**Lesson 7
Day 1**

Spatial Organization, Comparing Objects, and Comparing Characters

Spatial organization explains how things are physically located compared to other things. To provide you with a demonstration of how spatial organization words are helpful, here is a paragraph that describes a food closet (pantry) that you have never seen before. Does this paragraph give you a good visual picture of what the pantry looks like? Can you see how items are physically related to each other by visualizing where they are located?

> The pantry contains many different kinds of food placed on shelves. There is sugar and salt. Of course there are many canned goods, bottled water, and juices.   Dried pasta is present as well as jars of pasta sauce. Of course there also are other things like muffins and other treats inside. Most of this food is placed on numerous shelves, but some of it is sitting on the floor.

Does the above paragraph give you an idea of what the pantry looks like? Can you tell the size of the pantry, or how exactly the food is situated within the pantry? Is there any way to make the above paragraph provide a better visual image for the viewer? Yes, we could have used spatial organization transitional words to provide someone with a better visual image.

Spatial organization transitional words are used to tell the location of one object by referring to another object. The table on the next page contains a small sample of spatial organization transitional words and phrases. Almost any word that can be used to tell where an object is located compared to something else can be used as a spatial organization transitional word. These words can also be used together (with each other) to form spatial organization transitional phrases.

above	before	beneath	here	nearby	other side of
through	on	onto	around	up	outside of
across	below	behind	in	next to	there
adjacent to	beneath	beyond	inside	close to	to the left of
among	beside	by	into	opposite	to the right of
at that point	between	down	near	over	under
against	on top of	underneath	in between	attached to	to the side of

We will now attempt to provide a better visual image to the previous paragraph by adding appropriate spatial organization transitional words.

> After opening the door to the pantry, which measures five feet by five feet, there are five shelves spaced evenly apart, one above the other. On the lowest shelf, heavier items have been placed. The sugar is to the left, and the flour is situated to the right of it. On the next shelf up there are many canned goods which cover that entire shelf. On the next shelf above that, many different varieties of bottled water and juices are present. The next shelf up contains assorted types of dried pasta which are stacked in rows next to each other. On the shelf above the pasta are jars of pasta sauce pushed to the left of the shelf. On that same shelf are foods like muffins and other treats. There are also some larger bottles of water sitting on the floor under the lowest shelf.

Of course this paragraph is a bit longer than the first paragraph without spatial organization transitional words, but it clearly does a better job of providing the viewer a better visual picture of the layout of the pantry.

A. Go back and underline the spatial organization transitional words in the paragraph above.

**Lesson 7
Day 2**

Spatial Organization, Comparing Objects, and Comparing Characters

A. Answer the questions below with the spatial organization transitional words. Try to think of spatial organization transitional words or phrases on your own. If you get stuck you can look at the table from Day 1. Regardless of where you find them, use each spatial organization transitional word only once.

1. Crystal's room key was _____ her purse.

2. Daniel stood _____ the rest of the group.

3. The chairs were _____ the table.

4. The blanket was folded and _____ the drawer.

5. Candy's new car is parked_____ our house.

6. The rain fell _____ our state.

7. Sandy sat _____ the famous movie star.

8. They lived on the _____ side of town.

9. _____ the car were her friends.

10. The arrow soared _____ the middle of the bull's eye.

11. The sharp dart landed _____ John's feet.

12. The letter was _____ the envelope.

13. The paper was hard to see because it slipped _____ the wall and the refrigerator.

14. Donna lives _____ me.

**Lesson 7
Day 3**

Spatial Organization, Comparing Objects, and Comparing Characters

A. Read the following paragraph. You will notice that it does not contain any spatial organization transitional words. Rewrite this paragraph and add your own spatial organization transitional words that will provide the reader with a visual image of how the closet is organized. Make up how you think the closet should be arranged. It is fine to modify this paragraph as needed.

Dad just finished updating my closet. I need to decide how to arrange my clothes, shoes, and accessories in a logical order so I can easily find everything. First, I place my dresses on hangers. My shirts are next to go in. I also keep my socks in my closet. Of course I also have several pairs of shoes that are placed in my closet. There are also assorted hair clips, bows, and ribbons for my hair that go into my closet.

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Lesson 7
Day 4

Spatial Organization, Comparing Objects, and Comparing Characters

There are two ways to organize a writing that compares two or more objects. The first way is called a **whole-to-whole comparison**. When performing a whole-to-whole comparison, the writer first says all he wants about the first object being compared, and then does the same, one at a time, for each remaining object to be compared.

For example, if we were comparing a **car** and a **truck**, our writing might look like this:

> A truck is a heavy-duty vehicle that is designed to carry heavy loads. The truck's frame is made from thick steel which allows it to accomplish punishing jobs such as plowing snow or pulling out old tree stumps from the ground. A truck also has a cargo area for holding items. This cargo area can usually hold a lot of weight and a large volume of items. A truck usually has space for two to three occupants inside the passenger compartment.

> A car is a light-duty vehicle that is not designed to carry heavy loads. As a result, most cars do not even have full frames. A car is suited more for the comfort of its occupants. Cars usually have a small trunk that can hold a few items necessary for travel. Cars usually have room for four to six passengers

It is very easy to see that the writer of the above paragraphs first said all he wanted to say about trucks and then cars.

The second way to compare two or more objects is called a **part-to-part comparison**. With this type of comparison the writer compares a single characteristic or feature at a time for all objects being compared. If we were performing a part-to-part comparison, our writing would look as follows:

> A truck is a heavy-duty vehicle that is designed to carry heavy loads, whereas a car is suited more for the comfort of its occupants. The truck's frame is made from thick steel which allows it to accomplish punishing jobs such as plowing snow or pulling out old tree stumps from the ground. A car is a light duty vehicle that is not designed to carry heavy loads. As a result, most cars do not even have full frames.
>
> A truck also has a cargo area for holding items. This cargo area can usually hold a lot of weight and a large volume of items. Cars usually have a small trunk that can hold a few items necessary for travel. A truck usually has space for two to three occupants inside the passenger compartment. Cars usually have room for four to six passengers

A. Write a three paragraph **part-to-part comparison** between a **tent** and a **camping trailer**. You do not have perform outlining for this exercise. You also do not have to write an introductory or concluding paragraphs for this lesson.

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Level 8, Lesson 7 – Spatial Organization, Comparing Objects, and Characters

**Lesson 7
Day 5**

Spatial Organization, Comparing Objects, and Comparing Characters

On Day 4 of this lesson we learned how to compare objects by using whole-to-whole or part-to-part comparisons. The very same methods can be used to compare **characters** from a book or other performance (movie, play, opera, and so on). Sometimes comparing characters from the same or different books or performances can help the reader better understand the book or performance.

What types of things can you compare about two characters? How do the characters vary in the thoughts they have, their roles in the performance, where they live, how they dress, good traits, bad traits, and so on? Anywhere the two characters have similarities or differences is appropriate for comparison.

A. Think of two characters you have read about or have seen in a performance such as a movie or play. Write a one paragraph **whole-to-whole comparison** between the two characters.

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Parts of a Creative Story

Date: _____

For most people writing a creative story is more enjoyable than writing any other type of story. Creative stories are fictional, meaning that the author gets to make up a plot, characters, and the setting where the story occurs.

The author of these types of stories has free reign to be as creative as possible when developing a plot (what happens in the story), characters, and a setting (the world in which the story takes place).

Writing a creative story is usually easier if the writer first develops the characters, setting, and plot. Until you know who your characters are, where exactly the story takes place, or what happens (plot) during the story, it will be difficult to write a focused story.

After the **plot**, **characters**, and **setting** are developed, you will use the information contained in the plot development form, character development form, and setting development form to create the rough outline, the final outline, and the creative story.

A creative story has three parts including an **introduction**, **body**, and a **conclusion**.

- The **introduction** is located at the beginning of the story. It introduces the **characters** and explains the **setting** in which the story occurs.
- The main part of the story is called the **body**. This part of the story may be the most important of all as it explains what the story is about and what happens next. Somewhere in the **body** there is usually a **turning point**. A **turning point** is the part of the plot that is 1) the climax of the story, 2) the part of the story where everything changes, or 3) the part of the story where suddenly everything makes sense.
- The **conclusion** is the part that tells how the story ends.

Develop a plot

We will now start our story by developing a plot. Assume our main topic is about **a teenager who visits an old junk shop**. Why did this person visit the junk shop? What types of things did this person see at the junk shop? Did this person discover anything interesting? Where and when does this story take place? You can see how the answers

to even these basic questions can set the entire stage for the story. In a creative story you decide what happens. It's your chance to explore and be creative.

A. Use the **plot development form** on the next page of this lesson to write ideas for the plot of your story. Do not try to write a story in this form. The plot development form is only used to get you to think about the main flow of your story. "This happens, then that happens, then this happens, *and so on…*."

Plot Development Form

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Date: _____

Parts of a Creative Story

So far you have created a short plot. Now it is time to develop the character of the teenager who visits the old junk shop.

Develop characters

To develop a character, what types of things do we need to know? Of course it depends on the story being told, but answering the questions on the character development form can help this process. Who is this teenager who visits an old junk shop? Has this person ever visited the old junk shop before? Does this person plan to buy anything at the junk shop? What does this person look like? You can see how answering these questions as well as many others will shape the characteristics that define the character.

<u>Character Development Form</u>

1. What is the character's name? _____

2. Is this character human? _____

3. Is this character a male or female? _____

4. Where is this character from? _____

5. What does this character look like? (height, weight, hair color, physical
   characteristics)

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6. Is this character friendly or hostile?

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7. Does this character have any special traits or talents? If so, what are they?

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8. Does this character have certain views about something that is going to happen in the
   story? If so, what are they?

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Date: _____

| Parts of a
Creative Story |

Develop setting

The setting tells **when** and **where** the story takes place. You can imagine that some stories would not make much sense unless the setting was explained by the author. For example, if you had a story where the characters were talking about taking a sailing ship to travel to another country, it might be helpful to understand that the story takes place in a time period when automobiles, trains, and airplanes did not exist.

Is the setting dark, hot, cold, wet, scary, or dangerous? Is it set in a desert, a foreign country, an ocean, a forest, or somewhere in outer space? What does the place look like? Does it have buildings, people, or scenery? All of these descriptions are important for helping the reader understand the story.

The setting must also match the plot and characters of your story. For example, it would not make much sense to have a scary story take place in the daytime on a busy street in the middle of a city, because usually a good scary story takes place in the dark in some secluded area.

A. Use the setting development form on the next page to develop the setting for your story.

Setting Development Form

Where does the story take place? _____

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In what time period does your story take place? _____

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Does the story take place in the daytime or at night? _____

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What does it look like where the story takes place? _____

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List anything else the reader needs to know about the setting. _____

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Date: _____

Parts of a Creative Story

You now have all of the necessary pieces to write a **four** paragraph story (one paragraph for the introductory, two paragraphs for the body, and one paragraph for the concluding paragraph) about the teenager who went to the old junk shop. Use the things you have learned to write interesting paragraphs. The first paragraph is the **introductory** paragraph. The **body** includes the **turning point** of the story and tells what happens in the story. For this exercise, the **body** of your story should be no longer than two paragraphs. The last paragraph is the **concluding paragraph** which tells the reader how the story ends. You do not have to conduct outlining for this exercise.

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Level 8, Lesson 13 – Parts of a Creative Story

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Level 8, Lesson 13 – Parts of a Creative Story

Date: _____

Parts of a Creative Story

A. Answer the following questions.

1. What is a plot?

    a. It is where the story takes place.

    b. It tells generally what happens next in a story.

    c. It is a sentence that goes in the introductory paragraph.

    d. It summarizes the concluding paragraph.

2. Does a writer of a creative story get to create a setting?

    a. no

    b. yes

3. When should the **plot**, **setting**, and **characters** be **developed**?

    a. They should be developed after the middle portion of the story is written.

    b. They should be developed before the author starts to write the actual story.

    c. They are not really necessary unless you need guidance.

    d. They should be developed after the beginning paragraph is written.

4. Why is a **introductory paragraph** important?

    a. because it tells how the story ends

    b. because it tells what happens next in the story

    c. because it tells where the story takes place

    d. because it tells what the story is about

5. Is the author of a creative story allowed to create characters?

    a. no

    b. yes