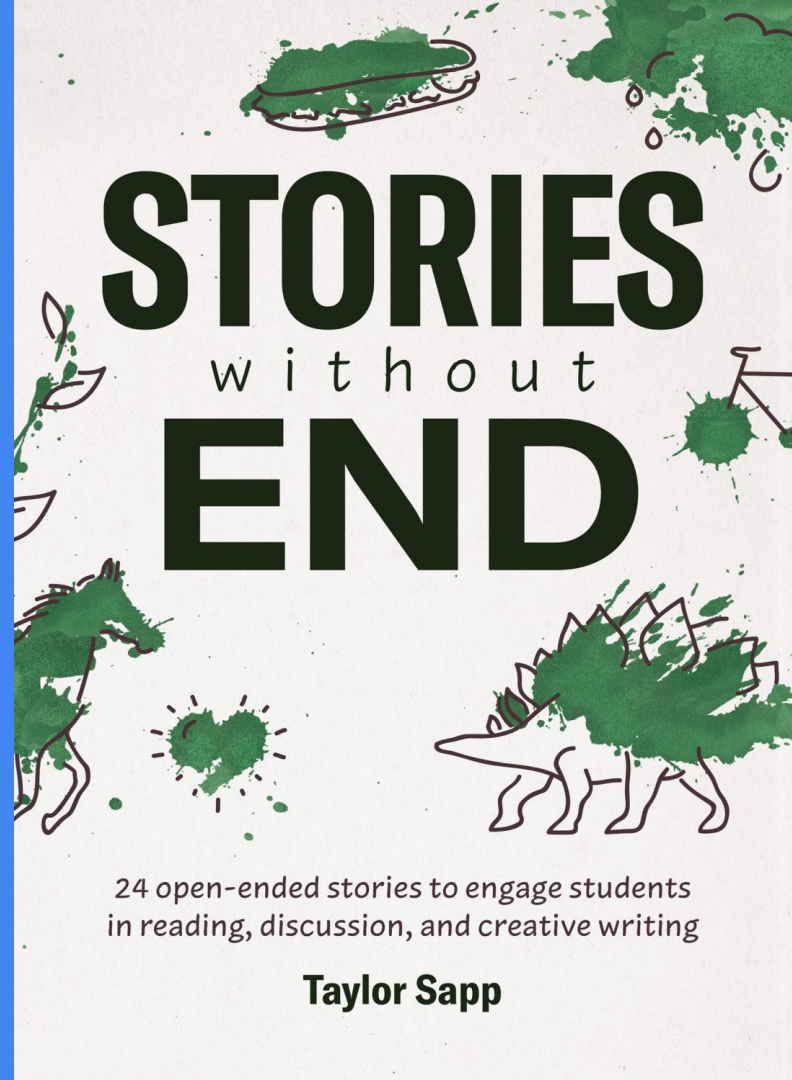


Stories Without End:

Incorporating Creative Short Fiction into the Classroom
TESOL - 2019



Contents

1. Background/Why I wrote this collection
2. Methodology
3. Background on Collection
4. How to use the stories
5. References

CREATIVE, INTRIGUING SHORT STORIES TO MAKE STUDENTS THINK AND WONDER *WHAT IF...*

Stories Without End engages students with literature through intriguing short stories that make them think and wonder. What if we could teleport anywhere in the world whenever we wanted to? Will robots ever replace human teachers? Why are some people optimists while others are pessimists? Where does our personality come from?

Stories Without End also gets students creating with engaging projects. Because the stories have no end, students will have to create their own. They'll also find themselves writing about one particular character, drawing a scene from the story, interviewing people about the theme of the story, or keeping a dream journal. Each story is also supported with questions and vocabulary activities to introduce the story and followed by discussion questions.

"All the English textbooks I've use before were boring, but this is so unique."
—Yurie, ESL student

"Well-thought-out approach to using fiction in an ESOL environment"

—Andrew L., Professor MATESOL, Concordia University

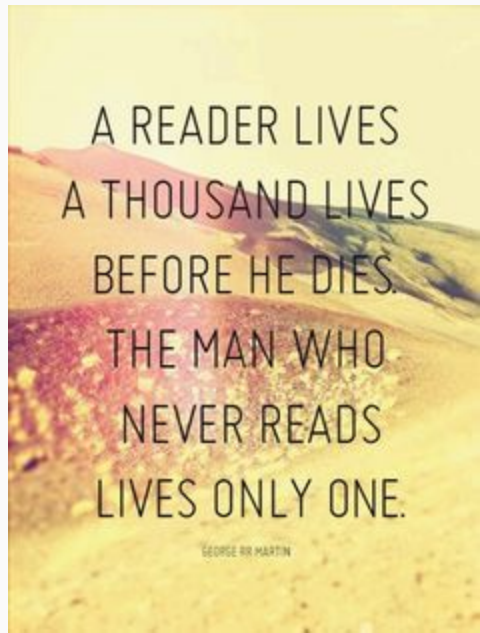
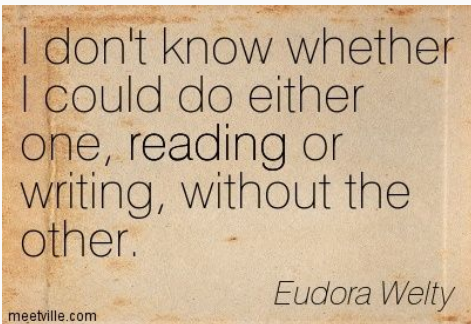


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1. Background/Why I wrote this collection

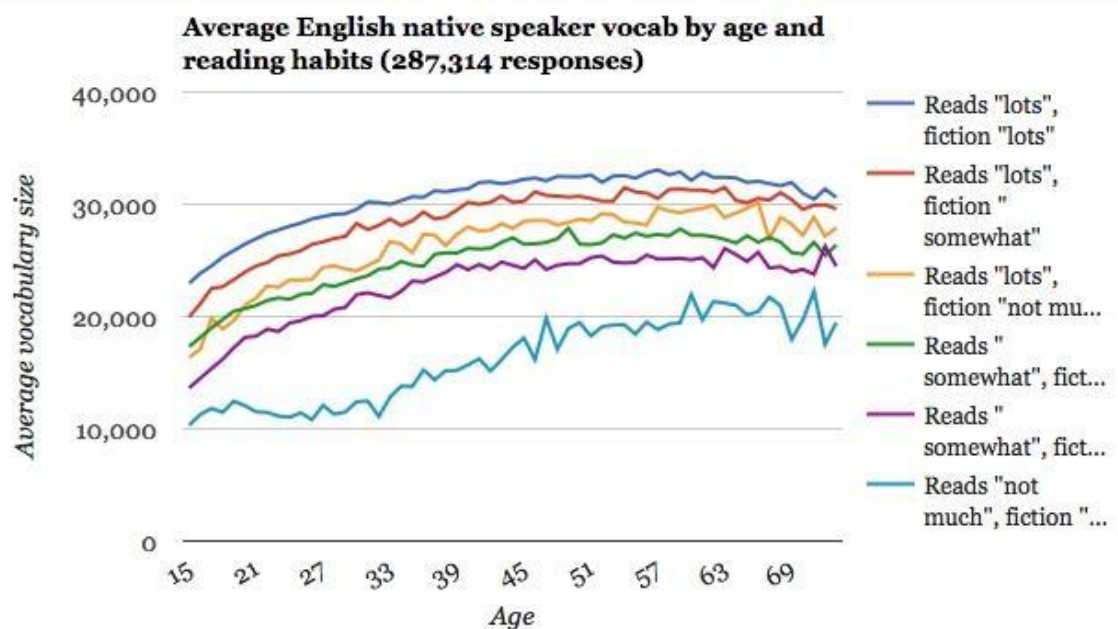
- Background in education and creative writing.
- Lifelong love of reading.
- Encourage a mutual love of these two skills which are separable but connected.
- Variety and Adaptability:
Reading/Writing topics with easy transitions into discussion and projects



2. Methodology: How Reading Improves our Mind

1. **Empathy:** Imagining creates understanding
2. **Disengagement:** Reading is most effective for stress
3. **Sleep:** Regular readers sleep better
4. **Improved relationships:** Books are a 'reality simulator'
5. **Inclusivity:** Stories open your mind
6. **Vocabulary:** Fiction readers build more language
7. **Creativity:** Fictions allows for uncertainty (where creativity thrives!)
8. **Pleasure:** Reading makes you happier

(Seiter, 2015)



2. Methodology

- How Can Schools Produce Better Readers?
 - Write Twice As Much With 1/2 The Rules!
 - **“Habitual reading and writing have a positive relationship with creative thinking, especially the ability of elaboration” (Wang, 2012).**

What Is The Relationship Between Reading & Writing?

It's Linear.

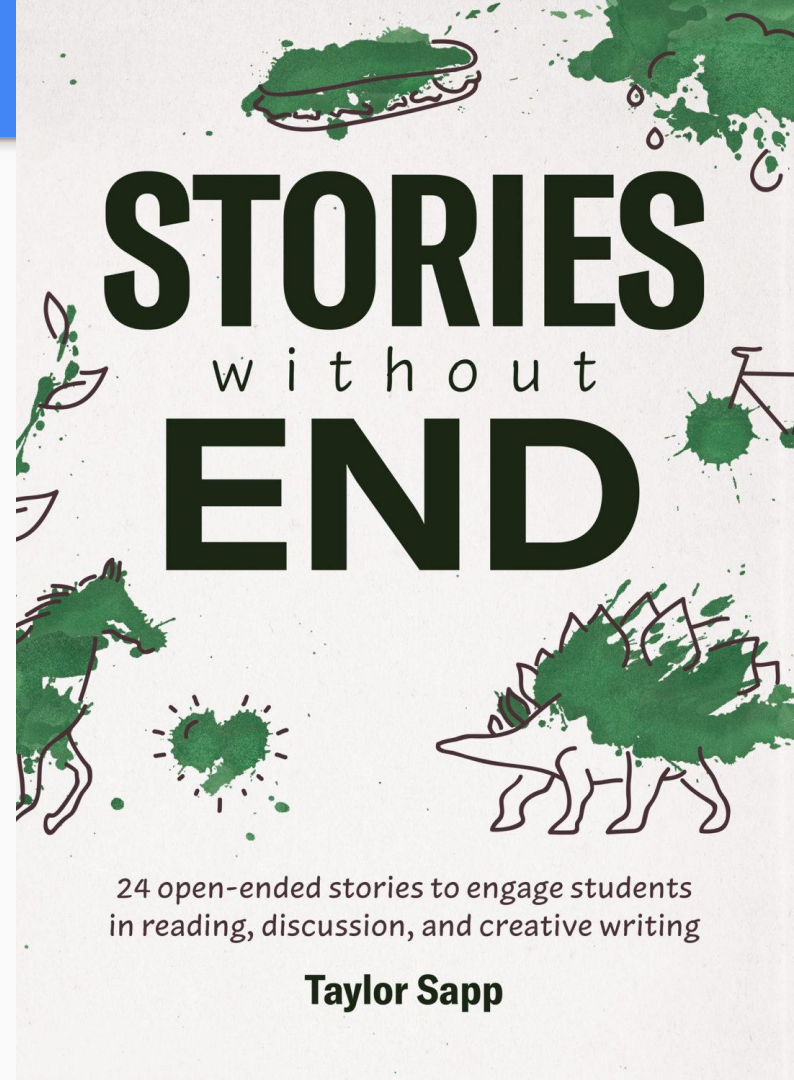


teachthought
WE GROW TEACHERS

“We tend to think about writing as a solitary activity. But it's not really,” Graham said. “We're always writing for an audience. A lot of the writing we do outside of school involves interaction with others. Think about social networks now: We post something online, somebody responds, we respond back. There's a lot of interactive writing going on.” (Pierce, 2018).

Stories Without End

- A collection of 24 open-ended stories on some creative and unexpected topics, each followed by a number of discussion activities and creative projects.
 - Engaging and “outside the box”.
 - The stories in this book will challenge the students’ assumptions about gender roles, relationships, the meaning of success, and even reality itself. Students will be driven to engage with the stories, whether they agree or disagree with some of the views in them.
 - Reading truly is a two-way street. That is why this collection is focused on also involving students with the creative process.
 - Open-ended and unfinished stories
 - The activities and projects that follow each story are focused on getting students connecting to the stories through writing.



24 open-ended stories to engage students
in reading, discussion, and creative writing

Taylor Sapp

Audience



- ESL and literacy learners of all ages
- Intermediate to Advanced
- Adaptable to other types of learners as well!
- “Something for Everyone” approach!
- Topics varied for interaction and discussion in many types of environments!

4. How to use the Collection

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(500-2000 WORDS)

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- **1. Before you Read**

- Pre-Reading Questions

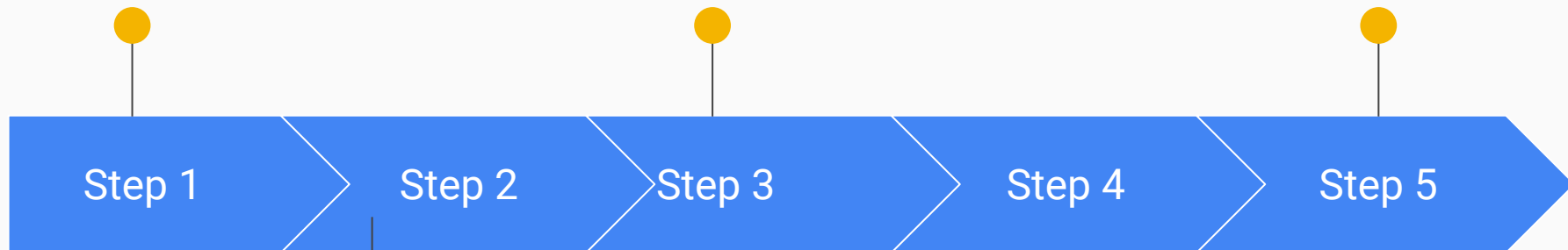
- **Target Vocabulary**

- **3. After You Read**

- Discussion questions

- **5. Supplements**

- 6 Categories



- **2. Reading**

- Individually
- Groups (reading groups)
- Full Class
- HW

- **4. Individual Projects**

- Create new endings
- Interviews
- Other writing tasks

- **1. Before you read:** Have Ss discuss in pairs/groups.
 - Also can use questions as interview homework.
- **2. Vocab:** Have Ss work in groups/HW.
 - Can use for student quizzes as well
 - Students should maintain a **vocab journal** as well (see **Supplements 6.1**)
- **3. Reading:** Give Ss the opportunity to read the stories both individually and collectively.
 - Give Ss time to read stories in class individually.
 - Read together as a full class or in reading groups.
 - Assign as HW.
- **4. After you read:**
 - Discuss questions together as a class, in pairs or groups, or have Ss interview someone as HW.

- **5. Regular Projects:**
 - **Finish the story! This is the main focus of the projects!**
 - You can do the first story together in class and have Ss complete it in groups.
 - Ss should also complete stories as HW.
 - Give Ss the option to choose projects on their own story.
- **6. Supplements Projects: 6 Additional Types of Projects/Activities**
 - Summaries
 - Illustrations
 - Writing
 - Media
 - Interviews
 - Language Expansion

Workshop!

1. Pre-reading

- Before you read
 - Discuss question with partner/group.
- Vocab Matching
 - (Answers in back of book)



Before You Read

1. If you could only choose to be one of the following, which would you choose?

- a. rich
- b. famous
- c. beautiful
- d. immortal (to live forever)

Vocabulary

Write the letter of the definition next to the matching word

- | | |
|------------------------------------|--|
| 1. <i>wealth</i> (n.) ____ | a. a place used for gambling, including card games, slot machines, and other betting games |
| 2. <i>casino</i> (n.) ____ | b. extremely beautiful |
| 3. <i>transformation</i> (n.) ____ | c. entirely without any flaws, defects, or shortcomings |
| 4. <i>exquisite</i> (adj.) ____ | d. a change in form, appearance, nature, or character |
| 5. <i>perfect</i> (adj.) ____ | e. a great amount of money, valuable possessions, or property |

2. Reading

- Individually
- Full Class Reading Groups
- Homework

CHOOSE A PATH

164 WORDS

Four young people stood at a road that split in four directions. There was a sign pointing each way with a single word.

The first sign said, "*Wealth*." The first young person took this road and followed it to a great *casino*. Here, the first young person turned a single dollar into many millions!

The second sign said, "*Beauty*." The second young person took this road and followed it to a huge beauty salon. Inside, they went through a *transformation* and when they came out, all would say they were the most *exquisite* person in the world!

The third sign said, "*Love*." The third young person took this road and followed it to a small café with delicious pastries and coffee. Here, the third young person met the most wonderful partner they could ever have imagined and had two *perfect* kids and a happy family.

The fourth sign said, "?" The fourth young person took this road and followed it to ...

THE END?

3. After You Read

- Discussion Questions
 - Discuss question with partner/group
- Projects
 - Continue the story!
 - Individual
 - Group
 - Interviews

After You Read

1. Which path would you choose?
2. Would you be willing to take the fourth sign? Why or why not?
3. What are some meanings you can think of for the fourth sign?
4. The characters in this story have no gender. Did you imagine them as male or female? Why?

Projects

1. Continue the story! Write about a page. Here are some questions to consider as you write:
 - Where does the fourth sign lead?
 - What happened to the fourth person after they went there?
2. Interview 3 or more people and ask them the question from **Before You Read** above. Use the chart below. Or create your own. (See Supplement 5:1)

Afterward, compare their answers. How are they the same or different? What do you think about the results?

4. After You Read Projects:

- Unique projects for each story.
 - Interviews
 - Art Projects
 - Journaling
 - Reflections
 - Essays
 - etc...

Interview Question:

If you could only choose to be one of the following,
which would you choose?

a. rich

b. famous

c. beautiful

d. immortal

Name	Answer	Reason

Supplements Overview

- **6 Categories of Supplements**

- Summaries
- Illustrations
- Writing
- Media
- Interviews
- Language Expansion

- Downloadable **free** and **complete** from

<http://www.alphabetspublishingbooks.com/wp-content/uploads/Supplements-Collected.pdf>

SUPPLEMENTS FOR EXPANSION ACTIVITIES

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Additional Supplements Examples

6.3 Verb Tense Journal

Find examples of different verb tenses used in the story. Try to explain **why** they're being used.

Story Title _____		
Example Sentence	Verb Tense	Why is it used?

Reflection Question:

1. Write **3 sentences** using the three verb forms from your chart! (You can write below or use another piece of paper).



4.2 Make a Live Drama Scene

In a group, adapt your story into a live drama scene. You may perform it for another group in the class, or even another class. You may even want to video record it.

Your scene should have three elements, listed below with some examples.

Setting	Characters	Situation
Where is the scene taking place?	How many characters are in your scene? Who are they?	What is the action of the scene?
At school	Friends	Arguing/fighting
At a store	Family	Romance
In a dream	Strangers	Having dinner

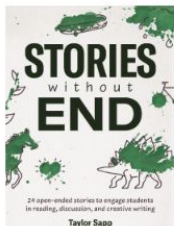
Write a plan for your project below:

1. Original Story Title: _____

2. Brief Summary: _____

Additional Resources

Teacher's Guide to *Stories Without End* by Taylor Sapp



Our latest book, *Stories Without End* by Taylor Sapp, came out last week. In case you missed it, or the subtitle "24 open-ended stories to engage students in reading, discussion, and creative writing," wasn't clear, the *Stories Without End* is a collection of 24 short stories that end on a cliffhanger. Students read short stories, discuss them, and then write their own endings. The stories themselves are pretty intriguing and creative themselves, so they generate a lot of discussion. Some have a science-fiction flavor and ask

what life would be like if we could teleport or what if we could control the weather? Others raise issues relevant to everyday life like how can you tell if someone likes you or how should we arrange our families? Some are just fun, like "T-Rex Window" which tells the tale of a boy who may have a dinosaur outside of his window or he may have lost his mind!

Since Taylor's idea for this book is such an innovative and original one, we wanted to share some suggestions for how to use the book in class with your students, a sort of teacher's guide. Feel free to share in the comments anything that has worked for you as you use any of these stories in class. You can also ask any questions there too on how to implement these unfinished stories for students.

Teacher's Guide, 2 Sample Stories (including **Choose A Path**) and additional supplements available at:

<http://www.alphabetspublishingbooks.com/book/stories-without-end/>

Star Sign Personality Chart

ARIES: Fire (3/21-4/19) + Energetic, active, bold, daring ~ Selfish, impulsive, violent ☾ Leo, Sagittarius ☿ Cancer, Capricorn	TAURUS: Earth (4/20-5/20) + Patient, reliable, persistent, placid, honest ~ Jealous, possessive, greedy ☾ Virgo, Capricorn ☿ Aquarius, Leo, Gemini	GEMINI: Air (5/21-6/20) + Talkative, easy-going, versatile, witty, youthful, lively ~ Nervous, indecisive, cunning ☾ Aquarius, Libra ☿ Virgo, Taurus
CANCER: Water (6/21-7/22) + Sensitive, protective, caring ~ Moody, overemotional ☾ Scorpio, Pisces ☿ Libra, Aries	LEO: Fire (7/23-8/22) + Artistic, outgoing, aristocratic, loving, generous, dignified ~ Bossy, domineering, pompous ☾ Sagittarius, Aries ☿ Scorpio, Taurus, Aquarius	VIRGO: Earth (8/23-9/22) + Intelligent, meticulous, modest, practical, diligent ~ Conservative, overcritical, fussy ☾ Capricorn, Taurus ☿ Sagittarius, Gemini, Pisces
LIBRA: Air (9/23-10/22) + Charming, romantic, sociable ~ Indecisive, flirtatious, glib ☾ Gemini, Aquarius ☿ Capricorn, Aries, Cancer	SCORPIO: Water (10/23-11/21) + Determined, courageous, emotional, intuitive, intense ~ Jealous, secretive, obsessive ☾ Pisces, Cancer ☿ Aquarius, Leo, Taurus	SAGITTARIUS: Fire (11/22-12/21) + Honest, intellectual, jovial, freedom-loving, independent ~ Restless, crude, careless ☾ Aries, Leo ☿ Pisces, Virgo
CAPRICORN: Earth (12/22-1/19) + Hard working, patient, practical, reserved, disciplined ~ Negative, rigid, grudging ☾ Virgo, Taurus ☿ Libra, Gemini, Aries	AQUARIUS: Air (1/20-2/18) + Friendly, independent, original, inventive, honest, popular ~ Contrary, unpredictable, detached ☾ Gemini, Libra ☿ Capricorn, Taurus, Scorpio	PISCES: Water (2/19-3/20) + Compassionate, sensitive, nature loving ~ Vague, escapist, too idealistic ☾ Cancer, Scorpio ☿ Sagittarius, Leo

Reviews and Feedback

<https://eltplanning.com/2018/10/14/book-review-stories-without-end/>

<https://eltplanning.files.wordpress.com/2018/10/stories2.png>

<https://www.netgalley.com/book/139397/reviews>

Praise for *Stories Without End*

"All the English textbooks I've ever used had boring, but this is so unique." —Yurie S., ESL student

"Well-thought-out approach to using fiction in an ESOL environment"—Andrew L., Professor MATESOL, Concordia University

"This book is a wonderful jumping point for creative writing in the classroom. You could use this book for any age/grade and adapt the expectation of a creative response to suit" —Carmen M., Educator

"Every classroom should own a copy of this book. Heck, All of us who journal or write for ourselves should won this book! I love the idea of story prompts." —Catherine H., Writer

I loved the stories and ideas in this book, definitely will be found in our library for me or other teachers to use as a resource. I hope more editions like this come out for next year. —Diane K., School Librarian

Reviews and Feedback

<https://eltplanning.com/2018/10/14/book-review-stories-without-end/>

<https://eltplanning.files.wordpress.com/2018/10/stories2.png>

<https://www.netgalley.com/book/139397/reviews>

Things I like about the stories

"I like the fact that most **texts in this book don't seem to be graded**. I spend a lot of my time as a materials writer grading texts, and at times this takes away the richness, perhaps authenticity too. I see why the writer has opted to provide pre-teaching tasks as the language can be challenging at times (*milquetoast* was a new word for me!). Sure, there can be benefits to simplifying a text, but **it's nice to be presented with a resource that provides texts as intended**."

"The **text topics overall are interesting and useful**. In my context, I'd say about half of them would 'work' – by that I mean **engage my students, prompt discussion and have relevance**. This book has arrived just at the right time for me, with our school promoting a 'Reading Challenge' this term. I know some of my students shy away from this initiative each year – the aim is to read 1-4 books across term. That's ambitious for my students, and these **short-stories will be more accessible**."

I" particularly like the **stories that address technology and some of the issues with it** – people too distracted by their phones to notice the world around them, robots taking over from teachers, etc. I can see these really engaging my learners, as will the more standard texts in the book – like a ghost story, a fairy tale, etc. Overall, there's a **good range of texts** in there for sure."

Views on the book as a whole

"I think a lot of the stories will engage my learners. The accompanying activities are generally a good starting point for planning. I like the fact that the writer hasn't gone too overboard here, just providing a skeleton of ideas that's there to be adapted." ("Book review: Stories Without End", 2018).

More Information

Stories Without End Available at:

Alphabet Publishing

Amazon.com

Barnes & Noble

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ALPHABET PUBLISHING
Exhibitor Booth 909**

Follow for More Upcoming Projects:

Alphabet Publishing: Instagram:
<https://www.instagram.com/alphabet.publishing/>

Taylor Sapp

Twitter: **@TaylorSapp6**

Instagram: [Takoyaki524](#)

After You Read

Additional Bonus Questions

1. What kinds of texts appeal to your students the most?
2. What kinds of texts appeal to your students the least?
3. What kinds of complaints do your students make about reading or writing?

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