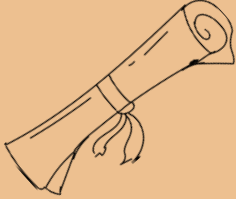




4th Grade Short Story Builder



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.

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.

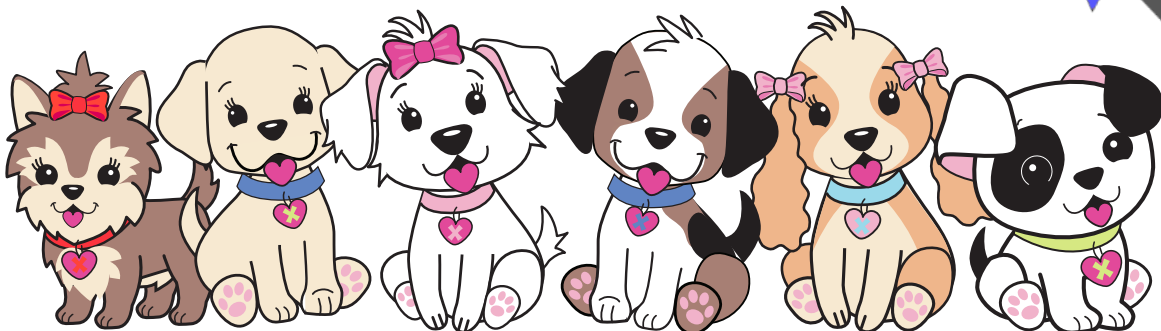
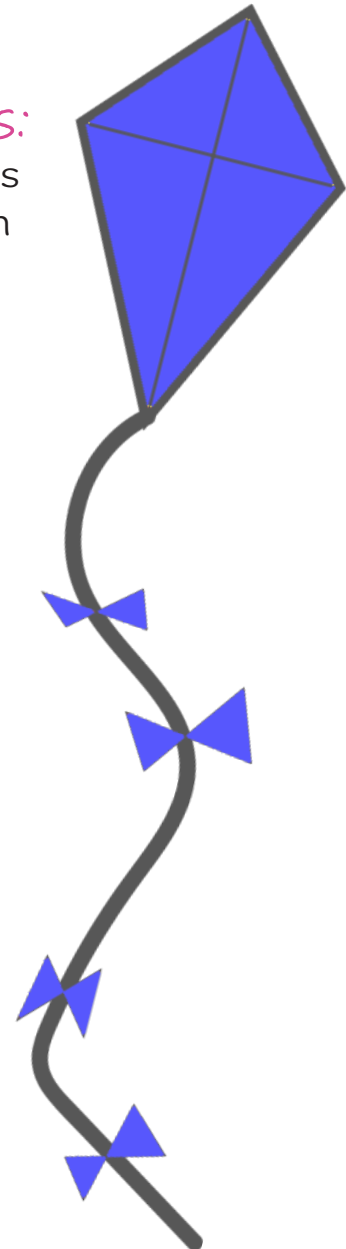
This short story-writing guide will focus on helping your child reach these goals. However, it is important to remember that every child learns at his or her own pace. If needed, you can repeat a guide more than once.

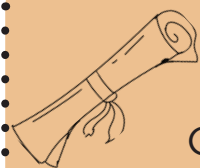
Note to Students:

Writing is easy! There is no right or wrong when writing.

Let's use the Puppy Pack to get our inspiration going. We'll only write a few sentences at a time and by the end of this activity you will have a full story.

Are you ready?
Let's start!





Notes for
Parents/
Guardians/
Teachers:

The Common Core Writing Standards for Fourth Graders:

- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
- Use dialogue and description to develop experiences and events or show the responses of characters to situations
- Use a variety of transitional words and phrases to manage the sequence of events
- Use concrete words and phrases and sensory details to convey experiences and events precisely
- Provide a conclusion that follows from the narrated experiences or events

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

It's Time to Build!

Meet the Puppy Pack:

Cora

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.



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.



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.



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.

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. Which character inspires you the most? Which character would you like to be? You can learn more about the puppy pack here:

Puppy-Kisses.com/puppypack/



Cora



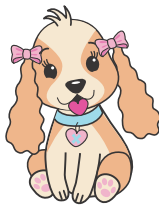
Scarlett



Jacob



Zach



Tess



Emily

Who will **YOUR** story be about?

EXAMPLE:
Scarlett

Write your main character's name here

.....

.....

Step 2:

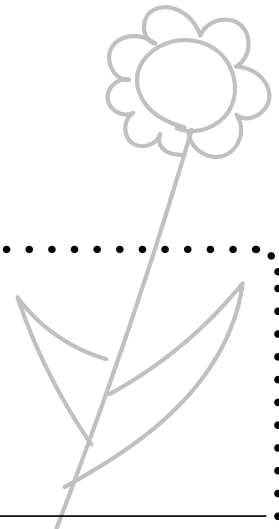
Introduce your main character. Try to think of as many **details** as possible when **creating your character**.

What does your character look like? Fur color? Fashion sense? What about your character's body language? Do they have a certain habit like biting their nails or fidgeting their legs? What does your character look like when they move?

EXAMPLES:

Scarlett strolled into class with a smile stretched upon her olive-toned face and her head held high. She felt complete with her new neon pink backpack. Even though it was half the size of her, she didn't care. She was used to being short. Most things were larger than her, but she made up for it with her big personality. She loved bright colors and standing out, and she especially loved when her school supplies stood out as well.

What does your main character look like? Move like?





Step 3: What is your main chracter like? WHO are they?

Who is your main character? What is your character's **personality**? Likes, dislikes, hobbies, secrets, etc. Use **verbs to describe** what your character does such as reading, studying, conversing, or helping, etc.



EXAMPLE:

She pulled her silver, shimmering pencil box out from her bag and exhaled with contentment. Fresh, brand-new school supplies, nothing could be better to her. She was an early bird, always one of the first to arrive to class. She sat at her desk waiting, reading a book about anatomy. She loved the canine body; in fact, all she ever dreamt about was one day becoming a famous surgeon. The thought of helping people gave her hope.

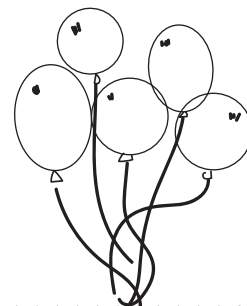


- *Make a list of verbs that describe your main character's personality traits:*

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Step 4:

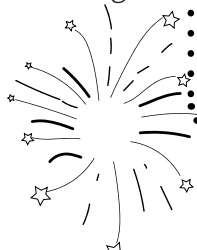
Let's describe the **setting** or where the story takes place. Be as descriptive as possible. **Take the reader into your world.** Use color words, words to describe texture, words to describe the look (clean, dirty), or decorative words.



EXAMPLE: Emily:

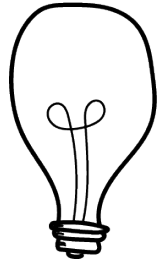
Scarlett looked around the classroom. The SMART Board hung at the front of the class with a sign that said Education is the Passport to the Future hanging above it. Their teacher, Mr. Flock, had decorated the room with plants all along the windows, and a fish tank was nestled into between two ferns. The desks were placed in groups of four, and the walls were covered with artwork, posters, and bookshelves. It was a cozy room to be in.

This early in the morning, the classroom was still relatively empty. No one was there except Zach, and he was busy sketching ideas for his new video game.



*Describe your story's **setting** here. USE LOTS OF DETAIL!*

Step 5:



Who are the supporting characters in your story?

Who will your main character converse with? Does your main character have friends or family that will be important in the story? **When including dialogue, make sure to use a variety of words** such as chuckled, murmured, whispered, thought, or sighed.

EXAMPLE:

She heard a familiar shuffle of footsteps walk into the classroom, and she looked up from her book to see her best friend, Tess.

"That's odd," Scarlett thought. "Tess looks so sad today."

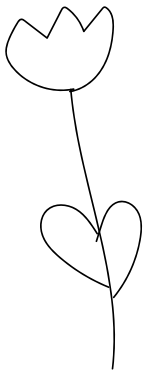
Tess was always cheerful and so creative. Scarlett loved watching Tess draw, because she saw how much joy drawing brought to Tess.

Tess sat down at her desk and didn't even acknowledge Scarlett. They had been in the same class together since 1st grade, and some days they couldn't believe they were actually finishing elementary school next year.

"Tess?" Scarlett asked slowly. "Everything okay?"

Tess sighed, "No, not really."

List your **supporting characters** here and describe their relationship to your main character.



Pick 1 supporting character and **write a dialogue** between him or her and your main character.



step 6:

Let's sequence our story in order: problem – suspense – solution.

Each story has a **problem that the main character must solve**.

Decide on 1-3 different scenarios that your main character could be in.

EXAMPLE:



Problem: Tess's grandma accidentally spilt juice all over her sketch book during breakfast. Tess needs the sketch because a major design competition is approaching. Tess was designing a building that was eco-friendly and created zero waste, but now the sketch was completely ruined, and the competition was in the evening.



Suspense: Scarlett refuses to allow Tess to give up. Scarlett works up the courage to tell Mr. Flock what happened in hopes that he can help.



Solution: Mr. Flock is so inspired by Tess's idea and Scarlett's concern for her friend that they work on a new design as a whole class.

Describe the SEQUENCE of your story here.

Scenario 1







Scenario 1







Scenario 3









Step 7: **End the story.**



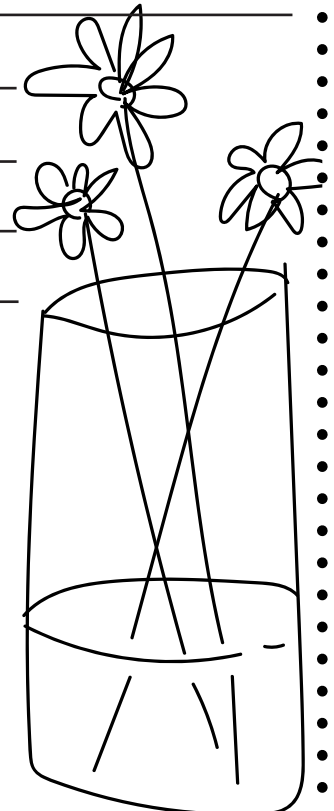
How does the story end?
Does it have a happy ending?
A sad ending? How does your
character feel at the end of
the story? Elated? Miserable?
Proud? Humble?

EXAMPLE:

Scarlett looked at Tess's large warm smile as she stood in front of the class. Scarlett felt tingly inside. She had helped her friend, she had made her friend happy, and nothing could be greater than that.



Write your ending to the story here.





Next, you'll be connecting your sentences and ideas together to create a short story. Make sure to use transitional or temporal words to connect the story together. These are time related words that help move our story along. Words such as before, one day, occasionally, proceeding, therefore, lastly, or later on.

EXAMPLE:

Scarlett the Savior

Scarlett strolled into class with a smile stretched upon her olive-toned face and her head held high. She felt complete with her new neon pink backpack. Even though it was half the size of her, she didn't care. She was used to being short. Most things were larger than her, but she made up for it with her big personality. She loved bright colors and standing out, and she especially loved when her school supplies stood out as well.

She pulled her silver, shimmering pencil box out from her bag and exhaled with contentment. Fresh, brand-new school supplies, nothing could be better to her. She was an early bird, always one of the first to arrive to class. She sat at her desk waiting, reading a book about anatomy. She loved the canine body; in fact, all she ever dreamt about was one day becoming a famous surgeon. The thought of helping people gave her hope.

Scarlett looked around the classroom. The SMART Board hung at the front of the class with a sign that said Education is the Passport to the Future hanging above it. Their teacher, Mr. Flock, had decorated the room with plants all along the windows, and a fish tank was nestled into between two ferns. The desks were placed in groups of four, and the walls were covered with artwork, posters, and bookshelves. It was a cozy room to be in.

This early in the morning, the classroom was still relatively empty. No one was there except Zach, and he was busy sketching ideas for his new video game.

She heard a familiar shuffle of footsteps walk into the classroom, and she looked up from her book to see her best friend, Tess.

"That's odd," Scarlett thought. "Tess looks so sad today."

Tess was always cheerful and so creative. Scarlett loved watching Tess draw, because she saw how much joy drawing brought to Tess.

Tess sat down at her desk and didn't even acknowledge Scarlett. They had been in the same class together since 1st grade, and some days they couldn't believe they were actually finishing elementary school next year.

"Tess?" Scarlett asked slowly. "Everything okay?"

Tess sighed, "No, not really."

"What's wrong?"

"I have a huge competition today. I designed the most beautiful building in my sketchbook for it too. It was complete with gardens, solar panels, rain harvesting, and art. It was my most creative idea ever! My grandma spilt juice all over my sketchbook this morning, and now I have nothing to bring to the competition. I should just quit."

Tess's defeated voice made Scarlett feel so sad. She wasn't going to let her friend quit, especially at something she was so good at.

Scarlett the Savior

"No, Tess! I won't let you quit! We'll find a way to make it work. Nothing is impossible. We just have to think about who can help us."

As if on cue, Mr. Flock strode into class, satchel slung over his shoulder and coffee in hand.

"Hey? What's wrong with you two?" he said, looking at Scarlett and Tess. "You're looking pretty down today."

Scarlett explained the whole situation to Mr. Flock. As Scarlett continued the story with such passion, Mr. Flock listened intently, a

serious look across his face. Zach had stopped designing his video game, looked up, and started listening to what happened.

"Tess," he said. "That's so impressive that you created something like that. You should be so proud of yourself."

"Tess?" Zach said coyly. "I have a lot of sketches here that you might like. I love creating new worlds, maybe something from my drawings can help you."

"Look at that! We're already off to a great start. When class starts, we'll brainstorm a way to make the building even better! You'll have 25 brains to help you. We'll get you to that competition, don't you worry," said Mr. Flock.

Tess left school that day with a building sketch immensely better than the one she had created on her own. She walked into school the next morning, and the entire class fell silent. They had all worked so well together on the project and were eagerly waiting to hear her results.

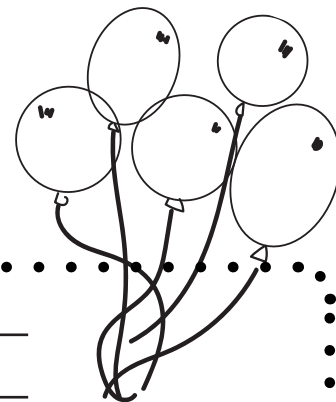
"Well?" Asked Mr. Flock.

Tess slowly looked up to the class, "I got first place! Well, no, we got first place. I couldn't have done it without all of you, and thank you, Scarlett, for being such a supportive, encouraging friend."

Scarlett looked at Tess's large, warm smile and felt tingly inside. She had helped her friend, she had made her friend happy, and nothing could be greater than that.

YOUR STORY:

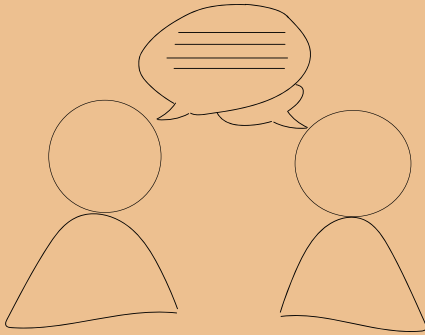
(Your Title Goes Here)



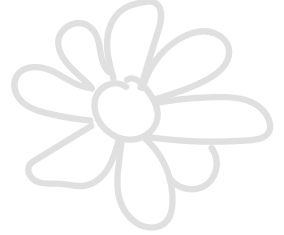
A large rectangular area enclosed by a dotted border, containing horizontal lines for writing a story.

Conversation Corner

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



- Tell me why you chose these characters. Was there something in particular about these characters that sparked your interest??
- Can you explain why you chose this problem – suspense – solution scenario?
- Was there a time when you were stuck in your writing? Was there a time when you were writing that you felt the story flowing easily? Is there anywhere in the story you can use more adjectives to describe emotions or the setting?
- What is one thing you can add to your story to add a little excitement?

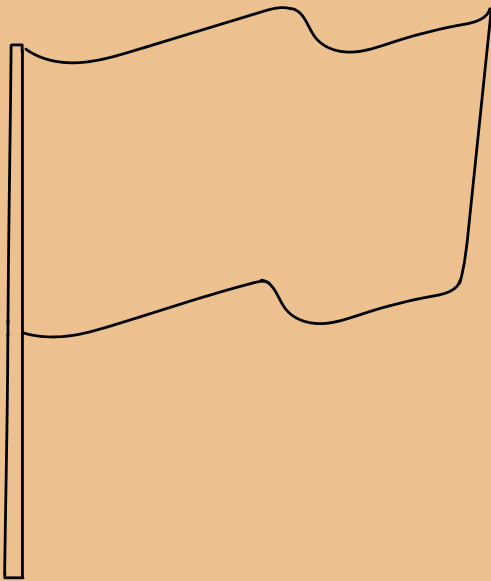


Challenge Levels:

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

Word Play:

- Scarlett wakes up and realizes the entire the story was actually a dream. Create an alternative ending based on that. What happens after Scarlett wakes up from this dream?

Challenge Level Two

- Invent a brand-new person, place, or thing. Create something that doesn't exist. Describe this new thing in major detail. Use as many descriptive words as possible. What will its purpose be? Include it in the story.

