

Write like David Shannon

Students will listen to **David Shannon's** stories and write a book in the style of one of his most popular titles, *David Goes to School*.

Materials:

David Shannon Books

No, David; David Goes to School; David Gets in Trouble

Chart Paper

Markers

Blank white paper

Coloured tag paper

Crayons

Stapler



Day One - Introduction:

1. Read the following **David Shannon** books: *No, David; David Gets in Trouble; and David Goes to School*.
2. Ask students if they notice similarities between the three *No, David* books. Point out the simple text with directives to David because he keeps doing the wrong thing. Explain that at the end of each story, everything seems to be all right with David.

Day Two - First Page:

1. Remind students that the class is studying one of our favourite authors, **David Shannon**. Show them the book *David Goes to School*. Tell them that the setting of this story is at school. Ask the students to think of some other places where we may have gone on a field trip or they may have gone with their parents. Ask them to name some other settings besides school. Chart their responses.
2. Explain to students that they are going to have an opportunity to write their own story using **David Shannon's** style of writing. Tell them that first we need to vote on the setting for our story and work on it as a class. Review the list of settings the students generate. Tally votes for the selected story setting.
3. Look at the first page of *David Goes to School* with the students. The beginning of the story reads, "David's teacher always said, 'No, David!'" Ask the students how their story might begin with the new setting and who will always say, "No, [Student's name]!" Write this on chart paper using one student's name.



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4. Tell students that now they are going to write the first part of their story the way **David Shannon** did. If your class chose a museum as their new setting, say each student's name in the sample phrase, "The guard at the museum always said, "No, [Student's Name]," as you distribute the pre-stapled book to each student and instruct them to write their first page. If some students want to write their story using a different setting, encourage them. Encourage students to draw illustrations as well.

Day Three - Last Page:

1. Show the students the end of the *No, David* books. Tell them that, at the end of his books, **David Shannon** always has a resolution or happy ending.
2. Tell students that now they are going to write the last part of their story the way **David Shannon** did. Remind them to be sure to have a resolution at the end of their story. Say each student's name in the sample phrase, "The guard said, 'OK [Student's name], you can go home now,'" as you distribute their books from Day 2 and instruct them to write their last page. Encourage students to draw illustrations as well.

Day Four - Main Body:

1. Begin this day by reading the first and last pages of a few of the students' books.
2. Show **David Shannon's** book with all the things the teacher said to David.
3. Ask the students to think about what kind of things might be said in their books. Some suggestions for what the museum guard said are:
 - **Don't run!**
 - **Don't touch the paintings!**
 - **Use quiet voices!**
 - **Keep your hands to yourself!**
 - **Don't fight!**
 - **Don't scream!**
 - **Don't touch the statues!**

Model writing these phrases as you chart them on different paper to show they are a different page in the story. Post these pages around the room.

4. Distribute the student books. Allow them time to write the body of their book.

Day Five:

1. Distribute the student books and allow students time to complete their stories. Encourage those who have finished to review their text and illustrations.

Day Six - Front and Back Cover:

1. Show students the covers of the *No, David* books. Demonstrate how students can title their books in the same way **David Shannon** did using their own name: *No [Student's name]*. Point out where the title and author's name are located. Show them the front and back covers. Allow them to choose two pieces of coloured card stock to make their front and back cover. Staple the front and back cover on their books. Students should write the title and their name as the author on the front. Suggest that they draw a picture from the story on the front similar to **David Shannon's** book covers.
2. Once students complete their books, they can read them aloud or take them home!

