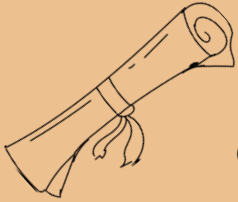




6th Grade Short Story Builder



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. In addition, fictional writing is a fantastic, therapeutic way to break down complex emotions into short, imaginative stories.

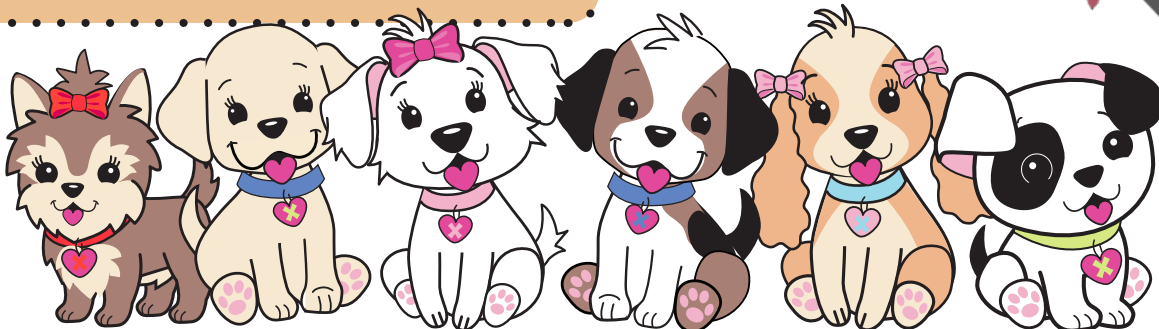
As sixth graders, students' life experiences have expanded. They now have solidified wants, likes, and needs. They are beginning to navigate social circles while trying to stay true to themselves.

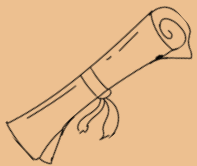
This guide can be used as a space to explore who they are on a deeper, more mature level.

We encourage students to publish their original stories, then share them 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:

Collaboration is the key to unlocking your world of creativity. Share your work often with someone you trust. By going through each step below, you will create a short story by exploring your imagination and emotions.





Notes for
Parents/
Guardians/
Teachers:

The Common Core Writing Standards for Sixth Graders:

- a) Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences
- b) Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically
- c) Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters
- d) Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another
- e) Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events
- f) Provide a conclusion that follows from the narrated experiences or events

This short story-writing guide focuses on *helping the writer express themselves by chunking the writing process into small bite-sized pieces*. 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.

Ideally, you should work with your student on this story guide. Conversations about their writing are equally as important. Having a safe space to talk about ideas is crucial to building confidence, communication skills, and creativity.

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.

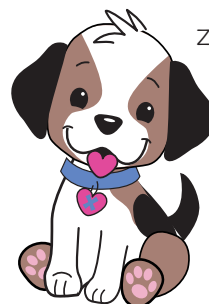
Jacob

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.
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

.....
.....
.....
.....

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

EXAMPLES:

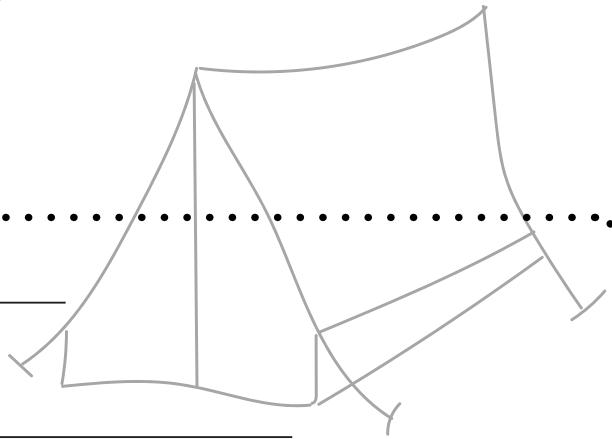
- Zach, Cora, and Emily are accidentally locked in the school for the weekend.
- Zach does something he regrets.
- Jacob and Zach go camping together over the long weekend.

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.

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Step 3: *Let's begin designing our characters.*

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 have outside traits, or physical traits that can be seen. They also have inside traits, or ways the character thinks and acts.

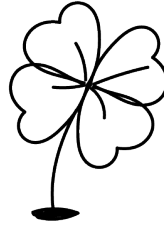
EXAMPLE:

Outside Traits:

athletic build, short, curly hair, tan, large, round, strong, etc.



List the Inside Traits that describe your character:



Inside Traits:

hardworking, competitive, compassionate, playful, energetic, friendly, etc.

List the Outside Traits that describe your character:

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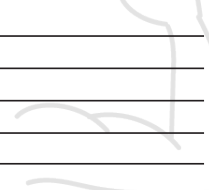
Step 4:

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?

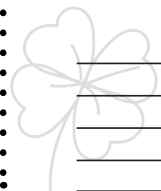
List the Character Traits of one of your supporting characters here.

Character: _____

Outside Traits



Inside Traits



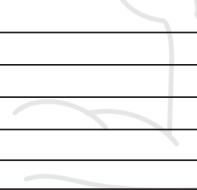
EXAMPLE: Jacob:

- o Outside: smooth, clumsy, agile, squinty (from always looking in a camera)
- o Inside: observant, curious, creative, unsure if his work is any good, etc.


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

Character: _____

Outside Traits



Inside Traits





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.

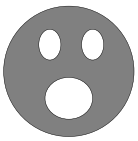
Each section could have anywhere from 1-2 subsections.

This will make your story more exciting. Check it out below..



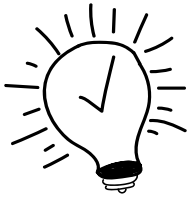
Problem: Zach and Jacob start camping and forget to put the food inside.

- 1) Zach and Jacob have reached the most gorgeous campsite they have ever laid their eyes on.
- 2) They are chit-chatting away about how happy they are to be on the trip together.



Suspense: A bear creeps up wanting to eat their food.

- 1) They hear the leaves start to rustle.
- 2) They turn on their flashlight and see the outline of a huge bear circling the tent.



Solution: They start making a lot of noise in order to scare the bears away.

- 1) They quietly, ever so quietly, put their heads together to think.
- 2) They remember from sleepaway camp at school that they have to make a lot of noise to scare the bear away.



Describe the SEQUENCE of your story here.

Scenario 1



Scenario 1



Scenario 3





EXAMPLE:

Thinking about the PROBLEM and SUSPENSE that you identified in step 5. Write a scene from your story here that includes dialogue between characters.

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?



Step 8:



The ending of the story is as important as the beginning.

How is your story going to end? A happy ending? Suspenseful ending? A cliffhanger?

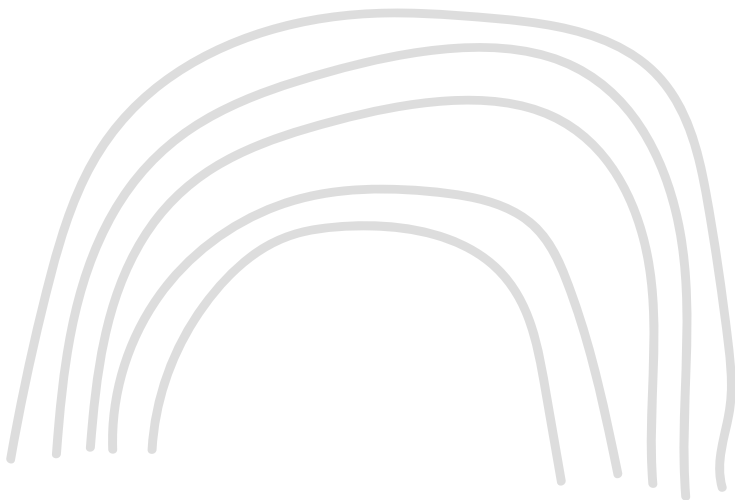
EXAMPLE:

Jacob and Zach looked at each other as they stood in their ransacked campsite and smiled because even though that had been terrifying, they had survived, and they had to admit it was a little cool.



Write your ending to the story here.

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





Step 9:

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

You can use your setting description as a beginning or possibly create a new one describing how your character is feeling at that moment. **Tie the elements together using transition words, dialogue, and showing the reader what is happening** in the story. Next, you'll be connecting your sentences and ideas together to create a short story.



EXAMPLE:

Unexpected Visitor

The evergreens towered over Jacob and Zach. The scent of the trees took both of them back to times of holidays and happiness. They started to unpack their camping supplies once they found a clear patch of pines laying on the ground. Their campground was overlooking a range through a frame of tall evergreens. The fog was rolling through the hills, and the light purples and pinks of dusk were starting to reveal themselves.

"Stove, tent, sleeping bag, food, water. Looks like we have everything here," Zach said.

"Oh wow!" Zach exclaimed with his arms out towards the majestic mountains. "What a view! How lucky are we?"

"I know, right?" Jacob said, shaking his head as he started pulling camp gear from his backpack.

"That hike wasn't too bad either. I think I could totally do it again. Those evergreens are so pretty and the smell! My goodness! So fresh!"

"Alright, let's get to work. We have a lot of unpacking to do," Jacob said with a smile, rubbing his hands together.

As they started setting up the tent, stove, chairs, and water, they reminisced about the first time they went camping in the 4th grade. They had loved everything about that trip, and they had promised they would do it again one day. They were totally lost in the story and run-

ning on adrenaline. They came back camping!

After the campsite was set up, they cooked a simple dinner of baked beans and watched the fire dim under the blanket of the galactic Milky Way.

Jacob said, "Hey? How about we hit the sack? Let's get up nice and early and watch the sunrise."

"Sounds like a plan to me, my friend," Zach replied. They threw water on the fire and trotted into their tent.

"Good night, Jacob. Thanks for being such a good friend. This is awesome!"

"Good night, Zach, and don't mention it; that's what friends are for."

With that, they dimmed their LED light inside their tent, nestled into their orange fluffy sleeping bags, and started off towards dreamland.

Rustle, rustle, BANG!

The boys shot up from their slumber.

"What was that noise?" Zach whispered.

Jacob slowly turned on his LED light to find that circling around their tent was the outline of a massive bear.

Unexpected Visitor

"What do we do? What do we do? What do we do!" Jacob said so quietly it was almost a shriek.

"Remember when we went camping in 4th grade?"

Jacob nodded in a panic.

"Jacob, I'm going to need you to be very brave right now. To get that bear out of here, we're going to have to make a lot of noise. Remember what the camp instructor said?"

Jacob went so pale he was almost translucent.

"Slowly, very slowly, grab the loudest things we have around us, and when I say three, started banging away. Okay?"

Jacob nodded, eyes wide, breathing heavily.

Ready? mouthed Zach

Jacob nodded. On the count of three, the boys went berserk, screaming, banging pots and pans, and blaring metallic rock music from their

Bluetooth speaker. They made noise until their faces turned blue. Then they stopped. Out of breath, they looked at each other.

"Think it's gone?" Jacob asked.

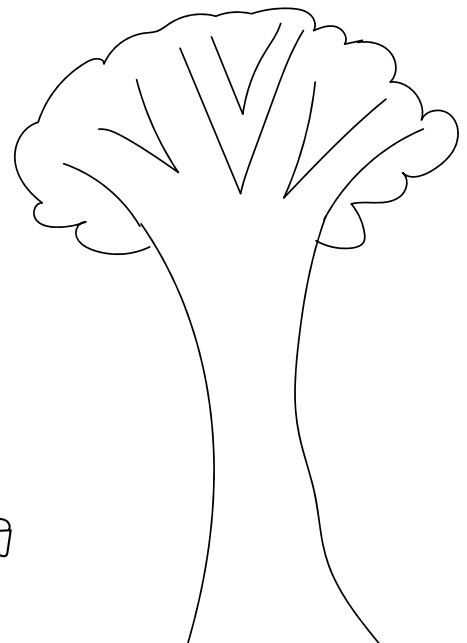
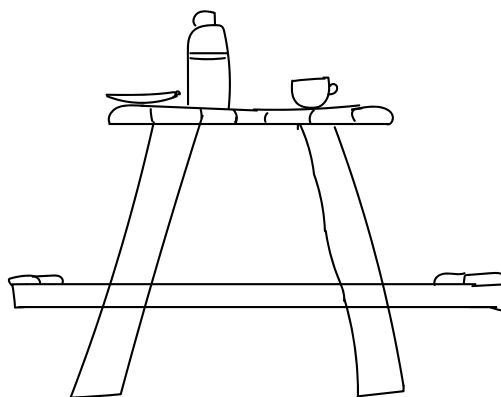
"Well, unfortunately, there's only one way to find out, isn't there?"

They slowly unzipped the red tent and peeked their heads out. The campsite was in a shambles, but the bear was gone. They worked up the courage to step out of the tent to assess the scene.

"Food!" Zach said pointed to the red cooler. "We left our food out."

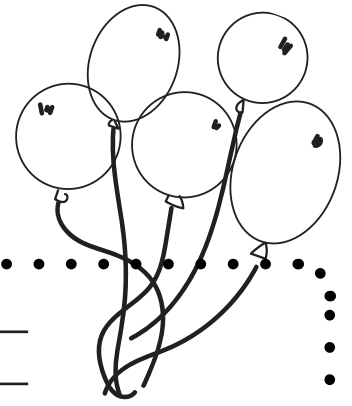
Jacob smacked his forehead as if saying seriously, "Okay then, it can only go up from here! We're already off to a great start." Jacob grabbed the cooler and placed it in the tent.

Jacob and Zach looked at each other as they stood in their ransacked campsite and smiled, because even though that had been terrifying, they had survived, and they had to admit it was a little cool.



YOUR STORY:

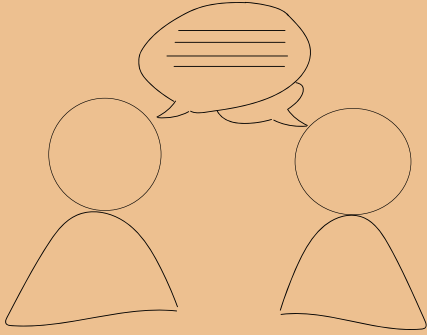
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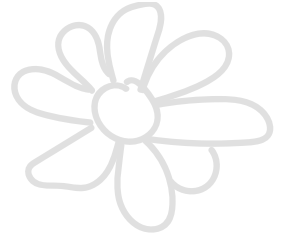
A large rectangular area for writing, enclosed by a dotted border. The area contains 20 horizontal lines for text entry.

Conversation Corner

Once a student has completed the story, ask the following questions.
The questions have been designed to make their writing more vibrant and more detailed and to build their characters.



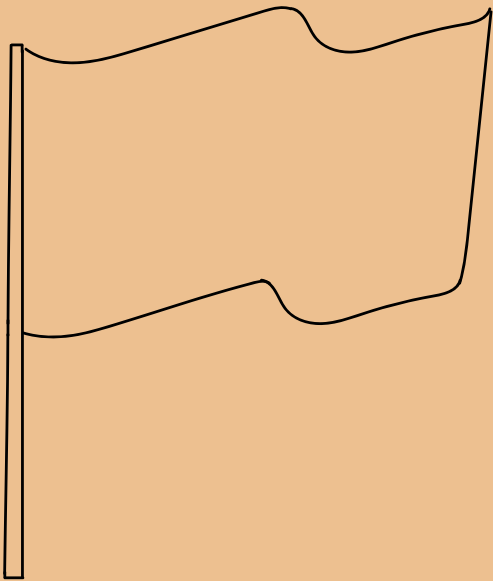
- What details can you add to bring your story to life even more so?
- Can you go back and change anything from tell to show? Why did you choose to change that?
- How are your characters affected by the incident? What details show that?
- Can you make your setting more vibrant, more alive?
- Do the main characters change in any way during the story? Their inside traits or outside traits?



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

- Include characters from the last movie you watched.
- They can fly in, drive in, walk by. In some way, shape, or size include a movie character

Challenge Level Two

- Your character's plot ends up going viral. How did it happen? What platform? What were they doing? How did they handle going viral?

