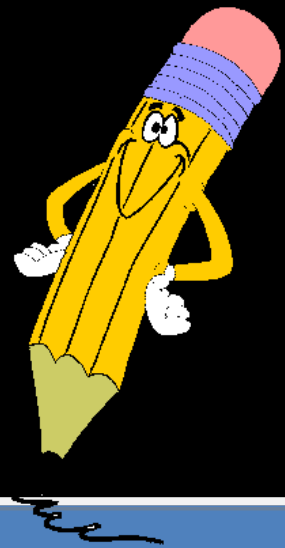


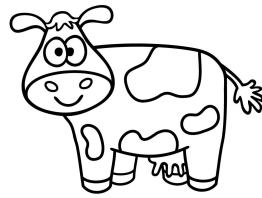
Welcome  
to  
Mooville!



*Adventures in Writing*



New Millennium  
SCHOOL BOOKS



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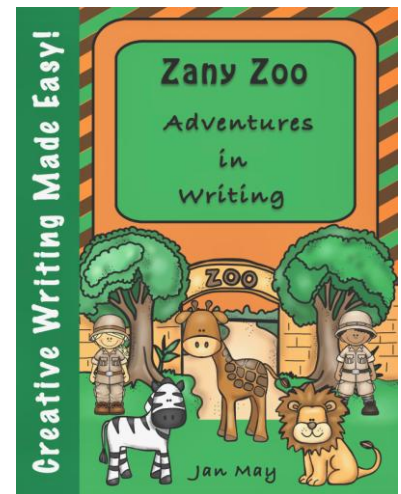
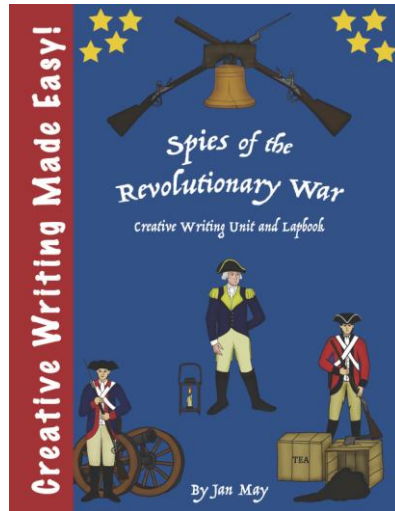
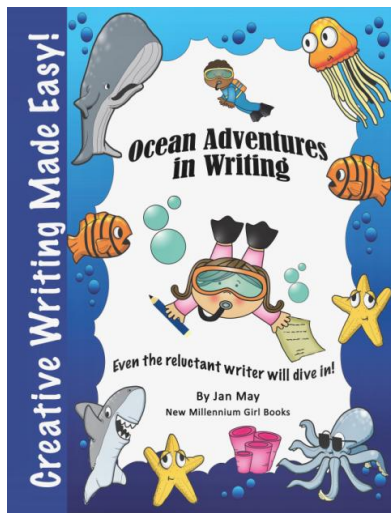
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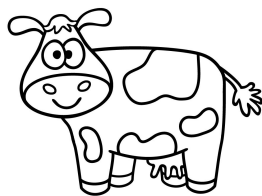


Turn Writing Time into a Delight!

With New Millennium School Books  
The Fun Way to Write for Girls and Boys!

Other Titles:





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# Teacher's Notes

## Introduction

### How to Get the Most from these Lessons



**I have been teaching creative writing for over fifteen years** and have found that given the right tools, any child can write and love it! I always stress creativity over grammar and praise every small effort made. I encourage parent-child brainstorming and fun activities for each lesson, thus creating a "writing adventure" instead of a dull writing lesson. I discovered that keeping these things in mind, even the most reluctant writer will dive into the writing pool!

**There are ten easy lessons with a handout and activity for each lesson** where the individual student or family will create a farm full of fanciful characters that can talk after the farmer and his wife goes to sleep each night. Each child picks a farm animal character to become and writes from that point of view. Instruct students to personalize the animals by drawing clothing on them, adding sunglasses and accessories, mustaches or eyelashes. Each student will create a **character profile** where they will develop a personality and choose an occupation for their animal in Mooville such as: mayor, cup-cake baker, athlete, ballerina, military captain etc.

**Give the students a special folder** to keep their story pages and illustrations in. Farm stickers are a lot of fun to decorate the notebook with and can be found at a local teacher's' or dollar store.

**Creative writing time can also be enhanced by geography, history, reading or art.** This is a great time to study how important the American Farmers are to society, incorporate animal art projects or write simple report papers. Fun farm projects can be found on my Pinterest Page: <https://www.pinterest.com/janmay2012/farm-activities-for-kids/>





**Encourage the students** to find fun facts to share with the family or co-ops and have a contest to see who can find the most interesting ones.

**Brainstorming** with the students for story ideas and plots creates a community spirit and you will find the children begging for writing time. Kids have terrific ideas of what they are interested in so let them go with it!

**Seasonal holidays are always a fun jump in point.**

- Write about a Valentine's Day Party where a secret message is sent to the major and they have to figure out what it is.
- Write about a St. Patrick's Day or other parades where one of the chickens is missing. Did they end up as Sunday dinner?
- Each character can make up and draw a special parade float as an illustration for their story.
- Write about a time in history where the farm is visited by a President of the United States or one of the animals is running for president!
- Write about each animal's business such as baker, doctor, builder, etc.

**Other fun story idea scenarios:**

- One animal is a secret super hero
- All the animals are super heroes and fight crime
- Some of the animals are inventors-invent something!
- All of the animals run a restaurant-bake special treats!
- Some of the animals are athletes-hold Olympic Games
- Geese verses Chickens soccer game
- Farm Army Sergeant-enlist the cows!

**Stick with a theme for several weeks**, then switch to another one. By the end of the semester, students will have several short stories they have written. Instruct the students to illustrate the story and read parts out loud along the way. Encourage them to include other student's characters in their stories from the family or class. This enhances story ideas and community. At the end of this course, each





student can *put it all together* in a three-hole essay folder with a plastic cover.



**Play Balloon Bingo throughout the lessons** by tossing a balloon into the air and letting the students bat it to each other five times. The fifth person gets to read part of their story.



**Play Story Beach Ball** at any point of the lessons so the children can share what they are writing. Write questions about the elements of a story in each different color section of the beach ball with a magic marker. Instruct the students to bat the beach ball to each other and when you say STOP the child who holds the ball will answer the question that his right thumb is on. The questions are:



- Who are the main characters in your story?
- What is the setting of your story?
- What is the story problem?
- Are you *SHOWING* and *NOT TELLING*?
- What is the story solution?



**Give your student a reason to write! End the unit with a Flashlight Theater celebration.** The children can bring flashlights, turn out the lights and shine them on the reader. Make fun farm art projects and bring snacks. Each child can read their stories. It's a highlight of every semester in my class! Invite friends, grandparents or neighbors to listen! Look at my Pinterest Farm Page for easy ideas:



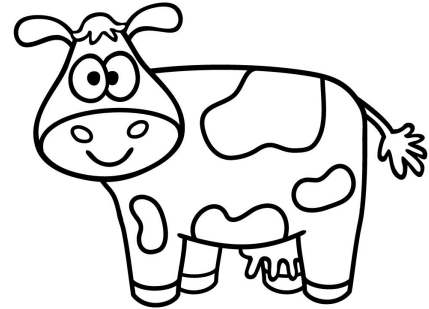
<https://www.pinterest.com/janmay2012/farm-activities-for-kids/>





## Lesson One

### Create a Character Profile



Pass out the Farm Animal Printables. Have each student choose one farm animal to become. Use catchy *alliterations* for names by using the same first letter sound, such as Pamela the Pink Pig, Larry the Lazy Lamb, or Carl the Courageous Cow.

A good story will help the characters grow. This is called a character arc. They should have a few weaknesses to be realistic. If the characters start out selfish, give them opportunities to learn how to give. If they are fearful, give them a situation where they learn to face their fears and gain courage.

**NOTE**-All the lessons up to lesson five are for prewriting and priming the pump of creativity. They are necessary parts of the writing process. Most students will become very excited during these lessons. It is important for you the teacher to lead your students in brainstorming ideas for the characters and create a buzz about what is happening daily in your newly formed Mooville town. It becomes a community adventure that all the children will enjoy.

### Student Handout-Create a Character Profile, page 22

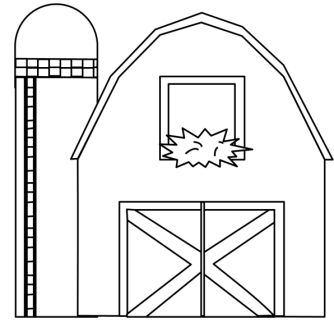
**Activity**-All professional writers do research. Have the students research their farm animal and write a short science report. Have them include **farm related words** that they find to use in their stories. Start a contest on who can find the most farm related words. Use the **My Farm Report** Page Handout included on page 18.





## Lesson Two Create a Setting

A setting is the time in history and the place where a story happens. For this curriculum it is at a farm. It could be a farm with exotic animals, a country farm or even a farm on planet Mars! It's important to describe the setting with vivid colors, sights and sounds. **Encourage the students to use all five of their senses.**



### Student Handout-Write Sensory Lists for Farm Setting, page 24

**Activity-Play the Sensory Setting Game** by making lists of the five senses in Mooville **one at a time** (Sights, Sounds, Smells, Tastes, and Touch). Instruct the students to take out a blank sheet of paper. Tell them you will time them as they make a list of as many **SIGHTS** they would see in Mooville. Encourage them to include adjectives. Two-Three minutes is usually sufficient. Then have several students read their answers aloud. This gives everyone a visual to use in their stories if you are teaching multiple ages. Go on to the next sense, **SOUNDS** and repeat the process. Go through all five senses if you have time. **TASTES** (might include, Slop Hoppin' Hog Stew, Bull-icious Baloney, or Goat's Milk Mayonnaise! This is where creativity and fun will flourish!)

### Notes

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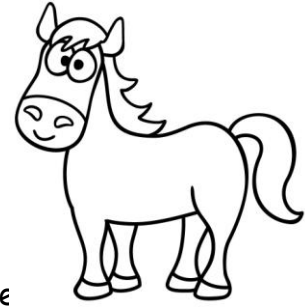
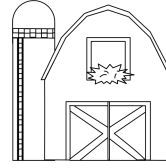
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# Lesson Three Create a Plot



A plot is like writing your own recipe. Start with a character who wants to reach a goal, add in a few obstacles to keep them from getting it, mix in some fun antics along the way and help them reach their goal at the end. A good story will increase the tension by almost letting the character solve their problem, but fail in the first attempt. The story becomes even more exciting if they fail twice!

## Student Handout-5 W's to Creating a Plot and Create Tension, pages 25,26

**Activity-Draw and Color a Map of Mooville** Include other character's stores or places of work such as the Bakery, City Hall, Sports complex etc. They can keep their artwork in their special Farm decorated folder and added together with their stories in a book in the last lesson. Stickers are fun too!

### Notes

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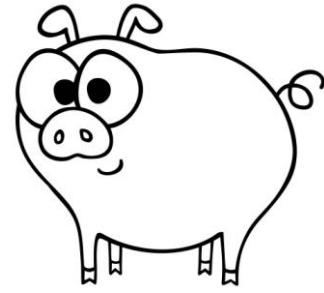
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## Lesson Four

### The Golden Rule- "Show, Don't Tell"



C.S. Lewis, author of the popular *Chronicles of Narnia*, once said, "Don't tell me that your character is afraid, describe it in such a way that the very hairs on the back of my neck stand up when I read it." A good story will describe the *body language* of the character's emotions, making the story come alive! This is the Golden Rule of Writing called *Show don't Tell*.

Here are two examples of someone who is afraid:

1. Pete the Pig lay in the mud when all of a sudden he heard a booming noise. He was afraid. **These sentences TELL me he is afraid**
2. Pete the Pig lay in the mud when all of a sudden he heard a booming noise. His heart pounded like a drum and the hairs on his back stood up! **These sentences SHOW me his body language when he was afraid.**

**Student Handout-Practice Show don't Tell, pages 27,28**

#### **Activity-Create a Setting Color Palette**

Use a very large box of crayons. Instruct the students to color round circles of a color they would find on the farm and label it. For fun instead of circles they can make the icon a paw print or cow spot. Have them use the word Azure or Turquoise in their stories when describing, instead of plain old blue. They can keep it in their Farm folder. This also builds their color vocabulary!

**Notes**

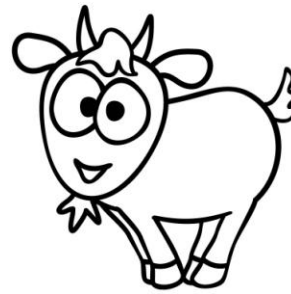
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## Lesson Five

### Write the Beginning

Every story has three major parts: A beginning, middle and an end.



**The Beginning** The first sentences should start the story off right in the middle of action to draw the reader in. This is called a HOOK. This should include your main character and the problem he faces.

**The Middle** of a story is where the character tries to solve the problem. It might even get worse. Think drama, drama, drama! Some writers use the one, two, three method: The first two attempts to solve the problem fail and on the third try, the character succeeds.

**The End** is where the main character overcomes their problem. Help them as the writer to grow in character in the process. If they start out fearful, they learn to be brave. If they start out selfish, they learn the joy of serving others.

**\*INSTRUCT THE STUDENTS TO SKIP A LINE** when writing; it makes corrections and editing easier later.

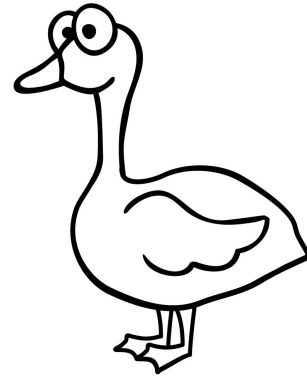
### Student Handout-Write a Hook and Beginning of Story, page 29

#### Activity-Write a Hook and Share Ideas

Have each student write down one of the characters from the class on a piece of paper (it doesn't have to be their own) and make up a story problem that they must solve. Collect all the ideas into a container and mix them up. Then have each student draw one out and write a hook according to what they drew out. Have the children read them aloud.

## Lesson Six

### Write the Middle of the Story



The Middle of the story is where the characters try to reach their goal, but the writer puts an obstacle in their way. They should try several times, and not get succeed.

### Student Handout-Write the Middle and Thicken the Plot, page 30

#### Activity-Brainstorm Ideas from the Create Tension Handout

Have the students read what they have written on the handout, and then let others give them ideas on how to create tension in their stories.

#### Activity-Story Beach Ball

Buy several inexpensive beach balls and write one of these questions in each section with a permanent black marker. Toss it around the room and whatever section the student's right thumb lands on they must answer that question.

- *Who are the main characters in your story?*
- *Where is the setting?*
- *Do you use Show don't Tell?*
- *What sensory details did you use for the setting?*
- *What is the main story problem?*
- *What is the solution?*

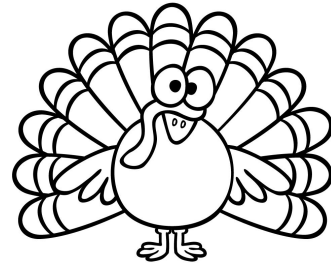
Notes \_\_\_\_\_

\_\_\_\_\_



# Lesson Seven

## Write the End of the Story



Ending a story is helping the characters reach their goal. If you want them to learn a good life lesson then it's also time to give them an "Ah Ha" moment where they realize they have learned something.

### Student Handout-Write the End, 31,32

**Activity- Illustrate Farm Characters using the Artistic Expression of Dot Art or Pointillism.** Pointillism is a technique of painting where small dots of color are applied side by side to form a larger image.

Supply watercolor paints, plain white 8/2 x 11 inch paper, and Q-tips. Have students first draw the character with pencil lightly, then using the Q-tips, fill in the character with colored paint dots touching side by side. Let dry and put in their Farm folder or hang around the room.

**Famous Pointillism Piece-**Georges Seurat painted a famous piece between 1884 and 1886 called *A Sunday Afternoon on the Island of La Grande Jatte*

### Notes

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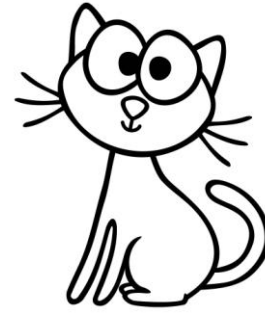
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# Lesson Eight Spice Up Your Story



Now that the students are finished writing their story, it's time to spice it up a bit. Adding adjectives to the nouns in a story helps to create a vivid picture in the mind of the reader. This also helps the reader to experience the story, not just read it.

A noun is a person, place or thing.  
An adjective is a word used to describe a noun. It can tell which one, what kind, how many, what color, what texture, etc.

Also, it's time to go back and pepper in some sensory setting details the class made lists of in Lesson Two.

## Student Handout - *Spice up your Story with Adjectives, page 33*

Activity - Have the students illustrate a scene from their story with colored pencils. They can add it to their Farm folder.

### Notes

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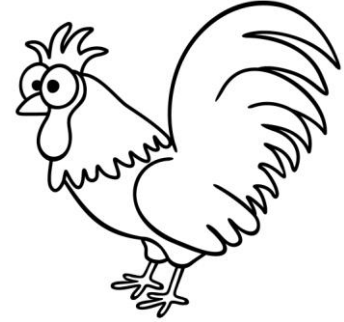
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## Lesson Nine

### Edit Your Story



Many great writers revise their stories ten to twenty times! We will only revise this story once. Here is a list to help your students check off their edits as they complete them. After the students have checked them off, they can neatly rewrite their story with all the corrections in it. They can use the fun decorated paper on page 20.

### Student Handout-*Edit and Revise, page 34*

**Activity -*Illustrate another Scene***  
 Have the students illustrate another scene from their story with colored pencils and add it to their Farm folder.

### Notes

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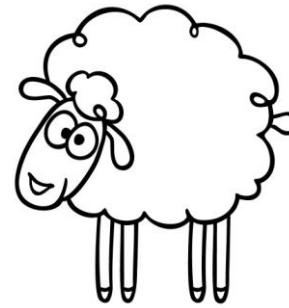


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# Lesson Ten

## Put it all Together



Give each student a cover page template (page 35) to color and ask them to create a catchy title.

Use a three-hole punch and instruct them to assemble the story and any illustrations they have into a plastic essay binder. These can be found at a superstore or office supply store.

### Student Handout-Create a Cover, pages 35, 36

#### Activity-Flashlight Theatre

Plan a special night where the students use flashlights to shine on the reader as each students takes turn reading their stories. Share **good flashlight behavior** beforehand such as: No flashing in anyone's eyes or waving them around to make fun patterns on the wall. Invite grandparents, neighbors or friends. Make a special snack to share while watching! This is always a highlight!

#### Notes

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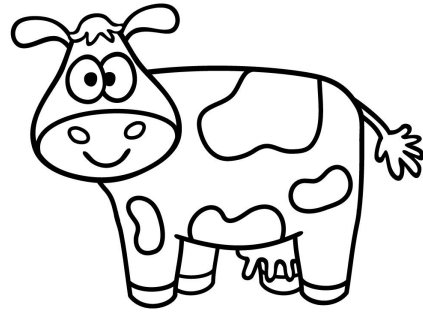
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# My Farm Animal Report



Which animal did you choose?

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Describe them, size, color, special features

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What products do we use from them?

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What do they eat?

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Which states are they farmed in?

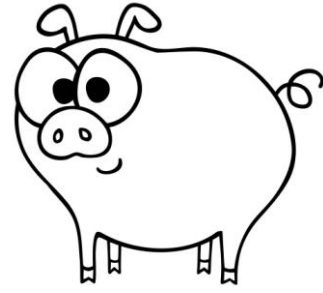
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What is their Scientific Class?

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What is their Scientific Family?

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Fun Facts

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Other Interesting Facts

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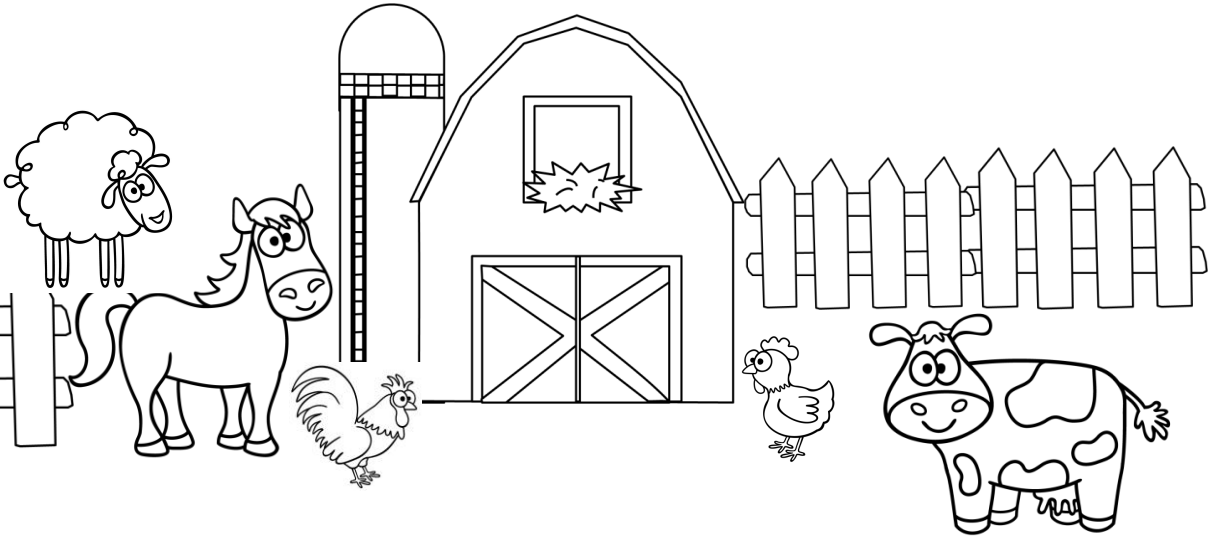
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Handwriting practice lines consisting of 15 horizontal lines.

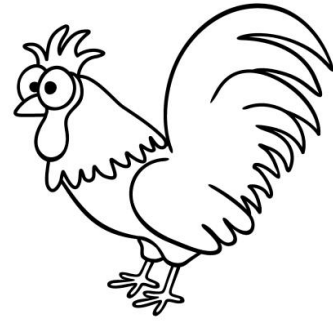






# Lesson One Handout

## Create a Character Profile



1. Choose a Farm animal to write about:

\_\_\_\_\_

2. Are they a girl or boy? \_\_\_\_\_

3. How old? \_\_\_\_\_

4. Name \_\_\_\_\_ Nick name \_\_\_\_\_

5. What do they look like?

Skin color \_\_\_\_\_

Skin/Fur texture \_\_\_\_\_

Eye color and shape \_\_\_\_\_

Size \_\_\_\_\_

6. Do they have any special features like big eyes, long nose, hairy ears, missing teeth, ruby lips, striped tail, squinty eyes, etc?

\_\_\_\_\_  
\_\_\_\_\_

7. What is their job in Mooville?

\_\_\_\_\_

8. Where is their home and what does it look like? A stall, pond, a pen etc

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



9. What are some things they liked to do? Swing on ropes, paint, play an instrument. Make up your own!

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10. What is their favorite food? Have fun with it!

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11. What is your character's strength?

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12. What is one of their weaknesses? Something they are not good at:

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Create a Personality: Choose from the list or create your own on the lines. Circle the ones you like:

- |            |        |         |          |         |       |
|------------|--------|---------|----------|---------|-------|
| Outgoing   | Funny  | Serious | Loud     | Quiet   | _____ |
| Smiles     | Frowns | Glares  | Strong   | Weak    | _____ |
| Brave      | Shy    | Afraid  | Kind     | Helpful | _____ |
| Playful    | Silly  | Sporty  | Generous | Sassy   | _____ |
| Spunky     | Sneaky | Witty   | Mean     | Nice    | _____ |
| Mysterious | Proud  | Wise    | Humble   | Clumsy  | _____ |

13. Best friend \_\_\_\_\_

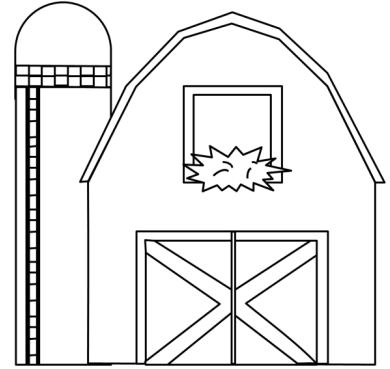
14. Favorite Movie \_\_\_\_\_

15. Favorite Food \_\_\_\_\_



# Lesson Two Handout

## Create a Farm Setting



A setting is the place and time in history where a story happens. It could be a big or little country farm or even a farm on Mars! It's important to describe the setting with vivid colors, sights and sounds. Use all of your senses. Make a list below:

**Sights include colors:**

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**Sounds include adjectives:**

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**Smells include adjectives:**

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**Things with texture:**

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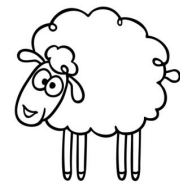
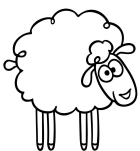
**Tastes include adjectives:**

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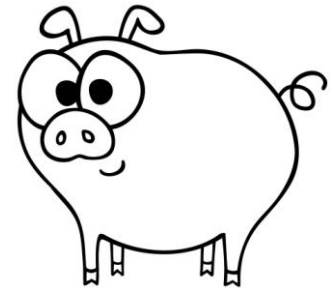
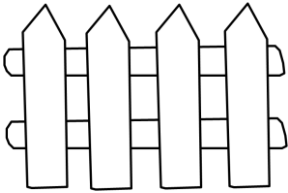
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# Lesson Three Handout

## Create a Plot



Use the 5 W's to Create a Plot for your Farm Adventure

Who?

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Where? (Describe the setting)

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When?

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What's going to happen?

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Why?

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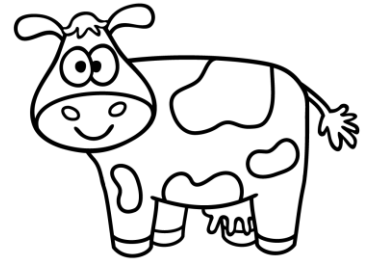
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## Lesson Three Handout #2

### The "Build-Up" Creates Suspense



In this part of the story, your character tries to solve the problem, but fails in the first several tries.

What is the problem?

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How do they try to solve it?

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Why does this fail?

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How do they try to solve it again?

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Do they succeed or have to try again?

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If they have to try again, what happens?

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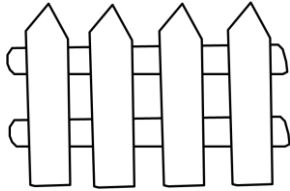




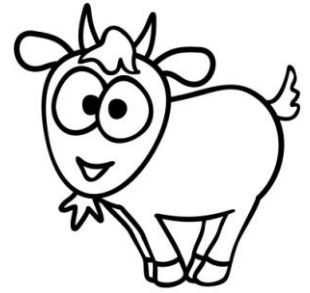


# Lesson Four Handout

## Practice the Golden Rule



**"Show, Don't Tell"**



Excitement

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Curiosity

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Anger

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Fear

Four horizontal lines for writing.

Pride

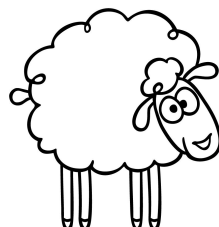
Four horizontal lines for writing.

Happy

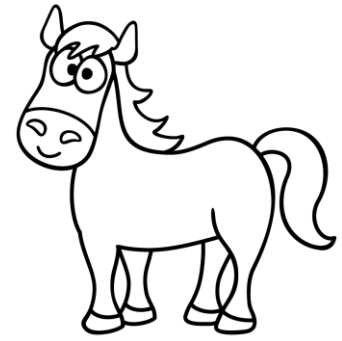
Four horizontal lines for writing.

Sad

Four horizontal lines for writing.



**Lesson Five Handout**  
**Write the Beginning of**  
**your Farm Adventure**



Begin your story with interesting action.  
Write several sentences as a HOOK for your story.

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Every story has a problem for the main character to solve. Write  
several sentences showing the story problem.

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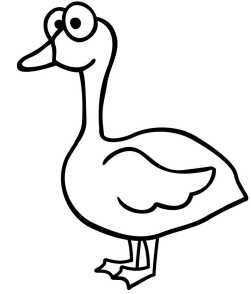
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Lesson Six Handout

Write the Middle of Your Story



What was your story problem?

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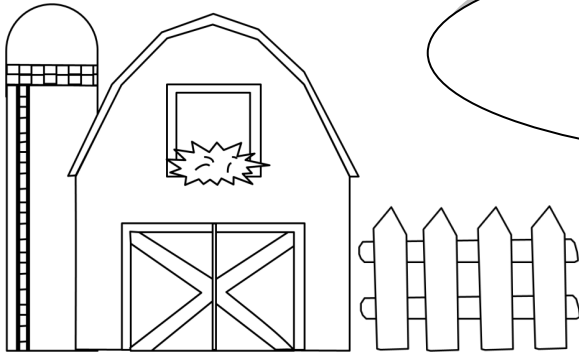
List four ways the problem could get worse when the characters try to solve it. Maybe some of the ways can be funny.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

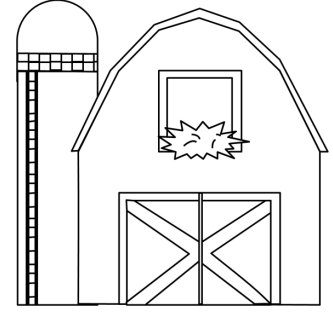
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





**Lesson Seven Handout**  
**Write the End to your Story-**  
**Your Character Solves Their**  
**Problem**




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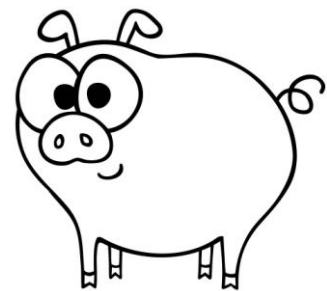
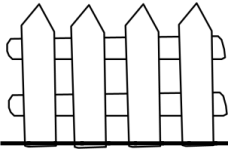


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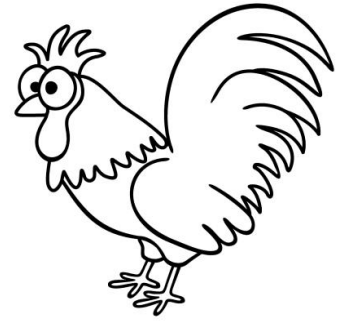
## Lesson Eight Handout Spice up Your Story

Add an adjective in each of the blanks below for practice:

1. Mickey the Moo Cow smelled the \_\_\_\_\_ flowers in the \_\_\_\_\_ tree.
  2. The \_\_\_\_\_ baby goat jumped across the \_\_\_\_\_ yard to greet her \_\_\_\_\_ friend.
  3. Danny the \_\_\_\_\_ Dog protected the \_\_\_\_\_ barn yard.
  4. Shelly Sheep baked her favorite \_\_\_\_\_ cupcakes for the party.
  5. The \_\_\_\_\_ pig whistles when she is happy.
  6. The two \_\_\_\_\_ chickens ran as fast as they could when they saw the \_\_\_\_\_ fox.
  7. The \_\_\_\_\_ ducklings played in the \_\_\_\_\_ water.
  8. Burt the Bull pawed his hooves in the \_\_\_\_\_ dirt.
  9. The \_\_\_\_\_ barn cat hid when he heard a \_\_\_\_\_ noise.
  10. The \_\_\_\_\_ horse reached for the \_\_\_\_\_ food.
- 

# Lesson Nine Handout

## Final Editing and Revising



\_\_\_\_\_1. Add at least one adjective to every other sentence in your story. An adjective is a word that describes a person, place or thing; like color, size, texture, etc.

\_\_\_\_\_2. Check every sentence making sure it begins with a capital letter and ends with a period, question mark or exclamation point.

\_\_\_\_\_3. Can you combine any two smaller sentences and make them into one big one? For example: Dana runs fast. Dana plays soccer. To combine: Dana runs fast when she plays soccer.

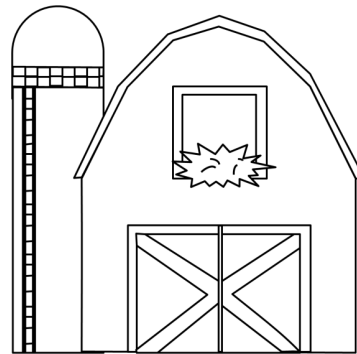
\_\_\_\_\_4. Are all the punctuation marks in your dialogue inside the quotation marks? Make sure there is a comma between the line of dialogue and the dialogue tag.

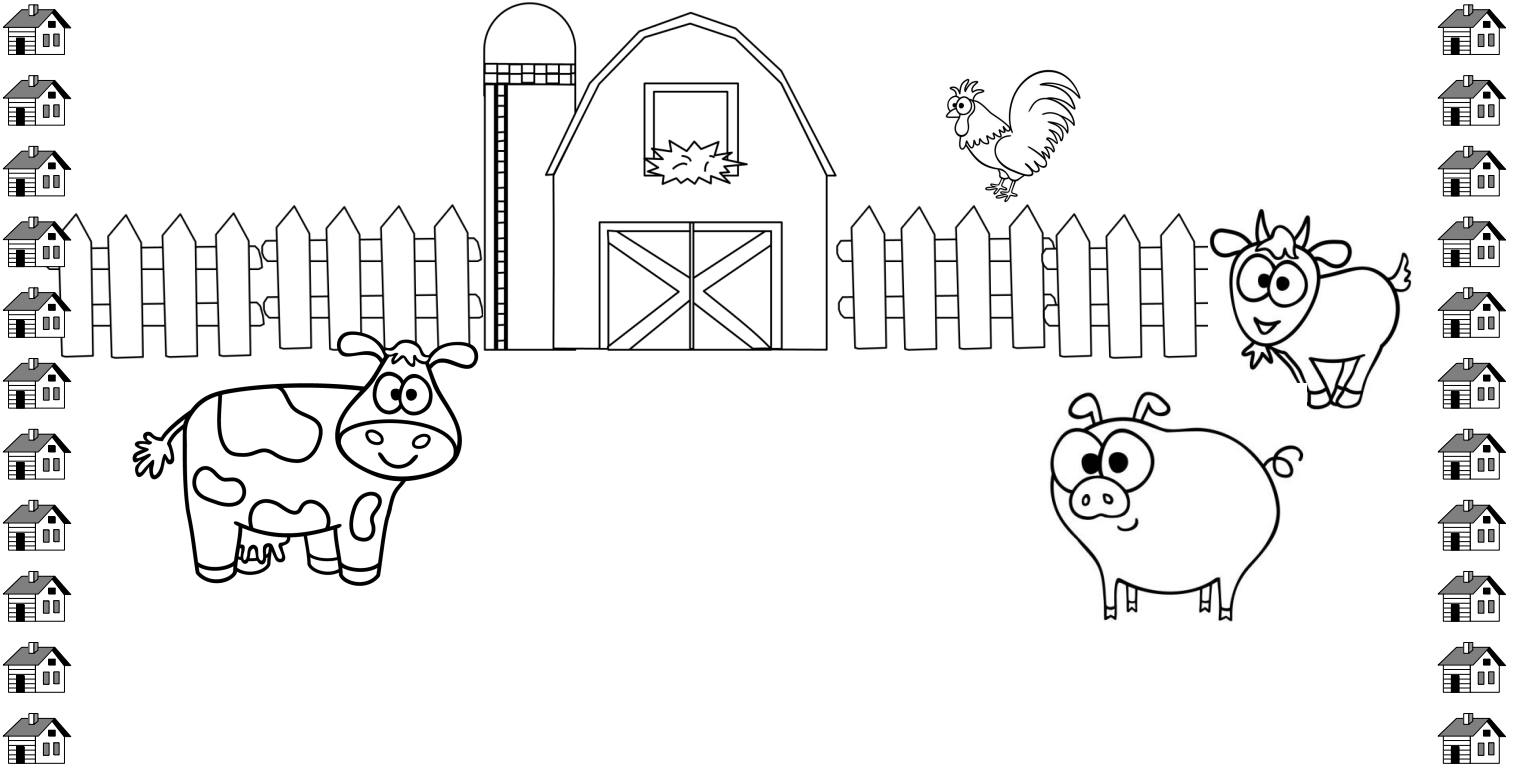
\_\_\_\_\_5. Check your spelling

\_\_\_\_\_6. Did you "Show and not Tell" in places?

\_\_\_\_\_7. Have you used all five senses in describing the setting somewhere in your story?

- Sights \_\_\_\_\_
- Sounds \_\_\_\_\_
- Taste \_\_\_\_\_
- Smell \_\_\_\_\_
- Touch \_\_\_\_\_

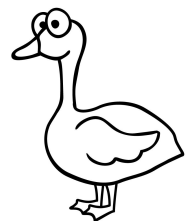
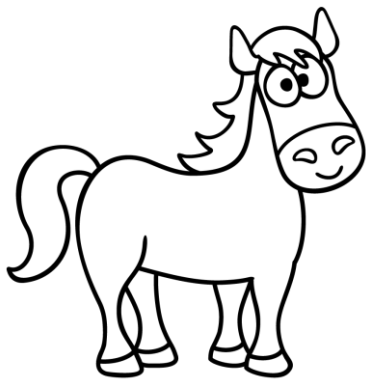


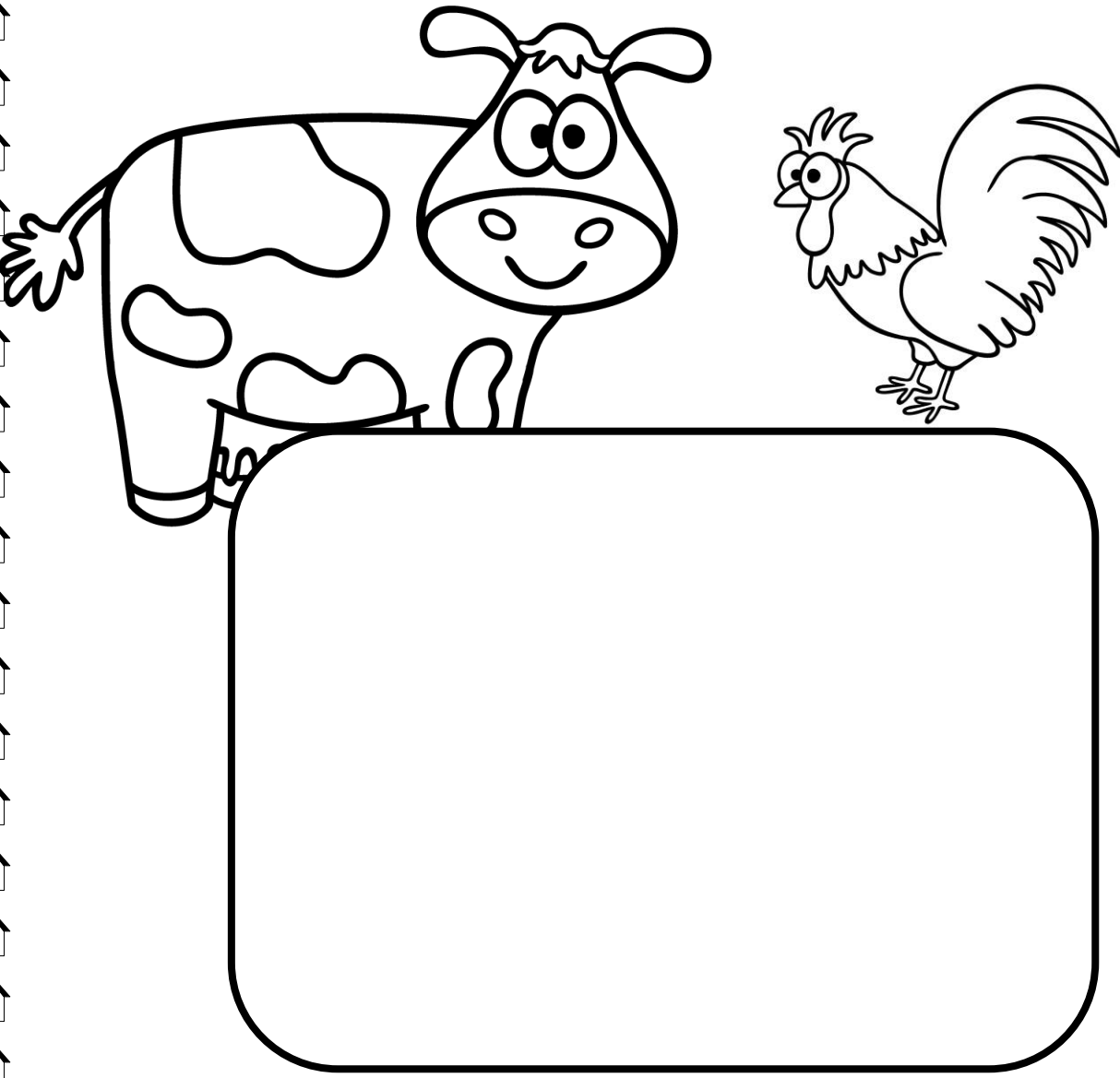


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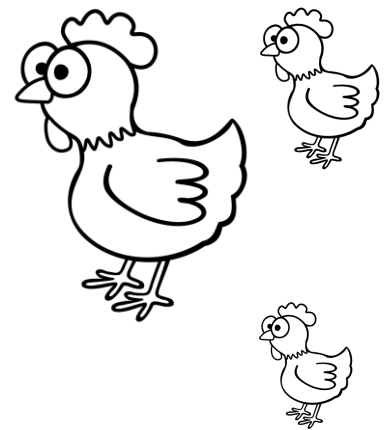
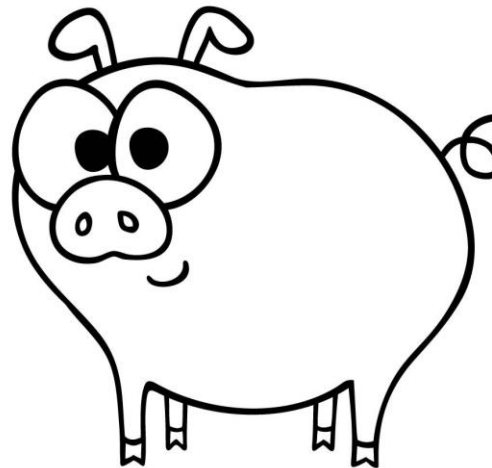
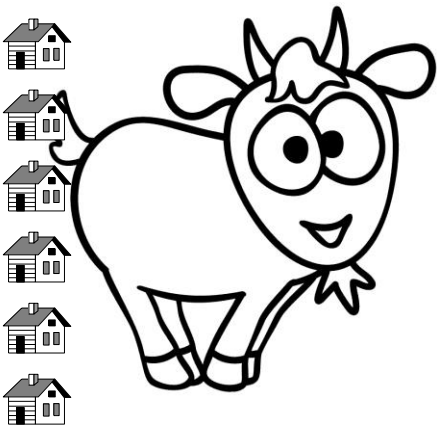
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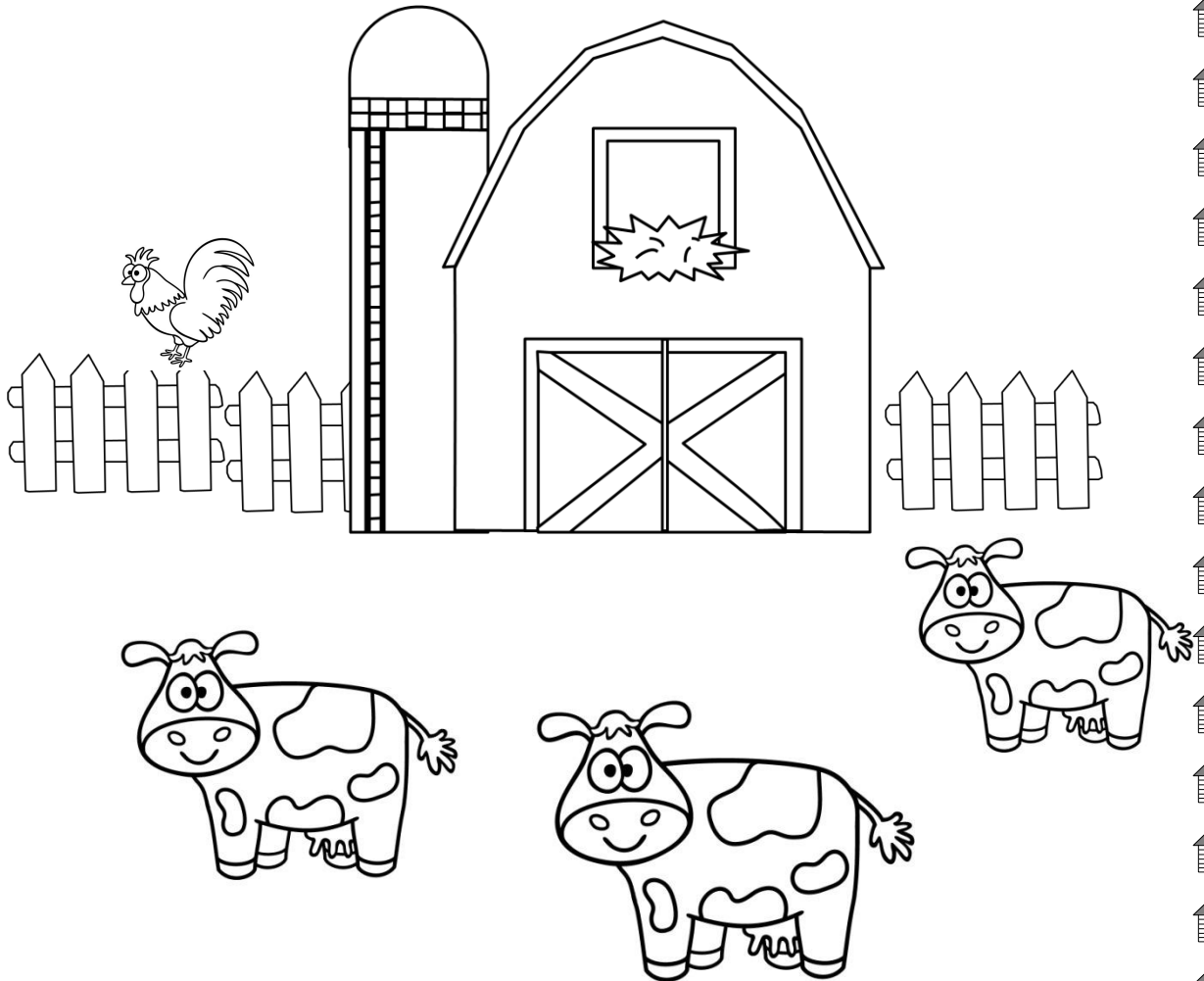




By \_\_\_\_\_



# Mooville Animal Printables



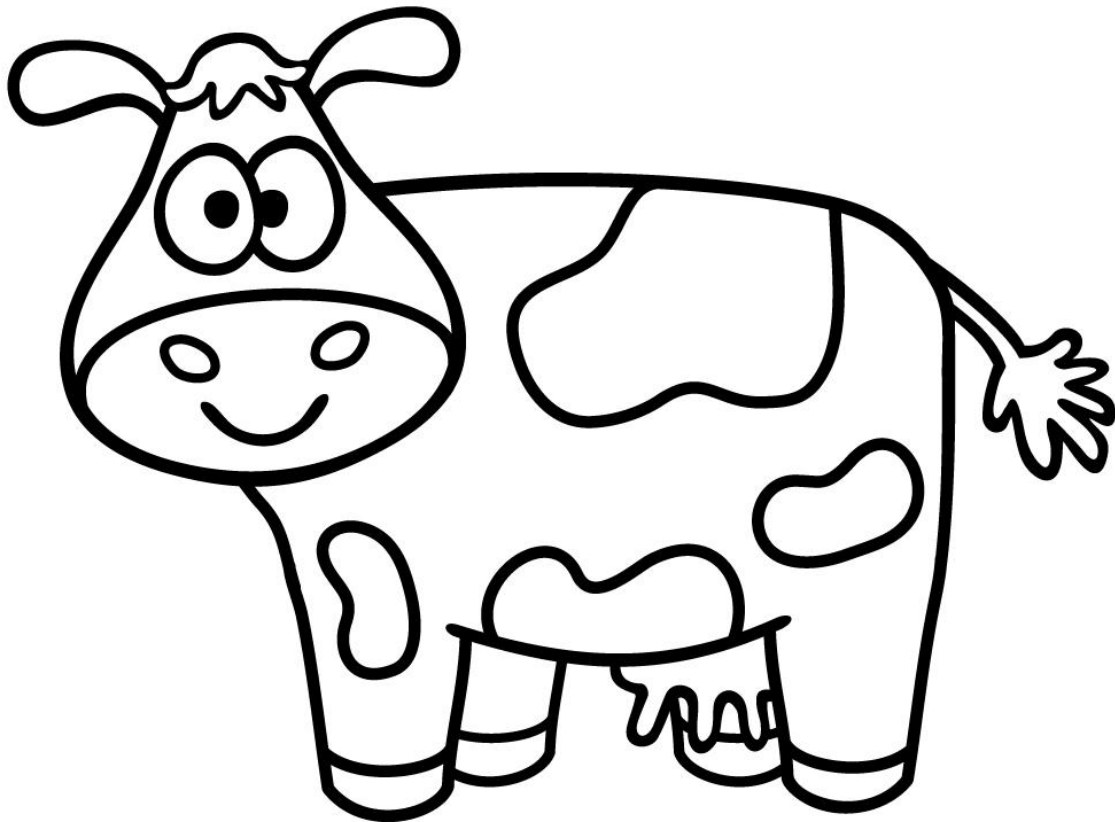
# COW

**Scientific Name - Bos taurus**

*Native of - Asia, North America, Europe*

**Fun Facts** - Cows have a long term memory of about three years! And they can even sleep while standing. Can you do that?

*There are about 1.5 billion cows alive today! One of the most popular is the Angus.*



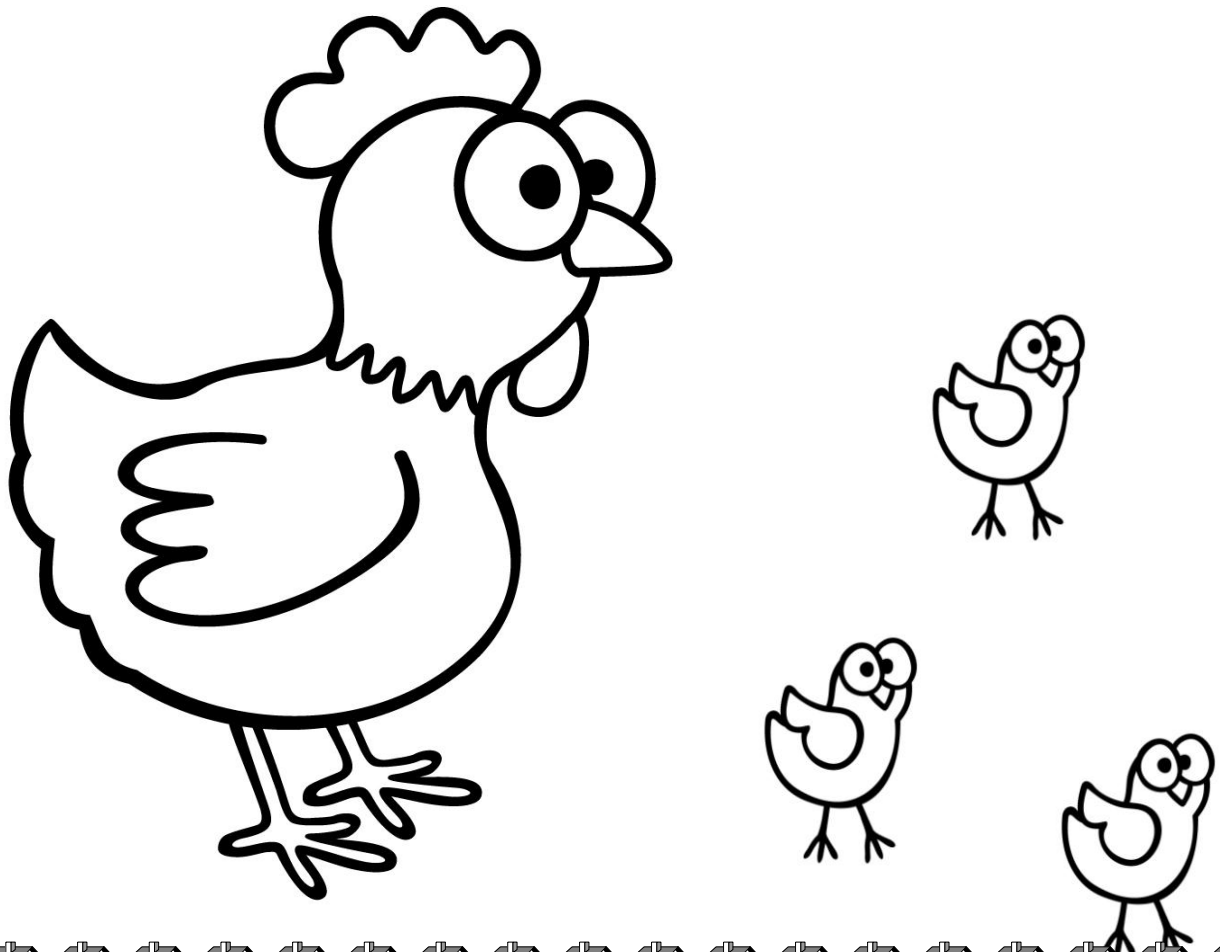
# CHICKEN

**Scientific Name - Gallus gallus domesticus**

*Native of - Asia*

**Fun Facts** - The chicken clucks after she lays an egg - announcing her new baby! And chickens can even fly - somewhat... Chickens can fly just a few feet high to land into a tree or hop over a fence.

*Chickens all over the world can boast a count of 50 billion. That's a big team! One of the most popular chicken breeds is the Ameracaunas. These chickens raise blue eggs!*





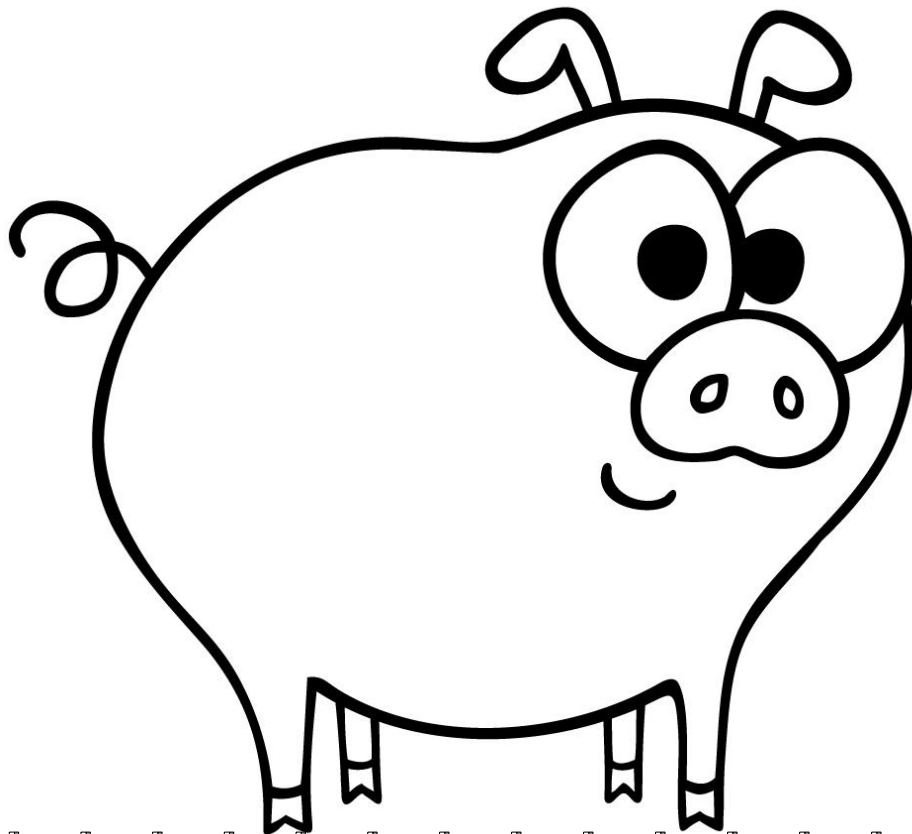
# PIG

**Scientific Name - *Sus scrofa domesticus***

**Native of - Europe**

**Fun Facts** - Pigs don't have sweat glands - that's why they roll in the mud! This keeps them nice and cool and protected from the sun. Pigs are also known as one of the smartest animals in the world - top six to be exact.

*There are 100,000 hogs farmed in the US today. The most popular being the Yorkshire breed. Not to be confused with the Yorkshire dog... the Yorkshire pig is easily identified by its light pink color!*







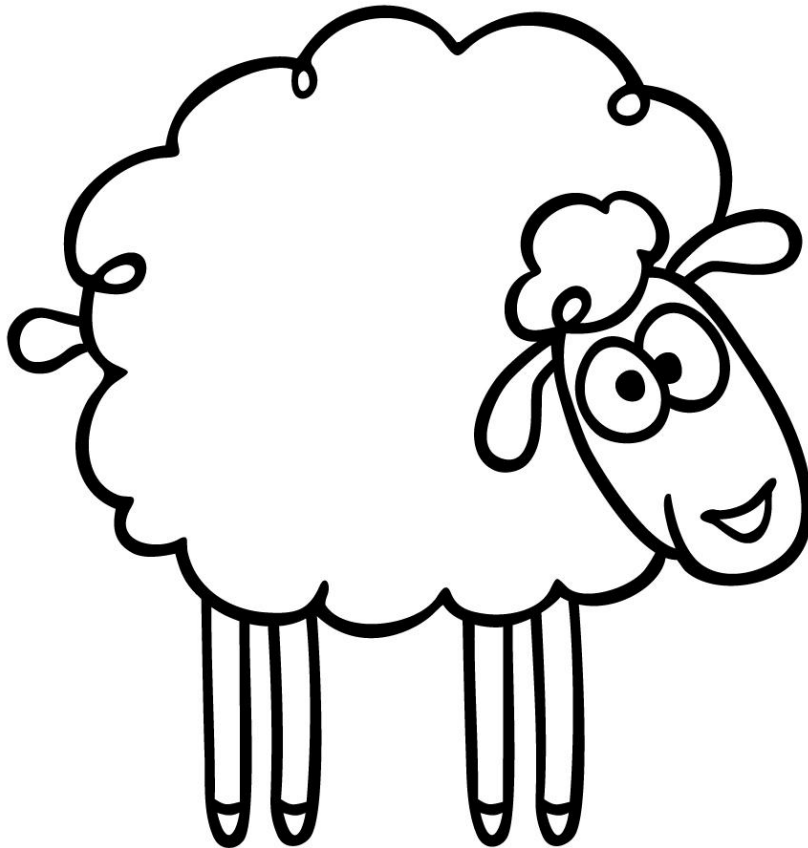
# SHEEP

**Scientific Name - *Ovis aries***

*Native of – Central Asia*

**Fun Facts** - You have ten toes but sheep have only four!  
Sheep have two toes on each foot. And sheep are also herbivores - that means they feed on plants. Good thing they eat their veggies!

*Second to chicken, it is believed that there are more sheep breeds than any other species of livestock... more than 1,000! Merino is one of the most popular sheep with its beautiful wool. Quite the high fashion farm animal!*



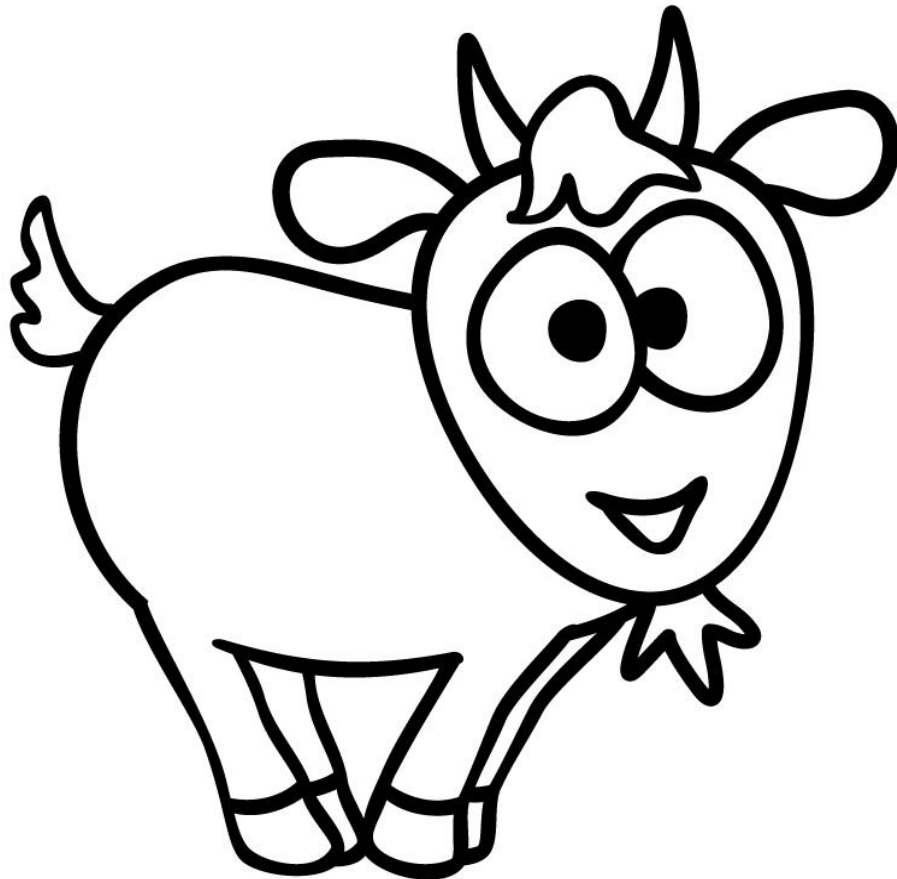
# GOAT

**Scientific Name - *Capra aegagrus hircus***

*Native of - Africa, Asia, Europe*

**Fun Facts** - The pupils in your eyes are circular shaped but a goat's are rectangular! This helps them to see very well in the dark - up to 320-340 degrees (compared with our 160-210 degrees). And goat mothers recognize their baby goats not by sight but by scent!

*Goats can boast over 210 breeds, and an approximate 450 million count of goats around the world! The most popular type of goat is called the Nubian which originated in the United Kingdom.*



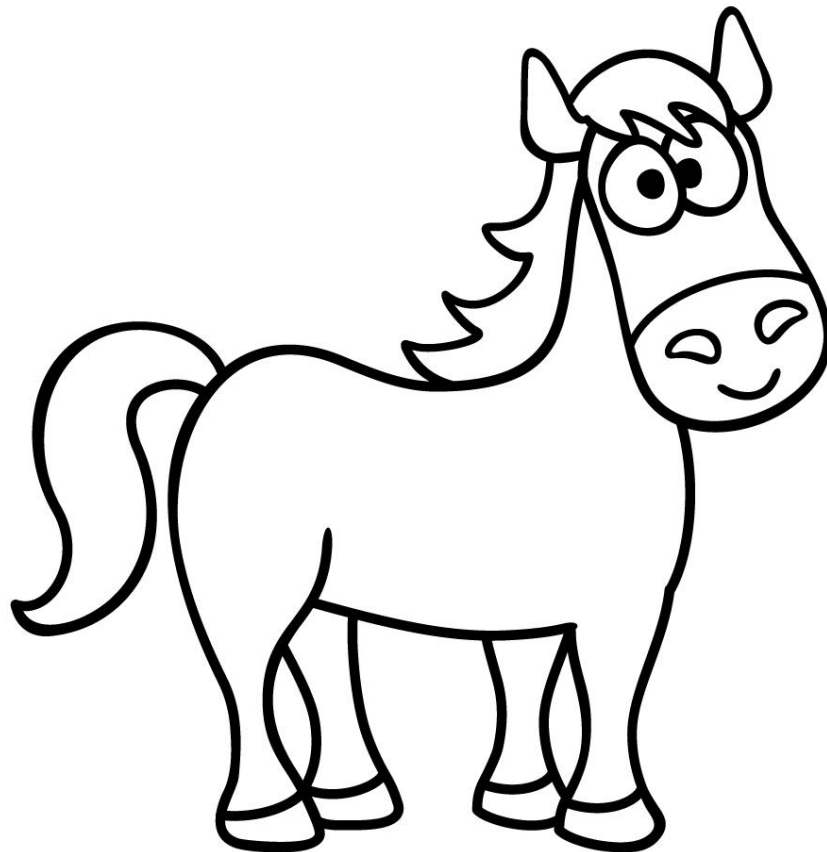
# HORSE

**Scientific Name - Equus caballus**

Native of - Asia, North America, Europe

**Fun Facts** - Horses can run shortly after birth, much faster than people can! And if a horse makes friends with someone who is kind to it, it will remember the person and their friendship for life no matter how much time has passed. Friends forever!

*There are over 9.2 million horses in the US today. The most popular horse is the American Quarter Horse. This breed got its name from winning quarter mile long races!*





# DOG

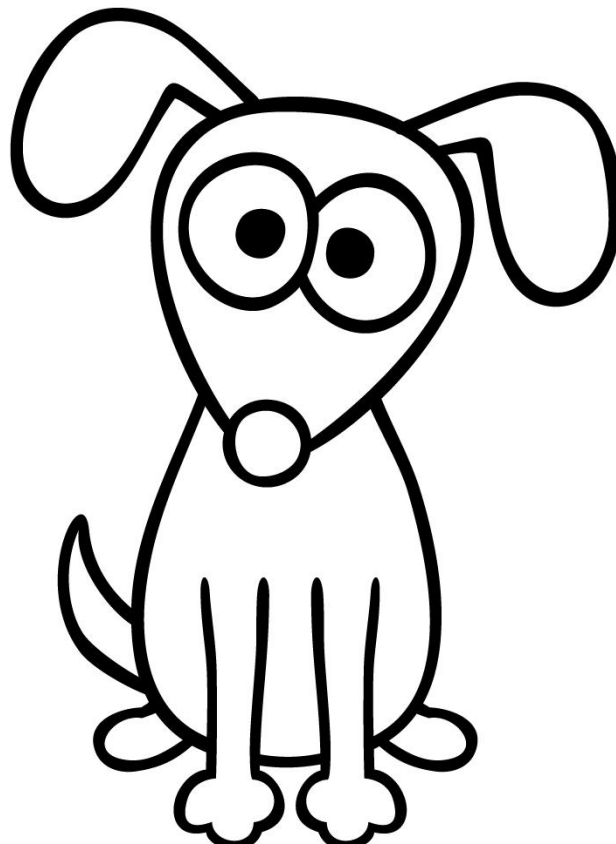
**Scientific Name - *Canis lupus familiaris***

*Native of - Asia, North America, Europe*

**Fun Facts** - Dogs dream just like you! And did you know that a dog's sense of smell is at least 10,000 to 100,000 times stronger than yours? Remember that next time you leave food out on the table when there is a dog around!

*The average dog is as intelligent as a two year old human and can understand 250 words and gestures.*

*In the US, there are over 73 million dogs. The most popular is the Labrador Retriever!*





# CAT

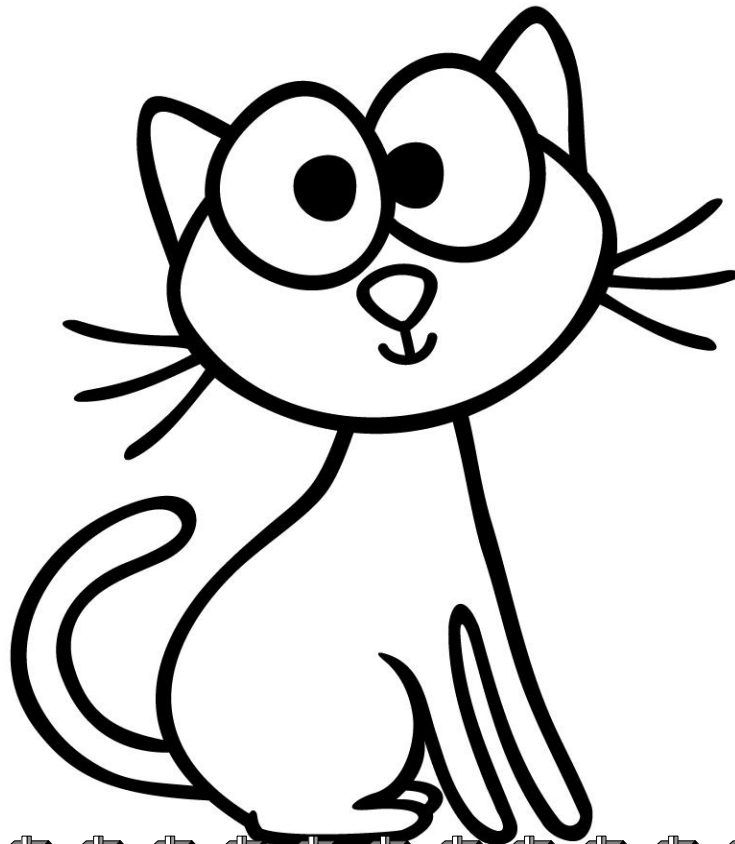
**Scientific Name - Felis catus**

*Native of - Africa*

**Fun Facts** - At night, cats can see in six times less light than humans. Cats can also jump up to five times their own height in a single jump!

*Cats can make 100 different sounds but a dog only makes 10. They are the most popular pet around the world and live on every continent except for Antarctica.*

*There are over 600 million Small cats in the world (as opposed to wild ones). That's a lot of purring!*



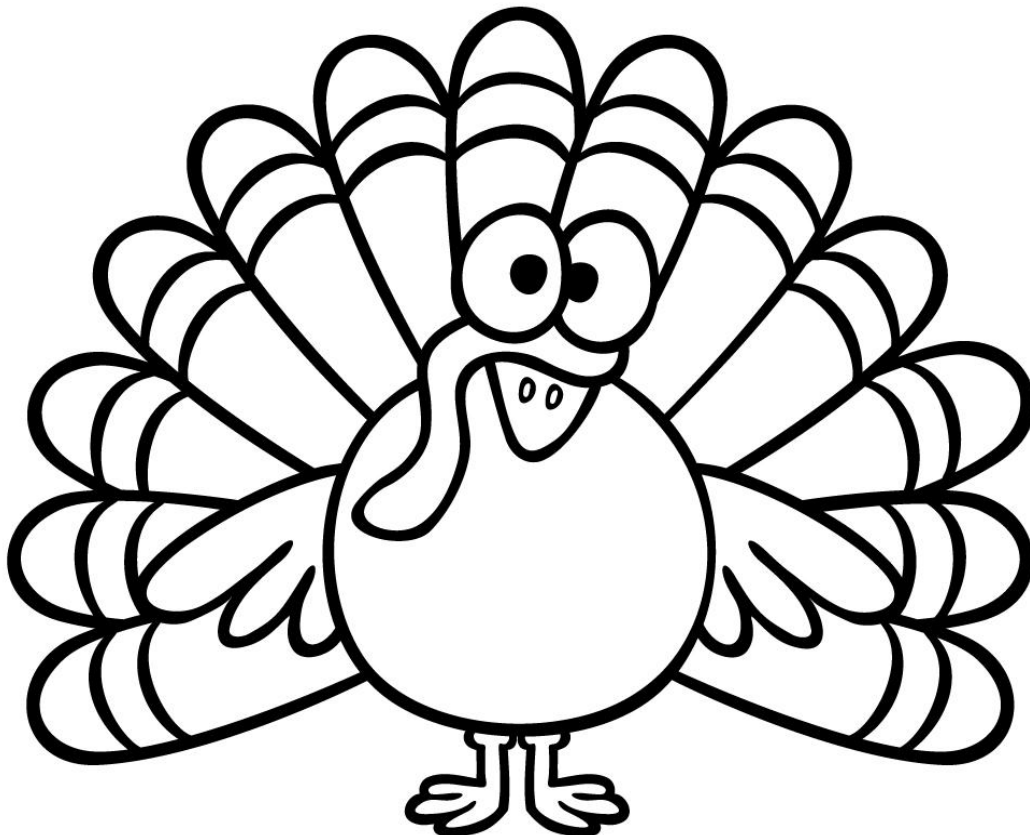
# TURKEY

**Scientific Name - Meleagris**

*Native of - North America*

**Fun Facts** - Turkeys have a wide vocabulary... it's been recorded that turkeys can make up to 20 different vocal expressions! And they are very social animals. Turkeys will travel in large groups in the wild, sometimes with over 200 other turkeys! What a group!

*There's only one breed of turkey yet several varieties. One of the most popular before the 1960s was the Bronze! The Broad Breasted White is the most popular variety at our Thanksgiving tables today.*



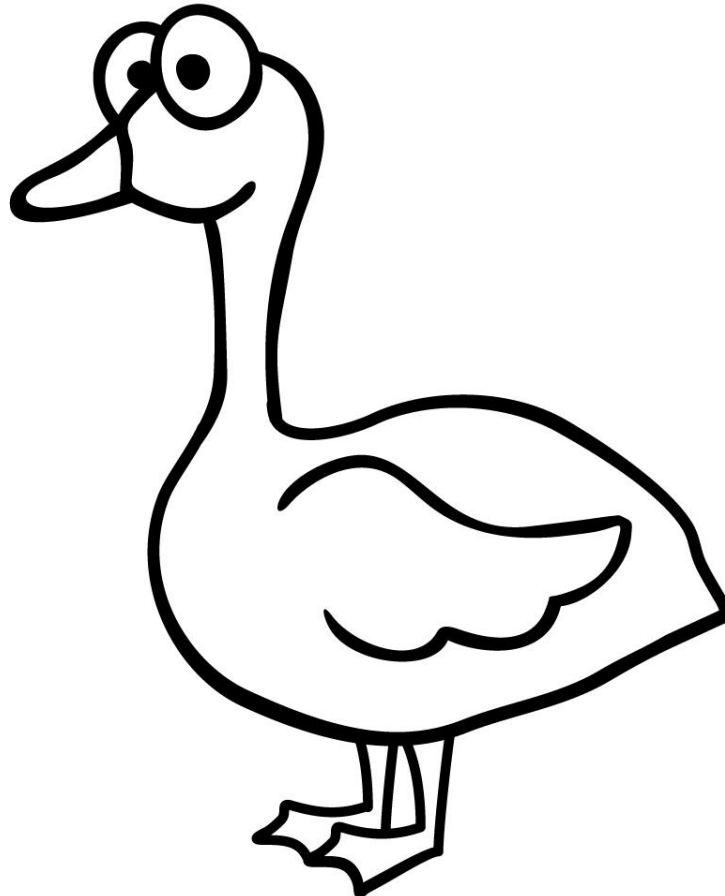
# GOOSE

**Scientific Name - Anserini**

*Native of - Africa, Asia, Europe*

**Fun Facts** - Geese always fly in the shape of a “V” with each goose flying slightly higher than the one before him to reduce wind resistance and save energy while flying. It’s also easier to keep track of each goose in this “V” formation. What a team effort! And speaking of adaptability... geese can do just fine living almost anywhere.

*One of the more well-known goose breeds is the Canada Goose.  
We can guess where this type is from!*



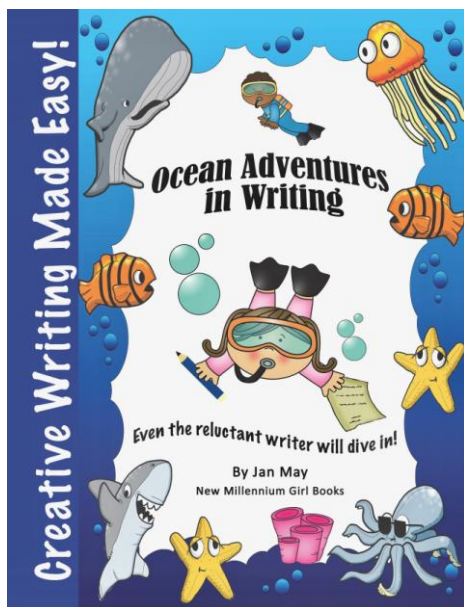
## About the Author

Jan May loved homeschooling her two children through high school. Whether it was attending re-enactments of the Revolutionary War or collecting an amphibian zoo, hands-on education was always at the forefront of her curriculum. She is author of the *Creative Writing Made Easy Series* that engages even the most reluctant writers. All of the books are filled with fun interactive language activities involving each type of learner: visual, auditory and kinesthetic. Having been a creative writing teacher for over fifteen years, she believes that given the right tools, every child can learn to write and love it!



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