

Show the Movie!

Purpose

Students will deliver story presentations that establish a setting with descriptive words, contain a plot and show, rather than tell, what happens.

Materials

For the teacher: chalk, chalkboard, copy of *Tuck Everlasting* by Natalie Babbitt
For the students: pencil, paper

Activity

A. Pre-Activity Discussion

1. Tell students that you are thinking about what makes a good story. Ask them for their suggestions.
2. When you are talking about detail, discuss the importance of showing rather than telling.
3. Explain that even though you are always telling when you tell a story, the way you tell it can make it more exciting or more boring.
4. Write the following sentence on the chalkboard: "The end of summer is hot and motionless." Read the sentence aloud and ask the class if this is an exciting beginning for a story. Ask if they want to know more about this story and why or why not?
5. Read the following sentence from *Tuck Everlasting* and write it on the chalkboard: "The first week of August hangs at the very top of summer, the top of the live-long year, like the highest seat of a Ferris wheel when it pauses in its turning." Ask students about this sentence. Can they sense a voice speaking to them? Who do they think it belongs to? How does the author make them feel the heat of August? Point out that it says nothing about heat, but that it makes you feel it instead.

B. Play the Game

1. Tell the students that you are going to give them a few sentences that tell, rather than show. Ask the students to imagine that they are film directors. They have an important message to communicate and have to create a scene in which to show it.

(continued)

EXTENDING
THE



ACTIVITY

Make a movie of a scene from one of your stories. Have students cast the actors, write dialogue, and direct the scene. Have a parent or teacher videotape the scene.

MEETING
INDIVIDUAL



NEEDS

Have students who are completing this activity with ease determine who the narrator of their story will be and write a detailed description of him/her. Ask them to write a paragraph telling the story in that narrator's voice. See if the class can guess something about the narrator after hearing a reading of the paragraph.

Standards Links
5.4.2, 5.5.5

Activity (continued)




2. Write the sentences on the chalkboard (e.g., Ruth was very short and hated being short. The castle should have been Sandra's because she deserved it. Bob was really worried that the villains would catch up with him.).
3. Have the students divide into groups of four, choose a scenario, and write down events and details that would help them show this in a film. Tell them that there should be no dialogue or voice-over.
4. Choose a few students to share their work with the class. The students should be encouraged to add details and make the class "see" the story.

C. Apply What Students Have Learned:

1. Instruct student groups to use their scenes as the beginning of a story, adding a narrator and dialogue.
2. Direct the students to continue writing the story, revising so that the sentences show rather than tell.
3. Have the students practice and deliver a dramatic reading of their finished stories.

Questions for Review

Basic Concepts and Processes

-  Why is it important to show instead of tell when you are making up a story?
 -  What details would you use to show that a character is feeling angry?
 -  How do you make a reader "see" what is happening in your story?
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