

Counting Up/Down Stories

An example of pre-thinking this assignment

When planning you Counting Up/Down story, at the very least your story should have five sections:

1. The set-up to the situation or the story introduction
2. The "Count up" or "Count down" starts
3. The counting continues while interesting details happen between the counting
4. The counting concludes
5. The conclusion to the story

Student Discussion Questions: *Where in chapter five of Winger do these parts happen? Where did the set-up to the 'Count up' actually begin? How do you feel about the chapter's sudden conclusion? Is the real conclusion maybe at the beginning of chapter six? What sort of details did you remember happening between the counted numbers?*

You can make a simple graphic organizer with five sections to help you plan an organized story:

1	The set-up: Summarize how the story will begin in a few sentences:	
2	The counting starts: Summarize what will be happening when the counting starts in a few sentences:	
3	List the counted numbers:	What happens between the counted numbers? Describe briefly:
4	The counting concludes: Summarize what will be happening when the counting ends in a few sentences:	
5	The story concludes: Summarize how the story will end in a few sentences:	

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An example planning graphic organizer

The set-up to the situation/story: **A frustrated teacher has had it with her rowdy students. She warns them that if they are not in their seats by the time she counts up to five, they will have extra homework. I will need to describe the frustrated teacher. I will describe the chaotic classroom and overly-noisy students. Then the teacher will explode and tell them they have until five to get in their seats or else extra homework!!!**

The counting starts OR what is happening when "1" is said aloud: **The students don't believe her, so many are still talking. Only a few (the A students) return to their seats.**

<u>The counting continues:</u>	<u>What happens between the counting:</u>
"2"	The teacher's eyes, many students notice, look a bit odd, almost scary. <i>Is she really serious</i>, they wonder. <i>She never has been all that mad at us before</i>. A few of the B students are now heading back to their seats.
"3"	The teacher's fists, even the C students now notice, are clenched so tight they are white. Only a few chatty girls aren't taking this situation seriously now.
"4"	Someone tells the chatty girls if they don't get in their seats, they won't be able to go to the dance tonight because they'll have extra homework. The bell rings.
"4 ½"	The last of the chatty girls make their way back to their seats and are finally quiet. The rest of the class is sitting quietly with folded hands, watching to see if their teacher's never-seen-before behavior will stop. Even though the bell has rung, they are waiting.

The counting concludes OR what happens when the final number ("5") is said aloud: **The teacher says five. There is dead silence for a long time. She turns and erases the whiteboard. She says, "I had a bet with the principal that I could have you completely silent when the bell rings. You almost made it."**

The conclusion to the story: **The teacher writes on the board, "Tonight's extra homework: write a paragraph that describes (with showing language) what a great actress your teacher can be, if she chooses to. If you write it right when you get home, you should still make it to the dance on time."**