



4TH GRADE

VOLUME 4.2

Fantasy Writing Unit for *The Castle in the Attic*

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Welcome to the 4.2 Fantasy Writing Unit for *The Castle in the Attic!*

If this is your first time using this guide, you will want to read through this introduction carefully, as it provides information that you will find critical to your establishment of a successful language arts block!

This realistic fiction writing unit is meant to be taught in conjunction with the *Read Side by Side Reading Program*, Unit 4.2, *The Castle in the Attic*. The book *The Castle in the Attic* will be used as a mentor text to build students' background knowledge and expose students to the craft of writing.

This unit takes approximately 15 days to complete, from brainstorming and planning to sharing the published piece! Lessons in this unit give students explicit instruction in the steps of the writing process and the structure of narrative writing. Some craft and grammar lessons will be incorporated as students revise and edit their writing. You may want to supplement with additional craft, grammar, and spelling lessons between writing units.

Prior to starting the unit, you will want to consider how students will publish and share their writing. Here are a few suggestions:

- illustrated book,
- chapter book,
- handwritten book;
- audio book.

Students might read their story to their own classmates, visit another classroom, or make their writing available for others to read in the classroom, library or other public location.

After students have had the opportunity to publish their writing, assess their work using the checklist for grading a narrative story provided at the end of the unit.

Schedule

To complete this unit, you will need to set aside 30-minutes for writing, 2-4 times a week.

Instructional days begin with a whole-class lesson. Lessons will be 10-15 minutes in length, allowing a short time after the lesson for students to work on the assignment. While working, students will access the help of a writing partner as needed. It may be helpful to seat partners next to each other during the work time. The teacher then confers with partnerships as needed.

Working days allow students to get started right away on writing projects. During the work time, students will continue to access a partner or the teacher for help as needed. If it is challenging to find time every day for writing, teachers might assign these work-projects as homework.

Narrative schedule:

1. Brainstorm & Plan	<ul style="list-style-type: none">• Make a list of story ideas.• Select a strong idea from the list.• Complete a <i>Narrative Writing Map</i>.• Write a blurb.• Design a cover.	Day 1-4
2. Draft	<ul style="list-style-type: none">• Write a draft using the 4-quadrant method.	Days 5-8
3. Revise & Edit	<ul style="list-style-type: none">• Use dialogue to show a character's thoughts and emotions.• Use the rules for punctuating dialogue.• Use dialogue tags to show who is speaking.• Use details that activate the reader's 5-senses.	Days 9-10
	<ul style="list-style-type: none">• Edit and revise using a checklist.	Day 11
4. Publish & Share	<ul style="list-style-type: none">• Complete a final product that is handwritten, typed, or other.• Share with a real audience.	Days 12-15

Day 1: Brainstorm Ideas & Plan

Lesson Goals: Brainstorm several ideas for writing and select one to write about. Begin to plan a piece of writing using the *Narrative Writing Map 1*.

Materials:

Narrative Writing Map 1

Instructional Procedures:

1. *Introduction:* A fantasy story tells a fictional story with fictional characters. The setting of the story is a fantastical place, a realistic world with fantastical elements or a fantastical world with realistic elements. Fantasy stories are typically written in the first or third person.
2. The book *The Castle in the Attic* first takes place in a realistic setting with fantastical elements, then the setting changes to a fantastical place. The story is told in the third person; the story is told from the perspective of an outsider and uses the pronouns *he, she, it* and *they*.
3. *Introduce the writing prompt:*
Write a story in which a fantastical character enters the real world or a realistic character enters the fantastical world.
*The story can be a sequel to the *Castle in the Attic*, or something entirely different.*

You will write in the third person, using the pronouns *he, she, it* and *they*.

4. *Brainstorm:* Model brainstorming 2-3 ideas for your own piece of writing. Examples might include:
 - The Silver Knight returns to Jonathan's world to visit Mrs. Phillips.
 - Jonathan returns to the Silver Knight's world to help fight a troll.
 - A girl discovers a dragon when hiking through the forest.
 - A boy opens a book and suddenly finds himself in the story.
5. *Select:* Model selecting one story idea from your list. Share tips for selecting a strong idea for a story:
 - The story should be fantastical.
 - The story should have a series of problems and important events.
 - The events should create a change in the main character or teach a lesson.
 - The story should be something that you would enjoy writing about.
6. *Plan:* Model filling out *Narrative Writing Map 1* for the story you will be writing, saving the last section (question/prediction) for Day 3. Demonstrate how to think about and jot notes about the:
 - main character,
 - secondary characters,
 - setting (time, place, and circumstance); and
 - problem/conflict.

Work Time & Collaboration: Give students time brainstorm ideas, select an idea, and fill-out *Narrative Writing Map 1*. Then, give time for partners to share their writing plan and receive feedback.

- What do you like about my story idea?
- What might I do to improve my story idea?

(Title)

Main Character			
Secondary Character(s)			
Setting	<u>Time</u>	<u>Place</u>	<u>Circumstance</u>
Problem/ Conflict			
Question / Prediction			

Day 2: Plan

Lesson Goals: Continue to plan a piece of writing using the *Narrative Writing Map 2*.

Materials:

Narrative Writing Map 2

Instructional Procedures:

1. *Introduction:* Tell students they will now be planning for the events of their story. They will write their story in four-quadrants.
2. *Plan:* Model planning quadrant 1 of your story using *Narrative Writing Map 2*.
 - How does the problem start?
3. *Plan:* Model planning quadrant 2 of your story using *Narrative Writing Map 2*.
 - How does the problem continue?
 - How does the main character feel?
4. *Plan:* Model planning quadrant 3 of your story using *Narrative Writing Map 2*.
 - What causes the main character to change? How does the main character change?
5. *Plan:* Model planning quadrant 4 of your story using *Narrative Writing Map 2*.
 - How is the problem resolved?
 - What does the main character learn?

Work Time & Collaboration: Give students time to fill-out *Narrative Writing Map 2* for their own story. Then, give time for partners to share their writing plan and receive feedback.

- What do you like about my story?
- What might I do to improve my story?

NARRATIVE WRITING MAP 2

Q1	How does the problem start? <hr/> <hr/> <hr/> <hr/> <hr/>
Q2	How does the problem continue? How does the main character feel? <hr/> <hr/> <hr/> <hr/> <hr/>
Q3	What causes the main character to change? How does the main character change? <hr/> <hr/> <hr/> <hr/> <hr/>
Q4	How is the problem resolved? What does the main character learn? <hr/> <hr/> <hr/> <hr/> <hr/>

Day 3: Plan

Lesson Goals: Continue to plan a piece of writing by writing a blurb.

Materials:

Narrative Writing Map 1

Instructional Procedures:

1. *Introduction:* Tell students they will be writing a blurb for their story. Remind them that the blurb does not give away how the story will end. The blurb usually ends with a question so that the person reading the blurb will want to read the story. For example, the blurb for *The Castle in the Attic* might ask the question, “Will William win the battle against a fiery dragon and an evil wizard?”
2. *Plan:* Model writing a question to use in the blurb of your own story.

Work Time & Collaboration: Give students time to finish filling-out *Narrative Writing Map 1* and then write the blurb for their own story about conflict. Then, give time for partners to share their blurb and receive feedback.

- What do you like about my blurb?
- What might I do to improve my blurb?

Day 4: Plan

Lesson Goals: Continue to plan a piece of writing by making a cover.

Materials:

Blank paper and art materials for designing a cover or illustration software.

Instructional Procedures:

1. *Introduction:* Tell students that they will be designing the cover of their book. Every book cover begins with a great title. Share tips for writing a good title:
 - It should provide a clue about the conflict in the story.
 - It should be relatively short.
 - It should get the reader interested.
 - It should put a picture in the reader's mind.
2. *Plan:* Model writing a title for your own story.

Work Time & Collaboration: Give students time to create a cover for their book. Then, give time for partners to share their covers and receive feedback.

- What do you like about my cover?
- What might I do to improve my cover?

Day 5: Draft, Quadrant 1

Lesson Goals: Begin drafting a piece of writing.

Instructional Procedures:

1. *Introduction:* Tell students they will now be drafting quadrant 1 of their story.
2. *Draft:* Model writing quadrant 1 of your story. Demonstrate how to include details about the:
 - Characters
 - Setting
 - Conflict

Model using descriptive language and details to help the reader picture the characters and the setting in their mind.

TIP: Share with students that an appropriate length for quadrant 1 is about one page, handwritten. (Each quadrant should be about the same length so that the full story is about 4 pages.) To help keep students organized, it may work best to have students use a new sheet of paper for each quadrant, even using different colors of lined paper if available.

Work Time & Collaboration: Give students time to draft quadrant 1 of their book. Then, give time for partners to share writing and receive feedback.

- What do you like about my story?
- What might I do to improve my story?

Day 6-8: Draft, Quadrants 2-4

Lesson Goals: Continue drafting a piece of writing.

Instructional Procedures:

1. *Introduction:* Tell students that they will now be drafting quadrants 2-4 of their story.
2. *Draft:* Model writing quadrant 2 of your story. Demonstrate how to include details about the:
 - Conflict
 - The main character's actions, words and feelingsModel using descriptive language and details to help the reader feel how the main character is feeling.
3. *Draft:* Model writing quadrant 3 of your story about conflict. Demonstrate how to include details about the:
 - Conflict
 - Change in the main characterModel using descriptive language and details to help the reader understand that the main character is changing.
4. *Draft:* Model writing quadrant 4 of your story about conflict. Demonstrate how to include details about the:
 - Resolution
 - Author's messageModel using descriptive language and details to help the reader understand how the story ends and a lesson is learned.

Work Time & Collaboration: Give students time to continue drafting their own stories. Then, give time for partners to share their writing and receive feedback.

- What do you like about my story?
- What might I do to improve my story?

Day 9: Revise & Edit, Dialogue

Lesson Goals: Reread a piece of writing and make revisions and edits.

Materials:

Dialogue Sheet 1

Instructional Procedures:

1. *Introduction:* Tell students that they will now be revising and editing their stories to make them easy to read and enjoy.
2. *Revise:* Narrative stories use dialogue to reveal the thoughts and feelings of the characters. Dialogue is between two or more characters.

Read the example at the top of *Dialogue Sheet 1*.

“I thank you for your patience, kind sir,” said the knight. “Allow me to present myself. I am Sir Simon of Hargrave, known in my own country as the Silver Knight.”

“I am glad to meet you,” William replied, remembering his manners. “I am William Edward Lawrence. I’m sorry I dropped you. I thought you were made of lead, and then when you moved, I got scared. I felt a little prick. It must have been your dagger.”

“May I ask, is this country peopled entirely by giants?”

William grinned at the question. He’d certainly never thought of himself as a giant. “Yes,” he said. “I am one of the smaller ones.”

Discuss: How does this dialogue reveal each character’s thoughts and feelings?

Model searching for a place in your writing where two or more characters are talking. Model revising the dialogue to reveal the feelings, thoughts and emotions of the characters.

3. *Edit:* When author’s use dialogue in their stories they follow rules for punctuation.

Discuss: the dialogue rules listed on *Dialogue Sheet 1*.

Model editing the dialogue in your story to match the dialogue rules.

4. *Revise:* Authors use dialogue tags to tell who in the story is talking.

The most common dialogue tags are:

- *said* – used when the character makes a statement.
- *asked* – used when the character asks a question.
- *exclaimed* – used when the character says something in surprise, anger, or pain.

When used repeatedly in our stories, these dialogue tags can make the story feel flat.

Discuss: *Dialogue Sheet 2* which provides some other ideas for dialogue tags. Encourage students to add some of their own ideas to each list.

Revise: Model revising dialogue tags in your own writing, choosing alternatives to *said*, *asked*, and *exclaimed*.

Work Time & Collaboration: Give students time to revise and edit dialogue in their own stories. If a student does not have dialogue, encourage them to add it. Then, give time for partners to share their dialogue and receive feedback.

- What do you like about the way I used dialogue in my story?
- What might I do to improve it?

DIALOGUE SHEET 1

Narrative stories use dialogue to reveal the thoughts and feelings of the characters. Dialogue is between two or more characters.

Example from page 22 of *The Castle in the Attic*:

“I thank you for your patience, kind sir,” said the knight. “Allow me to present myself. I am Sir Simon of Hargrave, known in my own country as the Silver Knight.”

“I am glad to meet you,” William replied, remembering his manners. “I am William Edward Lawrence. I’m sorry I dropped you. I thought you were made of lead, and then when you moved, I got scared. I felt a little prick. It must have been your dagger.”

“May I ask, is this country peopled entirely by giants?”

William grinned at the question. He’d certainly never thought of himself as a giant. “Yes,” he said. “I am one of the smaller ones.”

Dialogue rules:

1. Put quotation marks around words that are being spoken.
“May I ask, is this country peopled by giants?”
2. Punctuation goes inside the quotation marks.
“May I ask, is this country peopled by giants?”
3. Use dialogue tags to show who is speaking. **“Yes,” he said.**
4. Typically, the dialogue tag comes *after* the dialogue. Put a comma inside the quotation marks and a period after the dialogue tag. **“Yes,” he said.**
5. Capitalize the first word of what is being said.
“Yes,” he said. “I am one of the smaller ones.”
6. Start a new paragraph each time a new person speaks.
——> **“I thank you for your patience, kind sir,” said the knight. “Allow me to present myself. I am Sir Simon of Hargrave, known in my own country as the Silver Knight.”**
——> **“I am glad to meet you,” William replied, remembering his manners.**

DIALOGUE SHEET 2

STATEMENT	QUESTION	EXCLAMATION
said	asked	exclaimed
uttered declared announced mentioned shared blabbered blurted proclaimed commented whispered murmured remarked answered replied responded	questioned quizzed begged demanded pressed	blurted uttered cried hollered shouted chirped bellowed thundered hailed shrieked announced

Day 10: Revise, Use the 5 Senses

Lesson Goals: Add details that activate the 5-senses: see, hear, smell, taste, and touch.

Instructional Procedures:

1. *Introduction:* Tell students that they will now be revising and editing their stories to make them easy to read and enjoy.
2. *Revise:* Today we are going to add details that activate the reader's five senses: see, hear, smell, taste, and touch.

In the book *The Castle in the Attic*, Elizabeth Winthrop uses details to activate the reader's 5-senses and draw the reader into the story.

Read the example provided on the *5-Senses sheet*.

Discuss how the use of the 5-senses draws the reader into the story making the story more enjoyable.

3. *Revise:* Model revising your own writing to include details that activate the 5-senses.

Work Time & Collaboration: Give students time to revise their own stories by adding details that activate the reader's 5-senses. Then, give time for partners to share their writing and receive feedback.

- What do you like about the way I used details in my story?
- What might I do to improve it?

5-SENSES SHEET

Narrative stories use details to activate the reader's 5-senses: see, hear, smell, taste, and touch.

Example from page 18 of *The Castle in the Attic*:

Hear

William listened to the sounds of his mother made as she moved through the house.

“Let’s pretend we’re asleep,” he whispered to Bear. He lay still as she pulled the blankets up to his shoulder and tucked them in under his chin. She leaned over and kissed him on

Smell

the right temple. The smell of her perfume hung in the air after she left. The headlights of

See

the second car swept across the ceiling as Dad pulled into the driveway. “Number two,”

Hear

William mumbled into the pillow. More doors and running water and some whispering in the hall, and then the big house was quiet.

He let a little more time go by, just to be on the safe side, and then got very quietly out of bed...

William knew just how far to open that attic door so that it wouldn’t creak. He

Hear

and Bear slipped through without a sound. He flipped on the light switch and left his

See

flashlight on the bottom step. The castle loomed above him, one great gray shadow. He was glad he had brought Bear...

Touch

In a soft bed of crumpled tissue paper lay the Silver Knight. He carried a shield

See

decorated with a cross in one corner and the small, curved figure of a lion in the other...

After studying him for a moment, William picked him up.

Touch

To his amazement, the figure felt soft and wrinkled and warm. And it moved.

Day 11: Edit & Revise

Lesson Goals: Reread a piece of writing and make revisions and edits.

Materials:

Editing and Revision Checklist

Instructional Procedures:

1. *Introduction:* Tell students they will now be revising and editing their stories to make them easy to read and enjoy.
2. *Edit:* Model editing your own writing using the editing checklist.
3. *Revise:* Model revising your own writing using the revision checklist:

Work Time & Collaboration: Give students time to revise and edit their own stories. Then, give time for partners to share their stories and receive feedback.

- How did I use proper punctuation, grammar, and spelling in my story?
- What might I do to improve it?

Editing Checklist:

- _____ Sentences start with a capital letter.
- _____ I used capital letters for proper nouns.
- _____ I have punctuation at the end of each sentence.
- _____ I checked my words for spelling.
- _____ I indented paragraphs.

Revision Checklist:

- _____ I started with an introduction that is clear.
- _____ I ended with a conclusion that is clear.
- _____ I used transition words at the beginning of paragraphs.
- _____ I used language to show how one event may have caused another event.
- _____ Sentences make sense.
- _____ Sentences stay focused on the topic.
- _____ I added details and elaboration that are important to the topic.
- _____ I used key vocabulary.

Day 12-15: Publish & Share

Lesson Goals: Publish a piece of writing.

Instructional Procedures:

1. *Introduction:* Tell students they will now be preparing their piece of writing for others to read. This is called publishing.
2. *Discuss:* how stories will be published—handwritten, typed, or other. Let them know when and how their stories will be shared with the class.

Work Time & Collaboration: Give students time to publish their writing and share their writing with an audience.

Ideas for publishing:

- illustrated book,
- chapter book,
- handwritten book; and
- audio book.

Ideas for sharing:

- read stories aloud to classmates,
- read stories aloud to another class,
- make stories available for others to read (in the classroom, library, or other); and
- take stories home to share with family.

An **author's chair** is a fun classroom tradition. It is a decorated chair in which an author sits to share his/her writing. Teachers can paint a wooden chair or have each new class decorate a pillowcase to go over the back of a chair. This quickly transform a standard classroom chair into something special for young authors.

Checklist for Assessing a Narrative Story

<p>Cover _____/6</p>	<p>____ Has a title that is short. ____ The title puts a picture in the reader's mind.</p> <p>____ Includes a blurb that talks briefly about the story. ____ The blurb entices the reader to read the book.</p> <p>____ The cover gives the reader a clue about the story. ____ The cover gets the reader interested.</p>
<p>Exposition ____/6</p>	<p>Characters ____ Introduces more than one character. ____ Gives important details about each character. ____ Is written in the first or third person.</p> <p>Setting ____ Establishes a setting: time and place. ____ Gives important details about the setting.</p> <p>Problem ____ Introduces a problem/conflict.</p>
<p>Rising Action ____/8</p>	<p>Text Structure ____ Presents a logical series of events that result from the conflict. ____ Events build toward a climax. ____ The events reveal the author's central message or theme.</p> <p>Craft ____ Includes the development of a main character. ____ Includes dialogue and/or interior monologue. ____ Uses language to show the passage of time. ____ Uses descriptive language. ____ Includes humor and/or figurative language.</p>
<p>Falling Action & Resolution ____/3</p>	<p>____ The problem is resolved. ____ The character has changed or learned something. ____ The ending is satisfying to the reader.</p>
<p>Revision and Editing ____/5</p>	<p>____ Writing is edited for spelling. ____ Writing is edited for grammar. ____ Writing is edited for punctuation. ____ Writing shows evidence of revision. ____ Published writing is polished.</p>
<p>Collaboration & Effort ____/4</p>	<p>____ Worked well with a partner. ____ Respectfully gave feedback to a partner. ____ Respectfully received feedback from a partner. ____ Showed good effort and persistence.</p>
<p>Total: ____/32</p>	<p>Comments:</p>

The Hidden Passage

Blurb: Twelve-year-old Emma goes to the town library, expecting to find an interesting book. Instead, she stumbles into a hidden world filled with knights and magical creatures. Emma agrees to go on a magical quest that will test her courage and prove that even an ordinary girl can become a hero.

Emma Rodriguez liked going to the town library after school. It was quiet, and she could always find interesting books there. One rainy Tuesday, Emma wandered through the shelves looking for a book about constellations. While she was searching, she noticed a strange book. It had a dark blue cover and looked older than the other books.

When she pulled it from the shelf, something surprising happened. The shelf behind her slowly moved and opened like a secret door. Behind it was a glowing stone archway.

Emma stared at it in shock. “What is that?”

She didn’t have much time to think about it. She stumbled forward and landed on the hard ground. When she stood back up, she looked around and realized she wasn’t in the library anymore. She was standing in a wide field with tall trees and mountains nearby.

“This can’t be real,” she whispered.

A tall knight wearing shiny armor walked toward her.

“Welcome to Eldoria,” he said kindly.

Emma blinked. “Eldoria?”

“My name is Sir Rowan,” the knight explained. “You have entered our world and we need your help.”

Emma looked confused. “My help? I’m just a regular kid.”

Sir Rowan explained that their kingdom was in trouble. A magical crystal called the Heartlight had been captured by a creature called the Shadow Beast. Without the crystal’s power, the land would slowly lose its magic.

“I don’t think I can help you,” she said nervously.

Sir Rowan nodded. “Sometimes ordinary people can do extraordinary things.”

Emma thought about what he said. Finally, she took a deep breath and nodded. “Okay. I’ll try to help.”

They walked through the forest until they reached a dark mountain with a cave at the top. Inside the cave, Emma saw the glowing crystal floating in the air. Dark smoke wrapped around it like chains.

Suddenly two glowing eyes appeared in the darkness. The Shadow Beast stepped forward and let out a low, loud growl that shook the floor of the cave.

Emma's heart pounded. She felt scared. "You can do this," she whispered to herself.

Sir Rowan stood beside her with his sword ready. Emma noticed that every time the creature growled and tried to scare them, the crystal grew dim. Then she understood something.

"The monster feeds on fear," Emma said.

She took a deep breath and stood tall.

"You don't control me," she said bravely.

The crystal suddenly glowed brighter. The smoke around it started to clear. Bright light filled the cave. The Shadow Beast slowly disappeared into the air. The Heartlight was free. Outside, the kingdom looked bright and peaceful again.

Sir Rowan bowed to Emma. "You have saved our land. You are a hero."

Emma smiled shyly. "I don't feel like one."

"Heroes usually don't," he replied.

Soon the glowing stone archway appeared again. Emma stepped through it and found herself back in the library. The rain was still falling outside, and everything looked normal again. The blue book was still in her hands.

Emma looked around the library and smiled. "Maybe I'm braver than I thought."

Even though no one else in the library knew what happened, Emma would never forget the day she found the courage to help save a magical kingdom.