

Town Magician 1 Study Guide

Words to Know

Discussion Questions

Write Your Own Stories

3 Act Structure

Other Activities – Maps & Rasmundle Recipe

Common Core Covered

With this study guide, I have tried to help with and adhere to the Common Core standards. Professional educators have helped to compile this guide, and their help is appreciated. While we focused on the standards for 3rd through 5th grade - this guide can be used with higher or lower grades with some adjustment.

If you are a homeschool parent and not as concerned about the Common Core standards, great! The discussion questions and writing prompts are just as useful for your environment.

If you have any comments or questions about any of this, please contact me at: sas@sasauthor.com.

READABILITY LEVEL:

Clarise and the Night Show

Flesch Reading Ease 90.0

Flesch-Kincaide Grade: 3.0

Coleman-Liau 5.5

Automated Readability Index 2.9

Faking the Magic

Flesch Reading Ease 86.2

Flesch-Kincaid Grade 3.7

Coleman-Liau 5.9

Authomated Readability Index 3.4

Embracing the Magic

Flesch Reading Ease 86.1

Flesch-Kincaid Grade 3.7

Coleman-Liau 5.9

Automated Readability Index 3.4

Common Core

While my resources aren't structured to always be common core compliant, they do cover some of the same areas. I also use several certified teachers to help evaluate the resources. Your state may have adjusted standards, and I hope that my resources help you in your teaching - whether at home, school classroom, library group or after school extra curricular.

The resources mostly focus on writing, but cover other aspects also. Since each grade has different requirements, I don't want to spend time here covering each specifically. In general, these are the common core standards that this study guide uses.

Under Reading Standards for Literature, these are covered for grades 3-5:

Key Ideas and Details

- understanding of text
- describe characters

Craft and Structure

- meaning of words

Range of Reading and Level of Text Complexity

- read and comprehend literature

Writing Standards for grades 3-5:

Text types and purposes

- write narratives

Production and Distribution of Writing

- develop and strengthen writing
- use technology to produce and publish writing

Some resources may be on my website (sa-schneider.com) as article and videos. Check back as I'm adding new resources and adjusting the study guides.

Words to know - Vocabulary

The base word is given followed by how it is used in that chapter. Many of these words are used as adjectives or in the past tense. Use a dictionary to check the meaning of the words and use them in a sentence. Below, I give my basic definition, but the dictionary will tell you the many uses for some of these words and alternative forms, which I don't have here.

Many of the words are used with a suffix or prefix in the story. See which words can be altered with suffixes and prefixes:

-ing

-ed

-ly

-er

Pre-

Un-

Re-

What other prefixes/suffixes can be used on the following words? If a different suffix or prefix is used, how does that change the meaning of the sentence in the story?

Clarise and the Night Show

Papu

The man snatched a handful of papu.

Papu are like our green beans. They are just one of the vegetables Samuel grows in his garden

and sells at market.

Wortyl

Oh, great! I love your wortyls. They have some of the brightest orange color.

A wortyl is like our carrots, but usually longer.

Melodious

melodiousness

She smiled (beaming smile) and laughed (melodious laugh), and her hair bounced (clean hair, shiny) as the group swirled from one vendor's table to another.

Melodious is from the word melody and describes something that sounds pleasant.

Manipulate

Manipulated

manipulates

Her father had enough magic to manipulate the metal into shapes no regular blacksmith could achieve.

In the story, Clarise's father uses his magic to change the shape, or manipulate, the metal. You might also think about manipulating the pieces of a puzzle to get them to fit.

Meander

meandering

Samual studied the girls as they meandered between stalls, always Clarise at the lead.

This is a great word to describe how Clarise moved around the market. It's walking without a set purpose. She went from stall to stall and wasn't hurried.

Abysmal

abysmally

Lately he hadn't sold many vegetables. In fact, the sales were downright abysmal.

This isn't bad, it's really bad. In the story, Samuel wasn't selling any vegetables. He didn't just have bad sales, he had abysmal sales.

Futzed

futz

Instead, he futzed with the vegetables, not meeting her eyes.

I get this one from my grandfather. It means messing around, but you aren't really doing anything. Like playing with a pencil as you're listening to the teacher.

Trepidation

A friendly smile, but he regarded her with a bit of trepidation.

When you feel this way, you feel nervous and anxious, maybe a bit scared. You might enter a haunted house with trepidation and caution.

What? You can't find that word or that sentence in the story? This is an example of what happens after an edit. If you like to write stories, sometimes you take out parts of it. This happens when you try to make it more clear or you're changing what happens in a scene. In this case, the sentence got taken out because it was saying the same thing as another sentence.

Faun pods

Clarise grabbed a faun pod and held it up to an admiring crowd.

Oooo, this is a good one. A faun pod is a vegetable in Samuel's world. A faun is like a half-man, half-deer creature, and the vegetable is named after them because their outer shell (or pod) is fuzzy. We don't have any in our world. I'm not even completely sure what it looks like. If you draw one, have your parents or teacher send it to me so I can see what it looks like.

Reverberated

reverberate

The announcement pierced through the crowd noise and reverberated around the clearing.

A sound that reverberates is echoing, ringing. When the Town Magician talks from the stage, it sounds like she is calling in a canyon.

Menagerie

Each creature exhibited such detail, like a live menagerie instead of made from water.

This is a place that animals are kept, kind of like a zoo.

Dispersed

disperse

Once the snow melted away, and the crowd had tossed its tribute onto the stage, they dispersed.

When things are dispersed, they are spread out and disappear. In the story, the crowd leaves the field where the show was, they dispersed.

Coalesced

coalesce

An explosion of multicolored smoke coalesced into a snake that slithered through the crowd.

When something gathers together and forms one whole thing.

Satyr bush

Samual studied the Satyr bushes along the wall. In the dark, they were darker shadow shapes, their spiny stalks indistinguishable from each other.

Another item in Samual's world that we don't have. Satyr bushes have large spikes. Not many people grow them, as they are hard to keep alive. It can be a source of pride to keep these bushes as decoration around a home.

Deepened

He strained to smile, and Mr. Traver's frown deepened.

This is when something gets even more so, it intensifies. Here, he already frowned, but now it's a bigger frown.

Cacophony

H strained to hear their(her) laugh, but the cacophony of patrons arguing wit vendors, people chatting as they shuffled between booths, and animals around the edge of the marketplace calling to each other covered any change of their (her) laughter reaching his ears.

A lot of noise. In the crowded marketplace, there are so many people and animals that Samual can't hear what he wants to hear, which is Clarise.

Acquired

Acquire

They appeared to be babbling over their newly acquired possessions, which they displayed for each other to “oo” and “ahh” over.

To get. The kids purchased, or acquired, items at the marketplace. It could mean to take in some way other than buying, but they are paying for the items.

Enthusiasm

“OK,” Samuel said, though the enthusiasm from earlier had left.

Eager and excited about something.

Jaunty

A mandolin floated above them and played a jaunty tune, to which the goblin troupe danced around the stage.

Lively and cheerful music. The kind that makes you want to move your feet and dance along.

Faking the Magic

Sputtered

Samuel sputtered as dirt flew off her knees into his face.

This happens when you are trying to talk and can't seem to get a full sentence out. You might stutter and repeat some nonsense syllables while trying to get the words out.

Blemishes and blotches

As usual, Samuel's were the best looking, hardly any blemishes or blotches, and they were all a

pleasant color.

Both of these words describe imperfections on the vegetables. Spots and bad spots. Samuel's vegetables don't have any of these, unlike most other people. Hm, I wonder why?

Aggressively

Well, Jon would be aggressively nasty.

In the story, this means that Jon doesn't pick on Samuel only when Samuel happens to be near. Jon actually seeks Samuel out to tease him.

Anticipation

Every thought turned to anticipation of the spectacular tricks at the show.

Eagerly awaiting something that will be happening.

Torpor

Samuel's torpor cleared and he looked around her at the cottage, but didn't see his father.

Being foggy brained and confused about things.

Spectacle

The rest of the day flew by as he thought about the spectacles he might witness with their new Town Magician.

Amazing sights.

Kyuwbuhr & Domaattes

These are some of the vegetables in Samuel's world. Kyuwbuhr are like our cucumbers and domaattes are like our tomatoes. What are wortyls? Take a look at the Words to Know at the back of the short story "Clarise and the Night Show"

Sagged

For a moment, Samuel's spirit sagged as he realized it might be difficult to see the stage with so many people.

Usually, when something sags, it's a physical object that isn't taut and may droop. If you have a tent that sags, it's loose and doesn't look completely set up. In this case, you can't see Samuel's spirit, but we can relate to feeling let down at times. That's how Samuel feels.

Embracing the Magic

Squalid

His booming voice stopped, his brow creased as he leaned toward the fallen man. "What is this squalid little town's name?"

yucky, shabby and worn, dirty

Hitherto

I must attend other towns, but I will return in one week to honor you with a spectacle unlike any you have hitherto witnessed.

It means until now, until this point. Morzul is telling the townspeople that any show in the past won't compare to the tricks he has for a show.

Carnage

As the shards pelted the closest onlookers, they shrieked and pushed to get away from the carnage.

Everything is wrecked or destroyed. A situation is chaos and things maybe blowing up.

Plonked

Rory found a log and plonked down on it.

A great word, like if an acorn bounced off your head - I imagine it would sound like 'Plonk'

Huzzah

Coins clinked as they landed on the wooden performance stage accompanied by shouts of "Huzzah" and "Another".

An older word meaning to cheer. Today we'd probably say 'Hooray'

Duped

Rory might mess up and the rest of the village would realize he duped them.

Isn't this a great word? It means to fool someone.

Traversal

While the crowd oohed and aahed, especially the pretty girls, Samual finished his traversal out of the crowd.

This is just moving to some place. Samual traversed the garden with care so he wouldn't trample any plants.

Poofed

Both apparitions poofed and changed into swarms of butterflies.

Poof is an exclamation, like something you might see when a wizard makes something disappear in a comic book. If you have a verb, like clap, you can add -ed to the end and make it a past participle. That just means it's an action in the past. Poof isn't usually used this way, but I like it and it could be used like this. This makes poof treated as a verb and it happened in the past.

Rambunctious

He thrust a fist in the air and the crowd, as usual, burst into cheers and applause, but it certainly wasn't as rambunctious as at a show.

Loud and energetic. Often used to describe active children, maybe you've been called rambunctious.

Scarfed

Samual nodded and scarfed down the food as he hurried to catch up to the already walking Rory.

This doesn't mean he tied something around his neck. Used in this way it means to eat something quickly. You may have heard someone say "he wolfed down the food" which is similar.

Dunderhead

Whatever you may think, you little dunderhead, I am going.

This is an old English insult that means a not so smart person.

Discussion Questions

These are discussion questions compiled from the three stories - Clarise and the Night Show, Faking the Magic, and Embracing the Magic. There are a couple extra in here that aren't included with those stories.

Clarise and the Night Show

1 - When Clarise helps Samuel sell his vegetables, he sells out which he doesn't usually do on his own. What caused him to sell so many this time?

2 - Samuel could get in trouble for sneaking out, but he does it anyway. Why would he think he could get in trouble and why does he do it anyway?

3 - When the guy at the show confronts them, Samuel is afraid of him but Clarise is not. What do their actions tell us about each of them?

4 - Several times Samuel wonders if Clarise is really being a friend. What is happening at different parts of the story to make him question her friendship.

5 - Samuel got a friend. What were some things he learned about friends and friendships?

6 - This sentence:

Pockets of light and shadow from the sun streaming through the other vendor's umbrellas created a shifting mix that hid them (*with Clarise in the lead*) amongst the packed shoppers

Tells us a bit about how the market looks.

This sentence:

He strained to hear their (*her*) laugh, but the cacophony of patrons arguing with vendors, people chatting as they shuffled between booths, and animals around the edge of the marketplace calling to each other covered any chance of their (*her*) laughter reaching his ears.

Is part of a later paragraph and helps to make clearer what the market is like. Can you give more details of how you think the market looks? Try to draw a picture depicting your vision of

the market.

Faking the Magic

1 - Why are Clarise and Samual excited about the new Town Magician? By the end of the story, what changes?

2 - If you attended a magic show with Samual, what would you want to see?

3 - Samual discovered that the Town Magician, Rory, is a fake. Do you think Samual would have preferred not knowing and continuing to think it was real magic? What would you have wanted - to know or not?

4 - What are some reasons no one listened to Samual when he tried to alert them to the fake tricks?

5 - We get a look at the relationship between Samual and his father. Using information from this story and "Clarise and the Night Show", what is this relationship like and is there a reason why? What is in the story that supports your thoughts?

Embracing the Magic

Chapter 1 & 2 : Wizard Battle & Next

What type of person is Morzul?

Why do you think he is conquering so many towns?

Describe Morzul - not just what he looks like, but his personality.

What do you think the amulets do?

Morzul uses magic - what spells does he cast?

Chapter 3 & 4 : The Performance & It Doesn't Go Right

After reading chapter 1 and 2, what would you guess might happen in the story?

Why does Samual say that Rory can't do magic? Can Samual do magic? (see the short story Faking the Magic)

Samual sees Rory faking the magic - why don't you think the adults notice it?

What do the villagers think of Rory?

Chapter 5 : After the Show

Why can't Samual prove that Rory is a fake?

Do you think Mr. Robers is correct and the Town Magician will protect them when needed?

The amulet is mentioned and Rory must have it. Do you think it is helping him to be a Town Magician?

How could Samual prove Rory is a fake?

Describe the type of person Rory is.

Chapter 6 : The Gang

Samual wishes he had magic. Do you think that affects his desire to prove Rory isn't a real Town

Magician? Do you think he would try so hard to prove Rory didn't know magic if he had magic of his own?

What might a herdle look like? Draw your rendition.

Jon picks on Samual often. Why do you think this is so?

Chapter 7 & 8 : Dad & Bye Bye Gang

Does Samual often fight Jon? How do you know? What do you think usually happens?

Chapter 9 : Dream

Why do you think Samual dreamed he was a Town Magician and performing magic?

Can you guess what is causing the smoke and booms from the town?

Chapter 10 : Not a Battle

There have been several magicians so far. Who are they and what magic did they possess?

Morzul uses his magic to hurt the villagers. Is that what Town Magicians do? If Rory is a fake Town Magician, how would you compare him to Morzul? Which is better or worse and why?

Where do you think Rory is?

Chapter 11: Rory Knows

Rory appears to know something about magic and mentions he learned from his father. Do you think his father knows Rory can't perform magic?

Chapter 12 & 13 : A Magic Duel & Rory the Showman

Why does Morzul want to fight Rory? How many towns does a Town Magician normally preside over?

How have things changed with Town Magicians through the years?

Would you say Rory is really trying to make sure the duel is legal and fair or does he have some other reason to discuss it and try to set the duel for a later time?

Do you think there is a Grand Wizard or is Rory making that up?

The people feel better after listening to Rory, which is part of what a Town Magician does. What makes Rory a good Town Magician and what makes him a bad Town Magician?

Morzul wants his name to spread as the greatest magician. Is that what is happening? What do people think when they hear the name Morzul?

Chapter 14 : Rory and Susin

Do you think Rory is telling Susin the truth that he will get trained by the Grand Wizard? Why or why not?

For more - see Your Own Stories.

Chapter 15 : Samual Decides

What is Samual's father like? What type of person is he?

How do you think his father will react when he gets to town?

Describe Samual and his father's relationship?

Samual asks himself, "What if I had magic?" How do you think Samual would be if he had magic?

Samual decides to go to the Grand Wizard himself. Predictions on what's going to happen?

For more - see Your Own Stories.

Chapter 16 : Clarise at Home

Does Samual's plan sound like a good one? Do you think he'll succeed?

For more - see Your Own Stories

Chapter 17 & 18 : Rory Sets Off & Midnight Howls

Do you agree with Samual's decision to join Rory in the campsite?

Chapter 19 : On the Road

Is it good that Rory knows Samual is around?

What might have happened if Samual had chosen to not reveal himself to Rory.

Why do you think Rory let's Samual stay with him and continue to the Grand Wizard?

Chapter 20 : The Town

Why do you think Rory doesn't want to help the town?

Chapter 21 : Tattoon

Clarise snoops under the performance stage which could get her in trouble? Why does she do so and what does she find? How does it change her thoughts on the situation with Rory?

Chapter 22 : This is it?

Is the Grand Wizard what you expected? How is he different?

What does the house look like?

Chapter 23 : Meet the Grand Wizard

When Samuel states who his father is, how does the Grand Wizard react? Why might that be?

Chapter 24 : Stew

How does the boy's relationship change while making and eating dinner?

Do you think Rory is serious about defeating Morzul? Why or why not?

Chapter 25 : Getting Started

A Grand Wizard named Toby? What did you think his name might be?

Did Rory use magic to start the fire? Why didn't he? Do you think he could have started the fire with magic?

Did Samuel use magic to get the pot? Could he have used magic? Why didn't he?

Chapter 26 : Training Conflict

The Grand Wizard makes references like what the humidity is or leg warmers or calling someone, yet they don't have phones in Samuel's world. How might the Grand Wizard be making these references?

The Grand Wizard displays how powerful he is with magic by growing larger and controlling the weather. Yet, he continues to stop the training with Rory. If he knows magic, why is he not training Rory?

Samuel notices that the Grand Wizard's house looks better than it did when they arrived. What do you think it looked like then and what does it look like now?

Chapter 27 & 28: Meditation & Magical Meal

Samual is concerned about Rory getting trained. But if the Grand Wizard didn't bother with Rory, he'd have more time with Samual. If you were Samual, what would you do?

The Grand Wizard is still pushing Samual to do magic. Does that mean he knows Samual has magic? Or is he trying to get Rory jealous in the hopes it will spur Rory to perform magic?

What do you think happened to the roses?

What did Toby mean when he said, "get out of your own head"?

Samual didn't use magic to make the stew, yet his method was also successful. Does he need magic?

What are the negative and positive thoughts Samual has had about magic? Is that affecting his ability to

Chapter 29 : The Wizard Way

Do you think Toby will continue to train Rory?

Morzul enjoys having the power and controlling the town, but is he a good Town Magician? Why or why not? What are some things Morzul does that make him a good or bad Town Magician? What could he do to be the opposite?

Chapter 30 & 31 : Tense Moments & Using Magic

Why do you think Toby won't give Rory a magic item or potion?

Should Samual continue to try the magic?

In what ways did Rory and Samual's relationship change in this chapter?

Chapter 32 : Oh Rory

What do you think Toby meant when he said, "Tell your mistress you will not be rid of me so easily."

What are your thoughts on Rory running?

Chapter 33 & 34 : Dire Wolves & Triumphs?

If Toby is so powerful, why do you think he had trouble with the Dire Wolf? Could there be another reason it took him longer to deal with that wolf?

Do you think Rory really killed the wolf?

Where do you think Toby is going at the end of the chapter and why?

Chapter 35 & 36: The Wizard Leaves & Grand Wizard

Toby is back in his house - why isn't he training Rory?

What is Rory's plan to defeat Morzul? Is it a good plan?

Why is Rory mis-treating Samuel again?

How does the hut and surrounding area look different than when they arrived? What about Toby, how is he different?

Chapter 37 & 38 : Time to Move On & Trying Magic

If Rory can't cast actual magic, what do you think he'll do?

Chapter 39 & 40 & 41 : Trying Magic & Magic Language & Magic Changes Everything

Rory finally did some magic, right? What was the magic? Was there anything different about Rory trying this time?

What is Rory and Samual's relationship at this point? How do they feel about their past actions toward each other?

Chapter 30

How does Clarise react to finding the secrets under the stage?

Do they think Rory has a chance to win?

Chapter 41 & 42 & 43 : Prepared & Morzul Arrives & Change in Magic

How well was the battle for Rory? What does Rory do when things start to go wrong?

What happened with Samual? Did you know he had magic? What type of magic does he have?

Chapter 44 : The Real Battle

Morzul is determined to get the amulet. How does he act once Samual gets the amulet?

Since he isn't Town Magician any longer, why doesn't Rory quit? What does he do?

Clarise can pick up the amulets because she's not meant to be Town Magician. What do you think would have happened back in the forest clearing if Samual had grabbed Rory's amulet? How would that have changed the story?

What does Morzul do to win and how does Samual react? Is that what he should have done?

Chapter 45 : The Village

Is Morzul defeated? Does Samual do it?

Do you think Samual and the village could have won if Morzul hadn't dropped the amulets?

End

So, did Mr. Robers prophecy come true and did the Town Magician protect the town?

How does Samual's relationship with Rory change from the beginning of their journey to the end of their journey?

Writing: 3 act structure

Why use the three act structure?

When writing, it helps to have a framework or structure to your writing. This will help guide your story so that it feels 'right' to the reader.

To many writers, this may seem restrictive. Trying to make your writing fit into some structure takes away the creativity. Others feel that using some known structure allows you the freedom to focus on the writing and being creative, more so than trying to piece a story together as you go.

This debate may continue, but I feel it is important to know something about story structure and why you should use it. What I want to concentrate on is the simple three act structure with beginning, middle and end. Almost every story you'll run across can be broken down into the three basic components. And that's including 'Romeo and Juliet', 'Dracula', and 'Marvel's Avengers: Infinity War'.

Introducing kids to the basics and showing them how they can use that information to create better stories will be important in their future writing - whether that is only high school and college, submissions for a magazine, or a bestselling novelist.

What is the three act structure

If you aren't familiar with what is meant by the three act structure, we're talking about how a story can be broken down into its beginning or Act 1, middle or Act 2, and end or Act 3. This structure for stories extends back to Aristotle and can be seen in almost every story, especially the more popular stories.

You may wonder why learn a structure, why not just write? Good question, and a debated question. Let me give you my reasons for working with kids so they know the three act

structure.

1 - It's what most professionals use. While Stephen King, JK Rowling and others may not consciously think about the three act structure when they are writing, it is such an integral part of their writing self that it is natural for them.

2 - If you don't use it, the story may feel 'off' to the reader. Again, it is such a part of our lives, even if we don't understand it, not having it will make stories not seem right to most readers. If it feels off, a publisher won't buy it to publish and an agent won't be able to sell it as the next big movie.

3 - It allows them to learn and use other structures. Many writers (this includes scriptwriters and others) may use something like Save the Cat or the Three Story Method to help structure their story. These are based on and use the basic three act structure, so it makes it easier to work within these frameworks.

The three act structure

When we talk about the basic three act structure, we mean the Beginning, the Middle, and the End of the story. It may seem almost simple and something to not even think about, but many new authors either forget or don't know this simple thing and their story is a mess because of it.

There are books and websites that go into the three act structure in more detail. I cover the basics below and in other study guides will expand on this with story beats and other parts of writing.

The beginning introduces your characters. The good guys and the bad. Then, the main conflict of the story happens and your main character has to make a choice. That is the end of the beginning or opening act. In *Embracing the Magic*, when Morzul attacked, Samual made sure Rory was getting trained, and he hoped he could find his own magic. The beginning of the book shows Morzul attacking a town, Rory performing, Samual with his problems dealing with his father, and then Morzul showing up to duel Rory. Everything is setup for the middle.

After the beginning is your middle part or Act 2. The middle part is where things happen that will eventually lead to the end. That sounds simple, but sometimes it is not. Everything in the middle should be leading to the final climax of the story. In *Embracing the Magic*, Samuel wanted to find his magic, but was afraid because of what his father told him. He also felt bad for Rory and wanted him to become successful so the town wouldn't be taken over by Morzul. The middle is where Rory should be trained, but it's not all peachy keen, there's conflict. You need some conflict in the middle part to build up and keep it interesting. All of this leads to the end or Act 3.

The ending is just that. You want a big climax to tie everything up. At the end of *Embracing the Magic*, Morzul and Rory are fighting, but we know Rory is going to be defeated. We, as the readers, know Samuel has some magic, but is afraid to use it. When he finally does, he's able to defeat Morzul.

Further Reading

This is only a brief intro to the three act structure. For kids learning to write stories, you don't need anything more than that. If they have the basics, they can learn more and add to their knowledge. I encourage kids to get experience writing as a first step without worrying about details like spelling, grammar, and structure. I'm not saying these aren't important and that they shouldn't learn these also, I'm saying that they shouldn't worry about those details and just allow themselves to be imaginative and write a good story. Once they have experience writing, the other items (story structure, spelling, grammar, etc) make more sense and are easier to understand.

If you'd like to expand any lessons or work with the kids further on the Three Act Structure, check out these online articles:

<https://blog.reedsy.com/guide/story-structure/three-act-structure>

https://en.wikipedia.org/wiki/Three-act_structure

Practice

1 - Identify the Beginning, Middle, and End of stories the kids have read. This can be books and short stories the class has read. It can also be movies the kids have seen. Doesn't matter, the focus is on the three parts of the three act structure.

Example:

Beginning - Jack and Jill went up the hill to fetch a pail of water

Middle - Jack fell down and broke his crown

End - and Jill went tumbling after

Harry Potter and the Sorcerer's Stone

Beginning - Harry getting taken from the Dursleys to Hogwarts

Middle - classes and all the activities along with finding out about the Stone

End - Harry, Ron, and Hermione find and conquer the cavern to the Stone

2 - After the kids write a story, have them identify the part of the three act structure in that story. They could even identify those parts in each others stories.

Are the parts clear and can be identified? If not, why and what could be changed about the story.

If needed, they can rewrite the story to align more fully with the three act structure.

Rubric

Story Rubric for Educators

If you don't know what a rubric is, let me help you out. A rubric is a tool that helps kids know what is expected when they write their story. The parts that are being graded are spelled out and also the level at which the story will meet the standards.

Rubrics can be created and adjusted to fit different classes, different age groups, and different types of writing. You can include a lot of criteria or only a couple things.

My author friend J. Thorn has a site dedicated to rubric's and it's worth checking out:

<https://theauthorlife.com/storyrubric/>

The below rubric focuses on short story fiction writing and can be used and adapted as needed. It focuses on storytelling more so than theme and grammar. Because of this, it is designed for younger writers that are just getting started. Feel free to add and adjust to fit your students.

You will notice that the rating a child's writing as weak will probably be rare. For young writers, it's important to encourage them to write and not make them feel like they are bad writers.

If a child is weaker and lacking, ask them to tell you about the things that are weak in their story. It could be a case of difficult to write out what they are thinking, but when you ask them to describe the world or how the characters talk, you'll find that they can rattle off more than they've written.

Rubric

3 Story Parts

Characterization

Dialogue

World Building

Description

Creativity

Grammar & Spelling

Recommended Books

Here are some books I recommend for kids. There are fiction for the enjoyment and study and there are non-fiction books to help with writing.

As always, evaluate each book for your kids to determine if its appropriate for them.

Fiction

Alice in Wonderland - Lewis Carrol

Peter Pan - J.M.Barrie

The Narnia Chronicles - C.S. Lewis

Stranger Things Have Happened - Jeff Strand

Non-Fiction

Three Story Method - J. Thorn and Zach Bohannon

Snowflake Method - Randy Ingermanson

Wonderbook (The Illustrated Guide to Creating Imaginative Fiction) - Jeff VanderMeer

Big Magic (Creative Living Beyond Fear) - Elizabeth Gilbert

Spilling Ink (A Young Writer's Handbook) - Anne Mazer and Ellen Potter

New Adventure Ideas

After reading one or all three of these stories, you might have some thoughts on more stories that involve Samual, Clarise, and Rory. Or maybe you like a different Town Magician or maybe Mr. Robers is your favorite. All of these characters have their own stories. Write the ideas you have - or type it on the computer! You could even talk the story and have your phone convert your speech to text. It doesn't matter how you tell your story, just tell it! To help get you started, here are some ideas:

Clarise and the Night Show

- 1 - What might some of the other tricks and spells be that the Town Magician cast during her show? What if one of them backfired, what would that look like?
- 2 - What if a huge storm appeared while everyone was at the market? What would Samual do?
- 3 - Maybe Clarise and Samual meet something in the woods at night? What might it be and what would happen?

Faking the Magic

- 1 - Why are Clarise and Samual excited about the new Town Magician? By the end of the story, what changes?
- 2 - If you attended a magic show with Samual, what would you want to see? Since different magicians can channel different types of magic better, what would your Town Magician be able to cast and perform?
- 3 - Samual discovered that the Town Magician, Rory, is a fake. Do you think Samual would have preferred not knowing and continuing to think it was real magic? What would you have wanted - to know or not? Tell the story if Samual didn't know Rory was fake.
- 4 - What are some reasons no one listened to Samual when he tried to alert them to the fake

tricks? What else could Samuel have done?

5 - We get a look at the relationship between Samuel and his father. Using information from this story and "Clarise and the Night Show", what is this relationship like and is there a reason why? What is in the story that supports your thoughts? Tell about an event or incident involving Samuel and his father.

6 - The story mentions the Tandayfae, which is a being like our Tooth Fairy. Since Samuel's world is different than ours, what does the Tandayfae look like? How does it collect the teeth? Does it leave a reward for children? What if a child woke up to see the Tandayfae? Or what if there was an evil Tandayfae and the nice Tandayfae had to stop it from taking children's teeth without leaving a reward?

Embracing the Magic

1 - What would Rory do if he had run away? Where would he go? Would he feel guilty about leaving? What would happen to Samuel and the town?

2 - Tell the story of Samuel's father going to town after the battle. How would he react and what would he do?

3 - Clarise's father, Mr. Knopke, tried to fight Morzul before Morzul met with Rory. Tell of that battle. What was he doing before Morzul attacked? Describe the battle and what happened afterward.

4 - Toby has trained other Town Magicians and most have done well, unlike Rory. Imagine another Town Magician that goes to Toby for training. Tell that story. Keep in mind, a good story has conflict and something for the hero to overcome.

5 - At the beginning of the book, Morzul is fighting a Town Magician. There will be a follow up story that talks about what happens to that Town Magician and the town. Before reading that story (Freeing the Towns), come up with your own story that happens after the battle with Morzul. What happened to the Town Magician? Did he stay Town Magician or did someone else take over? Did the town rebuild? If people left, where did they go and what happened to them?

Other Activities

Maps

One of the great things about fantasy is that the world is different than our world. What do you think that world looks like if you had a map? Why don't you draw a map of Samuel's world? What do you think the land that Samuel lives in looks like. Draw a map and include:

Byen where Morzul defeated the Town Magician at the beginning of the book

Tatroon - the town where Samuel and Rory live

Toby's hut and the forest - and the path they took to get there

You can also draw a more detailed map of Tatroon with:

Rory's Magician House

Samual and his fathers hut

Clarise's house

The community barn with a field for the animals

The pub

The town center with the well, performance stage, and pub

The market place

And of course

The Performance Stage

Rasmundle Recipe

This is an easy recipe that kids will love. It mimics the Rasmundle's that Clarise and Samuel eat in the 'Clarise and the Nigh Show' story. You can make it with different types of fruit and different types of pudding to change the flavor. Have fun. The first couple I made did not turn out, so learn from it and see if you can do another batch better.

Kids, please get your parents help with this. Also, I have tried this, but different ingredients will vary. Make sure you follow common sense on whether to use an ingredient and also to know when something is done.

Ingredients

The ingredients can be a bit variable. I'll give you what I've done.

Crust - I used packaged Phyllo dough. Makes for a great, flaky crust. You can also get some pre-made pie dough and roll it out or even the shells and cut smaller circles out to use.

Pie filling - almost any fruit pie filling will do. I got some raspberry pie filling and also some apple pie filling. If you have a great recipe for some homemade pie filling, try that! If it works, send it along to me, I'd love to try it.

Cream filling - I used a simple Bavarian cream recipe - see below. If you can get some premade Bavarian cream, great.

Topping - cake decorating icing works great, but I liked my own - see below.

Bavarian Cream

1 package of instant vanilla pudding. Other flavors can be good to try.

Heavy whipping cream - use this instead of the milk.

Mix to a thick consistency and then mix in the pie filling

First, heat the over to 350 degrees F.

While that's heating, let's mix the Bavarian cream. Add in the fruit filling to it after you mix it well. Be careful, you don't want too much of one or the other.

Lay out your dough. Use several layers if phyllo dough. If using pie crust dough, roll it out a bit so it isn't too thick.

Plop some of the filling in the middle of the dough. Don't over do it.

Close the dough up. Seal it so nothing leaks out during baking. Follow directions for whichever type of dough you are using.

Cook on a baking sheet for 16 minutes. Pie dough may need to cook for 20 minutes. Check before eating.

To make the topping, add water to confectioner's sugar so it makes a thick paste. Don't overdo it, a little goes a long way. Then drizzle it over the cool rasmundles. You can add food coloring if you like.

Once done, let cool and enjoy.