

Projects 3 & 4: Original Creative Writing--Twice-Told Tale

Goldilocks and the Three Bears

Overview of Twice-Told Tale

I. TOPIC OF ASSIGNMENT

This Creative Writing assignment is one in which you will create a story.

- However, it will not be difficult because you will write what is sometimes called a Twice-Told Tale.
- This is one in which you use a model to create your tale.
- You are using someone else's story to twice-tell (or create) yours from.

For your story, you will use the famous *Goldilocks and the Three Bears* tale to design a story of your own. However, instead of using *Goldilocks and the Three Bears* for your story, you will choose another person, animal, or thing that "visits" three other people, animals or things. You may choose one from the list below or come up with something different altogether.

- A gazelle and three lions
- A fish and three sharks
- A human and three aliens
- A sheep and three wolves
- A princess and three dragons
- Other

II. NUMBER OF PARAGRAPHS* IN THE BODY OF YOUR STORY

- Basic students will write 5-10 paragraphs for the body (P'soB).*
- Extension students will write 8-12 paragraphs for the body (P'soB).*

*** Note: The paragraphs suggested for this story are short ones--like the model you will be writing from.**

*P'soB--Paragraphs of Body

Note: This Overview Box, which is provided at the beginning of each project, is here to give students (and teachers) an at-a-glance look at the entire composition assignment. Each step of each lesson is assigned and detailed throughout the week(s).

*LAL--Language Arts Lady

III. SENTENCES PER PARAGRAPH

- Basic students will write 3-6 sentences* per paragraph.
- Extension students will write 3-7 sentences* per paragraph.

* Note: You may always choose to write fewer sentences per paragraph but more total paragraphs in any LAL* writing assignment, with your teacher's permission.

IV. OPENING PARAGRAPH

You will **not** write a separate Opening Paragraph for your story. You will set the stage/scene right from the beginning, just like the model does.

V. CLOSING PARAGRAPH

You will **not** write a separate Closing Paragraph for your story. You will close your story as you write the entire piece, so it flows better.

VI. SOURCES

Students are not required to have sources for this story. If you do need to research for your story, you may do so from any source that helps you find the needed information.

VII. QUOTATIONS WITHIN YOUR STORY

You are not required to have dialogue (using quotation marks) in your story. If you have learned how to use quotation marks and dialogue in another LAL* book and you would like to have your characters speaking back and forth to each other, feel free to do so. You will have many short paragraphs if you have dialogue.

Lesson A. Study Skills and Prewriting: Choose Your People, Animals, or Things and Brainstorm for Possible Hindrances/Problems

➤ **A-1.** The first step in writing a story is to choose the topic you will be writing about.

(1) Read the model *Goldilocks and the Three Bears* below.

(2) Think about what people, animals, or things you think make a creative, clever _____ and the Three _____ story.

Goldilocks and the Three Bears Model

In a house in the forest, there once lived three bears. The papa's name was Mr. Bruin, his wife's name was Mrs. Bruin, and their son's name was Tiny Cub. Mr. Bruin had a huge granite bowl and a heavy, iron chair. Mrs. Bruin had a bowl and a chair that were both built of brick. Finally, Tiny Cub owned the best bowl and chair which were both crafted out of wood.

[Scene 1: The Bruin family]

One day, the three bears decided to visit a friend on the other side of the woods. They left their door open, however, just in case someone stopped by while they were away. Then, they marched off toward the other side of the woods. **[Scene 2: The Bruin family visits a friend]**

Two miles from the bears' house lived an adventurous girl named Goldilocks. She had received that name because of her golden, curly hair. On this day, she was exploring the woods until she spotted the bears. She knew their house would be empty, so she decided to enter it. **[Scene 3: Goldilocks discovers the Bruin family's house]**

When she entered the house, she immediately spotted the bowls of porridge. She first tried Mr. Bruin's porridge, but it tasted awful. Then, she took a bite of Mrs. Bruin's meal, but again she hated its flavor. Finally, she spooned out a bit of Tiny Cub's dinner. It tasted delicious, and she gulped down all of it. **[Scene 4: Goldilocks tries out the Bruin family's food]**

Box A-1 (continued on next page)

Goldilocks grew so heavy from all the porridge, however, that she broke Tiny Cub's chair. Not disturbed, she decided it was time to sleep. So, she climbed up the stairs and looked under each of the three beds. Discovering no one, she began testing out the beds. Mr. Bruin's was filled with lead, so she tried Mrs. Bruin's. Her bed was bulging with stones. Finally, Goldilocks dropped onto Tiny Cub's perfect bed and fell fast asleep. **[Scene 5: Goldilocks breaks Tiny Cub's chair/tries out the Bruin family's beds]**

The three bears returned from their walk ready to eat some porridge. So it was in a roar that Mr. Bruin announced that someone had been eating his porridge. Mrs. Bruin had the same reaction. Tiny Cub, however, declared that someone had consumed all of his porridge. Then, they all spotted their arm chairs. They each recognized that someone had lounged in their chair. Tiny Cub was shocked to discover that the bottom of his chair was broken off. **[Scene 6: The Bruin family notices the eaten porridge/broken chair]**

Then, they all stomped upstairs. Mr. Bruin and Mrs. Bruin roared about their beds being messed up. Tiny Cub, however, asked who was sleeping in his bed at that very moment! Immediately, Goldilocks woke up! Shocked, she asked the bears to let her run downstairs and leave. Mr. Bruin angrily refused, however, and told Mrs. Bruin and Tiny Cub to block the door. **[Scene 7: The Bruin family discovers Goldilocks]**

Searching for an escape route, Goldilocks spotted the open window and leapt out. The bears rushed downstairs to try to chase and catch her. However, Goldilocks sprinted as fast as she could out of the woods. **[Scene 8: Goldilocks escapes]**

<> A-2. Now that you have read the model story, choose the people, animals, or things that you would like to write a _____ and the Three _____ story of, and write the people, animals, or things on the line provided below.

The people, animals, or things I will use in my story will be a _____
and three _____.

Lesson B. Study Skills/Research: Create Scenes for Your Story

↔ B-1. Read the student Sample Story provided.

Student Sample

"Whitecoat and the Three Lions"

A father lion, a mother lion, and a baby lion lived near some large rocks on the African plains. The dad's name was Mr. Fierce, and the mom's title was Mrs. Fierce. Their son was labeled Fierce Junior. Each one of them had a bone collection, a small waterhole, and a favorite sleeping rock. Mr. and Mrs. Fierce both had large but worn bones and rocks. Meanwhile, Fierce Junior owned a tiny but beautiful bone collection and rock. **[Scene 1: The Fierce family]**

One morning, the Fierce family left their home to attend a family reunion. They hid their bone collections under a huge pile of pebbles near their residence. Everyone in the region knew whose rocks and waterholes theirs were so nothing would be stolen. Without a care, they trotted over the horizon. **[Scene 2: The Fierce family goes to a family reunion]**

Just outside the territory of the fierce family, a herd of gazelle were grazing. One young member loved to explore and wandered off from the group. His name was Whitecoat because of his unblemished hide. Stumbling upon the Fierce family's rocks, he began investigating the area. **[Scene 3: Whitecoat discovers the Fierce family's rocks]**

Whitecoat soon discovered the mound of stones. Rifting through it, he uncovered the three bone collection. He tried to play with Mr. and Mrs. Fierce's piles, but neither felt right to his hooves. Then, he kicked some of Fierce Junior's bones. He loved them, and soon he had lost all of them. **[Scene 4: Whitecoat plays with the Fierce family's bones]**

Box for B-1 (continued on next page)

After all this playing, Whitecoat was extremely thirsty. Searching, he quickly discovered the Fierce family's three pools of water. Fierce Junior's was the perfect size, and the gazelle emptied it of all its water. Ready for a nap, he tried out both Mr. and Mrs. Fierce's rocks, both were too large. Finally, he dropped down onto Fierce Junior's rock. It felt wonderful, and soon his eyes closed. **[Scene 5: Whitecoat drinks Fierce Junior's water/tries out the Fierce family's rocks]**

Not much later, the three lions returned thirsty and tired. When Mr. Fierce spotted his bone collection, he roared that someone had searched through it. Mrs. Fierce had the same reaction. Fierce Junior was the most distressed, however, for his bone collection no longer existed. Moving to their waterholes, they were all shocked that someone had drunk from them. Fierce Junior was horrified to discover that his pool was completely empty. **[Scene 6: The Fierce family notices the lessened/missing bones/water]**

Furious, the lions stomped over to their rocks. Mr. and Mrs. Fierce were even more angry when they discovered that someone had laid on their stones. To all their surprise, however, Fierce Junior realized the thief was on his rock! Whitecoat woke up at this moment and asked the lions to let him leave. They refused and spread out to try to prevent his escape. **[Scene 7: The Fierce family discovers Whitecoat]**

Realizing his danger, Whitecoat bounded in between the surprised lions. They leaped backward in an unsuccessful attempt to catch him. His hooves thumping the ground, the young gazelle was soon out of danger. **[Scene 8: Whitecoat escapes]**

<> **B-2. Follow these steps to determine paragraph topics/scenes for your story:**

1. **Scene Creating Method A:** Check out the “Sample Paragraph Topics Using Model Story” box provided for you. This is *one* way that you may choose what you would like to include in each paragraph. In this method, you will do the following:
 - a. **Take the model story provided for you, and after reading each paragraph, write what you will have happen to your characters in that paragraph** of your story on the lines provided for this in **Box B-2 Method A.** (A sample of each paragraph topic is given there for you.)
 - b. In this way, **you will write the same number of paragraphs that the model story has**--and the model story will literally be your “model.”

OR

2. **Scene Creating Method B:** You may choose to just design all of your own paragraph topics--with each paragraph being a unit of thought and every time something new happens (a new decision, a new encounter, a new change of scenery, etc.), you will move into the next paragraph.(See **Box B-2 Method B** box.)

Sample Paragraph Topics Using Model Story--Box B-2 Method A

(You may or may not use original story ideas--having these here can help you get going, if that's what you need.)

In a house in the forest, there once lived three bears. The papa's name was Mr. Bruin, his wife's name was Mrs. Bruin, and their son's name was Tiny Cub. Mr. Bruin had a huge granite bowl and a heavy, iron chair. Mrs. Bruin had a bowl and a chair that were both built of brick. Finally, Tiny Cub owned the best bowl and chair which were both crafted out of wood.

Sample Paragraph One: *The Fierce family*

My Paragraph One: _____

One day, the three bears decided to visit a friend on the other side of the woods. They left their door open, however, just in case someone stopped by while they were away. Then, they marched off toward the other side of the woods.

Sample Paragraph Two: *The Fierce family goes to a family reunion*

My Paragraph Two: _____

Two miles from the bears' house lived an adventurous girl named Goldilocks. She had received that name because of her golden, curly hair. On this day, she was exploring the woods until she spotted the bears. She knew their house would be empty, so she decided to enter it.

Sample Paragraph Three: *Whitecoat discovers the Fierce family's rocks*

My Paragraph Three: _____

When she entered the house, she immediately spotted the bowls of porridge. She first tried Mr. Bruin's porridge, but it tasted awful. Then, she took a bite of Mrs. Bruin's meal, but again she hated its flavor. Finally, she spooned out a bit of Tiny Cub's dinner. It tasted delicious, and she gulped down all of it.

Sample Paragraph Four: *Whitecoat plays with the Fierce family's bones*

My Paragraph Four: _____

Goldilocks grew so heavy from all the porridge, however, that she broke Tiny Cub's chair. Not disturbed, she decided it was time to sleep. So, she climbed up the stairs and looked under each of the three beds. Discovering no one, she began testing out the beds. Mr. Bruin's was filled with lead, so she tried Mrs. Bruin's. Her bed was bulging with stones. Finally, Goldilocks dropped onto Tiny Cub's perfect bed and fell fast asleep.

Sample Paragraph Five: *Whitecoat drinks Fierce Junior's water/tries out the Fierce family's rocks*

My Paragraph Five: _____

Box A (continued on next page)

Box A (continued from previous page)

The three bears returned from their walk ready to eat some porridge. So it was in a roar that Mr. Bruin announced that someone had been eating his porridge. Mrs. Bruin had the same reaction. Tiny Cub, however, declared that someone had consumed all of his porridge. Then, they all spotted their arm chairs. They each recognized that someone had lounged in their chair. Tiny Cub was shocked to discover that the bottom of his chair was broken off.

Sample Paragraph Six: *The Fierce family notices the lessened/missing bones/water*

My Paragraph Six: _____

Then, they all stomped upstairs. Mr. Bruin and Mrs. Bruin roared about their beds being messed up. Tiny Cub, however, asked who was sleeping in his bed at that very moment! Immediately, Goldilocks woke up! Shocked, she asked the bears to let her run downstairs and leave. Mr. Bruin angrily refused, however, and told Mrs. Bruin and Tiny Cub to block the door.

Sample Paragraph Seven: *The Fierce family discovers Whitecoat*

My Paragraph Seven: _____

Searching for an escape route, Goldilocks spotted the open window and leapt out. The bears rushed downstairs to try to chase and catch her. However, Goldilocks sprinted as fast as she could out of the woods.

Sample Paragraph Eight: *Whitecoat escapes*

My Paragraph Eight: _____

Sample Paragraph Topics Without Using Each Paragraph From Story--Box B-2 Method B

My Paragraph One: Princess wanders in woods/discovers burned area

My Paragraph Two: Princess discovers cave

My Paragraph Three: Princess reorganizes piles of logs

My Paragraph Four: Princess pockets some gold

My Paragraph Five: Princess finds best pile of straw/goes to sleep

My Paragraph Six: Three dragons enter/discover evidence of intruder

My Paragraph Seven: Princess wakes up/runs away

<> B-3. If you did not write your paragraph topics in Box B-2 Method A, write your paragraph topics on the lines provided.

My Paragraph One: _____

My Paragraph Two: _____

My Paragraph Three: _____

My Paragraph Four: _____

My Paragraph Five: _____

My Paragraph Six: _____

My Paragraph Seven: _____

My Paragraph Eight: _____

My Paragraph Nine: _____

My Paragraph Ten: _____

Extension--My Paragraph Eleven: _____

Extension--My Paragraph Twelve: _____

Optional--My Paragraph Thirteen: _____

Optional--My Paragraph Fourteen: _____

Optional--My Paragraph Fifteen: _____
