

Alyssa and the Spider

Page ____

In this story, the main character changes from the beginning of the story to the end. Map his changes throughout the story using the graphic organizer and details from the story. You may use illustrations and labels to help explain your thinking.

Complete the sentence frames.	(Illustrate or explain your thinking using details from the story.)
At the beginning of the story, the main character named _____ is _____ _____ _____.	
His sister, who is named _____, wants _____ _____ _____ _____.	
Instead of _____ _____, Ralphie decides to _____ _____ _____ _____.	
The problem in the story happens when _____ _____ _____ _____ _____.	
Everything changes when _____ _____ _____ _____.	
At the end of the story, Ralphie _____ _____ _____ and you know that _____ because _____ _____.	

In your own words explain how the main character changes from the beginning to the end of the story. Use at least two examples from the story to support your thinking to prove how he has changed.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Alyssa and the Spider

Page __

CHARACTER CHANGE TRACKING SHEET

BOOK TITLE: _____

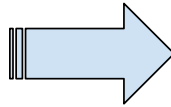
CHARACTER NAME:	BEGINNING WHAT WAS THE CHARACTER LIKE AT THE BEGINNING OF THE STORY? WHAT DETAILS IN THE STORY MADE YOU THINK THIS?	MIDDLE WHAT WAS THE CHARACTER LIKE IN THE MIDDLE OF THE STORY? WHAT DETAILS IN THE STORY MADE YOU THINK THIS?	END WHAT WAS THE CHARACTER LIKE AT THE END OF THE STORY? WHAT DETAILS IN THE STORY MADE YOU THINK THIS?

MY CHARACTER AT THE BEGINNING AND END OF THE STORY

BOOK TITLE: _____

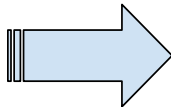
CHARACTER: _____

At the beginning of the story my character was _____



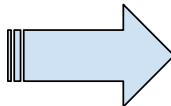
I know this because _____

Then my character was _____



I know this because _____

By the end of the story my character was _____



I know this because _____

Alyssa and the Spider

Page ____

Sometimes we have times when our family or friends want us to do something, and we don't want to do it. Maybe you can think of a time when you wanted someone to do something for you, and they didn't want to do it. Let's work together to make a short play called a skit.

STEP 1: Gather your ideas:

Where were you when this happened? (Setting)	Who were you with? (Characters) Who did it happen to? Who will be telling the story? (Point of view)	Was the situation scary, funny, sad? (Tone)
What happened? (Plot, Sequence of Events) Introduction (introduce the characters, the setting and what causes the initial conflict) Rising Action (What problems and events caused the tension or problem?) Climax (What was the turning point or moment where the problem was at its highest point?) Falling Action (Once the worst part of the problem happened, how did the characters work to resolve the situation?) Resolution (How did the story end? Did anyone need to apologize or make up for anything that they did? How did each person feel when it was finally over?)		

Use a Plot Diagram if it's easier!

Title for your story/skit: _____

Climax Event(s):

Rising Action

Falling Action

Resolution:

Exposition

Protagonist
Antagonist
Setting (Time)
Setting (Location)
Type of Conflict

Theme:
Symbolism:
Foreshadowing:
Irony:
Other Elements:

Notes:

STEP 2: Now that you have your ideas down on paper, look back over the information and see if you missed anything. Share your story with a friend. Ask your friend to listen to see if there are any big questions they have after hearing your story. Go back and fill in those missing pieces.

STEP 3: Think about a title for your skit. You want to hook your audience using a clever pun, a sneaky twist they don't expect or something that rhymes or plays on a repetition of the same sound (alliteration).

Play with ideas. Make sample titles using these ideas and work with your friend or group to choose the best one.

Ask a question: Where is My _____?

Answer the question: The Search for the Missing _____

Things that don't go together (contradiction):

Normal Event but weird condition or situation

Example: Dinner (Normal Event) with a Spider (weird situation established)

Example: Playing Tag (Normal Event) with a Lightning Bolt (weird situation that makes the reader curious)

Now you try it with your story:

Use a twist on a popular or famous title:

Popular or Famous Phrase: Have a Coke and a Smile

Your twist: Take a Soda; Get a Frown

Have a Snake and a Scream

Popular Movie Title: Saving Private Ryan

Your twist: Saving Private Pancake

Play on Words (Pun): Play with common idioms or phrases and change words to match your story.

Common Phrase: The grass isn't always greener on the other side.

Your Title: The Easter Egg Dye isn't always Bluer in the Cup

How-To: Start with "How to..." and make it connect to your situation:

How to Make Your Sister's Hair Turn Blue before a Wedding

The Mystery: Create a question that makes the audience want to find the answer.

Title Idea: Who Ate the Last Donut?

How Did My Sister Get Stuck in a Corn Crib?

How Did the Snake Get Under My Sister's Pillow?

An Action Packed Title: Choose strong verbs to capture your audience's attention.

Title Ideas: Saving Private Pancake

Smashing Red Hot Chili Peppers

Exaggeration: Take a tiny little detail and make it gigantic.

Title Ideas: The Great Dog Poop Clean Up Debacle

A Cat, A Mouse and an Explosion

STEP 4: A good skit only needs one main idea that is funny, unusual or highly exaggerated.

Take your idea and break it down into about two minutes of story telling. Depending on the point of view of your story, have your narrator or main character introduce the characters and the setting right away.

_____: It all started when... _____
(fill in the name of who says this part)

_____: (Let your characters have some dialogue about where they are
(fill in the name of who says this part) and what is starting the problem.)

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(fill in the name of who says this part) and what is starting the problem.)

Now introduce the crazy event, misunderstanding, or problem. Make the action explode with interest using back and forth conversation with your characters and add narrator parts to help move it along or clarify if needed.

_____: (Let your characters have some dialogue about how they feel and
what they want or what they are experiencing.)

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what they want or what they are experiencing.)

Wrap up your story with a punch. Don't drag it out. Make your plot twist or your final play on words stick with the audience. Let them feel the emotion (horror, fear, sadness, joy, humor) and leave it with them. Use the narrator if you need to make any final, strong lasting statements for the audience to truly understand what happened and the outcome.

_____: (Let your characters have some dialogue about the situation and how
it ends/resolves.)

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it ends/resolves.)

STEP 5: Let's Format the Script. Put your character names in all capital letters followed by their dialogue. Use parentheses to tell what emotion they should use or what action they should be

doing when they speak. Use brackets to give specific directions to the actors. Use bold letters to establish the scene [setting, time of day, weather].

Example:

Title: Smashing Red Hot Chili Peppers

[SCENE START]

At the Kitchen Counter with a Blender

NARRATOR: (Calm, matter-of-fact voice) Linda set a big bucket of chili peppers on the counter. They had been harvested from her garden and she had them drying in the basement.

LINDA: (Wondering out loud) Hmm, what should I do with these dried peppers? Mom, will you help me decide what to do with them?

MOM: (In a rush, hurried) No, Linda, not today. They've been drying for months. Today I have to be at the eye doctor for an exam by 9:00am, and it's already 8:15. I have 45 minutes to finish getting ready and drive to the doctor's office!

LINDA: (In an upset whisper) Okay, fine. I saw the pepper shaker was empty, I'll just dump these peppers into the blender and smash them up to pour into the pepper shaker. That should be easy.

NARRATOR: Linda carefully places the hot peppers into the blender and turns it on high. A puff of red pepper dust explodes from the blender, coating the entire kitchen and Linda. The cloud billows out from the kitchen down the hallway toward the bathroom where her mother is getting ready.

MOM: (In a rush, slightly annoyed, calling out to Linda from offstage) Linda, what was that sound?

LINDA: (coughing, gagging, covered in red dust) I (cough), uh, (cough) made some more (coughing, gagging) pepper for the (coughing hard, gagging more) pepper shaker.

MOM: (coming onto the stage, hitting the red pepper dust cloud, confused) You (big pause, cough) what?!

[SCENE ENDS] **(hold up red dust clouds and both characters cough)**

STEP 6: Practice your skit with your partner or group. Make any simple props you need to perform your skit.

STEP 7: Perform your skit!

Alyssa and the Spider (Suitable for Primary)

Ask students to name some feelings: happy, sad, scared, angry. Write these words on a chart or whiteboard. As you name feelings, have students show facial expressions to demonstrate the feelings.

Show students a picture of a remote control. Ask them what feeling they have when they see it.

Show students a picture of a dog or a cat. Ask them what feeling they have when they see it.

Show students a picture of a sad face and ask what feeling they think the character is experiencing.

Show students a picture of a spider and ask them how it makes them feel.

Ask students to focus on how the characters feel as they hear the story and see the illustrations.

At the end of the story have students discuss the feelings they hear/see in the story and what caused them. Ask if they can identify which character's expression of emotion changes the story.

Alyssa and the Spider (Perspective, Basics of persuasive writing.)

A Feelings Change Changes the Story

In the story, Alyssa and the Spider, Alyssa is afraid of spiders. If the author changed how Alyssa felt about spiders, how might that have changed the outcome of the story? Take a scene from the story and change the perspective to reflect what would happen if Alyssa liked spiders. Explain in writing or illustrate the new story.

Alyssa and the Spider

Quick Discussion (Whole Group)

Ask:

- How did Alyssa feel when she saw the spider?
- Why was she scared?
- What helped her feel better?
- Was she brave? How do you know?

Writing Activity: Ask students to think about a time they were scared/worried/nervous about something and how they overcame their fear.

Sentence Starter:

"Alyssa was scared of the spider, but then she was brave. One time I was brave when..."

Extension option:

Students can draw a picture of a time they were brave.

For older students:

Write a short paragraph:

- Describe the situation.
- Explain your feelings.
- Tell how you solved the problem.
- Describe how you felt at the end.