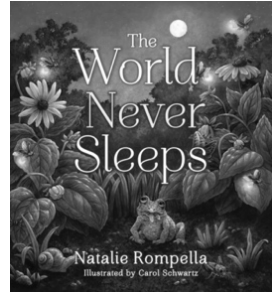


The World Never Sleeps

Writing Mini Stories



Lesson: Plot/Writing a mini story—Students will practice writing a short description of what a specific animal behavior to be combined into a class book. The focus will be on verbs, facts, word choice, details, and editing.

Materials

The World Never Sleeps Mini Story Plan Sheet watercolor paper watercolors

Using a Mentor Text

1. Read *The World Never Sleeps*. Discuss the mini stories that take place on each page. For instance:

The spider tidies up after feeding on a moth it captured during the night. Before turning in for the day, the spider carefully gathers and eats its web.

2. Discuss which action the insect/creature is doing on each page. Is it eating? Hiding? Molting?
3. Which verbs were chosen? Make a list of the verbs in the book. [skitters, snatch, weaves, dance, etc.]
4. What descriptive words or details were used? [soft petals tucked inside, breathing through its gills]
5. What did you learn about each creature (facts)? [spiders feeds at night; gathers and eats web]
6. Fill out a Mini Story Plan Sheet as a class for one of the creatures in the book. There are more facts located in the back of the book.

Brainstorming & Research

7. Students will write their own mini story on an animal of their choice or based on an ecosystem.
8. Have students choose an animal in nature they know about. Have them make a list of facts.
9. Discuss actions their animals would do: eat, hunt, sleep, escape a predator, etc. It may help to revisit sources to gather ideas for verbs.

Writing

10. Have students write a mini story (one paragraph) about their chosen animal.
11. The animal should be doing one behavior, such as hunting, hiding, sleeping, or eating.
12. Students should incorporate facts, use active verbs, and include descriptive words and details.

Editing

13. Have students trade papers. Have them read their partner's story.
14. Does the story explain a behavior the animal is doing?
15. Did the author use an active verb?
16. Are the word choices descriptive?
17. Did the author include information about their animal?

Final Draft

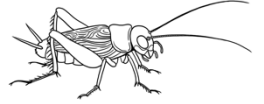
18. Have students write a final draft on the watercolor paper beginning at the top of the paper. They should leave room for their drawing beneath their written passage.
19. Students should draw a picture depicting their mini story.
20. Students may paint their picture with watercolors.

Sharing

21. Combine each student's mini story into a class book.
22. Read the book to the class. Discuss the verbs, details, and facts on each student's page.

Name _____

Mini Story Plan Sheet



1. The animal I am writing about is _____

2. My animal does the following actions:

3. Circle which action you choose to write about.

4. Facts about my animal: (where it lives, what it eats, etc.)

5. Verbs that relate to my animal:

6. Other words that relate to my animal: (adjectives, nouns)

7. Write your mini story here:
