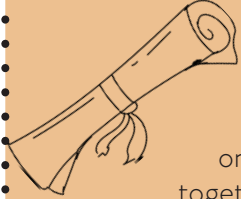




1st Grade Short Story Builder

Notes for Parents/Guardians/Teachers:



Puppy Kisses Short Story Builder is a literacy project that empowers students to write their own stories about school life. Stories are based on one or more of the six Puppy Kisses characters, who all attend school together. Each puppy has a distinct personality, allowing students to identify with them in a fun and imaginative way.

We believe writing should be both fun and educational, which is why our Short Story Builder teaches **Common Core Writing Standards** through lovable characters and inspirational school stories.

This guide can be used as a space to explore who they are as writers in a step by step manner.

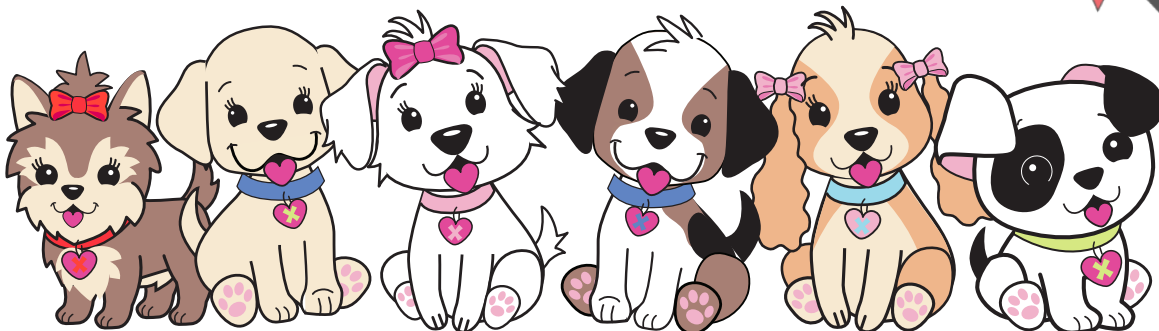
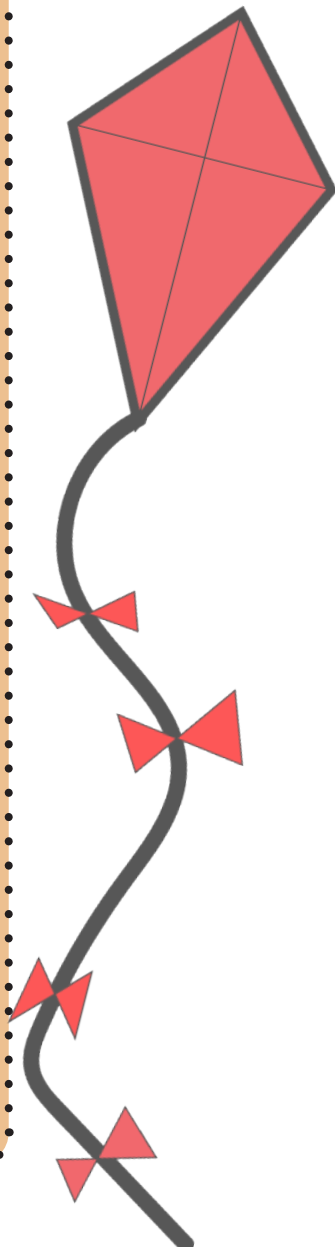
We also encourage students to publish their original stories to share with other children. This helps them gain confidence in their writing as well as feel rewarded for their time and effort

This short story-writing guide will focus on helping your child reach these goals. However, it is important to remember that every child learns at his or her own pace. If needed, you can repeat a guide more than once.

The Common Core Writing Standards for First Graders:

- a) The ability to write narratives with two or more sequenced events
- b) The usage of temporal words (such as first, second, finally)
- c) The ability to respond to questions about the story and add details

You should work with your student on this story guide, reading each instruction aloud to them or explaining certain points if needed. Collaboration is a critical part of writing development.



Note to Students:

Do you want to write your own story about the Puppy Kisses gang? You only need a few sentences to write a great story. Just follow these easy steps!

It's Time to Build! Meet the Puppy Pack:

Cora is smart and caring. She loves planning fun things for her friends to do together. Making friends and going to school are her favorite things to do.



Cora



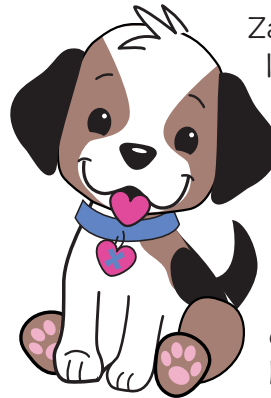
Scarlett

Scarlett has a big brain! She loves learning about science and dreams of becoming a doctor. Her favorite place is the library, and she's never too busy to help a friend with their homework.



Jacob

Curious by nature, Jacob has a great nose for investigating. He wants to be a detective when he grows up. For now, he loves photography and takes photos for the school newspaper.



Zach

Zach is a competitor. He loves playing all kinds of games. When he grows up, he wants to design video games. His friends know they can find him on the playground or in the computer lab. Zach can be a bit of a show-off, but he loves helping his friends.



Tess

Tess has a creative eye, and she wants to be a designer. In and out of school she can be found sketching; she loves to share her drawings with her friends.



Emily

Nothing makes shy Emily happier than to settle down with a book. Her love of reading has made her want to be either a writer or a professor — or both! She loves hanging out in the library with Scarlett or in the theater or music room.

Step 1:

Choose a main character.

You can choose between Cora, Scarlett, Jacob, Tess, Zach, or Emily.

You can learn more about the puppy pack here:
Puppy-Kisses.com/puppypack/



Cora



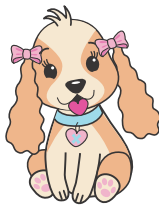
Scarlett



Jacob



Zach



Tess



Emily

Who will **YOUR**
story be about?

EXAMPLE:

Cora

Write your main character's name here

.....

Step 2:

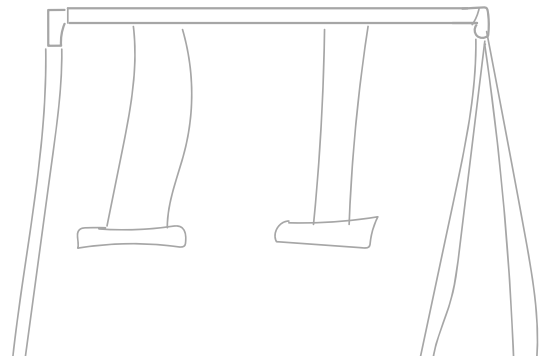
Tell us what the character is doing at the start of the story.

Use **verbs (action words)** like play, run, jump, pretend, swing, read, learn, or listen.

EXAMPLE: Cora plays on the playground.

What is the character doing?

Use **ACTION WORDS!**





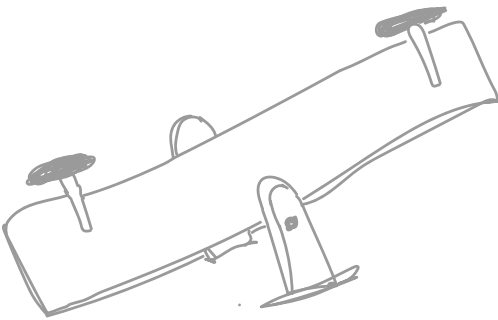
Step 3: Tell us what your character is doing in more detail.

Use **temporal words** like first, second, third, or last. What is a temporal word? These are **words that tell us the order** (or sequence) **that events occur in**.



EXAMPLE:

First, she plays tag with Scarlett.

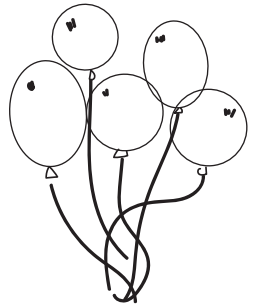


- Describe what your character is doing in
- **DETAIL. Use TEMPORAL words.**
-
-
- _____
-
-
- _____
-
-
- _____
-
-
- _____
-
-
- _____



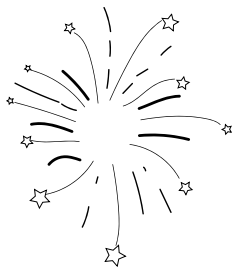
Step 4:

Tell us how this makes your character **feel**.
Use words like happy, silly, sad, glad, or funny.



EXAMPLE:
Cora is happy.

How does your character FEEL about what you wrote in step 3.

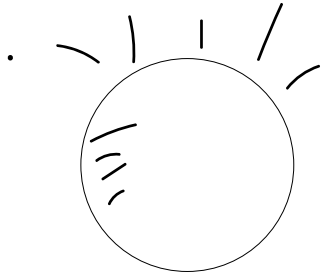
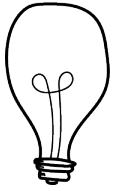


Step 5:

Tell us what your character does next.

Use a **temporal** word like next, then, secondly, or after.

EXAMPLE: Next, Cora throws a yellow ball.



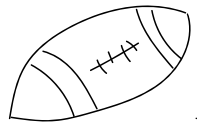
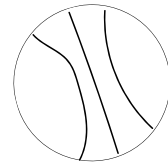
*Tell what your character does **NEXT**.*



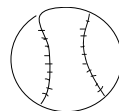
Step 6:

Introduce a problem.
Use a **pronoun** like she, her, him, his, or they.

Introduce a problem for the character. Use a pronoun.



EXAMPLE:
She loses the ball.





Step 7: Tell us how your character solves this problem.
Use a **verb** like find, fix, run, leap, jump, read, learn, or write.



EXAMPLE:

Cora finds the ball behind a bush.

.....
How does your character solve the problem?
.....
.....
.....
.....
.....

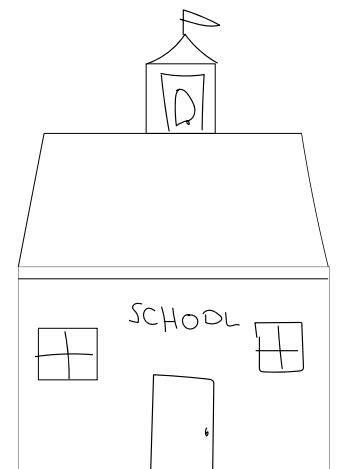


Step 8: Conclude your story with a **simple statement** of what happens at the end of the story. Use a temporal word like finally, lastly, or thirdly.

EXAMPLE:

Finally, recess is over, and she goes back to class.

.....
What happens at the end of the story?
Begin the sentence with a temporal word.
.....
.....
.....
.....





Step 9:

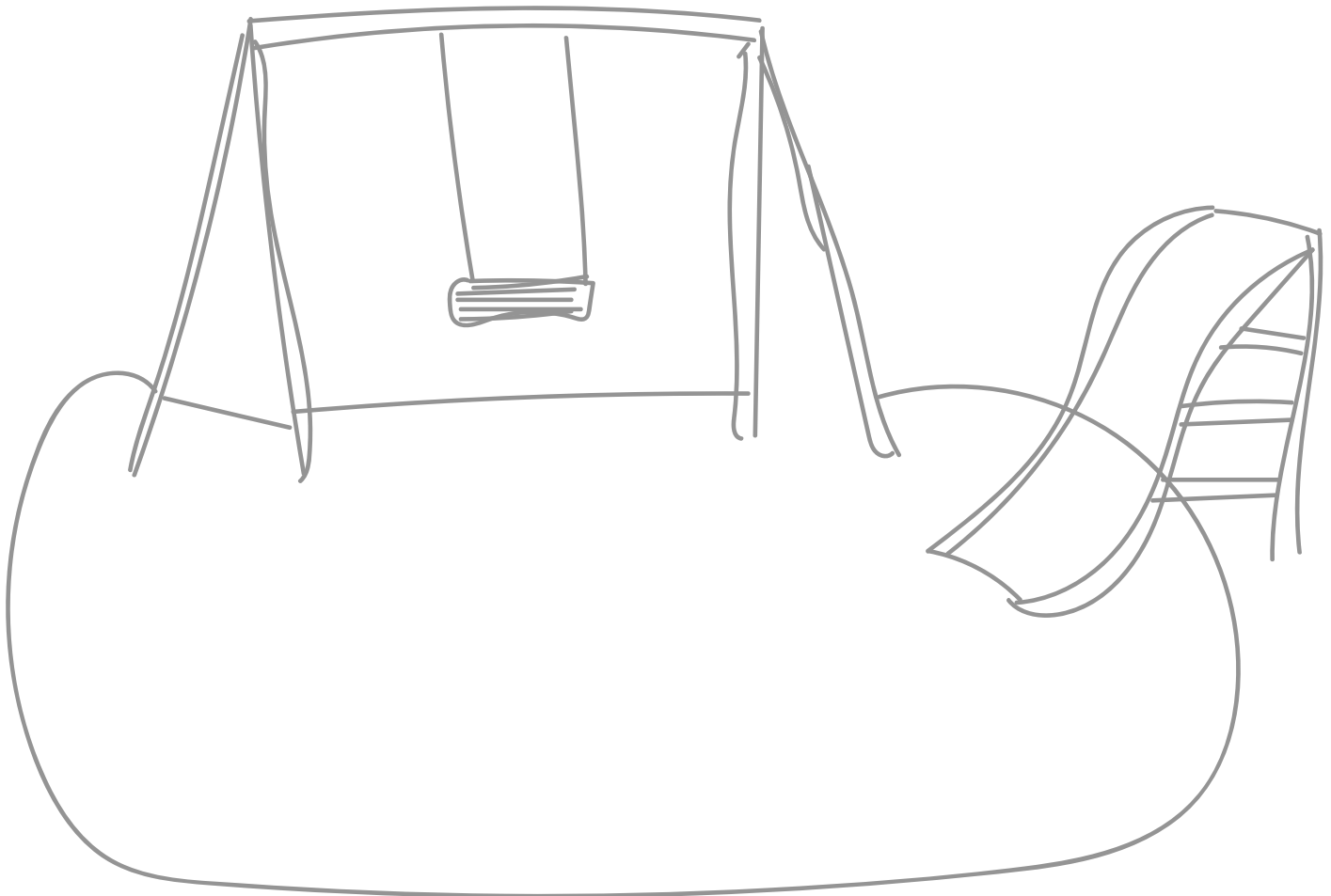


*Now, write all your sentences together to form a complete story!
Don't forget to come up with a title!*

EXAMPLE:

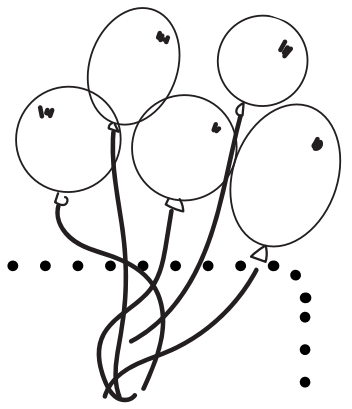
The Lost Ball

Cora plays on the playground. First, she plays tag with Scarlett. Cora is happy. Next, Cora throws a yellow ball. She loses the ball. Cora finds the ball behind a bush. Finally, recess is over, and she goes back to class.



YOUR STORY:

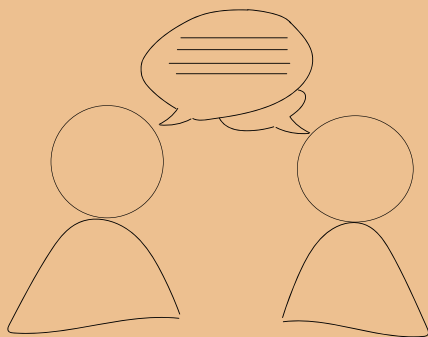
(Your Title Goes Here)



A large rectangular area for writing, enclosed by a dotted border. Inside the border, there are eight horizontal solid lines spaced evenly apart, providing a guide for writing.

Conversation Corner

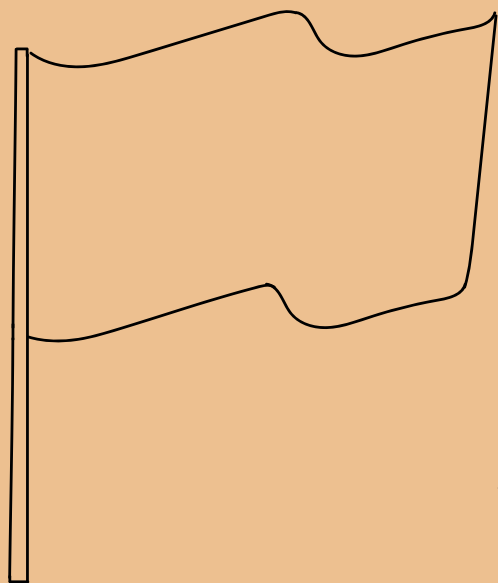
After the story is complete, ask your child/students the following questions. Encourage them to make revisions based on their answers.



- Can you add any more detail?
- What color and shape are the objects in your story? (For example, the ball is yellow and round.)
- What is the most important part of your story?
- What was your favorite part about writing this story?



Challenge Levels:



Challenge Levels are for young writers who are looking for a challenge or who want some more writing practice before going on to the next guide. Challenge Levels include short writing prompts that expand upon the story guide's lessons.

**Let's have some fun with your story.
Use these challenges to play around with what you
have just written.**

Challenge Level One

- Write another story using the same character and setting, but this time, try to come up with a different problem. In my first story, Cora loses her ball. In the second one, perhaps she will find a ball and have to return it to its owner!

Challenge Level Two

- Write another story using the same character, but this time, put them in a different setting. (The setting is where the story takes place.) Try to get as creative as you can! Some settings include school, home, the beach, the park, or outer space.

