

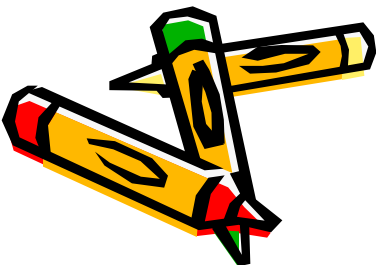
Programas de Innovación: *EXPLORING OUR OWN CLASSROOM PRACTICE*



Dirección General de Becas y Ayudas al Estudio
Consejería de Educación e Investigación
Comunidad de Madrid

Pozuelo de Alarcón
(20-22 abril de 2018)

Cristina M^a Sanz Gutiérrez



CREATIVE WRITING:

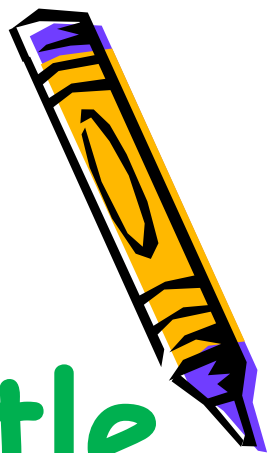
A Mystery in the Castle

*By 4A pupils and teacher,
Ms Cristina M^a Sanz Gutiérrez*

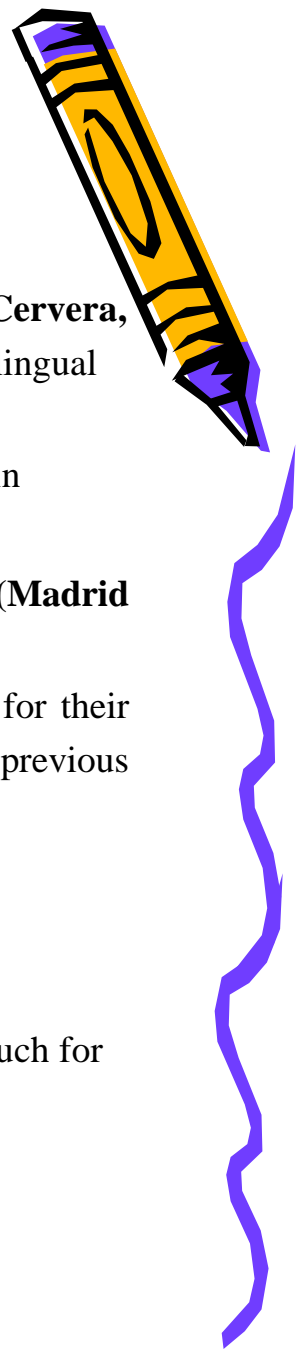
José Calvo Sotelo Bilingual State School



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ACKNOWLEDGEMENTS



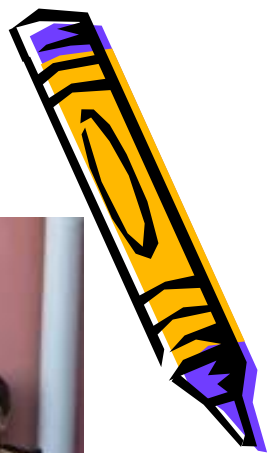
I would like to dedicate the present work to all the people who supported me:

- To **Ms Nuria Senise Lirola, Ms M^a Antonia Fernández Yubero, Mr Pablo Cantero, Mr David Cervera, Mr Ismael Sanz Labrador (Madrid Council of Education)** for your outstanding support in the Bilingual Programme and professional training opportunities.
- To **Ms Haley Damm-Hamblin** (Language Assistant) for your constant and hard work and passion in everything you do. Needless to say Education needs people like you.
- To **Ms Gretchen Dobrott, Ms Esther Calvo Calvo, and the staff at CTIF Madrid-Capital (Madrid Council of Education)** for the amazing refresher courses I undertake.
- To **Ms M^a Luisa Martín Nieto** (Principal) and **Ms Isabel Cabañas** (Deputy Head of Studies) for their **OUTSTANDING WORK** and support in the Bilingual Programme in the school throughout the previous year. Many thanks for all your hard work and devotion to teaching.
- To my dear **Year 4A pupils** for their enthusiasm, positive attitude, energy and creative ideas.
- To **4A parents** for their outstanding and permanent support.

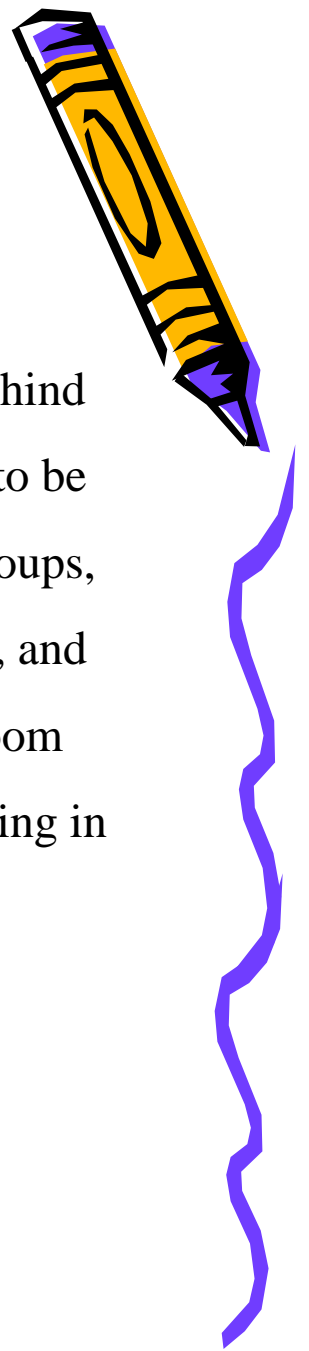
The story *A Mystery in the Castle* would not have been possible without all of you. Thank you so much for your kind support.



-Cristina María Sanz Gutiérrez-



Mission Statement

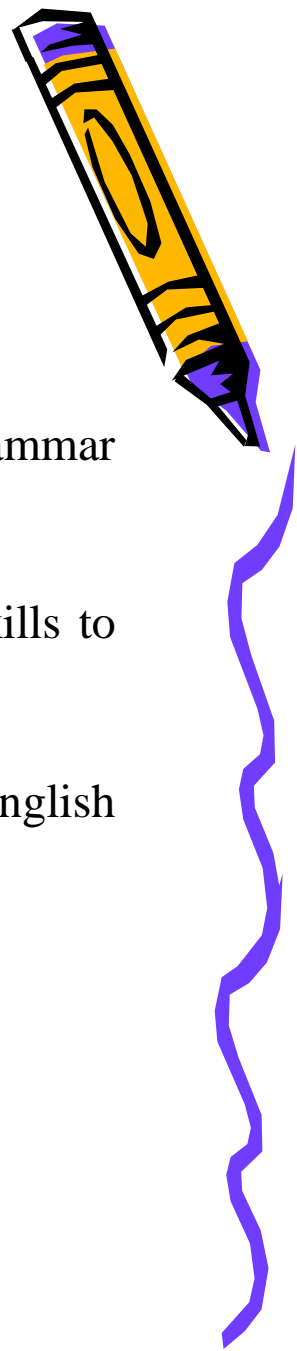


Motivation is the key to learning. Learning by doing is the key principle behind the creative writing project, *A Mystery in the Castle*. By allowing students to be the authors of their own story, they are able to practice working in small groups, together as an entire class, using the English language in a practical setting, and have a final product to show for it. Incorporating imagination in the classroom develops students who are capable of not just learning in English, but creating in English as well.

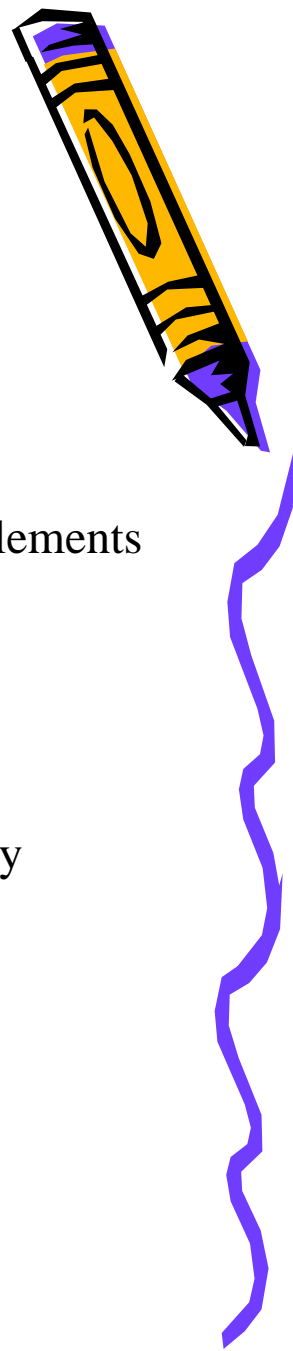


PROJECT GOALS

- Use English in a practical setting.
- Let pupils create, and author their own story using the vocabulary and grammar structures they already know.
- Develop a sense of working with others in small groups using social skills to complete a project.
- Allow students to incorporate imagination and creativity into their English studies.



Day One



- Project proposal: “What if we write a story?”.
- Discussion of elements of a story: characters, setting, and problem.
- Brainstorm ideas for story elements, and come to consensus on which elements will be used.

Characters

- A boy (Jake).
- A girl (Holly).
- A cat (Whiskers).
- A Mystery Person.

Setting

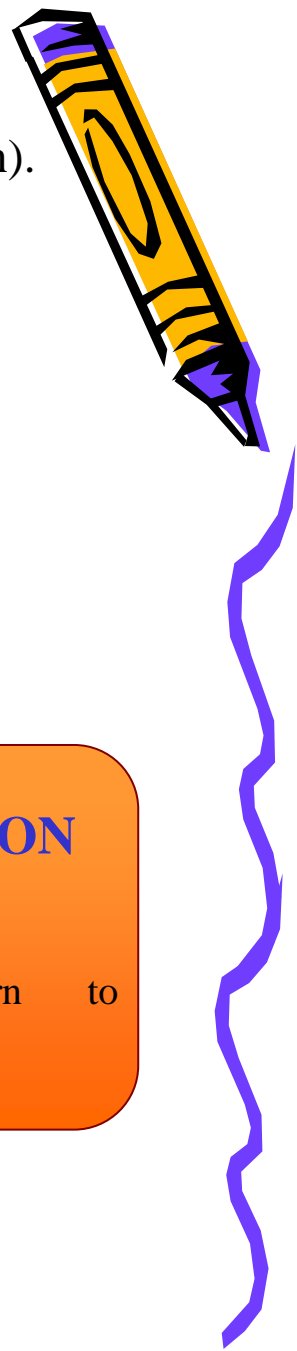
- A house in the countryside.
- A forest.
- A castle.

Problem

- Whiskers suddenly goes missing.



- Detailed story planning: sections of the story (action, problem and resolution).



SECTIONS IN OUR STORY

ACTION

- Description of our setting.
- Introduction of our characters.
- Hook to grab the readers attention.

PROBLEM

- Introduction of an event or problem.
- Characters must try to solve the problem.

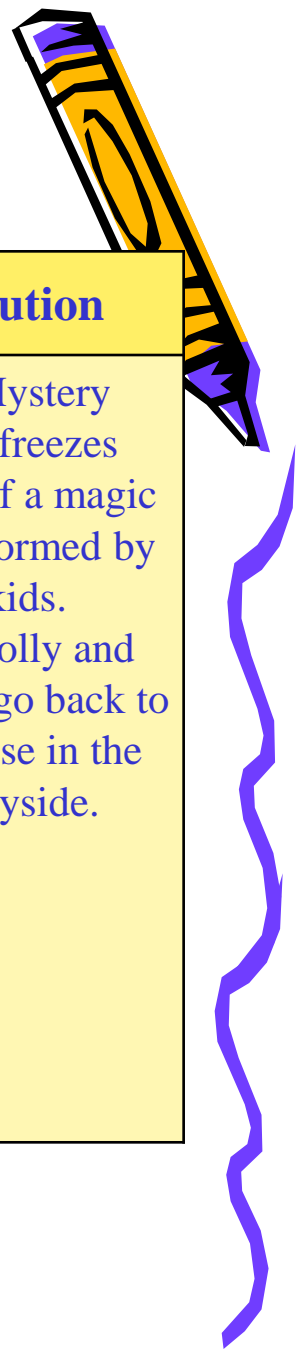
RESOLUTION

- Problem is solved.
- Characters return to normal life.

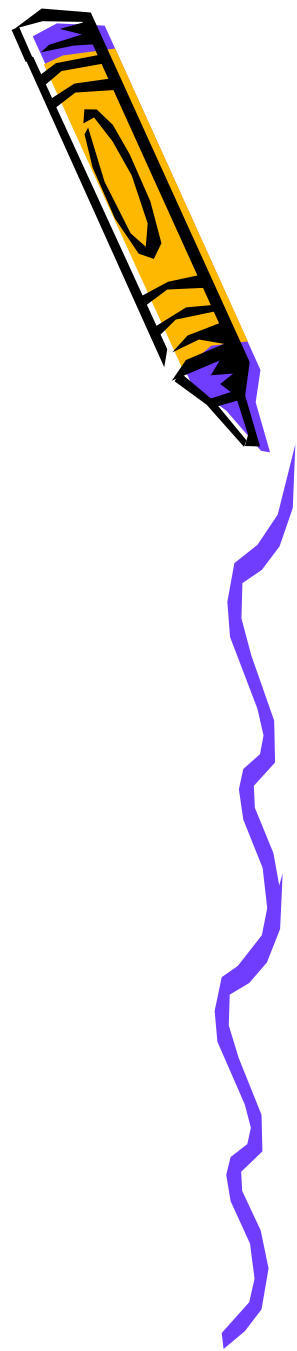


- The planning is formatted into a storyboard:

Characters	Setting	Action	Problem	Resolution
<ul style="list-style-type: none"> -Whiskers the Cat. -Jake. -Holly. -A Mystery Person. 	<ul style="list-style-type: none"> -Forest. -Home (countryside) -Castle. 	<ul style="list-style-type: none"> -Jake, Holly and Whiskers live in a house in the countryside. -Walking in the forest, Whiskers goes missing. -There is a Mystery Person, leaving notes on the ground. -The kids go through a secret tunnel and a dark room. -The children run out of the dark room, through the door and down through the secret tunnel. 	<ul style="list-style-type: none"> -Whiskers is missing. -The Mystery Person tries to give Whiskers a potion. -The Mystery Person turns into a mouse and follows the children and Whiskers. 	<ul style="list-style-type: none"> -The Mystery Person freezes because of a magic spell performed by the kids. -Jake, Holly and Whiskers go back to their house in the countryside.



Day Two



- Students are divided into eight groups of three students per group.
- Small groups develop the plot by using the 5W+1H questions.

Who?

Where?

What?

When?

Why?

How?



- Small groups come back together, and the story is sequenced on a timeline

1. Jake, Holly and Whiskers live in a house in the countryside.
2. They have a cat named Whiskers.
3. The children are in a forest.
4. The cat disappears.
5. The cat escapes to a castle.
6. There is a Mystery Person in the castle.
7. The Mystery Person leaves notes on the ground for the children to read.
8. The children have to follow the Mystery Person's tracks.
9. The children discover a tunnel, a lamp, and a room.
10. The Mystery Person wants to give a potion to the cat.
11. The Mystery Person turns into a mouse and follows the children and the cat.
12. The Mystery Person freezes.
13. The children and the cat escape and go back to their house in the countryside.



Day Three

- Students propose titles for the story, and vote for their favorite: *A Mystery in the Castle*.

- Students are prompted with questions to help them flush out details of the story:

"You said that...

... Jake, Holly and Whiskers lived in a house in the countryside. How was the **house?** **It was a small cottage.**

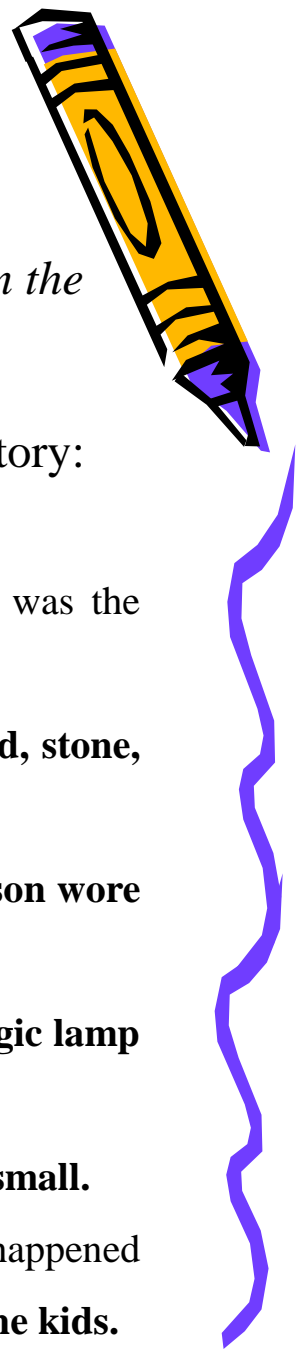
...there was **a castle** in the story. Can you describe it?" **It was a big, cold, stone, castle.**

...there was **a Mystery Person**. What did they wear?" **The Mystery Person wore black clothes and a black hat, so no one could see their face.**

...there was **a lamp** in the story. What type of lamp was it?" **It was a magic lamp that could make things appear and disappear.**

...there was **a room**. Can you describe it?" **It was dark, scary, and very small.**

...the children and the cat went **back home** after leaving the castle. What happened then?" **They lived happily ever after. Whiskers was safe, and so were the kids.**



Day Four

- In the small groups, students write the text, and dialogue for the story.
- Each group writes a few lines from the timeline.

GROUP 1 (Anouk / Silvia / Sabela)

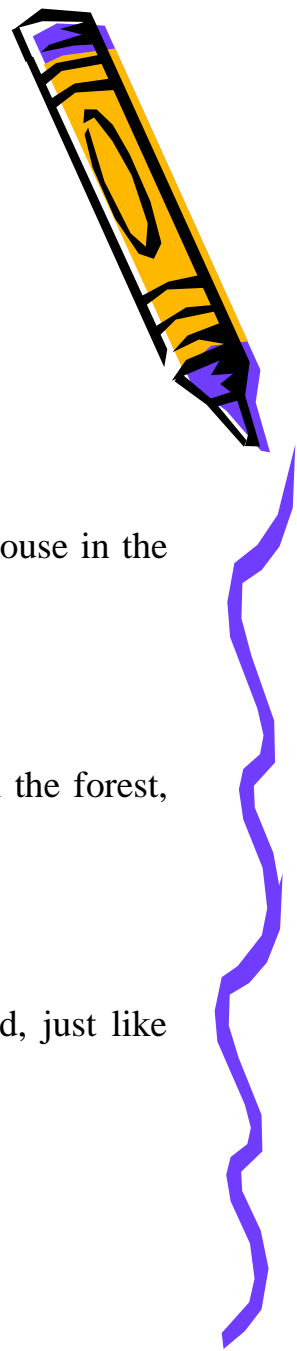
Once upon a time, there was a boy named Jake and a girl named Holly who lived in a small house in the countryside. They had a cat named Whiskers.

GROUP 2 (Julia / Mónica / Nicolás N.)

They were all very happy until the day Whiskers disappeared. While they were all walking in the forest, Whiskers escaped to a big, big castle.

GROUP 3 (Pablo / Jaime / Guillermo)

“Jake, Whiskers has disappeared!” cried Holly. “It’s impossible that Whiskers has disappeared, just like that!” said Jake. “He was walking next to me ten minutes ago.”



GROUP 4 (Andrea / Noa / Victoria / Carlotta)

Holly started to look for Whiskers. “Come on! Let's go and find him!” They shouted, looking for Whiskers. “Whiskers! Whiskers! Where are you?” They went to the castle to look for Whiskers.

GROUP 5 (Paula / David / Verónica)

While Jake and Holly were looking for Whiskers, they saw a Mystery Person. The Mystery Person in black was leaving notes on the ground. The first note read: “I have your cat. Do you want to see your cat again? Then, you have to follow my tracks and I will give you your cat back.”

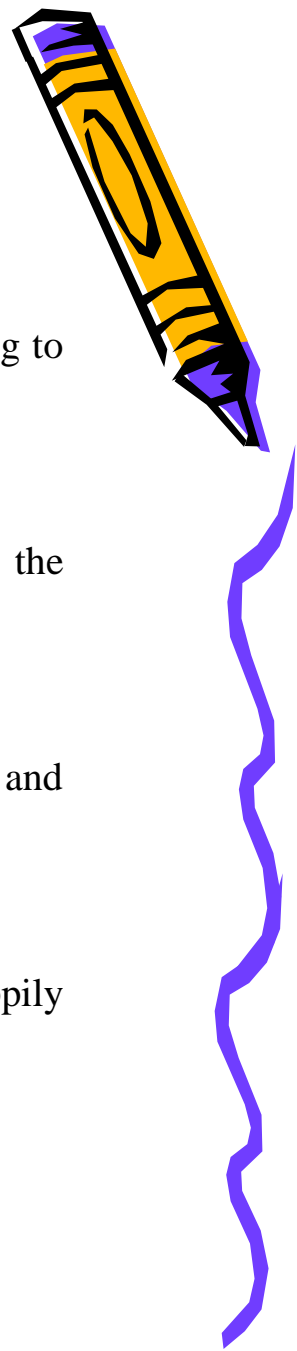
GROUP 6 (Javier /Rubén / Lucía)

While Jake and Holly followed the Mystery Person's tracks, they discovered a secret tunnel. At the end of the tunnel there was a magic lamp. “Whiskers, where are you?” cried Holly. The Mystery Person had disappeared.

GROUP 7 (Christian / Nicolás R. / Michael)

They found another note that read: “Touch the lamp and see what happens”. When Jake touched the magic lamp, a big door opened to a dark room. It was so scary!





GROUP 8 (Qi Xiang / Alejandro)

Jake and Holly entered the dark room. Inside the dark room, the Mystery Person was trying to give Whiskers some potion. Jake took Whiskers away from the Mystery Person.

GROUP 1 (Anouk / Silvia / Sabela)

Jake, Holly and Whiskers ran out of the dark room, through the door and down through the secret tunnel. The Mystery person turned into a mouse and followed them.

GROUP 2 (Julia / Mónica / Nicolás N.)

Jake, Holly and Whiskers ran out of the tunnel and said “Abracadabra!”. The mouse froze and couldn’t move again.

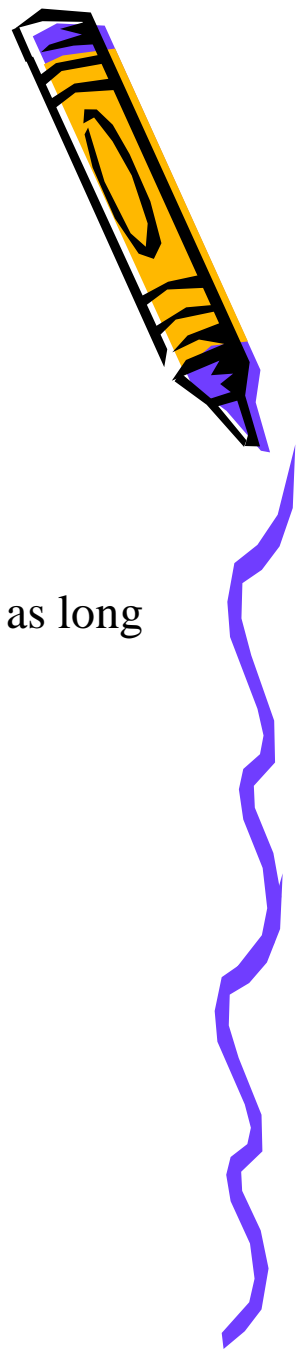
GROUP 3 (Jaime / Guillermo / Pablo)

Jake, Holly and Whiskers went back to their small house in the countryside and lived happily ever after.



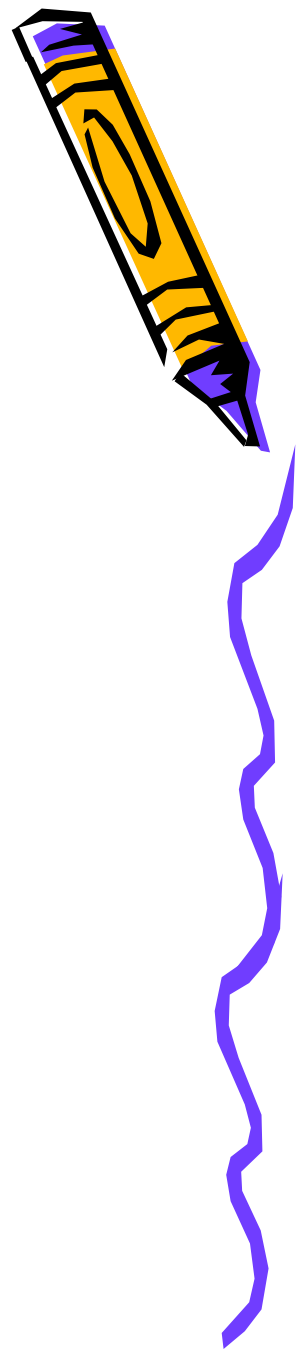
Day Five

- The small groups illustrate and decorate their section of the book.
- Students use a variety of materials available in class to make the book as interactive as possible.
- Continuity in the way characters or setting is illustrated is not important, as long as the story makes sense, the pictures just add excitement for the reader.
- Each group presents their page(s) of the story to the entire class.



Post-Project

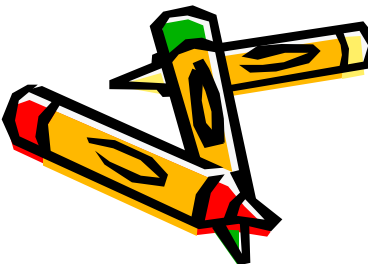
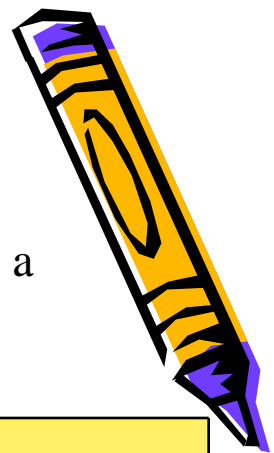
- After attaching a cover, and binding the book, it is presented to the class.
- The class reads the book together, and brings it to the school library, so students in any class can check it out to take home.



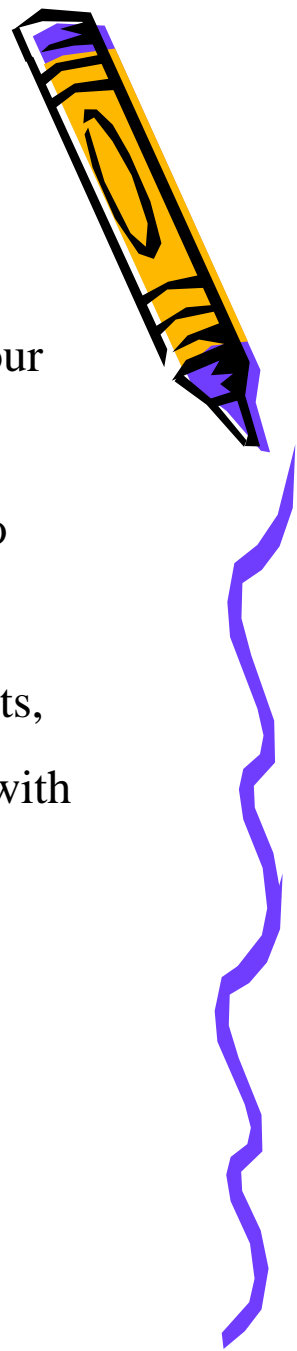
What We Learned

- After reading the story together, we talk about what we learned by writing a story, what was difficult, and what was easy.

What we learned...	What was easy...	What was difficult...
<p>-We learned the process of how a story is made and published from start to finish.</p> <p>-Working together to come to consensus in small and large groups.</p> <p>-Delegating tasks to group members for more efficiency.</p>	<p>-Illustrating the story was easy because we already knew what to draw based on the text and dialogue.</p> <p>-Coming up with a title was also easy because we already knew the plot of the story.</p>	<p>-We had so many ideas, it was difficult to decide which ones to include in the story.</p> <p>-Sometimes we had to leave out an idea, because even though it was a good idea, it did not match our story.</p>

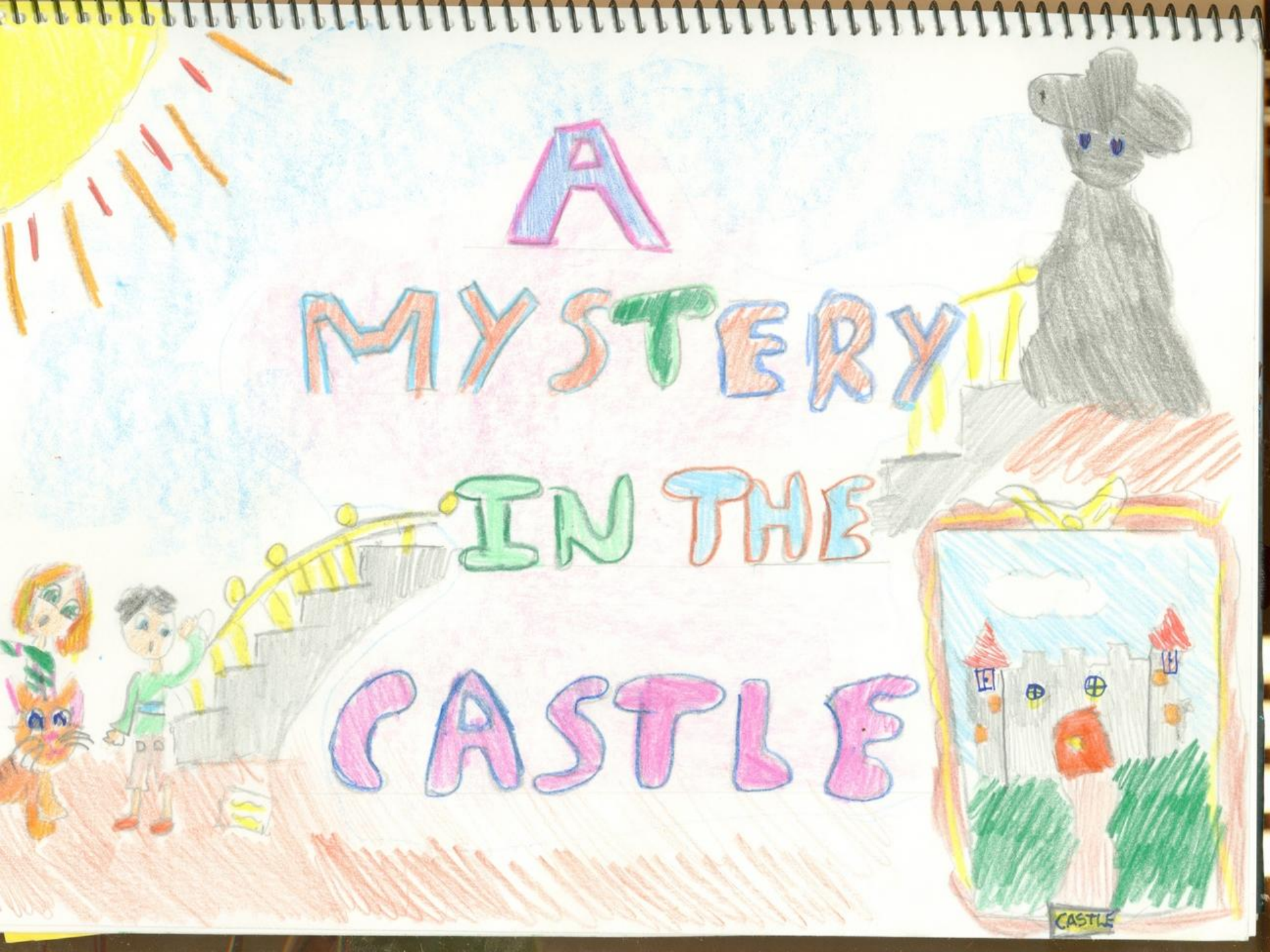


Where We Go From Here



- The skills we gained creating *A Mystery in the Castle* can be applied to our English studies, and the rest of our classes as well.
- By putting our ideas into action, we use our creativity and imagination to create a final project that we saw through from start to finish.
- Understanding the process of completing a project with many components, as well as people working on it, allows students to become comfortable with ideas of consensus, and compromise.





A
MYSTERY
IN THE
CASTLE



A MYSTERY IN THE CASTLE

A short story written and illustrated by the students in 4A English class. This story was edited and

published by Cristina Sanz



©Creative Commons 2016.

Characters: Jake, Holly, Whiskers and
the Mystery Person.



Jake



Holly



Whiskers



Mystery
Person

Once upon a time, there was a boy named Jake and a girl named Holly who lived in a small house in the countryside. They had a cat named Whiskers.

Hi!
I'm Jake



Hi!
I'm Holly



Miau!



They were all very happy until the day Whiskers disappeared. While they were all walking in the forest, Whiskers escaped to a big, big castle.





"Take, Whiskers has disappeared!, cried Holly.

"It's impossible that Whiskers has disappeared, just like that!!"
said Jake." He was walking next to me ten minutes ago."



Holly started to look for Whiskers. "Come on! Let's go and find him!".
They shouted, looking for Whiskers. "Whiskers! Whiskers! Where are you?"
They went to the castle to look for Whiskers.

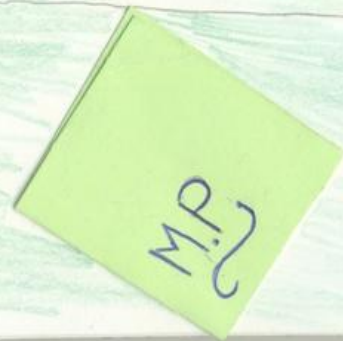


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While Jake and Holly
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Whiskers, they saw
a Mystery Person in
black was leaving
notes on the ground.
The first note read:



Whiskers,
where are
you ???



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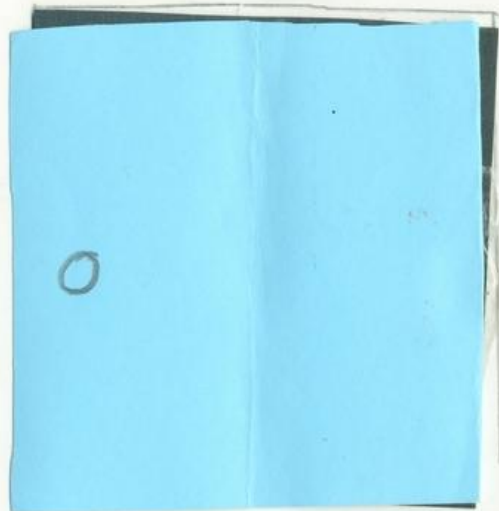
Whiskers,
where are
you ???



I have your house to
cat. Do you
want to
see your
cat again?
then, you
I'll
follow my
Thacks
I will
and
give
back?

While Jake and
Holly followed
the Mystery Person's
tracks, they discovered
a secret tunnel. At the
end of the tunnel there
was a magic lamp.
"Whiskers, where are
you?" cried Holly.
The Mystery Person
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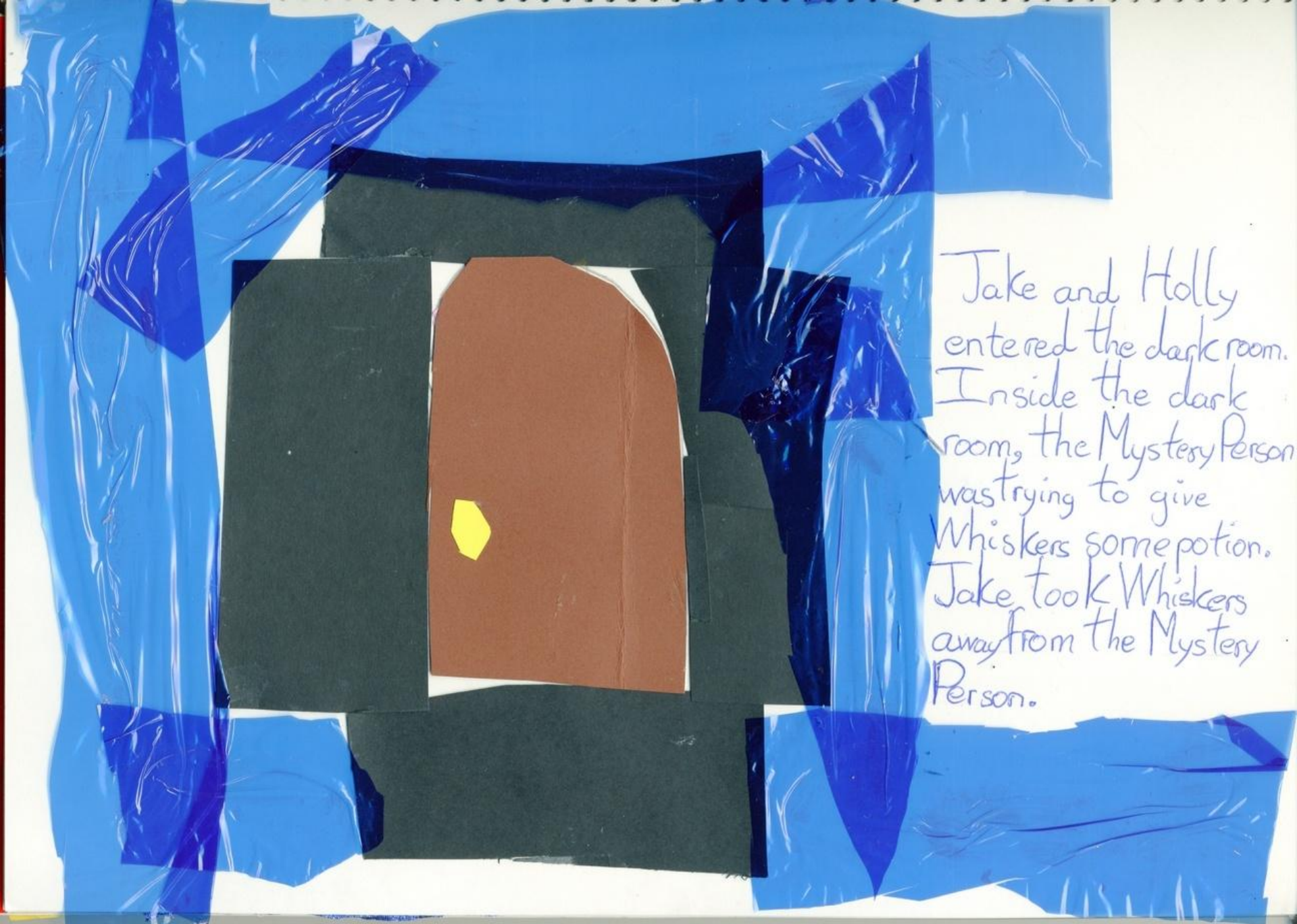




They found
another note that read:
"Touch the lamp and
see what happens".
When Jake touched
the magic lamp, a big
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A collage of various colored paper scraps. Large pieces of bright blue paper are layered over a black background. In the center, there is a brown paper shape with a yellow dot on it. The text is written on the right side of the page.

Take and Holly
entered the dark room.
Inside the dark
room, the Mystery Person
was trying to give
Whiskers some potion.
Jake took Whiskers
away from the Mystery
Person.



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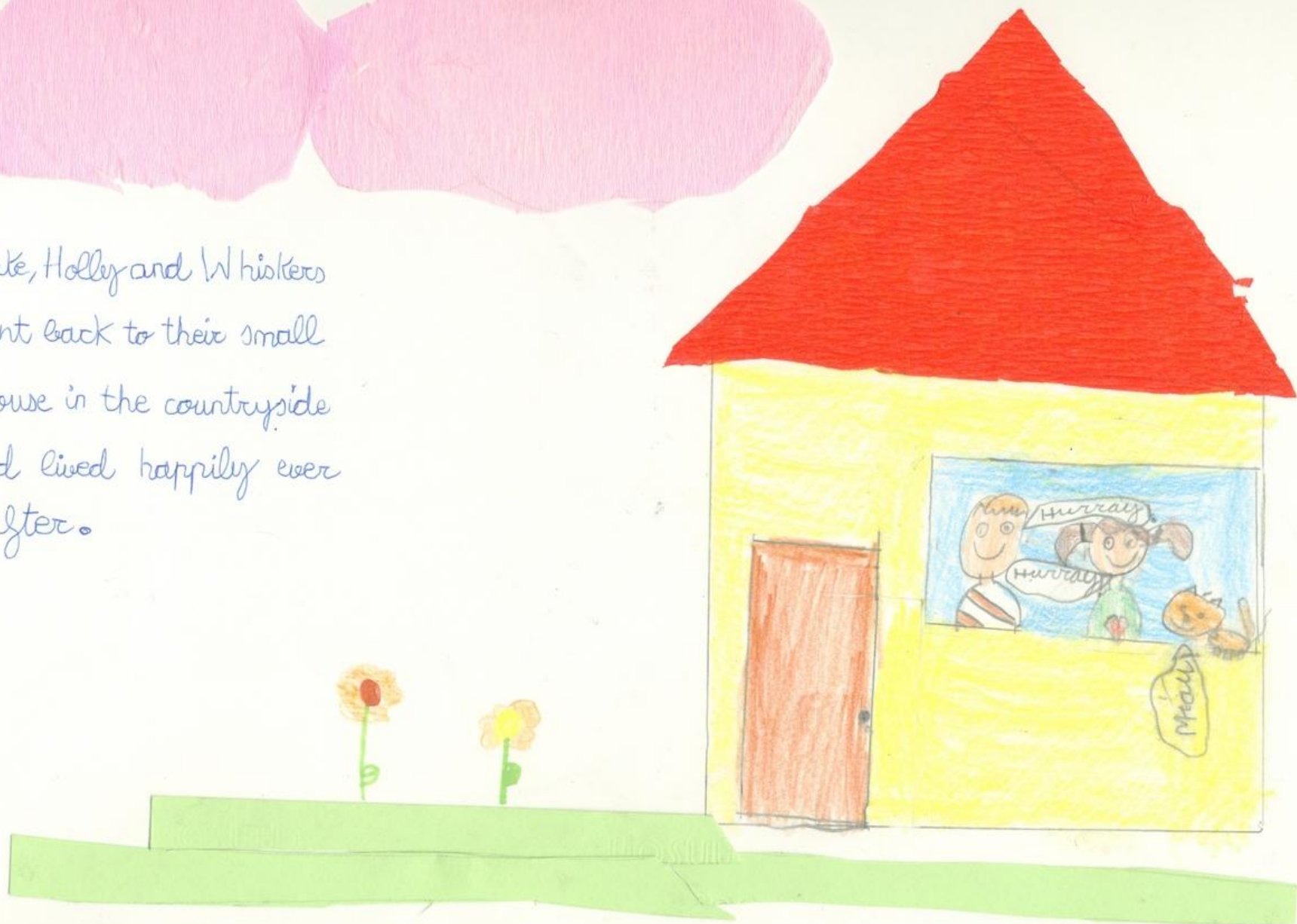
Sake, Holly and Whiskers ran out of the dark room, through the door and down through the secret tunnel.
The Mystery person turned into a mouse and followed them.

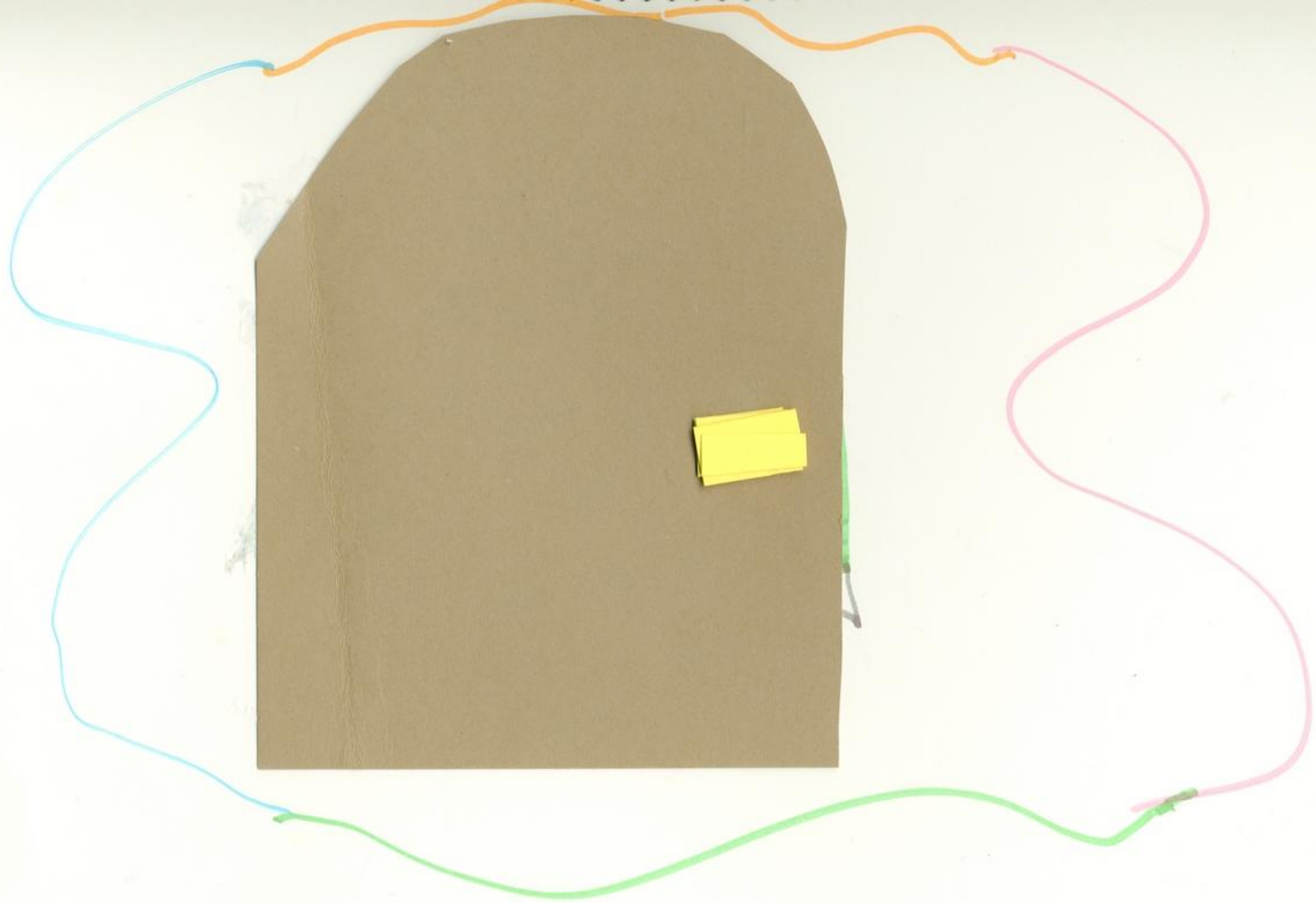


Jake, Holly and Whiskers ran out of the tunnel and said "Abracadabra!". The mouse froze and couldn't move again.



Jake, Holly and Whiskers
went back to their small
house in the countryside
and lived happily ever
after.





The
end

