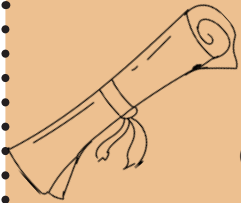




# 5th Grade Short Story Builder



## 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.

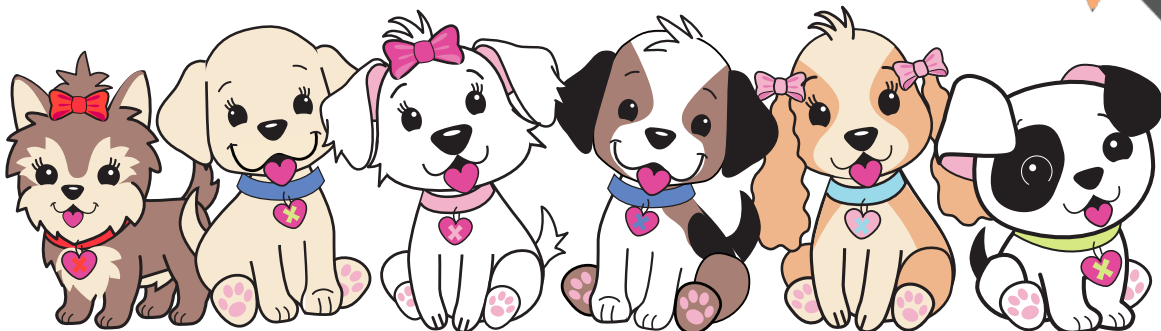
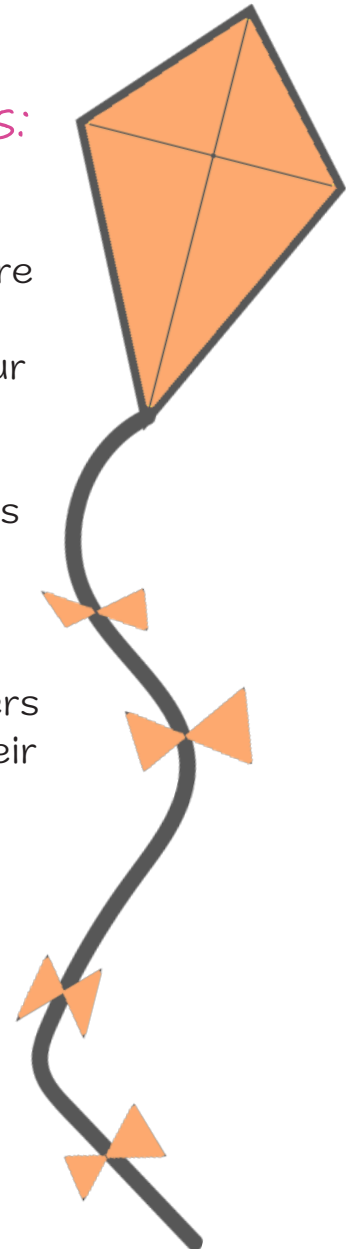
We believe writing should be both fun and educational, which is why our Short Story Builder teaches **Common Core Writing Standards** through lovable characters and inspirational school stories.

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

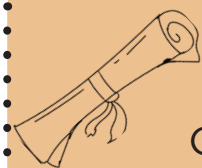
We also encourage students to publish their original stories to share with their friends, classmates, peers, teammates, family members, or anyone they feel safe enough to share with. This helps them gain confidence in their writing as well as feel rewarded for their time and effort.

## Note to Students:

With this fun short story builder you will learn to write with more detail to describe the main characters of your stories and learn how to tie different parts of a story together. It's super easy, and we are going to show you how step by step using the Puppy Kisses characters and examples from their world.



# It's Time to Build!



## Notes for Parents/ Guardians/ Teachers:

### The Common Core Writing Standards for Fifth 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 narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations
- Use a variety of transitional words, phrases, and clauses 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

Collaboration is a critical part of writing development. Creativity is never done in isolation. If available, work on the Story Builder together, reading each instruction aloud, brainstorming creative ideas together or explaining certain points if needed.

Your mind is filled with endless ideas, worlds, feelings, and people. Your mind brought to life could help or make other people happy. That's why stories exist!

Like most things in this world, stories are built part by part. Together, we will take small steps to write a short story.

You'll start by building your characters, add speaking or dialogue, create an imaginative setting, craft a suspenseful plot, and end your short story with a satisfying conclusion.

Let's bring your imagination to life step by step in the form of writing a short story.

## 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.



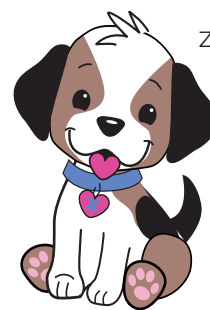
Scarlett



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.



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 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



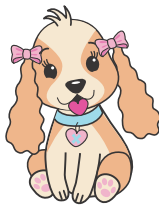
Scarlett



Jacob



Zach



Tess



Emily

Who will **YOUR**  
story be about?

EXAMPLE: Zach

Write your main character's name here

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## Step 2: *Brainstorm or write out a list of ideas that your story could be about.*

### EXAMPLES:

- Zach brings Emily to a carnival.
- Scarlett and Jacob get stuck in a storm out in the woods.
- Cora persuades the principal to give the entire school more recess.

Think of things that could happen every day, but add a fun twist. There are **no right or wrong ideas.**

Write down any idea that comes to mind and have fun with it.

*Brainstorm. Make a List. Write down your ideas.*





### Step 3: *Let's designing our character.*

Now that we have an idea or theme decided on, let's **design our character**. Who is your main character? Characters have different traits. They may have **outside traits**, or **physical traits that can be seen**. They may also have inside traits, or **ways the character thinks and acts**.

#### EXAMPLE:

##### Outside Traits:

small frame, medium build, athletic build, slender, towering, tiny, average, dark, light, bronzed, freckled, puffy, matted

*List the Inside Traits that describe your character:*

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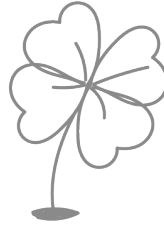
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##### Inside Traits:

adventurous, brave, clumsy, curious, determined, evil, fussy, jolly, jealous

*List the Outside Traits that describe your character:*

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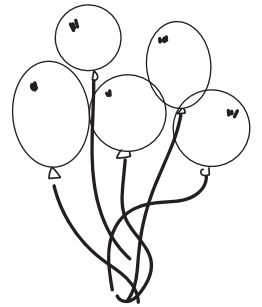
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### Step 4:

Stories always have a main character, but there are also **supporting characters**. Supporting characters are characters that **help the main character move the story along**. The supporting characters could be friends, teachers, villains, or family. List 1-2 supporting characters that will be in your story. Then repeat the activity from number three. What are their outside and inside traits?



*List the Character Traits of one of your supporting characters here.*

Character: \_\_\_\_\_

Outside Traits

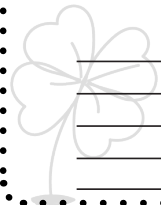
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Inside Traits



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#### EXAMPLE: Emily:

o Outside: small frame, tan, brown eyes, round face

o Inside: jolly, yet sometimes nervous to try new things, doesn't say much, but has a huge imagination and loves to dance

*List the Character Traits of one of your supporting characters here.*

Character: \_\_\_\_\_

Outside Traits

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Inside Traits

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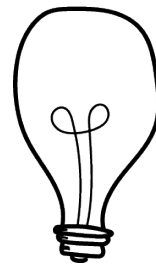
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Step 5:



### Setting

Where is your story going to take place? What does it look like? Is it outdoors or indoors? What does the setting feel like? How does it make the character feel? What does it smell like? Describe your setting in great detail. The more details the better.

#### EXAMPLE:

**Setting:** A carnival.

There are large roller coasters of all different colors that fly overhead. They twisted, turned, and loop de looped. The park smells of cinnamon, popcorn, and oil being used to fry. The park is busy and bustling; one must shimmy through crowds to get from one place to the next. Carnival music is playing all around, making the entire park feel like a gigantic circus. It feels whimsical walking around the park, like being in a land of candy, magic, and fun.

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



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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.

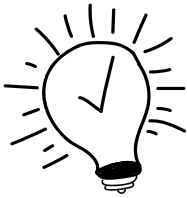
### EXAMPLE:



**Problem:** Zach convinces Emily to ride a roller coaster. Emily agrees, but she wants to ride the shortest and slowest roller coaster in the park.



**Suspense:** They accidentally walk into the line of the tallest, fastest roller coaster in the park, and Emily is forced to ride it



**Solution:** With support, love, and encouragement from her friend Zach, she overcomes her fear and has a great time on the ride.



Describe the **SEQUENCE** of your story here.

Scenario 1



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Scenario 1



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Scenario 3



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## Step 7:

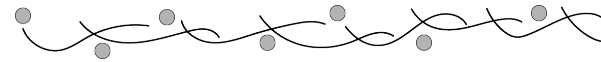
### *How do your characters talk to one another?*

Add dialogue to bring your problem – suspense – solution to life.



Dialogue can **move a story** along in a fun way. The reader gets to see each unique personality shine. How do your characters look when they talk? Any unique quirks? Tilted head? Nodding? Smirking? Use a **variety of words to describe how they talk** such as: exhaled, sighed, explained, questioned, etc.

### EXAMPLE:



It was Friday. Zach sat at his desk and watched the second hand tick closer and closer to 12.

Ring!

“Alright, class,” Mr. Flock said with a smile. “You all enjoy your weekend, and I’ll see you on Monday.”

The class rushed up from their seats, pushed in their chairs, and began heading towards the door.

“So, Emily, whatca’ up to this weekend?” Zach was nearly skipping next to Emily as he asked. This was the first year they had ever been in the same class together. They had known about each other since Kindergarten and had seen each other on the playground but were never in the same class. Mr. Flock had randomly placed their desks next to each other at the beginning of the school year, and from then on, they were great friends.

“Oh, nothing special, probably head to the library with Scarlett,” she said nonchalantly.

“Oh, come on! You’re there every weekend. Let’s do something different this weekend.”

“Like what?” Emily asked suspiciously.

“There’s a carnival in town. Let’s go check it out today!”

Emily went silent and thought about it. It had been a long time since she was last at a carnival; she didn’t really like them. The crowds, the smells, the scary rides. Yet, she looked at Zach with his eager, excited face and couldn’t let him down.

“Alright, let’s go,” she said.

“Yes!” Zach shouted.

Later that afternoon, they reached the carnival. There were large roller coasters of all different colors that flew overhead. They twisted, turned, and loop de looped. The park smelled of cinnamon, popcorn, and oil being used to fry. The park was busy and bustling; one had to shimmy through crowds to get from one place to the next. Carnival music played all around, making the entire park feel like a gigantic circus. It felt whimsical walking around the park, like being in a land of candy, magic, and fun.

“Which ride should we go on first?” asked Zach.

“That one!” Emily pointed to a ride called Pony Express. It was the smallest, slowest ride in the park. It was for toddlers and little kids. Yet, Zach, being the good friend he was, understood why Emily wanted to ride that one. She hated fast rides, and he was just happy to be there with his friend.

“Okay, sure! Let’s do it!”

They started walking towards the lines, but got separated, jostled, and pushed through a crowd. They got into the line for the ride.

“Hmmm...that’s weird. There’s a lot of big kids in line for this ride. You would think there would be more little kids,” said Zach.

“Yeah, you’re right.”

They reached the front of the line, then understood why there weren’t any little kids. They had accidentally got in line for the Megalodon, the tallest and fastest roller coaster in the park!

“Let’s go!” shouted a park attendant with a haggard, sunken face. “It’s a huge line; get in the seat and buckle up!”

Thinking about the PROBLEM, SUSPENSE, SOLUTION that you identified in step 6. Write a scene from your story here that includes dialogue between characters.

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Look back at your dialogue. Can you add any personality? Can you describe what they look like in more detail? Can you use more descriptive words to tell how they talk?

**Look back at your dialogue. Can you add any personality? Can you describe what they look like in more detail? Can you use more descriptive words to tell how they talk?**



*A happy ending?*  
*Suspenseful ending?*  
*A cliff hanger?*

“Zach! I can’t go on this ride! It’s too big! I’m too scared!” Emily stammered, looking left and right in a panic, but they were already being pushed into the roller coaster cart and strapped in by the attendants.

"Okay," Emily said, nodding her head quickly.

“Welcome, Megalodon riders! Get ready for the ride of your life!” announced the attendant over a microphone, and with that they were headed straight up 400 feet for the first drop. Down went the roller coaster, zooming at 90 miles per hour, twisting, turning, spiraling, and flipping. The wind blew through their hair. Zach looked over at Emily and to his surprise, she was smiling. She was having fun. She was enjoying the ride.

The ride came to an end, and Zach looked at Emily. She sat there, catching her breath. She looked at Zach and screamed, “I loved it! Let’s do it again!”

They rode all the rides that day. Emily left the park with cotton candy in hand, so proud of her own courage. Zach left there also feeling a sense of pride. He was happy for his friend, happy to watch her overcome her fears.





*Next, you'll be connecting your sentences and ideas together to create a short story.*

### EXAMPLE:

## Carnival Courage

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## Carnival Courage

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"Emily, look at me. Don't worry. I'm here, and I promise nothing will happen to you. You have nothing to be afraid of. I'm here, okay?"

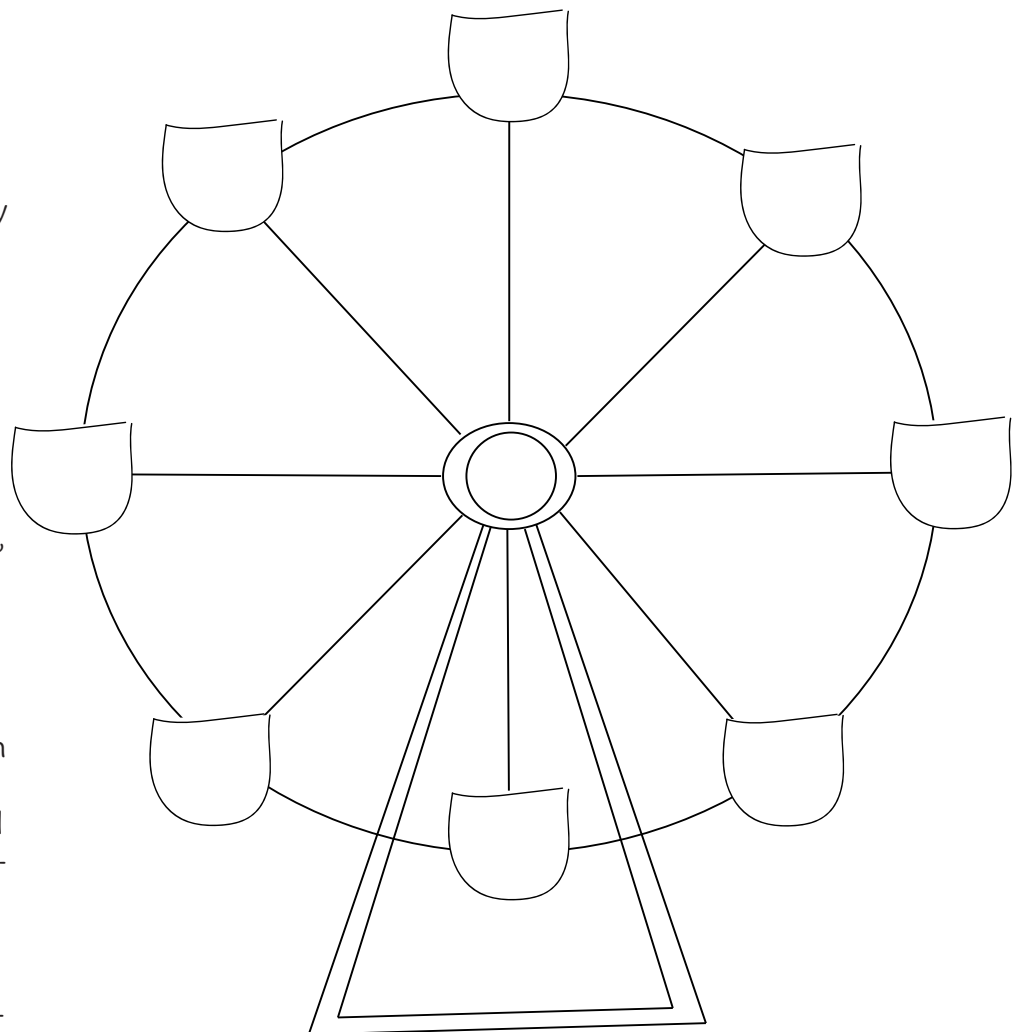
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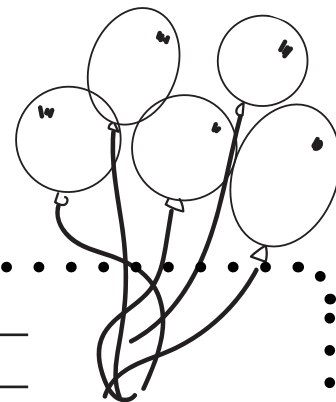
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# YOUR STORY:

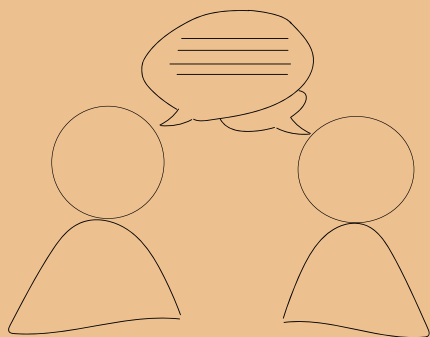
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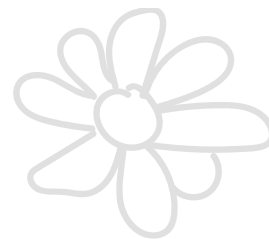
A large rectangular area for writing, enclosed by a dotted border. The area contains 20 horizontal lines for text entry.

## Conversation Corner

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



- What part of the story is your favorite? Can you tell why?
- Does the dialogue help build the story, or does it sound like the characters are rambling?
- Can you tell me about the setting and time your story takes place? Why did you choose this setting?
- Why did you choose to end the story like this?



## 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

- Describe what would happen if Zach and Emily were on the roller coaster and a thunderstorm started. Describe the storm in detail; add dialogue and exciting verbs.

### Challenge Level Two

- Rewrite the story by changing the character traits. Give them brand new personalities and appearances. Change the end of your story based off their new traits.

