming skills while they are in secure settings.



STANDARDS

CCSS.ELA-LITERACY.W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-LITERACY.W.4.3.A

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-LITERACY.W.4.3.B

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-LITERACY.W.4.3.C

Use a variety of transitional words and phrases to manage the sequence of events.

CCSS.ELA-LITERACY.W.4.3.D

Use concrete words and phrases and sensory details to convey experiences and events precisely.

CCSS.ELA-LITERACY.W.4.3.E

Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.W.4.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)

CCSS.ELA-LITERACY.W.4.6

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Writing Unit Overview

Day 1

The "Big Idea"

Learning Objectives

Students Will:

- The students will watch a video about transformation featuring Johnny Ortiz
- The students will participate in and learn about a four-stage process of writing a script beginning with stage 1, a character profile.

Materials

- A character-profile map (one for each student)
- Extension: character sketch and descriptive language sheet (one for each student)

Introducing Transformation and Character Profile



45-55
Minutes

OBJECTIVES

- Students will watch a video about transformation
- Students will learn about a four-stage process of writing a script.
- Student will create a character profile

ACTIVITY DESCRIPTION

- Warm-Up Introduce students to the idea of transformation by watching the video of Johnny Ortiz (5 minutes) Discuss.
- Describe what a character profile is and offer the example of Johnny Ortiz (10 minutes)
- Writing in the planning sheet, students will develop their own definition of transformation
- Student will work through character profile (25 minutes)
- Extension-Sketch the character and add descriptive language
- Closing-Allows students to share out character profile

RESOURCES

- Character profile and sketch handout (2 pages)
- Video of Johnny speaking Transformation-Click Here



REFLECTION PROMPTS

- How does Johnny define transformation and how do you define transformation?
- Why is a character profile important for a story?

REVIEWING STUDENT WORK

Did the student complete their character profile?

NOTES

Character profile is meant to be a reflective time for students, allow them to deviate from questions if necessary. Emphasis should be placed on their transformative moment.

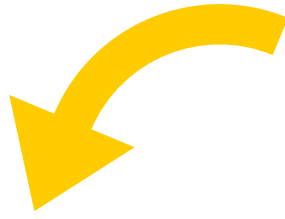
NOTES TO SELF

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Teacher Notes

Four stages of script writing

- 1) Creating Characters
- 2) Telling a Story
- 3) Developing the story
- 4) Rewriting and Revising



1) Character Profile:

One of the most important elements in a story is characterization: making the characters seem vivid, real, alive. One technique that many writers use with success is to create a character profile for the main characters in the story. The purpose of a character profile is twofold: to assist the writer in creating a character that is as lifelike as possible and to help with continuity issues in the story. In interviews many famous authors have stated that they came up with the basics of a character's personality and then they found that the character just "came alive" for them and ended up driving the story all on his own. But for the beginning writer, sometimes a more concrete approach is helpful.

Attribution: How to Create a Character Profile
Writers Write Journal

Example Character Profile:



Name: Johnny Ortiz

Age: 19

Transformation Definition: a moment something changes inside you that makes you different.

Extrovert-an outgoing, overtly expressive person.

Character's short-term goals in life:

Land a role as a lead actor in an major motion picture.

Character's long-term goals in life:

Attend college and earn a degree, start a nonprofit program for at-risk youth, aspiring to be actors in Los Angeles.

Name_____

Four stages of script writing

- 1) Creating Characters
- 2) Telling a Story
- 3) Developing the story
- 4) Rewriting and Revising

My Definition of transformation

Create your character for the transformative story by making a profile:

Name: _____ Age: _____

Describe a transformative moment:

Emotional Characteristics

Strengths/Weaknesses:

Introvert or Extrovert?

How does the character deal with anger?

With sadness?

With conflict?

With change?

With loss?

What does the character want out of life?

What would the character like to change in his/her life?

What motivates this character?

What frightens this character?

What makes this character happy?

Is the character judgmental of others?

Is the character generous or stingy?

Is the character generally polite or rude?

Name_____

Extension

Character drawing and description

Sketch out your character! Add descriptive language that tell us more about who he/she is.

Descriptive Language:

Writing Unit Overview

Day 2

The "Big Idea"

Learning Objectives

Students Will:

- The students will understand the difference between narrative writing and dialogue.
- The students will explore the elements of a story and begin writing their own
- The students will consider rewriting and revising

Materials

- A short folk tale printed for students or displayed on the projector
- A scriptwriting story chart (one for each student)
- Work from previous day on character profile

Character to Transformative Story



45-55
Minutes

OBJECTIVES

- understand the difference between narrative writing and dialogue.
- explore story chart and begin writing script
- discuss rewriting and revising.

ACTIVITY DESCRIPTION

- Warm-up-Illustrate the difference between narrative and dramatic writing using the folk tale exercise. (10 minutes)
- Explore general shape of story: beginning, middle and end
- Student will use Story Chart to develop compelling story on transformation (30 minutes)
- Encourage students to revise and rewrite adding descriptive language.
- Closing-Allow the students time to share out their story with the class

RESOURCES

- Story chart handout (1 for each student)
- Worksheet from previous day on character

REFLECTION PROMPTS

REVIEWING STUDENT WORK

- Did the student understand the story chart and complete it?
- Can the students name the 3 elements of a script?

NOTES

A majority of the time in class will be spent writing the story. Allow a few minutes at the end to share out.

NOTES TO SELF

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Warm-Up: Narrative Story Versus Playwriting (Ten minutes)

This exercise will illustrate the difference between narrative and dramatic writing.

Read the tale below to the students so that they are familiar with it. Ask one student to read it again (narrate) while two others act it out. The actors do not need to use any language; they simply do what the narrator reads. After the students perform, ask two other volunteers to act out the story without a narrator. They should use voice and action to communicate all of the important information from the story. This will help illustrate to the students how writers can relay information through dialogue and action. Encourage them to avoid unnecessary narration.

A Coyote Tale from the Pueblo Indians

Once, when the Earth was an empty and barren place, Thought Woman called on Coyote and asked for his help. “Coyote,” she said, “I want you to carry this satchel far to the south, and whatever you do, do not open it.” Coyote placed the satchel on his back and traveled through the desolate Earth for a long while. Eventually, he grew hungry, and there was no food around. Hoping to find a snack, Coyote took the satchel from his back and opened it. Immediately, bright, shining stars flew wildly out of the sack and straight up into the dark sky. Coyote was frightened. Thought Woman scolded Coyote, “Coyote, you have disobeyed me. From now on, you will suffer with a toothache and howl in agony all through the night.”

From Character to Transformative Story

The story should include the following elements:

- The character wants something.
- The character tries to get it.
- The character runs into a problem or obstacle.
- The character succeeds or fails to get what she or he wants.
- The character changes as a result of the effort.

Story Chart

Title:

Author:

Characters

Setting

Beginning

Middle

End

**End of Writing Material.
Please download
Scratch Material
found on Start from Scratch
Website.
Time to Create!**

Start from Scratch

