



Between The Pages Jr. Teacher's Guide

BETWEEN THE PAGES JR.

Quick Start Guide

Program Mission

Between the Pages Jr. inspires young learners (K-2) to understand what authors do and how stories are created, strengthening early literacy through imagination, story comprehension, and the foundations of narrative writing.

What Makes This Program Unique

- ✓ **Expert Video Instruction** from award-winning author Alane Adams
- ✓ **Animated Read-Aloud** of The Egg Thief picture book
- ✓ **Dual Pathways:** Choose writing OR reading comprehension focus
- ✓ **Differentiated Materials** at three grade levels (K, 1, 2)
- ✓ **Complete Lesson Plans** with Model Thinking, Quick Checks, and Reading-Writing Connections
- ✓ **Flexible Implementation** adaptable to various schedules

Two-Lesson Learning Progression

Lesson 1	Meet Alane Adams: What Is an Author? Learn where authors get story ideas (imagination and real-life experiences) + “The Egg Thief” read aloud.
Lesson 2	Story Elements & The Egg Thief Identify character, setting, problem, and solution—the building blocks of every story

Choose Your Implementation Model

Model A: Two-Day Unit

1 video per day | 45-60 min per lesson | Best for deepest learning with discussion time

Model B: One-Day Experience

Both videos in one session | 90-120 min total | Best for special events, literacy celebrations, author studies

Model C: Flexible Integration

Videos as mini-lessons | Spread over 1-2 weeks | Best for supplementing ongoing reading/writing instruction

Materials Checklist

- Access to Between the Pages Jr. videos (Part 1: 14:04, Part 2: 8:19)
- Projection system or interactive whiteboard
- Chart paper or whiteboard for modeling
- Student worksheets (choose Writing OR Reading focus, select grade level A/B/C)
- Writing/drawing tools (pencils, crayons, markers)

Built-In Differentiation

3 Grade Levels:

- Worksheet A (Kindergarten): Drawing-focused, large fonts, minimal writing
- Worksheet B (Grade 1): Mix of drawing and writing with sentence starters
- Worksheet C (Grade 2): Complete sentences, deeper thinking questions

2 Instructional Pathways:

- Writing Worksheets: Students create their own story ideas and elements
- Reading Worksheets: Students analyze books they read

Additional Support:

Oral language emphasis • Student choice • Visual supports

Lesson Structure (Gradual Release Model)

- I Do (Model): Watch video, teacher think-alouds, demonstrations
- We Do (Guided Practice): Class discussions, Turn and Talk, collaborative examples
- You Do (Independent): Students complete worksheets (writing or reading focus)

Grades

Target: Grades K-2 (adaptable for PreK and Grade 3 with modifications)

You're ready to begin!

Review Lesson 1 and launch your students' literacy journey.

Part One: What is an Author?

Understanding What Authors Do and Where Story Ideas Come From

Grade: K-2 | **Duration:** 50 - 55 minutes | **Video Length:** 14:04

Standards Alignment

CCSS: W.K.3, W.1.3, W.2.3, SL.K.2, SL.1.2, SL.2.2

Lesson at a Glance

Connect & Prepare (8 min): Activate prior knowledge about authors and vocabulary introduction

Model (20 min): Watch video with strategic pauses about what authors do

Guided Practice (10 min): Practice using imagination together

Independent Practice (10 min): Brainstorm story ideas using imagination and real-life experiences

Lesson Wrap-Up (5 min): Share ideas and make reading connection

Learning Objectives

By the end of this lesson, students will be able to:

- Understand that authors use imagination and real-life experiences to create story ideas
- Use their imagination to generate original story ideas

Materials Needed

- Video: "Part One: What Makes a Good Story" by Alane Adams (4:43 runtime)
- Computer/projector or interactive whiteboard for video playback
- Chart paper or whiteboard
- Student writing journals or paper
- Lesson 1 Practice Worksheets - choose from 5 differentiated options (see end of lesson)
- Pencils, crayons, or markers

Key Vocabulary

Author: A person who writes stories or books

Illustrator: A person who draws the pictures for stories or books

Imagination: The ability to create pictures, ideas, or stories in your mind

Connect & Prepare

Activate Prior Knowledge & Build Curiosity

Say: Authors, today you're going to meet a real author named Alane Adams! She's going to teach us what authors do and where they get ideas for their stories.

Turn and Talk: Think about your favorite book or story. Who do you think wrote that story? What do you think authors do?

Allow 30 seconds for discussion, then call on 1-2 pairs to share out.

Say: Today, Alane is going to show us what authors really do and teach us how to use our imagination like authors do. By the end of today, you'll be thinking like an author!

Vocabulary Preview

Say: Before we watch, let's make sure we know three important words.

Word 1: Author

Say: An author is a person who writes stories or books. Can someone name an author whose books we've read? Take 2-3 quick call-outs.

Word 2: Illustrator

Say: An illustrator is a person who draws the pictures for stories or books. Authors and illustrators work together to create books!

Word 3: Imagination

Say: Imagination is the ability to create pictures, ideas, or stories in your mind. When you daydream or pretend, you're using your imagination! Authors use their imagination to create stories.

Model

Set Viewing Purpose

Say: Now we're going to meet author Alane Adams. She's going to teach us what authors do and where they get story ideas. She'll also do something really fun with us—she'll help us practice using our imagination!

Display the following guiding questions on the board:

- What does an author do?
- What's the difference between an author and an illustrator?
- Where do authors get story ideas?

Say: These questions will guide your thinking as we watch. Let's begin!

Watch Video with Strategic Think-Aloud Pauses

Play video: "Part One: What Makes a Good Story" by Alane Adams

Pause Point 1 — Stop at 2:17 (after the illustrator explanation and silly examples)

Say: That was funny! Alane was being silly to make sure we understood. Let's review: What does an author do? What does an illustrator do?

(Expected answers: Author writes the story, illustrator draws the pictures)

Model Thinking: I'm thinking about the books on our classroom shelf right now. When I pick up a book, I always look at who wrote it—that's the author—and who illustrated it. Sometimes one person does both jobs, but usually they're different people. I'm making a connection in my mind: the author creates the story with words, and the illustrator brings those words to life with pictures. They have to work together to make a great book.

Resume video.

Pause Point 2 — Stop at 3:45 (after the dragon imagination exercise)

Say: Wow! We just used our imagination together! Did you see that green dragon in your mind? Even though dragons aren't real, we can see them when we use our imagination.

Turn and Talk: What did your dragon look like? Was it big or small? Scary or friendly? (Allow 1 minute.)

Invite one or two volunteers to share with the class.

Model Thinking: When Alane asked us to imagine a dragon, I started by picturing the color green. Then my brain automatically started adding details—I imagined big wings, sharp teeth, scales. But here's what I'm noticing: my dragon is probably different from your dragon! That's because we each have our own imagination. Even though we all heard 'green dragon,' we all saw something different in our minds. That's exactly what authors do—they use their imagination to create unique characters and places that no one else has thought of before.

Resume video.

Pause Point 3 — Stop at 4:13 (after Alane explains how her father inspired *The Egg Thief*)

Say: This is so important! Did you hear where Alane got her story idea? Her father told her stories about his childhood growing up in the 1920s!

Turn and Talk: Do you know any interesting stories from your family? Has a grandparent or parent ever told you about when they were young? (Allow 1 minute.)

Model Thinking: This is making me realize something important about where story ideas come from. At first, I thought authors just made everything up in their imagination—like the dragon. But now I'm understanding that authors can also get ideas from real life. Alane listened to her father's stories and thought, 'These would make a great book!' So I'm connecting two ideas now: imagination stories like dragons AND real-life stories like her father's childhood. Both are valuable for authors. I'm wondering which type of idea I use more when I tell stories...

Say: Those real-life stories could become books someday! Let's finish the video.

Resume video to the end.

After Viewing:

Discussion Questions:

- "What did you think of *The Egg Thief* story?"
- "What was your favorite part?"
- "Do you think Alane's idea for this story came from her imagination or from something real?"

Quick Share: Have 2-3 students share their thoughts. Keep this brief (2-3 minutes) since you'll explore the story more deeply in Lesson 2.

Guided Practice

Practice Using Imagination Together

Say: Now let's practice using our imagination just like Alane taught us! We're going to imagine something together.

Create an anchor chart with two columns: *Imagination Ideas* and *Real-Life Ideas*

Imagination Practice Exercise

Say: Let's imagine something new together. Close your eyes and imagine a special place—maybe a castle, a forest, the ocean, or even the moon!

(Pause for 10 seconds)

Say: Now imagine a character in that place. Is it a person? An animal? A magical creature? What do they look like?

(Pause for 10 seconds)

Say: Open your eyes! You just used your imagination like an author!

Turn and Talk: Share what you imagined with your partner. What place did you imagine? What character was there? (Allow 1-2 minutes.)

Call on 3-4 students to share their imagination ideas with the class. Record their ideas under *Imagination Ideas* on the anchor chart.

Model Thinking: As I'm listening to your ideas, I'm noticing something interesting. Each person imagined something completely different! Some of you imagined realistic places like the beach, and others imagined fantasy places like castles or the moon. I'm thinking about how this shows that our imaginations are unlimited—we can go anywhere and create any character. I'm also realizing that when I listen to your ideas, they spark new ideas in my own mind. That's another way authors get ideas—by listening to others and building on those ideas.

Brainstorm Real-Life Story Ideas

Say: Now let's think about real-life ideas, just like Alane got ideas from her father's stories. What are some interesting things that have happened to you or stories your family has told you?

Write these prompts on the board:

- A time I helped someone
- A time something surprising happened
- An interesting pet or animal I know
- A story my family tells

Model Thinking: Let me think aloud about finding a real-life story idea. I'm looking at these prompts and asking myself, 'What experience from my life would make a good story?' I'm scanning my memories right now... Oh! I remember when I was about eight years old and I helped my grandmother bake cookies. We accidentally used salt instead of sugar! I can picture it clearly—we took a bite and our faces just crumpled up. We laughed so hard! Now I'm thinking: this would make a funny story because it has

characters (me and my grandmother), something goes wrong (the salt mistake), and there's emotion (we laughed). See how I turned a real memory into a story idea by thinking about what would make it interesting to readers?

Invite students to share real-life ideas. Record 3-4 examples under *Real-Life Ideas* on the anchor chart.

✓ **Quick Check:** Point to the anchor chart and ask: 'Can someone explain the difference between imagination ideas and real-life ideas?' Call on 1-2 students. Clarify as needed.

Independent Practice

Generate Your Own Story Ideas

Say: We just heard Alane read “The Egg Thief” —a story inspired by her own childhood on a farm. Now it's your turn to think like an author! You're going to come up with at least two story ideas—one from your imagination and one from real life.

Distribute worksheets based on student needs.

Say: For your imagination idea, you can draw or write about a character, a place, or something magical you can imagine. For your real-life idea, think about something that really happened to you or a story someone told you. You can draw or write for both!

Allow 8-10 minutes for students to work.

Teacher Circulation & Support

- **Stuck on imagination:** "Think about your favorite character from a book. Could you imagine a different adventure for them? Or imagine a new character that's similar?"
- **Stuck on real-life:** "Think about something fun or silly that happened this week. Think about a pet you have or wish you had. Think about a place you've visited."
- **Only drawing:** "Great! Can you add one sentence to tell me about your picture?"

✓ **Quick Check (after 5 minutes):** Ask students to hold up fingers: 'How many story ideas have you come up with so far? Show me with your fingers.' Look around to gauge progress.

- Most students showing 1-2 → On track, continue
- Many showing 0 → Pause and provide whole-class prompt: 'Let me give you another idea starter. Imagine you found a secret door in your house, OR think about a funny thing that happened at recess.'

When 2 minutes remain:

Say: Finish up your current idea. Put a star next to the idea you like best—the one that makes you most excited!


Lesson Wrap-Up

Celebrate Success & Share

Say: Authors, you just learned something really important! You now know what authors do—they write stories—and you know where they get their ideas. Authors use their imagination to dream up new characters and places, and they use real-life experiences and stories.

Turn and Talk: Share your favorite story idea with a partner. Tell them if it came from your imagination or from real life.

Allow 1-2 minutes for sharing. Invite 2-3 volunteers to share their ideas with the whole class.

 **Reading-Writing Connection:** This week during independent reading encourage students to think about the books they read and ask themselves: “Where do you think the author got the idea for this story? Could it be from imagination or real life?”

Many books have an author's note at the beginning or end that explains where the idea came from. Help students look for these notes and share their discoveries with the class.

Keep the *Imagination Ideas / Real-Life Ideas* anchor chart displayed and add examples throughout the week as students discover story idea sources in their reading.

Exit Ticket

Distribute index cards, post-it notes, or scratch paper.

Write on the board or display:

- Authors get story ideas from _____ and _____.
- (Expected answer: imagination and real life)

Students complete and submit exit tickets as they transition to the next activity.

Say: In our next lesson with Alane Adams, we'll learn about the important parts that every good story needs. We'll also hear her read *The Egg Thief*!

Part Two: Story Elements

Character, Setting, Problem, and Solution

Grade: K-3 | **Duration:** 50-60 minutes | **Video Length:** 8:19

Standards Alignment

CCSS: RL.K.3, RL.1.3, RL.2.3, RL.3.3, W.K.3, W.1.3, W.2.3, W.3.3

Lesson at a Glance

Connect & Prepare (8 min): Review *The Egg Thief* and introduce story elements

Model (20 min): Watch video learning the four story elements

Guided Practice (12 min): Identify story elements in *The Egg Thief* together

Independent Practice (12 min): Apply story elements to own story ideas

Lesson Wrap-Up (5 min): Share and connect to reading

Learning Objectives

By the end of this lesson, students will be able to:

- Identify the four key story elements: character, setting, problem, and solution
- Understand that the problem is the secret ingredient that makes stories interesting

Materials Needed

- Video: "Part Two: Story Elements" by Alane Adams (8:19)
- Computer/projector
- Chart paper or whiteboard
- Student story ideas from Lesson 1
- Story element graphic organizer
- Student activity pages
- Pencils, crayons, or markers

Key Vocabulary

Character: The person, animal, or creature in a story

Setting: Where and when a story takes place

Problem: A challenge or difficulty the character faces

Solution: How the character solves or fixes the problem

Connect & Prepare

Say: Authors, yesterday we met Alane Adams and heard her read *The Egg Thief*. That was such a fun story. Let's see what you remember.

Turn and Talk: What happened in *The Egg Thief*? Tell your partner the story. (Allow 1 minute.)

Call on 2-3 students to share brief recalls with the class.

(Expected responses: Georgie went to get eggs, the dog ate them all, he had to find more eggs, he helped Mrs. Koach and got eggs)

Summarize or clarify any misunderstandings.

Model

Set Viewing Purpose

Say: As we watch, listen carefully to what Alane teaches. She's going to explain four important elements that make up a story.

Display these guiding questions on the board:

- What are the four story elements?
- Which one is the secret ingredient?

Say: Let's begin!

Watch Video with Strategic Think-Aloud Pauses

Play video: "Part Two: Story Elements" by Alane Adams

Pause Point 1 — Stop at 1:13 (after Alane explains CHARACTERS)

Say: Alane just taught us about the first story element—character. What is a character?

(Expected answer: the people or animals in a story)

Say: Alane said there are different types of characters. There are good guys, villains, sidekicks, and friends. In *The Egg Thief*, who is the main character?

(Expected answer: Georgie)

Write 'Georgie (main character)' under CHARACTER on the anchor chart.

Resume video

Pause Point 2 — Stop at 1:43 (after Alane explains SETTING)

Say: Now we learned about the second story element—SETTING! What is setting?

(Expected answer: where and when the story takes place)

Say: Yes! Setting is both the place and the time. Where did *The Egg Thief* take place?

(Expected answer: Pennsylvania, on a farm)

Say: Right! And when did it take place? What time period?

(Expected answer: the 1920s)

Write 'Pennsylvania farm, 1920s' under SETTING on the anchor chart.

Model Thinking: The setting of a story is important. If this story happened today instead of the 1920s, it would be completely different. Georgie probably wouldn't be collecting eggs from a barn, instead his family may just buy eggs at the store.

Resume video

Pause Point 3 — Stop at 3:56 (after Alane tells the boring version of *The Egg Thief*)

Say: That version was boring. She told *The Egg Thief* like this: 'One morning Georgie went to the barn. He found three eggs. Then he went to another hen and found four eggs. He kept going until his basket was full. Then he went inside and ate breakfast. The end.'

Turn and Talk: Why was that version so boring? What was missing? (Allow 45 seconds.)

(Expected discussion: Nothing interesting happened, no dog, no problem, too easy, boring)

Say: You're right! Nothing exciting happened. Georgie just did a normal, easy thing. There was no dog, no missing eggs, no challenge! Let's see what Alane says is missing. This is the super secret ingredient!

Resume video

Pause Point 4 — Stop at 5:02 (Right after Alane reveals THE PROBLEM is the secret ingredient)

Say: There it is. Did you hear it? The secret ingredient is the problem! Alane said Georgie has a problem—no eggs! In the boring version, there was no problem. Georgie just got eggs easily. But in the real story, the dog ate all the eggs! That's Georgie's problem.

✓**Quick Check:** Why is the problem the secret ingredient? Why does it make stories interesting?

(Expected answers: Makes it exciting, gives the character something to do, makes us want to know what happens)

Model Thinking: Without a problem, nothing interesting happens. Think about it—if Georgie just collected eggs and went inside, who cares? That's boring. But when the dog eats all the eggs and Georgie has a problem to solve, now we're interested! We want to know: "How will he get eggs?" "What will he do?" The problem is what makes us keep reading!

Write 'Dog ate all the eggs! Georgie needs eggs!' under problem on the anchor chart.

Resume video

Pause Point 5 — Stop at 5:25 (after Alane explains the SOLUTION)

Say: Now we have the fourth story element—solution! Once a character has a problem, they have to find a way to solve it. How did Georgie solve his problem in *The Egg Thief*?

(Expected answer: Buster led him to Mrs. Koach, Georgie helped her collect eggs, she let him keep half)

Model Thinking: I love how the solution worked! Buster, the dog who caused the problem by eating the eggs, actually helped solve it by leading Georgie to Mrs. Koach. And Georgie was kind and helped her, so she shared her eggs with him. That's a great solution.

Write 'Buster led him to Mrs. Koach; Georgie helped her and got eggs' under SOLUTION on the anchor chart.

Say: Now look at our chart! We have all four story elements for *The Egg Thief*. This is what makes it a complete story. Let's resume watching to the end of the video.

After Viewing

Say: Alane taught us something else really important at the end! She said reading is like soccer. What did she mean by that?

(Expected: You have to practice to get better)

Say: Exactly! Even if you're already a good reader, you still need to practice every day. We'll talk more about that at the end of our lesson. But first, let's make sure we really understand these four story elements.

Guided Practice

Deepen Understanding of Story Elements

Say: We've filled in our story elements chart for *The Egg Thief*, but let's make sure we really understand each element. Let's look at them more closely.

Character

Say: We know Georgie is the main character. But let's think about the other characters. Who else was important in this story?

(Create a list: Georgie, Buster the dog, Georgie's mama, Mrs. Koach)

Turn and Talk: Which character helped Georgie solve his problem? How did they help?

(Allow 45 seconds)

(Expected: Buster led him to Mrs. Koach; Mrs. Koach let him have eggs)

Model Thinking: It's interesting that Buster the dog is both part of the problem and part of the solution. He ate the eggs that caused the problem. But he also led Georgie to Mrs. Koach. That helped solve it! Sometimes characters can be complicated like that.

Add to anchor chart: 'Georgie (main), Buster, Mama, Mrs. Koach'

Setting

Model Thinking: The setting completely changes the story. *The Egg Thief* setting is in the 1920s on a farm. It made sense that Georgie's job was to collect eggs from chickens every morning. That's just what families did back then. If we changed the setting to today, the whole story would have to change too.

Problem

Say: Now let's really understand the problem. Remember, Alane said this is the secret ingredient. Let's think about this carefully. What is Georgie's problem?

(Expected first answer: The dog ate the eggs)

Say: Yes, the dog ate the eggs. But let's dig deeper. Why is that a problem for Georgie? What's the real trouble he's in?

(Expected deeper answer: His mama sent him to get eggs; if he comes back empty-handed, she'll think he didn't do his chores)

Say: Exactly! And there's another part of the problem. Why doesn't Georgie just tell his mama that the dog ate the eggs?

(Expected answer: Because she'll be mad at the dog and send him away; Georgie likes the dog)

Model Thinking: Now I really understand Georgie's problem! It's not just 'no eggs.' The real problem has two parts: (1) He needs eggs to show his mama he did his chores, and (2) He doesn't want to get the dog in trouble because he likes having a dog around.

That's what makes the problem interesting—it's complicated! If the problem was simple, the story would be boring.

Update anchor chart if needed: 'Dog ate eggs; Georgie needs eggs but doesn't want dog to get in trouble'

Solution

Say: Finally, let's talk about the solution. How did Georgie solve his problem?

Guide students to tell the solution step-by-step:

1. Buster led Georgie through the woods
2. They found Mrs. Koach who needed help
3. Georgie helped her collect eggs
4. Mrs. Koach let him keep half the eggs

Say: Georgie solved his problem and kept the dog's secret. Did this solution make sense for the story?

(Expected: Yes, it was a good solution)

✓**Quick Check:** What are the four story elements we learned today?

(Expected answers: character, setting, problem, solution)

Say: Perfect. You've got it. Every story needs all four of these elements. But the problem is what makes it interesting.

Independent Practice

Say: Now it's your turn to be an author! Yesterday in Lesson 1, you came up with story ideas from your imagination and from real life. Today, you're going to take one of those ideas and add the four story elements to it.

Distribute the *Story Element* Graphic Organizer.

Say: Now you're going to think like an author! You need to plan all four story elements for your story. Let me show you what I mean.

Model with your own example before having students work on their own.

Allow 10-12 minutes for students to work. Circulate and support.

When 2 minutes remain:


Say: Authors, you have two more minutes! Finish the box you're working on. It's okay if you haven't filled all four boxes yet—you can keep working on this story later!

Teacher Note: You may use the additional provided worksheets if time allows.

Lesson Wrap-Up

Turn and Talk: Share your story elements with a partner. Share your character, setting, problem, and the solution.

Allow 2 minutes for sharing. Invite 2-3 volunteers to share their story ideas with class.

 **Reading-Writing Connection:** This week during independent reading time, help students make the connection between the story elements they learned about and the books they're reading. Keep the story elements anchor chart displayed prominently.

Exit Ticket

Distribute index cards, post-it notes, or small pieces of paper.

Write on the board or display:

- The secret ingredient that makes stories interesting is the _____.

Say: Before you leave today, write your answer on your paper and bring it to me. This will help me know if you understood the most important thing we learned!

Students complete exit tickets and submit them as they transition to the next activity.