

A Standards-Aligned Discussion & Project Guide for Grades PK-6



THIS IS A GOOD STORY

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Story by Adam Lebraupt

Pictures by Magali Le Huche

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As a child takes her pencil and begins to draw pictures for a story, the narrator takes her and the reader through a rollicking sequence of events in this classic tale of bad guys and townsfolk and dungeons. With simplicity and flair, Adam tells a story and then a meta-story of the parts of the story at once! This Is a Good Story is a wonderful primer on the parts of a story and an imaginative way to encourage creative thinking, writing, and storytelling.

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Pre-Reading Discussion Questions

Consider the front cover:

- Identify everything featured in the illustration. Describe the action.
- Examine the color choices and style of drawing. Describe the tone and mood the artistic techniques establish.
- Name the location of this drawing. Identify the clues used to discover the setting.
- How are the people and animals in this illustration feeling? How do you know?
- The book's title is *This is a Good Story*. Determine the connection between the title and the action featured in the illustration. Tell how the action suggests 'good' things.
- Predict what *This is a Good Story* is going to be about.

Meet the author - Adam Lehraupt:

- As the author, Adam used words to create the plot, characters, and setting in *This is a Good Story*. Do you think he sees pictures in his mind when he writes stories such as this one? Do you see pictures in your mind when you write your stories? Explain your answer.
- There was a time when Adam found writing to be a very hard thing to do. Back then, he struggled to find interesting ideas to write about. Have you ever felt this way about writing? If so, describe what the feeling of struggle is like.
- Adam found that, if he simply wrote something – *anything* – everyday, he was soon able to discover clever things to write about. How about you? Where do you find ideas to write about? How often do you write? Describe some of the topics you're interested in writing about.
- To learn more about Adam, access www.adamlehaupt.com. He is also very interested in your writing process. Click on the [Contact Page](#) to let Adam know all about your story ideas.



Meet the illustrator - Magali Le Huche:

- Magali Le Huche was born in Paris and lives there now. She has illustrated more than forty picture books! Where and how does Magali come up with so many original ideas for illustrations? Predict where she gets inspiration for her drawings.
- Illustrators write stories with pictures. Study the illustration featured on the front cover of *This is a Good Story*. Study each character closely. Tell what their expressions and actions reveal about their characters. Discuss the story this illustration tells.
- Authors and illustrators are both story-tellers in their own way. Explore the story-telling connection between an author and an illustrator. Identify ways in which, together, they can make a story come alive. Explain how words help a reader interpret the message of an illustration. Tell how a drawing can help a reader better understand an author's story.



Post-Reading Discussion Questions

Our Story begins with Hero and Heroine.

- A hero and/or heroine are typified as brave adventurers. They are known for their bold and courageous deeds. Explain why the narrator suggested that this story begin with gallant characters such as these.
- Predict what Hero and Heroine want. Determine their deepest desires.
- Identify details in the illustrations that depict Hero and Heroine's character. Tell what their costumes show about their role in the Story. Describe what their expressions reveal about how they feel about the quest to Save the Day.
- The beginning of a Story is called the *exposition*. This part of a Story is where readers learn which characters are important to the Plot. Explain why it is important for this Story to begin with strong, believable characters such as Hero and Heroine.

What is Conflict, you ask?

- The word *conflict* is defined as a controversy or struggle between differing principles or interests. Basically, it's about people or things that do not get along with each other and how they (hopefully) problems are solved. Tell why a Story needs Conflict.
- Explain what a Story would be like without Conflict. What if all of the characters were easy to get along with? What if the weather was warm and lovely all of the time? What if there was no struggle to contend with in the Plot? Would the Story be interesting then? Why or why not?
- Determine ways that Conflict challenges characters.
- Tell how Conflict serves to create an interesting Plot, which, in the end, leads to the telling and illustrating of a good Story.

That's not an Evil Overlord!
Come on. That's barely a Creepy Sidekick.

- The character of the Evil Overlord is the *antagonist* of the Story. The antagonist defies, challenges, and all-around causes problems for protagonists. Determine why the narrator feels that the girl's first attempt to draw the Evil Overlord was not threatening enough.
- The word *evil* means wicked, villainous, and beastly. Explain how creating an antagonist that is truly evil serves to develop Conflict in a Story.
- Explain how a menacing antagonist like the Evil Overlord would challenge and bring out the best in our protagonists, Hero and Heroine.



Seriously? What kind of Action is *that*? This is a dramatic point in the Plot. Our Conflict is building. The Action here will determine the course of the rest of the Story.

Try again.

- The word *dramatic* means exciting, breathtaking, and thrilling. Determine why the narrator felt that, while it was a good thing to do, Hero and Heroine's efforts to clean up after the Evil Overlord's capture of the Townsfolk was not an example of dramatic Action.
- Consider the phrase "Our Conflict is building". Determine why it is important to keep the Conflict building, rather than slow it down by writing or illustrating a calm scene at this key point in the Story.
- The word *action* is defined as energy, liveliness, and a flurry or force. Explain why it is important for the protagonists to be truly active during this dramatic point in the story. Discuss how their actions define the outcome of the Story.

No, no, NO! Labeled as in clearly marked. With a sign.

- The definition of *climax* is the highlight, the peak, the turning point of a Story. The Climax is the point where all the Conflict comes together in a dramatic way. Analyze the Climax of *This is a Good Story*. Identify how Hero and Heroine's challenges have led them to this critical plot point. Discuss the high stakes of danger the Townsfolk are experiencing.
- It is important for authors and illustrators to be very clear about important details when telling stories. Explain why the narrator instructed the girl to "clearly mark" the dungeon "with a sign". Discuss why clearly labeling the dungeon is critical to the Climax of the story.
- If the dungeon was not clearly labeled, then what might happen to the Plot? Tell how clearly stating this important detail helps to keep the Conflict strong.

Victorious, Hero and Heroine join the Townsfolk at The End. There is much rejoicing.

Wow! This is a Good Story.

Or, is it?

- The final scene of a Story is called the *resolution*, the ending place in the Story. Explore this Story's surprise ending. Discuss how a very minor character, the not-so-Creepy Sidekick introduced early in the story, contributed to the surprise ending.
- Notice that the surprise ending is told with illustrations, only. Explain how the use of illustrations expresses the girl's character.
- Discuss how the surprise ending was an expression of the girl's intention for the story, rather than the narrator's direction. Explain how her ending serves to keep the Conflict and Plot moving, even after the book is closed.



This Is a Good Story Word Search

F	U	S	Y	P	U	L	L	Y	K	J	A	D	F	H	U	G	M	Y	Z
Z	X	S	D	D	W	E	Q	J	I	L	L	U	S	T	R	A	T	O	R
B	Z	U	S	X	S	B	X	R	B	L	I	S	I	I	O	D	J	P	M
F	T	C	F	T	R	H	Y	H	H	W	C	O	N	F	L	I	C	T	A
B	E	R	F	O	T	K	E	N	X	V	I	V	O	G	Z	Y	L	H	Z
T	C	Q	H	A	A	G	Q	R	G	F	U	I	N	L	P	W	B	A	M
O	E	I	Z	A	J	H	L	T	O	E	J	I	P	B	M	V	D	C	H
W	K	O	V	E	R	L	O	R	D	Q	T	O	K	J	V	P	Z	T	L
N	Y	Q	V	M	T	L	U	R	D	T	W	P	T	V	F	P	R	T	N
S	B	Y	K	W	P	B	P	V	E	M	V	O	J	X	K	I	C	W	I
F	Y	Z	A	F	H	R	T	S	Z	M	R	A	H	K	A	X	U	T	X
O	Y	Z	Z	Y	B	O	N	V	K	X	U	P	J	L	M	R	R	F	H
L	L	K	E	T	I	H	P	Q	H	L	S	F	N	N	Q	I	V	W	D
K	F	Q	S	I	D	E	K	I	C	K	R	C	L	I	M	A	X	N	U
M	O	N	E	S	D	R	H	Q	C	S	E	U	T	K	R	B	R	K	N
F	F	H	E	G	U	O	W	V	S	O	M	Q	W	B	I	O	W	B	G
M	N	P	V	T	P	I	F	S	T	O	R	Y	N	F	H	C	Q	K	E
S	L	M	I	K	R	N	T	R	E	W	N	G	V	T	F	C	U	K	O
K	I	M	L	Q	N	E	N	E	B	B	S	K	U	V	H	Q	B	D	N
K	R	I	U	Z	J	G	P	A	R	K	U	A	J	A	Y	F	J	Q	R

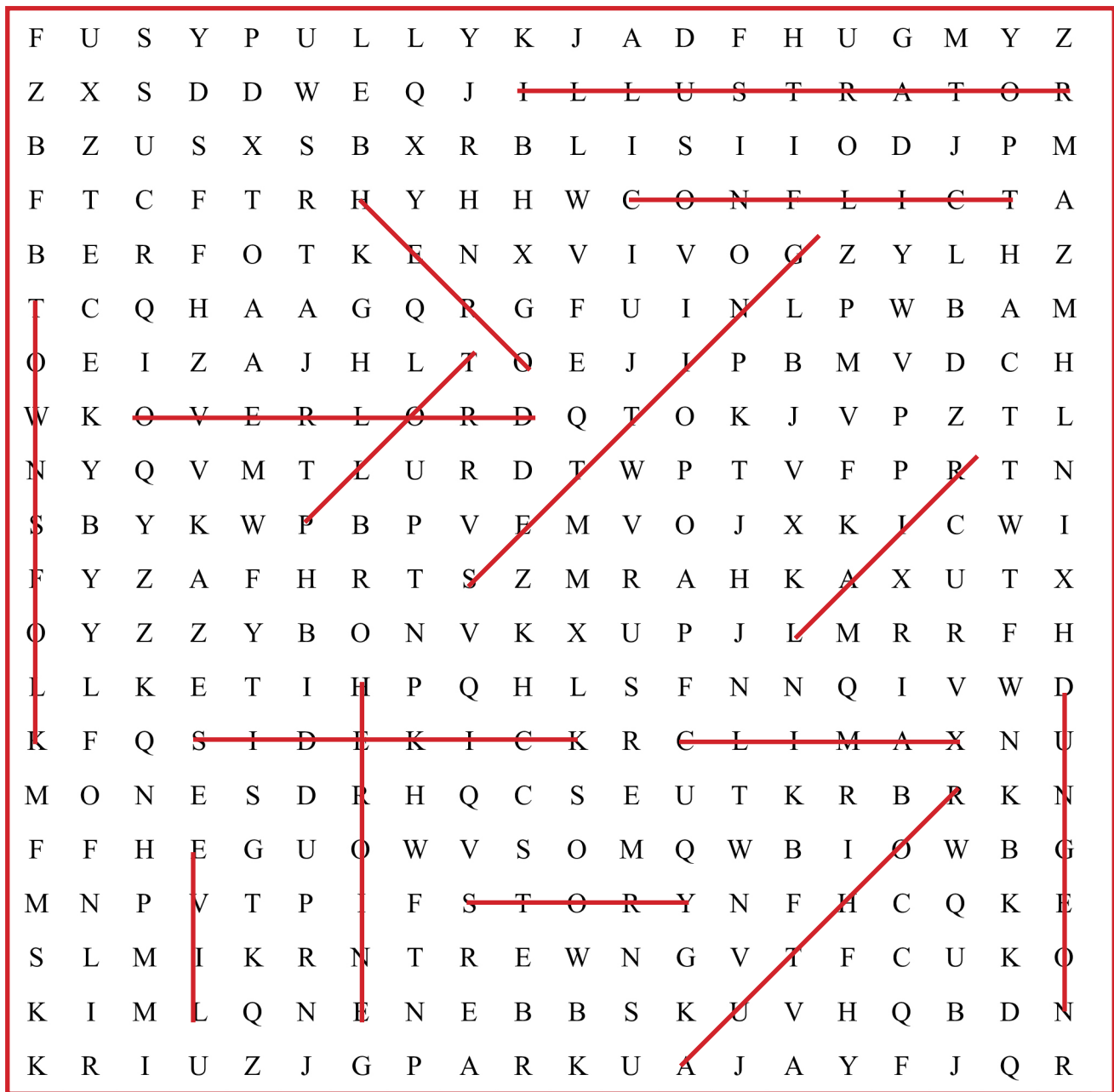
STORY
SETTING
OVERLORD
LAIR
CLIMAX

HERO
CONFLICT
SIDEKICK
EVIL
AUTHOR

HEROINE
PLOT
TOWNSFOLK
DUNGEON
ILLUSTRATOR



This Is a Good Story Word Search Answers



STORY
SETTING
OVERLORD
LAIR
CLIMAX

HERO
CONFLICT
SIDEKICK
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AUTHOR

HEROINE
PLOT
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DUNGEON
ILLUSTRATOR



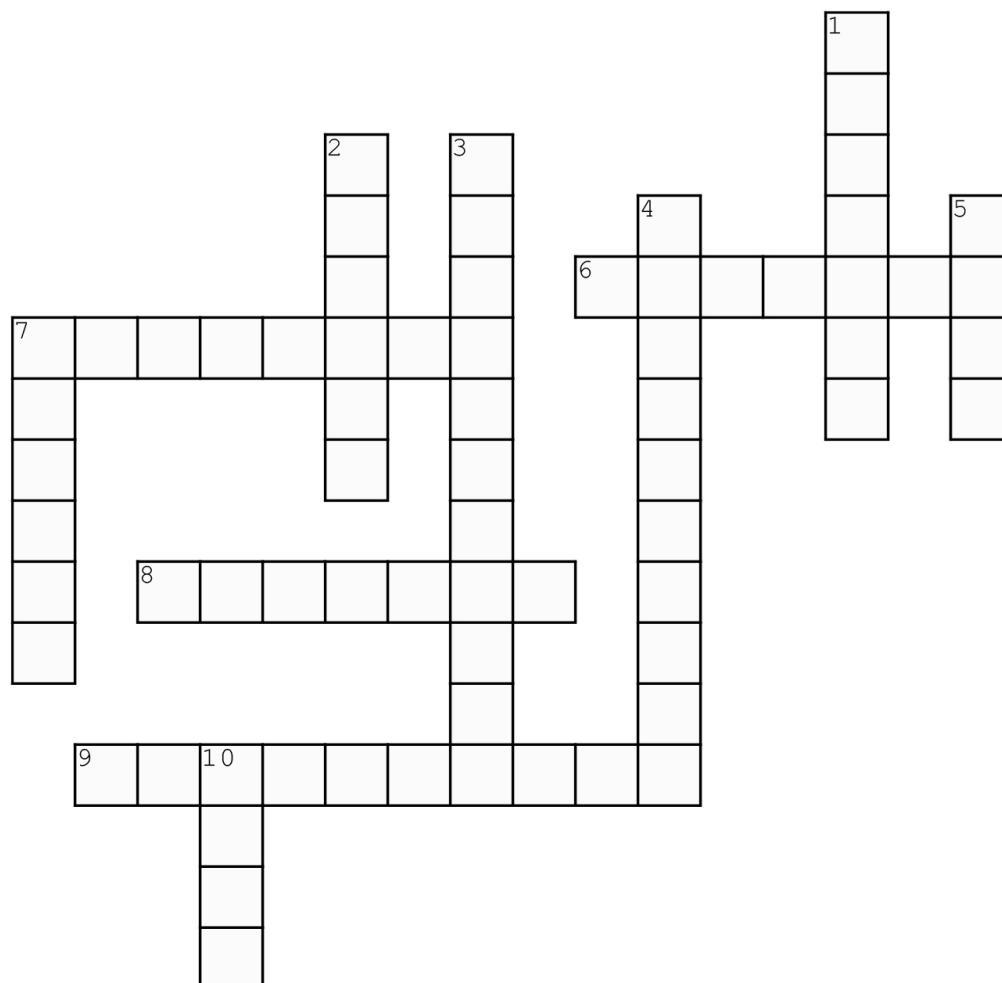
A Helpful Puzzle-Solving List of Words

Note: If students need additional assistance in solving the Friendly List of Words Crossword Puzzle, instruct them to use the list below as a reference.

Hero
Falling
Heroine
Resolution
Exposition
Plot
Setting
Protagonist
Rising
Conflict
Climax



A Friendly List of Words Crossword Puzzle



Across

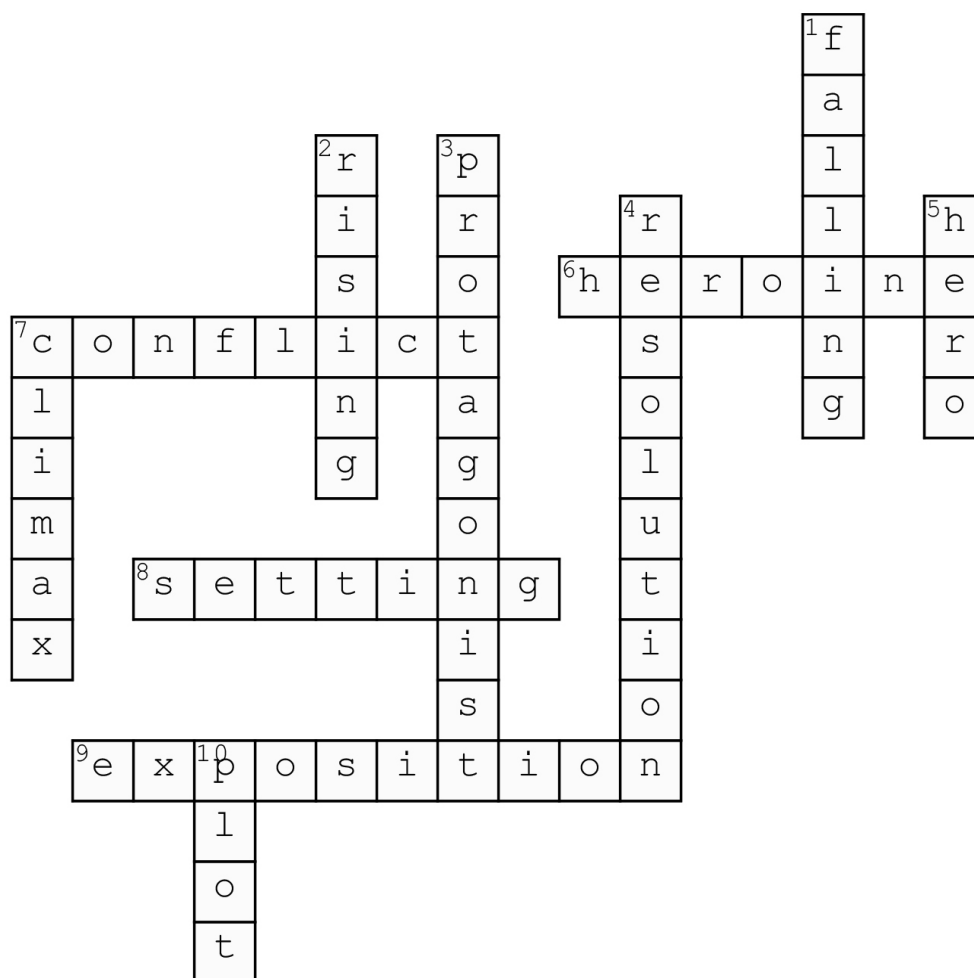
6. The main female character in a story or play
7. A controversy or struggle
8. Location where the action of a story or play takes place
9. Opening scene establishing the main idea of a story or play

Down

1. _____ action, series of scenes occurring after the climax that lead to the resolution of a story or play
2. _____ action, a series of scenes or events that lead to the climax of a story or play
3. The main character is in a story or play
4. Story's plot line in which the problem of the story or play is resolved or worked out
5. The main male character in a story or play
7. A decisive or intense moment that provides a turning point in the plot
10. Main events that occur in a story or play



A Friendly List of Words Crossword Puzzle Answers



Across

6. The main female character in a story or play
7. A controversy or struggle
8. Location where the action of a story or play takes place
9. Opening scene establishing the main idea of a story or play

Down

1. _____ action, series of scenes occurring after the climax that lead to the resolution of a story or play
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Make a Story Map

They live in a good town, filled with good people, called our Setting.

Materials:

- *This is a Good Story*
- Setting Tags (Guide, pg. 8)
- Posterboard
- Pencils
- Scissors
- Glue sticks
- Thin black art marker
- Colored pencils
- Watercolors
- Markers



Procedure:

- Re-read *This is a Good Story*, closely considering the unique features of the story's setting.
- Discuss all aspects of the setting. Determine the structural layout of the setting. Where is the town in relation to The Evil Lair? Consider where the Evil Overlord's armies are encamped. Tell where the Town of Very Convenient is in relation to the Dungeon.
- Consider the topography of each region. Wooded areas? Roads? Water sources? Mountainous regions?
- Print **Setting Tags**. Use scissors to trim around the borders of the tags.
- Use pencil to outline detailed features of the setting the story, making certain to include all features listed on the **Setting Tags**. (Blank tags are available for additional features, if needed.)
- Use markers and colored pencils to add details such as trees, hills, water, roads, buildings, fields, mountains, etc.
- Use watercolors to fill in large sections of the Story Map.
- Label each feature of the Story Map with gluestick and **Setting Tags**.
- Write a short informational essay describing how the features on the Story Map relate. Share essay and Story Map with class.

Setting Tags

Good Town	The Evil Lair	Woods	
Army Encampment	Dungeon	Mountains	
Town of Very Convenient	The Duck Pond		



The Story Arc

As with any Good Story, ours has a Conflict, a problem that needs fixing.
And it's a good thing, too, because without a Conflict there would be no Plot.

Our Story would go nowhere

Materials:

- *This is a Good Story*
- The Story Arc Reference Sheet (Guide, pg. 10)
- Illustrated Plot Point Labels - Activity 1 Guide, pg. 11)
- Plot Point Labels - Activity 2 (Guide, pg. 11)
- The Story Arc Template (Guide, pg. 12)
- Scissors
- Glue sticks
- Pencil & Markers

Procedure for Activity 1- Illustrated Plot Point Labels:

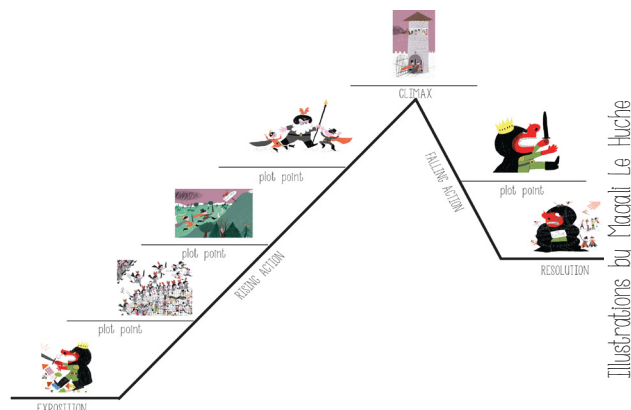
- Print **The Story Arc Template** and **Illustrated Plot Point Labels - Activity 1**.
- Use scissors to trim around the borders of the **Illustrated Plot Point Labels - Activity 1**.
- Identify and discuss the function of each element of story printed on **The Story Arc Template**
- Discuss how the arc shape demonstrates how conflict moves each plot point forward.
- Instruct students to glue the **Illustrated Plot Point Labels - Activity 1** in the correct story sequence along the arc, in each its designated plot point. Use *This is a Good Story* as reference in doing so.
- Check work using the **The Story Arc Reference Sheet**.
- Encourage students to retell *This is a Good Story* in their own words using the completed **Story Arc Template** as a guide.
- Instruct students to illustrate the plot points of an original story using markers, pencils, and a blank **The Story Arc Template**. Share work with the class.

Procedure for Activity 2 - Plot Point Labels:

- Print **The Story Arc Template** and **Plot Point Labels - Activity 2**.
- Use scissors to trim around the borders of the **Plot Point Labels - Activity 2**.
- Identify and discuss the function of each element of story printed on **The Story Arc Template**.
- Discuss how the arc shape demonstrates how conflict moves each plot point forward.
- Instruct students to glue the **Plot Point Labels - Activity 2** in the correct story sequence along the arc, in each its designated plot point. Use *This is a Good Story* as reference in doing so. Tell students to illustrate each plot point.
- Check work using the **The Story Arc Reference Sheet**.
- Encourage students to retell *This is a Good Story* in their own words using the completed **Story Arc Template** as a guide.
- Instruct students to write and illustrate the plot points of an original story using markers, pencils, and a blank **The Story Arc Template**. Share work with the class.

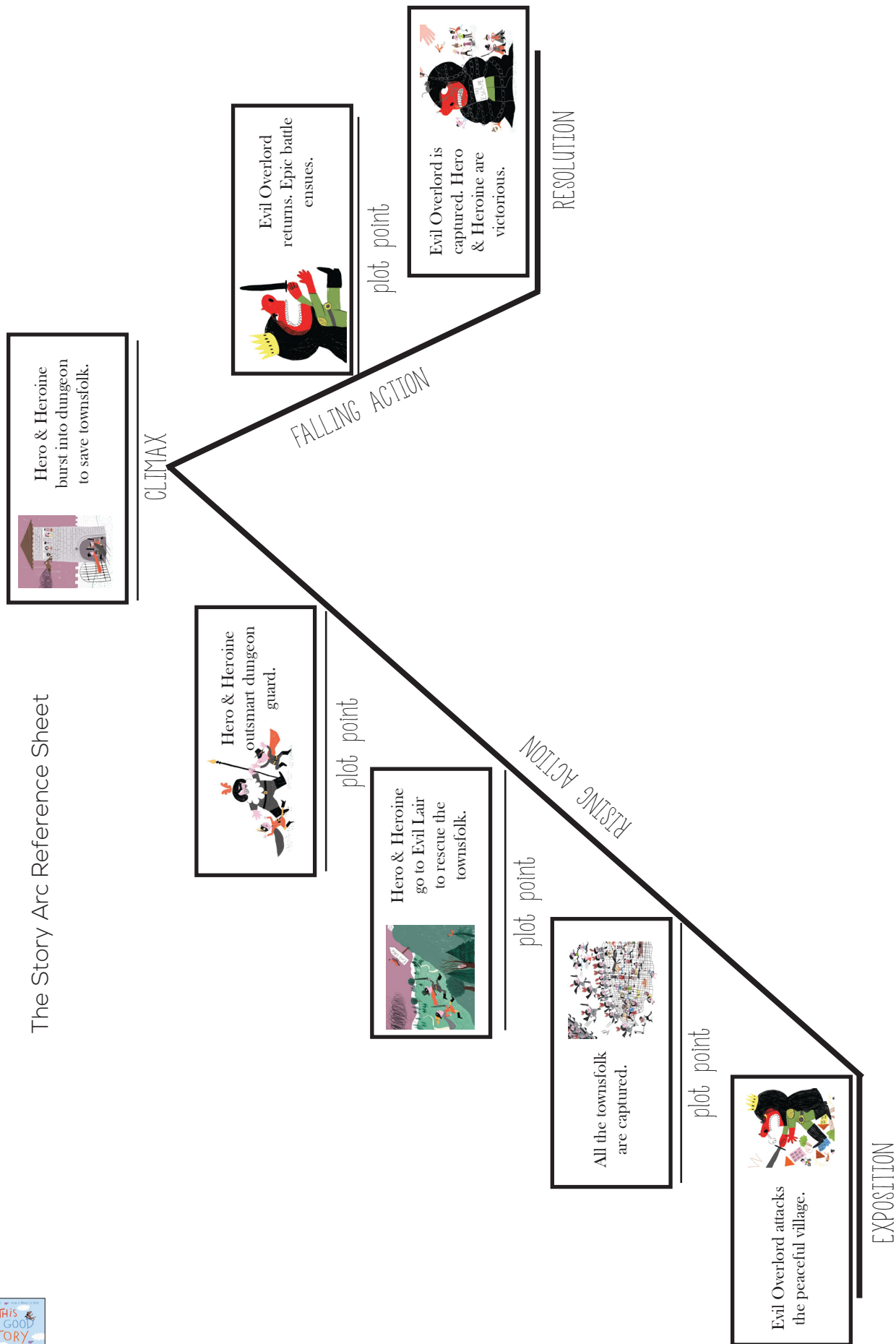
Procedure for Activity 3 - Independent Study:

- Print **The Story Arc Template**.
- Instruct students to analyze the story arc of *This is a Good Story* by identifying each key plot point through written description on the **The Story Arc Template**.
- Instruct students to write and illustrate the plot points of an original story using markers, pencils, and a blank **The Story Arc Template**, and then transpose their work into a written format. Share work with the class.





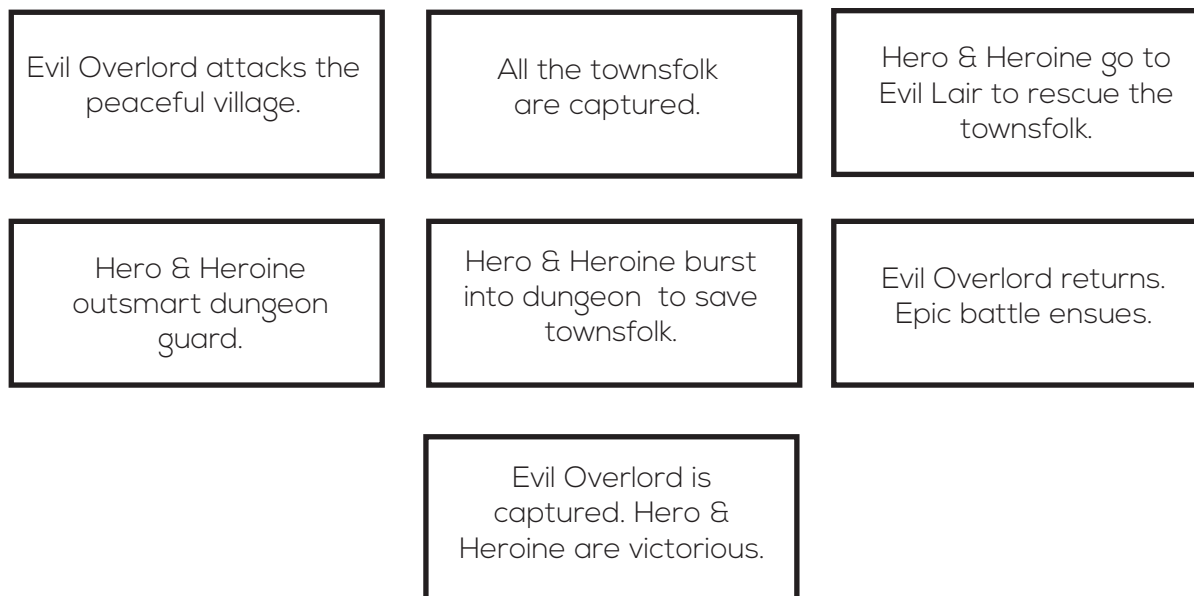
The Story Arc Reference Sheet



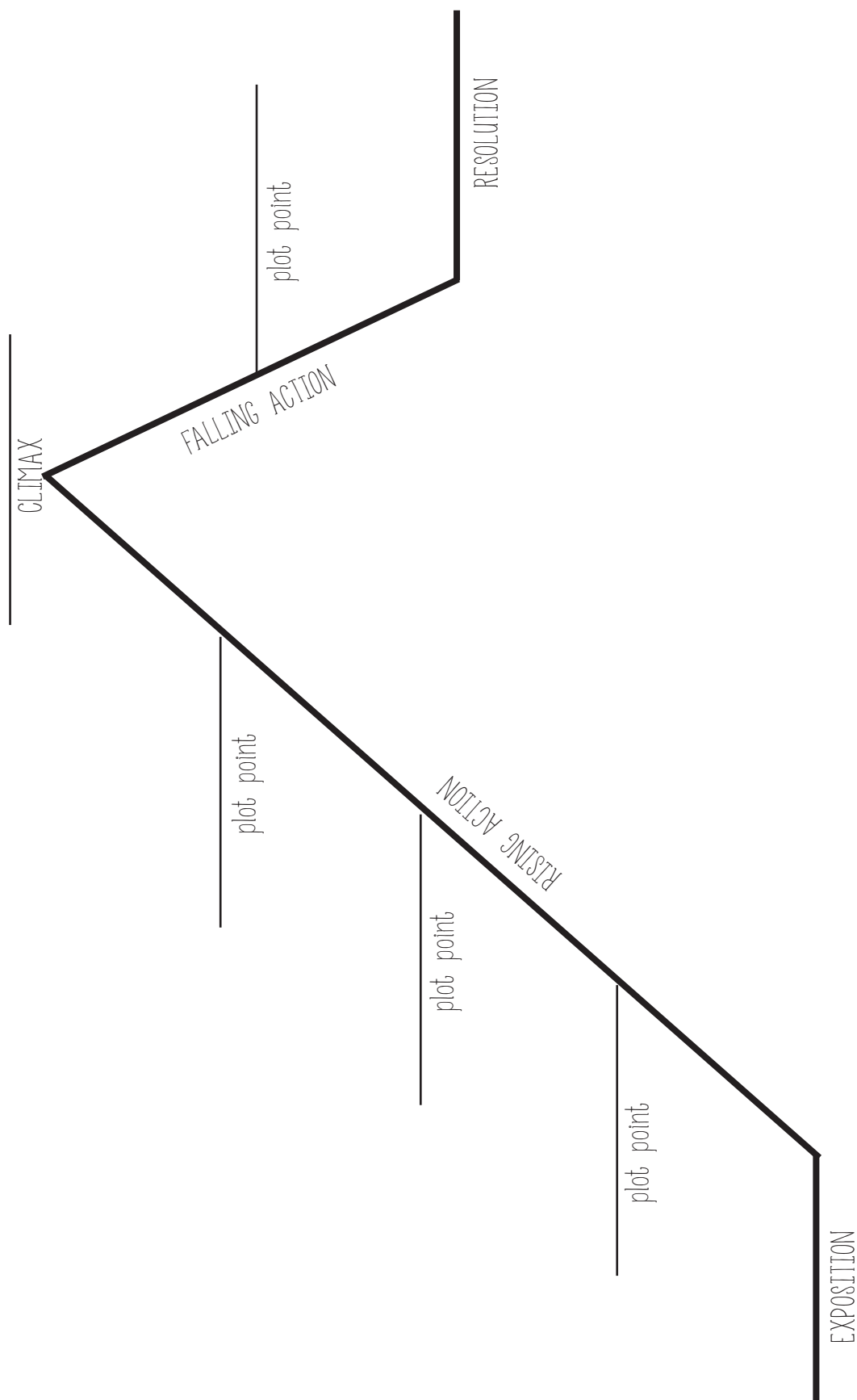
Illustrated Plot Point Labels



Plot Point Labels



The Story Arc Template



Common Core State Anchor Standards Alignment

English Language Arts Anchor Standards>>Reading

		Discussion Questions	Word Search/Crossword Puzzle	Story Map	Story Arc
CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	•		•	•
CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	•		•	•
CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	•		•	•
CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		•		
CCSS.ELA-Literacy.CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	•		•	•
CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	•	•	•	•
CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.	•	•	•	•

English Language Arts Anchor Standards>>Writing

CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.				•
CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				•
CCSS.ELA-Literacy.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				•
CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			•	•

English Language Arts Anchor Standards>>Speaking & Listening

CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	•		•	•
CCSS.ELA-Literacy.CCRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	•		•	•
CCSS.ELA-Literacy.CCRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	•		•	•
CCSS.ELA-Literacy.CCRA.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			•	•
CCSS.ELA-Literacy.CCRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	•	•	•	•

