Driftwood Island

Learning objectives

• Identify specific input and criteria and use this to create stories.
• Imagine and invent a natural flow of action.
• Express individual ideas while building on others through collaborative discussion.
• Construct a conclusion using transitional words and sensory detail to describe character experiences and events.
• Create dialogue around experiences, events, and the characters’ responses to dangerous situations.
• Describe how a person’s point of view can influence reactions, events, comprehension, and narrative.
• Create a nonfiction text based on a fictional experience.

Setting the scene

“Well, what are we going to do now?” said Paula. “Here we are, stuck in the middle of the ocean with a crazy pirate who thinks he’s the King of Driftwood Island.”

“And to make it worse, we’re all tied up,” said Peter.

“But hey! Not all of us are tied up! Look at Salty the dog, he’s still free!” exclaimed Paula. “I have a great idea!”

What do you think Paula’s great idea is? What do you think will happen next?

Building the story

Ask the students to build their very own rescue story. How do the characters cooperate to escape from Driftwood Island?

• Identify the characters that are already part of the story. There’s a crazy pirate, Paula, Peter, and Salty the dog. Define their roles and their actions.
• Use the mood spinner to determine the character of the pirate. Will he be lovable, nasty, silly, or smart?

Reflecting

Have the students reflect and talk about each of their characters as they build. What are they doing? What are they saying? How do they feel?

• Ask students to discuss the possibilities of escape from Driftwood Island and to use their scene structures to help them express their ideas and points of view.
• What is the best means of escape from the island, and why?
Sharing and documenting
Ask the students to use the StoryVisualizer software to portray their different points of view. Have them tell their stories to an audience. Put focus on the various points of view, solutions, and points of interest.

Suggestions for scripts:

“Now, if we try to pacify the crazy pirate by drawing his attention to . . .”

“Maybe we can get him to sleep somehow, so we can free ourselves, build a . . . and get out of here.”

“Paula, I think I’ll go and talk to him. I may be able to lure him over to . . .”

Extending
• Imagine that you have read an article about Paula and Peter in the newspaper. Imagine the article layout; what would it look like? What elements would be included in the article to make it interesting and catchy? Write the article with focus on the nonfictional features that make it more interesting to read. The article could include: a heading, photographs, captions, diagrams, maps, and so forth.

• Add a female TV reporter. Have her circle the island in a helicopter and report directly about what is going on. Remember this is to be broadcast to millions of people.