



Use vivid sensory details to develop your setting and to make your reader feel as if he or she is there.

Read the description of this setting for a story. Then use your imagination to answer the questions. Your answers should give details that develop the setting.

Felix spent hours in his new bedroom. The walls were a bright color, which he loved. Air came through the slightly open window. The sound of some music came from the room next door. Sounds came from the kitchen downstairs, too, and a smell filled the room. Some stuff was piled on the dresser, and more stuff was piled on the bed. Shelves on the wall held Felix's prized collection. Felix moved the stuff from the bed and sat down. He wrapped himself in his favorite blanket and called out to his brother in the next room, "Hey, Pete, turn that music down!"

1. In what time period and location could the story take place? _____

2. What color could the walls of Felix's room be? Why does Felix love that color?

3. What kind of "stuff" is in the room? What kind of collection is on the shelves?

4. What might the air coming through the window feel like? _____

5. What sounds can Felix hear? What kind of smells might be filling the room?



Use dialogue to develop your characters. Make them come alive through what they say and think.

- A. Read these two versions of a scene from a story. Which version gives you a clearer picture of the characters? Check the box.

Version 1

☐ Veronica tugged at the hood of the little boy's sweatshirt. Veronica told him to slow down. She called him by his nickname, Squeak. The boy, who was her stepbrother, didn't like that.

Veronica sighed. She wondered if her stepbrother would ever accept her as his big sister. She called him by his real name, Gerald, but reminded him that his mom calls him Squeak. Her stepbrother told her that she wasn't his mother. Veronica could see the tears in the boy's eyes, yet she felt herself getting angry anyway.

Version 2

☐ Veronica tugged at the hood of the little boy's sweatshirt. "Please slow down, Squeak," she pleaded.

"My name is not Squeak, and you can't tell me what to do," the little boy muttered, "because you're not really my sister!" His voice rose to a shout.

Veronica sighed. She wondered if her stepbrother would ever accept her as his big sister. "OK, Gerald," she said. "Your name's not really Squeak, but that's what your mom calls you."

"Yeah, but you're not my mother, are you?"

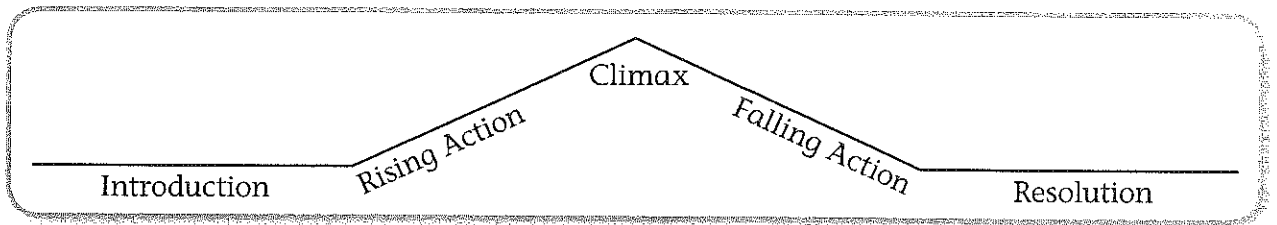
Veronica could see the tears in Squeak's eyes, yet she felt herself getting angry anyway. "No," she sighed, "but I'm still a part of your family."

- B. Write one more line of dialogue for each character to say to the other at the end of the story. Use quotation marks correctly.



Develop a strong plot by planning a sequence of events that is detailed and interesting.

- A. Read the introduction for a story. Then answer the questions to develop each stage of the plot.



Introduction: *Martin is a 12-year-old boy living in a city apartment with his grandmother. For the first time, he is allowed to ride his bike to the store on his own. Then he realizes his bike is missing.*

Rising Action: What does Martin do when he realizes his bike is gone?

Climax: What is the story's turning point? Does Martin find out where his bike is?

Falling Action: What happens as a result of the climax? _____

Resolution: How does the story end? _____

- B. What might Martin say to his grandma at the end? Write it in dialogue form.

Name: _____

Week 3 • Day 4



Develop your setting, characters, and plot to make your story interesting and detailed.

Read the story idea and the list of possible problems for the characters to face. Choose one idea to develop into a short story.

Story Idea: *A scientist and her assistant are on a mission in a submarine.*

Possible Problems:

- | | |
|--|--|
| <input type="checkbox"/> <i>A mysterious monster arrives.</i> | <input type="checkbox"/> <i>Pirates are spotted.</i> |
| <input type="checkbox"/> <i>A spy is found on the submarine.</i> | <input type="checkbox"/> <i>A terrible hurricane hits.</i> |

Introduction (Describe the main characters and setting.)

Rising Action (Describe the characters' main problem and how it gets worse.)

Climax (Describe what happens when the problem is at its worst.)

Falling Action (Describe what happens as a result of the climax.)

Resolution (Describe how the story ends.)
