

Lesson A. Study Skills and Prewriting: Choose Your Animal and Brainstorm for Possible Hindrances/Problems

<> A-1. You have been given a list of topics from which to choose for your story. The first step in writing a story is to choose the topic you will be writing about. Read the model *Chicken Little* (or *The Chicken and The Fox* as you could more accurately call it) given below and think about what person, animal, or things you think would make a creative, clever Chicken Little (The _____ and the _____) story.

Chicken Little Model

One day, Chicken Little was searching for food in the woods. Suddenly, an acorn fell out of a tree and hit her head with a clunk. Chicken Little thought this was the sky beginning to fall, and she knew she had to warn the king. So, she charged out of the forest, determined to reach the king. **[Scene 1: Chicken Little discovers sky is falling; sets out to warn king]**

As Chicken Little was marching toward the palace, she met Henny Penny. When she inquired where Henny Penny was trotting off to, Henny Penny replied that she was headed to the forest to discover food. Chicken Little immediately warned her that the sky was falling and that she (Chicken Little) was travelling to tell the king. Henny Penny was alarmed by this and began following Chicken Little. **[Scene 2: Henny Penny joins Chicken Little]**

The two companions soon met Ducky Lucky. They questioned her about where she was travelling to, and she told them she was making her way to the woods to find food. Henny Penny and Chicken Little warned her that the sky was falling and told her they were off to inform the king. Ducky Lucky was also concerned and joined them on their journey. **[Scene 3: Ducky Lucky joins birds]**

As the three messengers continued down the road, they came across Goosey-Loosey. She was heading to the forest as well, and Ducky-Lucky, Henny-Penny, and Chicken Little all told her the sky was falling. She was just as frightened as the others had been, so she followed Chicken Little as well. **[Scene 4: Goosey-Loosey joins birds]**

Box A-1 (continued on next page)

Box A-1 (continued from previous page)

The party of four soon ran into yet another animal, Gander-Lander. Gander-Lander also was stepping toward the forest, and Goosey-Loosey, Ducky-Lucky, Henny-Penny, and Chicken Little repeated their story of the sky falling. Gander-Lander, like the others, was terrified and dropped everything to journey with them. **[Scene 5: Gander-Lander joins birds]**

Five birds approached Turkey-Lurkey, who also was journeying toward the forest. They (Gander-Lander, Goosey-Loosey, Ducky-Lucky, Henny-Penny, and Chicken Little) all quickly told her that the sky was falling. Scared like all of them were, Turkey-Lurkey fell in line with the other birds. **[Scene 6: Turkey-Lurkey joins birds]**

Foxy-Loxy was heading toward the forest when he spotted six perturbed birds approaching him. He inquired where they were headed to so fast, so they updated him with the fact that they were travelling to tell the king that the sky was falling. Foxy-Loxy appeared concerned and told them he would be happy to guide them to a shortcut to the king's palace. They readily accepted his help. **[Scene 7: Foxy-Loxy joins birds]**

Foxy-Loxy soon led all six birds to a hole in the ground. He told them the king's palace was at the other end of the tunnel and hopped in. The other animals obediently followed, but as each one dropped in, Foxy-Loxy gobbled them up. So, Turkey-Lurkey, Gander-Lander, Goosey-Loosey, Ducky-Lucky, Henny-Penny, and Chicken Little never did get to tell the king that the sky was falling. **[Scene 8: Foxy-Loxy eats all the birds]**

Box A-1

<> A-2. Now that you have read the model story, choose a person, animal, or object that you would like to write a *Chicken Little (The Chicken and the Fox)* story of, and write that person, animal, or object on the line provided below.

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

<> A-3. Brainstorm (and list) problems and hindrances that your characters might encounter in the Brainstorming Box provided. Follow these tips:

1. Now that you know what animals you will be writing about, and you have read the model story, you will want to **brainstorm to think of other characters that your warning character may encounter.**
2. If your warning character is a fly and your deceiving character is a spider, your other characters might be a bee, an earwig, a cockroach, a moth, and a mosquito.
3. **Do not worry about whether you will use them all, or if some seem silly or unrealistic.** You will have a chance to delete or further develop your characters later.

Brainstorming Box for Problems and Hindrances

Box A-4

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

When you do a Sentence-by-Sentence Outline over material given to you, you just take a group of paragraphs and write an outline using key words from each sentence of each paragraph.

- (1) When you write stories, you may choose to use a different outlining approach.
- (2) Many students still enjoy the Sentence-by-Sentence approach to outlining that you have probably used in other MC books.
- (3) However, sometimes students just want to write or highlight a few words to remind themselves of what they want each paragraph to contain.
- (4) You will use a scene-by-scene approach from the model for this project.

<> **B-1. Read the "The Sea-Bass and the Shark" (Box B-1) student sample provided.**

The Sea-Bass and the Shark

A sea-bass, one day, was swimming through the ocean in search of a meal. Suddenly, a huge wave pulled him to the surface and threw him onto a rock. Flopping around, the sea-bass eventually fell back into the water, but not before deciding the ocean must be draining. The sea-bass was panicked and immediately decided to warn the fish king by swimming to his palace. **[Scene 1: Sea-bass discovers ocean is draining; sets out to warn king]**

As the sea-bass determinedly cut through the water, he met a cod. The sea-bass inquired where the cod was swimming, and the cod answered that he was headed toward the hunting-grounds. The sea-bass warned the cod that the ocean was draining and that they needed to alert the fish king. The cod was disturbed by this report and agreed to follow the sea-bass. **[Scene 2: Cod joins sea-bass]**

The two worried sea-creatures soon came across a tuna. The tuna replied to their questions about where he was traveling by telling them he was headed for the hunting-grounds. The sea-bass and the cod insisted that the ocean was draining and announced that they were swimming to alert the fish king. The tuna was panicked by this message and turned around to journey with them. **[Scene 3: Tuna joins fish]**

A salmon was swimming along when three fish approached him. They inquired where he was headed, and he replied that he was on his way to the hunting-grounds. The sea-bass, the cod, and the tuna alerted him that the ocean was draining and that they were headed to the palace of the fish-king. The salmon was as frightened as the others and turned to swim with them. **[Scene 4: Salmon joins fish]**

Four fish nearly ran into a snapper who was swimming the other way. When questioned about his destination, he replied that he was travelling to the hunting-grounds. Then, the sea-bass, the cod, the tuna, and the salmon explained that the ocean was draining and that they were journeying to warn the fish king. The snapper, as all the other fish had been, was horrified and turned to travel with them. **[Scene 5: Snapper joins fish]**

Box for B-1 (continued on next page)

The sea-bass, the cod, the tuna, the salmon, and the snapper next met an angelfish. The angelfish also was making his way toward the hunting-grounds. All the fish informed the angelfish of their mission to warn the fish king about the draining ocean. The angelfish was thoroughly scared and agreed to join them. **[Scene 6: Angelfish joins fish]**

The frightened fish soon ran into yet another creature, a shark this time. The shark inquired about their destination, and they informed him that they were warning the fish king about the ocean draining. The shark solemnly listened and then offered to lead them to a secret path to the palace. Eagerly, the fish accepted his services. **[Scene 7: Shark joins fish]**

With the shark leading the way, the creatures soon reached a dark passage in between jagged rocks. He told them to follow him, and he disappeared into the darkness. Then, as each fish innocently swam inside, the shark turned and swallowed them. The fish king would never learn that ocean was draining from the sea-bass, the cod, the tuna, the salmon, the snapper, or the angelfish. **[Scene 8: Shark eats all the fish]**

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

1. **Scene Creating Method A:** Check out the “Sample Scene Topics Using Model Story” box provided for you. This is *one* way that you may choose what you would like to include in each scene. In this method, you will do the following:
 - a. **Take the model story provided for you, and after reading each scene, write what you will have happen to your animals in that scene** of your story on the lines provided for this in B-3.
 - b. In this way, **you will write the same number of scenes that the model story has**--and the model story will literally be your “model.”
 - c. You can use the scenes of it to spark your creativity of what you want in each scene of your story. (See **Method A Box** for an example of this method.)

OR

2. **Scene Creating Method B:** You may choose to **just design all of your own scene topics**--with each scene 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 scene. (See **Method B Box** for an example of this method.)

All: Regardless of whether you decide to model scene-for-scene after the original story or if you decide to develop all of your own scene topics (without the help of each scene of the model), **move to the scene topic section provided in these instructions and write your scene topics, in the order you think you will want them.** (Do not be concerned about getting the order just perfect at this stage as you will have a chance to re-order before you write, if needed.)

Scene Topics Using Model Story--Method A Box

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

One day, Chicken Little was searching for food in the woods. Suddenly, an acorn fell out of a tree and hit her head with a clunk. Chicken Little thought this was the sky beginning to fall, and she knew she had to warn the king. So, she charged out of the forest, determined to reach the king.

Sample Scene One: *Sea-bass discovers ocean is draining: sets out to warn king*

YOUR Scene One: _____

As Chicken Little was marching toward the palace, she met Henny Penny. When she inquired where Henny Penny was trotting off to, Henny Penny replied that she was headed to the forest to discover food. Chicken Little immediately warned her that the sky was falling and that she (Chicken Little) was travelling to tell the king. Henny Penny was alarmed by this and began following Chicken Little.

Sample Scene Two: *Cod joins sea-bass*

YOUR Scene Two: _____

The two companions soon met Ducky Lucky. They questioned her about where she was travelling to, and she told them she was making her way to the woods to find food. Henny Penny and Chicken Little warned her that the sky was falling and told her they were off to inform the king. Ducky Lucky was also concerned and joined them on their journey.

Sample Scene Three: *Tuna joins fish*

YOUR Scene Three: _____

As the three messengers continued down the road, they came across Goosey-Loosey. She was heading to the forest as well, and Ducky-Lucky, Henny-Penny, and Chicken Little all told her the sky was falling. She was just as frightened as the others had been, so she followed Chicken Little as well.

Sample Scene Four: *Salmon joins fish*

YOUR Scene Four: _____

The party of four soon ran into yet another animal, Gander-Lander. Gander-Lander also was stepping toward the forest, and Goosey-Loosey, Ducky-Lucky, Henny-Penny, and Chicken Little repeated their story of the sky falling. Gander-Lander, like the others, was terrified and dropped everything to journey with them.

Sample Scene Five: *Snapper joins fish*

YOUR Scene Five: _____

Method A Box (continued on next page)

Method A Box (continued from previous page)

Five birds approached Turkey-Lurkey, who also was journeying toward the forest. They (Gander-Lander, Goosey-Loosey, Ducky-Lucky, Henny-Penny, and Chicken Little) all quickly told her that the sky was falling. Scared like all of them were, Turkey-Lurkey fell in line with the other birds.

Sample Scene Six: *Angelfish joins fish*

YOUR Scene Six: _____

Foxy-Loxy was heading toward the forest when he spotted six perturbed birds approaching him. He inquired where they were headed to so fast, so they updated him with the fact that they were travelling to tell the king that the sky was falling. Foxy-Loxy appeared concerned and told them he would be happy to guide them to a shortcut to the king's palace. They readily accepted his help.

Sample Scene Seven: *Shark joins fish*

YOUR Scene Seven: _____

Foxy-Loxy soon led all six birds to a hole in the ground. He told them the king's palace was at the other end of the tunnel and hopped in. The other animals obediently followed, but as each one dropped in, Foxy-Loxy gobbled them up. So, Turkey-Lurkey, Gander-Lander, Goosey-Loosey, Ducky-Lucky, Henny-Penny, and Chicken Little never did get to tell the king that the sky was falling.

Sample Scene Eight: *Shark eats all the fish*

YOUR Scene Eight: _____

Method A Box (continued on next page)

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

My Scene One: Frog catching flies and enjoying himself

My Scene Two: Tree falls and almost kills frog

My Scene Three: Frog decides forest is collapsing; goes to warn all animals in forest

My Scene Four: Frog meets mouse who joins

My Scene Five: Frog/mouse joined by sparrow

My Scene Six: Group joined by snake

My Scene Seven: Snake secretly eats mouse

My Scene Eight: Snake secretly eats mouse

My Scene Nine: Frog notices he's alone with snake/then eaten

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

My Scene One: _____

My Scene Two: _____

My Scene Three: _____

My Scene Four: _____

My Scene Five: _____

Method B Box

My Scene Six: _____

My Scene Seven: _____

My Scene Eight: _____

My Scene Nine: _____

My Scene Ten: _____

My Scene Eleven: _____

My Scene Twelve: _____

Optional--My Scene Thirteen: _____

Optional--My Scene Fourteen: _____

Optional--My Scene Fifteen: _____

Method B Box (continued)

Lesson C. Prewriting/Study Skills: Outline Your Twice-Told Tale

Now that you have your scenes developed for your Twice-Told Tale, you are ready to outline your story in a Sentence-by-Sentence (S-by-S) manner.

<> **C-1.** Study the Sample Outline Box provided (Sample Box C-1) for the model story.

Partial Sample Outline From Model Story

Topic Scene 1: Chicken Little discovers sky falling & sets out 2 warn king

- s1 1 day Chicken Little searching 4 food
- s2 Acorn fell from tree & hit her head
- s3 Thought sky falling & wanted 2 warn king
- s4 Left forest 2 reach king

Topic Scene 2: Henny Penny joins Chicken Little

- s1 Chicken Little met Henny Penny
- s2 Henny Penny going 2 forest 4 food
- s3 Chicken Little warned her sky falling
- s4 Henny Penny alarmed & followed Chicken Little

Topic Scene 3: Ducky Lucky joins birds

- s1 2 birds met Ducky Lucky
- s2 Questioned her & she going 2 forest 4 food
- s3 Henny Penny & Chicken Little warned her
- s4 Ducky Lucky concerned & joined them

Sample Box C-1

<> **C-2.** Follow these steps to outline your story:

1. **Once you have all of your scene topics designed, fill in the lines beneath with notes to indicate what you want to include in each scene.** You should do this sentence by sentence unless you have your teacher's permission to do it by listing several key points for each scene.
2. If, while you are taking sentence notes, you think of more scene topics or see that a scene will need divided in two scenes, just mark this. Your outlining space is for you! **You may add, subtract, or divide however you desire.**
3. **You may write down too much information and omit some of it later** when you are writing, if needed, but do not write down too little information.

4. You may or may not use all of the sentence lines, according to the number of sentences assigned to you.
5. Remember, you will not be writing a separate Opening or Closing Paragraph. **Your outline will include all of your setting, as well as your closing--just weave all of this into your story** like the model story did.

Sample Sentence Outline and Sentence

For example:

Opening Sentence: 1 day Chicken Little searching 4 food

In your story, it might say: One day, Chicken Little was searching for food in the woods.

Note: You will just take your notes on outlining lines, much like you do for a Sentence-by-Sentence Outline over given material (as opposed to outlining cards). Since you will likely not have sources, you do not need for your notes to be so portable, so note cards will not be used for personal essays.

A. Scene One of Body

Topic of Scene 1 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Sentence 9 _____

Sentence 10 _____

Sentence 11 _____

Sentence 12 _____

B. Scene Two of Body

Topic of Scene 2 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Sentence 9 _____

Sentence 10 _____

Sentence 11 _____

Sentence 12 _____

C. Scene Three of Body

Topic of Scene 3 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Sentence 9 _____

Sentence 10 _____

Sentence 11 _____

Sentence 12 _____

D. Scene Four of Body

Topic of Scene 4 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Sentence 9 _____

Sentence 10 _____

Sentence 11 _____

Sentence 12 _____

E. Scene Five of Body

Topic of Scene 5 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Sentence 9 _____

Sentence 10 _____

Sentence 11 _____

Sentence 12 _____

F. Scene Six of Body

Topic of Scene 6 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Sentence 9 _____

Sentence 10 _____

Sentence 11 _____

Sentence 12 _____

G. Scene Seven of Body

Topic of Scene 7 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Sentence 9 _____

Sentence 10 _____

Sentence 11 _____

Sentence 12 _____

H. Scene Eight of Body

Topic of Scene 8 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Sentence 9 _____

Sentence 10 _____

Sentence 11 _____

Sentence 12 _____

I. Scene Nine of Body

Topic of Scene 9 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Sentence 9 _____

Sentence 10 _____

Sentence 11 _____

Sentence 12 _____

J. Scene Ten of Body

Topic of Scene 10 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Sentence 9 _____

Sentence 10 _____

Sentence 11 _____

Sentence 12 _____

K. Scene Eleven of Body

Topic of Scene 11 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Sentence 9 _____

Sentence 10 _____

Sentence 11 _____

Sentence 12 _____

L. Scene Twelve of Body

Topic of Scene 12 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Sentence 9 _____

Sentence 10 _____

Sentence 11 _____

Sentence 12 _____

M. Optional--Scene Thirteen of Body

Topic of Scene 13 _____

Sentence 1 _____

Sentence 2 _____

Sentence 3 _____

Sentence 4 _____

Sentence 5 _____

Sentence 6 _____

Sentence 7 _____

Sentence 8 _____

Sentence 9 _____

Sentence 10 _____

Sentence 11 _____

Sentence 12 _____

N. Optional--Scene Fourteen of Body

Topic of Scene 14 _____

- Sentence 1 _____
- Sentence 2 _____
- Sentence 3 _____
- Sentence 4 _____
- Sentence 5 _____
- Sentence 6 _____
- Sentence 7 _____
- Sentence 8 _____
- Sentence 9 _____
- Sentence 10 _____
- Sentence 11 _____
- Sentence 12 _____

O. Optional--Scene Fifteen of Body

Topic of Scene 15 _____

- Sentence 1 _____
- Sentence 2 _____
- Sentence 3 _____
- Sentence 4 _____
- Sentence 5 _____
- Sentence 6 _____
- Sentence 7 _____
- Sentence 8 _____
- Sentence 9 _____
- Sentence 10 _____
- Sentence 11 _____
- Sentence 12 _____