William Has a Dream

Learning objectives

• Express and develop ideas through collaborative discussion.
• Explain how scenes fit together to provide smooth transition and how they form the fundamental structure of a story, drama, or poem.
• Portray characters, settings, and events in detail based on inference and facts drawn from the text.
• Construct a conclusion, making use of transitional words and phrases and sensory detail to convey character experiences and events.
• Demonstrate the use of rhyming words and letters.

Setting the scene

William is idly dreaming away on a bench. A skateboarder rolls by and William thinks to himself, “Just imagine, William’s Wheel World—The Skate Park with a Difference!”

As the skateboarder disappears into the distance, William thinks, “Aha, if I could find some long-lost treasure, I could make my dreams come true!”

William gets excited at the thought. “I am the famous Wild Will Hiccup, hot on the treasure trail. To the woods! To the woods!”

Let’s help to make William’s dream come true. How will he find the treasure? What else will happen? Will he ever build his dream skate park? What would it look like? Who would benefit from it?

Building the story

Ask the students to work in teams. Have them brainstorm ideas and then create a storyboard for a three- or five-scene drama. They should consider: the scenario, time and place, characters, props, and the main events.

• Remember that this is about building a dream! So amazing things can happen that wouldn’t happen in real life. Be creative and inventive.

Reflecting

Encourage the students to discuss each scene of the story as they build. What are the essential details of each part? In what sequence should the scenes be arranged?

• How will the scene structures depict a dream?
• How do the other characters interact with William—if they are part of his dream?
• Is there a “William the Dreamer” outside the dream and a “Wild Will” inside the dream?
• How does he get his treasure?
• Analyze William’s emotions in the different scenes.
Sharing and documenting
Ask the students to focus on varying the style of their delivery when narrating or playing a character in front of an audience, and to use descriptive words and letter rhymes.

Sample solution

1. William goes to the woods.
2. He sees a mysterious cave with flames billowing from inside. “Wow, those flames are hot!” Hairy fire-spiders and deadly flames guard the entrance to the cave.
3. William finds a sword hidden inside a well outside the mysterious cave. It’s a magic sword!
4. After a fierce battle, the flames are extinguished and the spiders are slain. He enters the cave and finds a treasure chest full of gold!
5. William is now very rich; he builds a skate park that is free for all to use. He renovates the cave and opens it as a tourist attraction where visitors pay an entry fee to see the slain fire-spiders.

Extending
• Use the spinner to change your scenario. Change the period in which the story takes place. Retell the story as it takes place in the new time period.
• Design a poster to announce the opening of William’s new skate park, using the StoryVisualizer software.