## Crafting Pathway Stories

## **Big Ideas:**

Language and text can be a source of creativity and joy. Design can be improved with prototyping and testing.

**Curricular competencies:** Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts.

Recognize the structure and elements of story.

Respond to text in personal, creative, and critical ways.

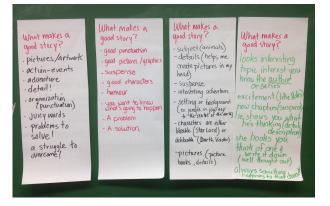
Choose a design opportunity, generate potential ideas for a story, develop a plan and explore and test this plan in Twine.



Driving Question: What makes a story interesting to read?

**Learning Targets:** I can think critically and creatively about the essential ingredients to a great story. I can generate story ideas and add to others' ideas.

**Co-Constructing Ideas:** In small groups, invite students to help brainstorm and collect ideas in response to the question, "What makes a story interesting to read?"





**Establishing a Need to Know** - looking to mentor texts, offer a 'drive-by' with one fabulous story - *The Most Magnificent Thing* by Ashley Spires... identify the struggle and count how many pages in this story share the struggle.

https://www.youtube.com/watch?v=GgECc3gKuTo (5:00)

Zoom in on the essential story ingredient, *no struggle = no story*.

Alert learners to notice and think about how authors do this, how they include a struggle in their stories that might even continue page after page, after page...that's really how a story is made!

All stories have a struggle. If there's no struggle, then there's no story. This is true for most stories. They have struggles. Invite students to think about their favourite story books; movies. They most definitely have struggles.

If every story a student writes (whether it is a true life story or a fiction story) includes a struggle, and at the end the struggle is overcome, then the story becomes more enjoyable to read.

**Digging deeper**: Share the beautiful wordless picture story, *Hank Finds an Egg* by Rebecca Dudley. With students help, explore the story - identify the hook, the struggle, the steps taken to solve the problem and then, the final resolution!

Next, share the Twine version we have crafted of this story... exploring the different pathways.



Co-constructing ideas: Show students the online story map we've crafted at https://twinery.org/

Demonstrate how to add a card, how to link to other cards, how to add text and images to a card and how to save your work. Invite students to help us finish the pathway that leads to a final resolution!

## Next Steps:



**Design Thinking:** Share the story *One Day, The End* by Rebecca Kai Dotlich to inspire students with possibilities for framing a story. Their task will be to borrow a beginning and end idea from the book and begin crafting a pathway story.

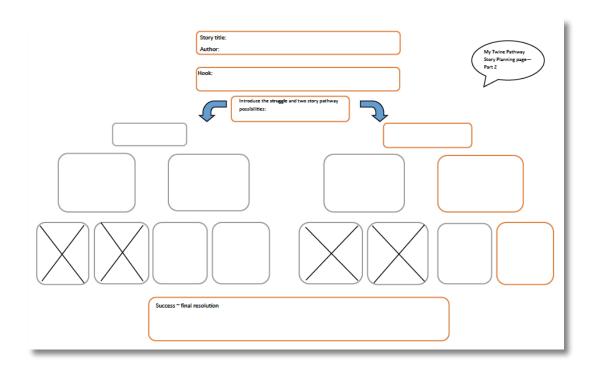
Pathway story designs should include:

- a title slide (book cover)
- •a hook to draw the reader in
- •a struggle to capture the reader's curiosity
- •multiple pathways with one path that leads to a resolution

Where's the middle? Consider a story that has no path—no struggle. You are offered a beginning and an end.
No struggle, no story
$\overset{oldsymbol{N}}{\longrightarrow}$ $+$ $\overset{oldsymbol{M}}{\longleftarrow}$ a story !!!
"Where's the middle ?"
You create it !

day I ran away.	I came home.

Once Students have drafted a story, their next step is to plot their story into the Story Pathway Map thumbnails.



**Closure**: share the Youtube clip Minions Changing a Lightbulb (0:47)

Invite students to investigate the short clip for the struggle, the problem solving and the resolution.

https://www.youtube.com/watch? v=UdZ9P\_tWFSw

