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Teen Brain
Assignment #7-A

Lesson Plan: adapted/modified from Lucy Calkins Units of Study:
Writing Realistic Fiction Grade 7

Lesson Goal: This is a day for collecting ideas for the realistic fiction stories students are going to begin writing in the next lesson. The premise of this lesson is that writers collect story ideas from their own lives and by thinking about stories they think should exist in this world. Sometimes they get ideas for stories by thinking, 'how can I write a story for people like me so I can see myself in books?'

Standards: W 7.3, W 7.4, W 7.10, SL 7.1, SL 7.6, L 7.1, L 7.2, L 7.3

Mini-Lesson

- Partner share: Turn and tell your partner about a time you were looking for a certain kind of book you wanted to read or a movie you wanted to see and couldn't find anything like it. Have a few student groups share out with class.
- Tell students that there are many stories just waiting to be told, including their own. Even fictional stories are often based on real-life experiences. Often when you listen to movie director interviews or author interviews they talk about how they found out about a story that needed to be told and that is what they set out to do with their writing/movie.
- Listen to the NPR interview with David Barclay Moore about his book *The Stars Beneath Our Feet*. This interview has him talking about real people/events that he turned into a fictional novel. Often in this interview he talks about how there were stories that needed to be heard.
- Have students brainstorm novels they have read about someone who didn't have a voice, but the novel told an untold story. Have students share out.
- Tell students to think of stories of their own or of those they know that need to be told. In particular, think of a time when you turn in an assignment late and you just want to tell your teacher the WHY behind the lateness. All the things you want others to know about your struggles/obstacles in your life could be stories waiting to be told.
- Have students go back to their Issues/Relationship/Event idea generating chart in their writer's notebook and look at ideas they have already generated. Give a few more minutes for them to add any new idea
- Share with the class a quote from S.E. Hinton in regards to why she wrote *The Outsiders*. The quote has her talking about how there were no novels at the time that reflected the teen world she knew.

Writing time:

- Students can continue to add to their charts about issues and stories they feel need to be told.
- Then students should brainstorm in their journals and spin story ideas off of the issue they have decided should be in the world.

Mid-class teach:

- Show example of a vague story idea and then show example of that same story idea expanded.
- Encourage students to expand on their story ideas.

Closing

- Bring the class back together, give each student a small piece of paper to write their favorite story idea so far. Tell students you will call on any of them to share their “seed” idea with the class. Call on a handful of students to share with the class before the bell rings.