

Epilogue

Overview:

Are you searching for a fresh and interesting writing prompt for your students? The answer may lie within the pages of their favorite story.

Procedure:

- 1) Tell students that they are going to have an opportunity to add on to one of their favorite stories.
- 2) Model the concept to your students by reading a popular story. Close the book and using a think-aloud strategy, write about what happened to the characters after the story ended. Creativity and silliness are encouraged!
- 3) Ask students to brainstorm a list of favorite stories. Take a vote of which story the class will use for a group write.
- 4) Brainstorm a list of characters from the chosen story and ask students to suggest what happened to each after the story. The teacher can write the student responses on a piece of chart paper or on a board. Encourage students who are able to write their own responses to do so.

ASOLs Covered in this Activity:

5E--WP 3b: The student will select a topic and write about it including one fact or detail.

8E--WP 1a: The student will write to convey ideas and information including facts, details, and other information.

Extension Idea: The above activity, as is, should meet the requirements of these standards.

HSE--WP 1b: The student will write to convey ideas and information using clear organization and including facts, details, and other information as well as graphics and multimedia as needed.

Extension Idea: The students' writing samples should include details from the story. To further meet this standard, encourage students to draw pictures related to their epilogues. You might also take this opportunity to teach students to use the internet to search for and select related clipart.

Materials Needed:

- Writing surface such as Chart paper, whiteboard, interactive whiteboard, etc.
- Computer access

Instructional Setting:

Classroom

Community Connections and/or Peer Interaction:

Pair students up as co-authors.

Functional Activity/Routine:

-If working in pairs or small groups, students will get plenty of practice using their communication and interpersonal skills.

Strategies to Collect Evidence:

- Include stories as student products.
- Anecdotal evidence is also suggested.

Specific Options for Differentiating this Activity:

- Allow students to use their preferred “pencil” to complete this activity. This may include a writing utensil, keyboard, alternative pencil, or dictating to a scribe.
- A student in any of the developmental stages of writing can complete this activity.
- *If your student is a scribbler, be sure to reinforce his/her product as authentic writing, and if necessary, help assign meaning.