

1 WHY STORY PROMPTS?

Students may:

- *feel* they lack talent or creativity
- be unused to writing fiction stories
- lack familiarity with genre conventions and “how these kinds of stories go”
 - they don’t/aren’t ready to read extensively in English
 - genre conventions are different in their country/culture.

Traditional writing prompts are short and depend on students having confidence in their creativity and knowing how “these kinds of stories” go i.e. a genie story, a scary story, an action adventure story.

Story Prompts or Story Starters

- provide many elements for students to expand on, including
 - characters, a setting, a theme, the beginning of a plot, a theme, side details.
- Can engage students by ending on a cliff-hanger and/or address current social issues
 - These evoke strong reactions from students who want to get their ideas out!
- Bridge the gap between reader and writer, raising awareness of the power of writing for an audience!
- Get students reading!

2 THE BENEFITS OF READING

More empathy/ Open mind

Opportunity to “practice reality”

Exposure to vocab, grammar

More creativity

Less stress/ Better sleep

Pleasure!

Better memory

3 WHAT MAKES A GOOD STORY STARTER?

- Cliffhangers: *The alien ship came closer....*
- Choices: *Which pet should I get?*
- Social and Ethical Themes: *Should you give away everything to the poor?*
- Sci-Fi/Fantasy: *What if people could teleport? Should AI run the world?*
- Genre-Writing



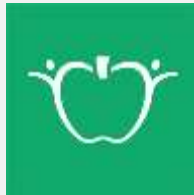
4 LOGISTICS

Reading

- Have students read the story for homework before class. Or have them do an initial reading at home and then read it again in class.
- Divide the text into sections and ask students to read the first part to themselves. Then call on a student to summarize what happened. Ask a few students to make predictions about what will happen next. Then go on to the next section.
- Put students in reading groups, organized by reading level, with stronger readers together and weaker readers in separate groups
- One variation of reading groups is to have students take turns reading the story and re-telling it to each other.
- Read to the students out loud as they read along silently. Pause periodically to check comprehension or elicit questions.
- Have the students read to each other in small groups, taking turns.
- Reader's Theater. Put students in small groups to read and perform the stories out loud

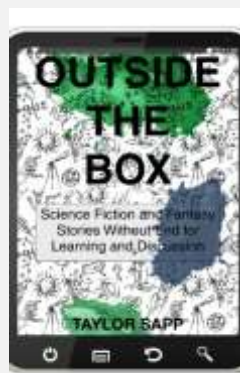
Find individual Story Prompts for download at:

[Teachers Pay Teachers: http://bit.ly/SPTPT](http://bit.ly/SPTPT)



Learn more and find free resources at:

<https://www.alphabetpublishingbooks.com/book-tag/stories-without-end/>



Ideas for Writing the Ending!

There are guiding questions to give students ideas for finishing the story. Here are some other ideas to give them support.

- Write a short outline or summary and share it in pairs or groups before writing a whole story.
- Have them use a graphic organizer or story map to map out their story.
- Have students brainstorm ideas or an outline in groups that they can then use individually.
- Have students write a group story by swapping ideas and choosing the best ones.
- Have the class brainstorm ideas on the board which each student can use or reject as they see fit.
- Have them write a page in class quickly without planning or editing, then revise and rewrite the story for homework.
- Start with a mini-lesson about a relevant writing skill, such as describing people, writing a coherent story, or building tension. Then ask students to practice that skill in their writing.
- As a class, come up with a word bank they can use when writing the story.

Extension

- Interview classmates or people outside class on the theme of the story or a decision made in the story
- Research and write/present about a real-life situation related to the story
- Rewrite the story in a different genre, with different elements
- Create an artefact from the story—a character’s diary entry or a poster or news article

