

The Write Stuff

10 Part Series

Storytelling

with master storyteller Jeff Gere

Writing Creatively

with author/illustrator Robin Rector Krupp

Animal Nonfiction

with photojournalist Evelyn Gallardo

Poetry Writing

with poet Kristine O'Connell George

Biography Writing

with biographer Jeri Chase Ferris

Mystery Writing

Science Fiction Writing

Historical Fiction Writing

Fiction Writing

Sports Writing



film ideas, inc.

308 N. Wolf Rd.
Wheeling, IL 60090

Tel: 1-800-475-3456
E-mail: filmid@ais.net
Web Site: www.filmideas.com

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*C*ERANIAL *C*OMBUSTION
Presents

Animal Nonfiction

with photojournalist
Evelyn Gallardo



The WRITE STUFF
10 Part Series



INSTRUCTIONAL GUIDE

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INTRODUCTION TO SERIES

The purpose of “THE WRITE STUFF” video series is to motivate students to write by having published authors share with them their writing secrets. Each video is designed to teach a student the practical writing skills necessary to successfully create one specific genre of literature. The full series would give students experience writing in 10 different literary genres: fiction, animal nonfiction, historical fiction, sports writing, mystery, poetry, creative writing, biography, storytelling and science fiction. Authors explain their writing skills in easy-to-follow steps and reinforce each skill with examples from their own published works. In addition to learning new writing skills, students will enjoy meeting these colorful and critically acclaimed authors whose enthusiasm for writing is contagious!

An instructional guide is designed to complement each video, suggesting exercises to help aid teachers, parents, and students. These interactive exercises will further develop a student’s writing ability and enhance the joy of creativity.

The instructional guide provides:

- *Student friendly exercises!*
- *Fun-to-do follow-up activities!*
- *Easy-to-learn reinforcement lessons!*

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REINFORCEMENT LESSONS:

Lesson #1: Invite a zoo keeper, naturalist, or local animal expert to class to talk to the students about animals. Perhaps they could even bring along an animal. The animal expert could discuss ways in which the animal is dependent upon its habitat for survival, ways in which humans are dependent upon animals and how critical it is to maintain a balance of nature for animals to survive.

Lesson #2: Have a student bring a special pet to class and have them discuss the special ways in which they must care for this pet in order for it to survive. Also tell about any unusual things the pet may do and whether the behavior is instinctual or learned.

Lesson #3: Bring a disposable camera to class. Point to the different features of the camera and have the children name them: shutter button, film advance, flash, viewfinder and lens. Pass the camera around and have the students practice holding it the proper way, feet apart, resting solidly on the hand, no fingers in front of the lens. Have them practice holding the camera in a vertical and a horizontal position.

This video represents only a small part of the writing workshops that Evelyn Gallardo conducts at schools and libraries throughout the year.

*For information about how you can schedule Evelyn;
E-Mail: EveGal22@aol.com
Or visit her **web site:** www.evegallardo.com*

FOLLOW-UP ACTIVITIES:

1) After students have researched their animals, play “What am I?”

Have all the students write the name of their animal really big on a sheet of paper, then gather up all the papers. Select an animal name from the pile of papers and tape it to the back of a student. Don’t let the student know what the animal is but instruct the class to read the name silently. Then turn the student around. Now have the student with facts about that animal give the “student animal” clues one at a time until he guesses what animal he is.

Hint: Start with the most obscure clues.

2) Have the students draw a picture that looks like a photograph of an animal using the three secrets of photography and the extra photography tip.

3) Create a menu for your animal as if it were eating at a restaurant or fast food place. The menu should feature all the animal’s favorite foods in the form of appetizers, entrees and desserts. Think up a good name for your animal’s restaurant such as “The Galloping Gazelle Grill,” “McDuck’s” or “The Bonobo King.”

4) With students, make a list of the local zoos on the blackboard. Then, challenge students to find their web sites and phone numbers using the Internet.

ANIMAL NONFICTION

With Photojournalist Evelyn Gallardo

Photojournalist Evelyn Gallardo shares with students the basic photography techniques and writing secrets that she successfully uses to create her published works of nonfiction about primates. Young writers learn the research secrets essential to creating animal nonfiction. Then, students discover there is a lot more to photography than just point and shoot as Evelyn demonstrates the three secrets to taking great photographs plus a bonus tip. She also teaches basic camera operation. Young writers then learn how to organize their research and photographs in a way that makes writing a rough draft easier and more interesting. Finally, Evelyn shares her page layout and design secrets: how to create a good title and how to put the words together with the pictures on a page for maximum visual effect. With Evelyn’s help students will be able to produce their own photo-illustrated book about an animal.

Books by Evelyn Gallardo:

Among the Orangutans: The Birute Galdikas Story
Chronicle Books

Jane Goodall’s Animal World: Gorillas
Contributing Photographer, Atheneum

Endangered Wildlife, Contributing Author, Ginn Publishing

PROGRAM OBJECTIVES:

After viewing the program, students should be able to:

- Research an animal using several different resources.
- Compose eye-catching photographs of animals.
- Identify the parts of a disposable camera and be able to properly hold and operate the camera.
- Organize research and photographs in preparation for writing a rough draft.
- Write about an animal in a way that is both factual and interesting.
- Create a title for an animal nonfiction book that will capture a reader’s interest.
- Use basic page layout and design techniques to create a photo-illustrated book with visual variety and interest.

KEY WORDS:

Have the students
match the words with the correct definitions.

- | | |
|----------------------------|----------------------|
| ___ Organize | ___ Vertical Format |
| ___ Poetic Device | ___ Photojournalist |
| ___ Horizontal Format | ___ Superlative word |
| ___ Page layout and design | |

- 1) grouping like things together and putting them in a specific order.
- 2) a person who both photographs and writes about factual things or events.
- 3) an adjective that makes something sound bigger than life.
- 4) how to put the words together with the photographs on the page.
- 5) rhyming or beginning words with the same sound making the words pleasing to hear.
- 6) when the picture is longer from top to bottom.
- 7) when the picture is longer stretching from side to side.

EXERCISE #6:

Practicing Organizational Skills:

Organization of your research is a key step in creating an animal nonfiction book. Before a student can start writing, all the research and photographs must be organized.

Have students create a “folder” for each section of their book by folding a piece of construction paper in half. Have the students compose ten interesting questions about their animal. Here is a list of sample questions.

1. Where does this animal live? (Country and climate)
2. What kind of habitat does this animal need to survive and why?
3. What is this animal's relationship to humans?
4. What are some misperceptions people may have about this animal? And what is the truth about this animal's behavior?
5. Does this animal live in families? What kind of groups?
6. Do all these animals look alike? How can you tell them apart? Older from younger, Male from female, etc.
7. What are some surprising or unusual things these animals do?
8. What natural enemies do these animals have?
9. How do these animals protect themselves from danger?
10. Are these animals endangered? If they are, how are they endangered who is helping them and how can they be helped? How can we help preserve them?

At the top of each “folder” have them write one question. Have them put any photographs or note cards that contain information answering that question inside each folder.

EXERCISE #3:

Using the Basic Rules of Photography:

Gather several photographs of different animals from magazines, number them, and arrange them on a bulletin board. Have students examine each photograph and list the photography rules the photographer used in composing each picture. Then have them decide what is good or bad about each photograph according to the photography rules.

EXERCISE #4:

Sharpening Powers of Organization and Observation

Display several animal photographs on a bulletin board. Have students look closely at each photograph and write one factual observation that they can make about the animal based on the photograph.

Then have the student write that fact in the form of a question so the photograph would be an illustration of the answer.

Example:

We see a photograph of a giraffe eating leaves from a tall tree.

Facts: Giraffes feed on leaves from tree tops. Giraffes have a food supply that most other grazing animals cannot reach.

Question: Why is having a long neck useful for a giraffe?

EXERCISE #5:

Fun with Titles:

Have the students compose four different possible titles for their book using each of the four ways to compose a title.

EXERCISE #1:

Practice in Locating Research Sources:

Draw lines from the research tools that can give you information about an animal to the places these research tools can be found. Some sources may be used more than once.

- Interview a Zoo Keeper
- Web sites
- Books
- Videos
- Magazines
- Television Program
- TV Guide
- Library
- Video Rental Store
- Call the Zoo Education Dept.
- The Internet
- Reader's Guide Periodical Index

EXERCISE #2:

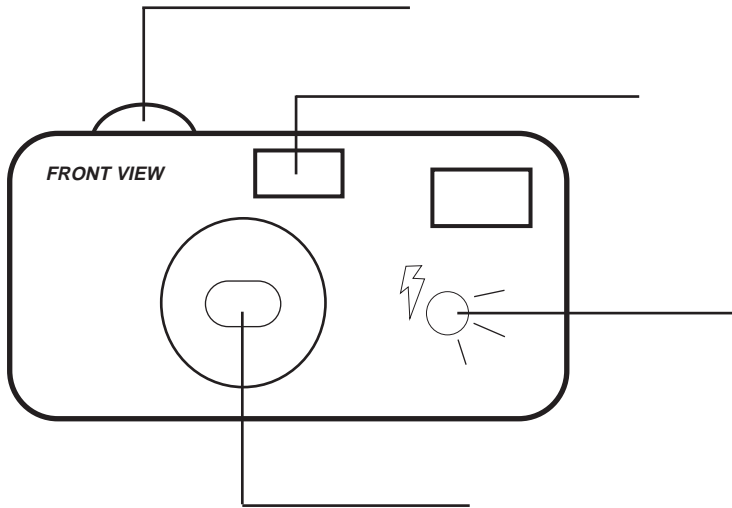
Know Your Camera:

Give the students a copy of the simple disposable camera diagram on the following pgs. 4 & 5. Then on the solid black lines have them fill in the names for the different parts of the camera:

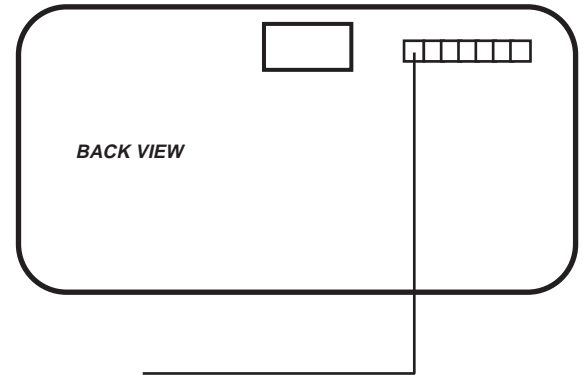
- Shutter Button
- Film Advance
- Viewfinder
- Flash Button
- Lens

DISPOSABLE CAMERA DIAGRAM

- Shutter Button
- Film Advance
- Viewfinder
- Flash Button
- Lens



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