

## **Mysteries Story Writing Unit**

### **Lesson 1 & 2: Folk Tales**

- Read a series of Folk Tales called "Mysteries to Solve" pg. 149-151 of text.
- For the first story do as a class, creating a list of all the events. Then underline the 5 main events.
- Get students to choose from the other two stories and create their own list of events. Put into groups to add to their list and then work together to underline the 5 main events.
- Get them to then discuss alternate endings to the story and what the message or lesson learned in the story was.
- Complete grammar worksheet finding nouns and Proper Nouns in the story and writing their own sentences using a variety of nouns and proper nouns

### **Lesson 3 & 4: Story Structure and Comprehension**

- Introduce the Dramatic/Story Structure to the class and all the parts. (Introduction, Rising Action, Climax, Falling Action and Conclusion)
- Get students to give you a story example and work through adding to Dramatic Structure all the parts and discuss how it works.
- Read Mystery Short Story to the students, Johanna by Jane Yolen.
- Allow students to complete comprehension questions based on the story and fill out all parts of the Dramatic Structure for the story.
- Peer mark with students and take in for marks.

### **Lesson 5: Story Brainstorm**

- Get students to brainstorm different story lines with music. Find a variety of mystery type music (Xray Dog) and prompt students as they listen to act out scenes that could be happening in a mystery story. Allow students to share what they came up with fellow classmates after each song.
- Get students to fill out Story Idea Web for last few minutes of class writing down ideas that they came up with using prompts on sheet. (Characters, Setting, Problem, Obstacles, When, Climax, Problem Solved and Conclusion)

### **Lesson 6: Story Structure Brainstorm**

- Review the Dramatic Structure with students.
- Split into groups of 4-5 and get them to create their own Mystery Stories using Tableaus to represent each part of the Dramatic Structure.
- Get students to perform their Story Tableau for the class.
- Allow last few minutes of class to add to their Story Idea Web from last day.

### **Lesson 7: Character Development**

- Ask students what types of characters would be in a Mystery Story (Protagonist, Antagonist, Supporting Characters and examples of characters for each.
- Play exercise Shape, Face, Move and Talk with students for each type of character.

- Allow students to complete a Character Biography for one of the characters they will use in their story asking them a series of questions to prompt their ideas. (Name, age, what do they like to do, what afraid of, describe what look like, describe where they live and who their friends and family are.
- Complete grammar sheet finding adjectives, adverbs and similes in sentences.

### **Lesson 8: Setting Brainstorm**

- Brainstorm with class different setting in a Mystery Story.
- Play an exercise where you give them a setting and they have to be one of their characters thinking and acting out what they see, hear, taste, smell and touch in this setting. Allow students to share with peers after each setting.
- Go through how we describe the setting using imagery (using all your senses) and personification using examples on board.
- Get students to complete worksheet where they give an example of a setting they will have in their story and describe it using imagery and personification.

### **Lesson 9 and 10: Write Introduction**

- Get students to fill out Dramatic Structure plan for their own story.
- Discuss that a good introduction should use a Narrative Hook to get your reader interested from the beginning. (Question, Figure of Speech, Definition, Exaggeration, Words in Capitals and Quote)
- Also explain what an Omniscient and Limited Omniscient writing looks like told from a narrator's point of view to introduce their characters, setting, when of their story and problem.
- Write an Introduction together as a class.
- Get students to start writing/typing their Introduction having a checklist of including adjectives, adverbs, similes, imagery, personification and narrator's hook in their writing.
- Get students to read each other's work when they think they are complete.

### **Lesson 11 & 12: Write Rising Action**

- Review how quotation marks work and when do you create a new paragraph when writing a story.
- Discuss what onomatopoeia is how it can be used in their writing.
- Get students to complete grammar sheet using quotation marks and onomatopoeia.
- Correct Grammar sheet together.
- Write a Rising Action Scene together as a class.
- Then get students to start writing their Rising Action Scenes again having a list of things on board for them to try to include. (Speech, onomatopoeia, adjectives, similes, adverbs, personification, etc.) Encourage them to try for three Rising Action Scenes but get lows to only write 1-2.

### **Lesson 13: Write Climax and Falling Action**

- Remind students what happens in Climax and Falling Action Scenes.
- Explain what suspense is and encourage them to try to use in their Climax scenes.
- Write a Climax and Falling Action Scene together as a class.
- Allow students to write their Climax and falling Action Scenes.

### **Lesson 14: Write Conclusion**

- Go through what a moral of a story is a brainstorm examples of morals in a mystery story.
- Write a conclusion together as a class.
- Get students to write their own conclusion.

### **Lesson 15: Editing**

- Go through rubric of how they will be marked.
- Give students checklist and go through what they should do when editing. Highlighting parts that need fixed rather than fixing them for them. And giving feedback of things they did well and could improve.
- Allow students to self and peer mark their work.
- Turn in on Google Classroom.