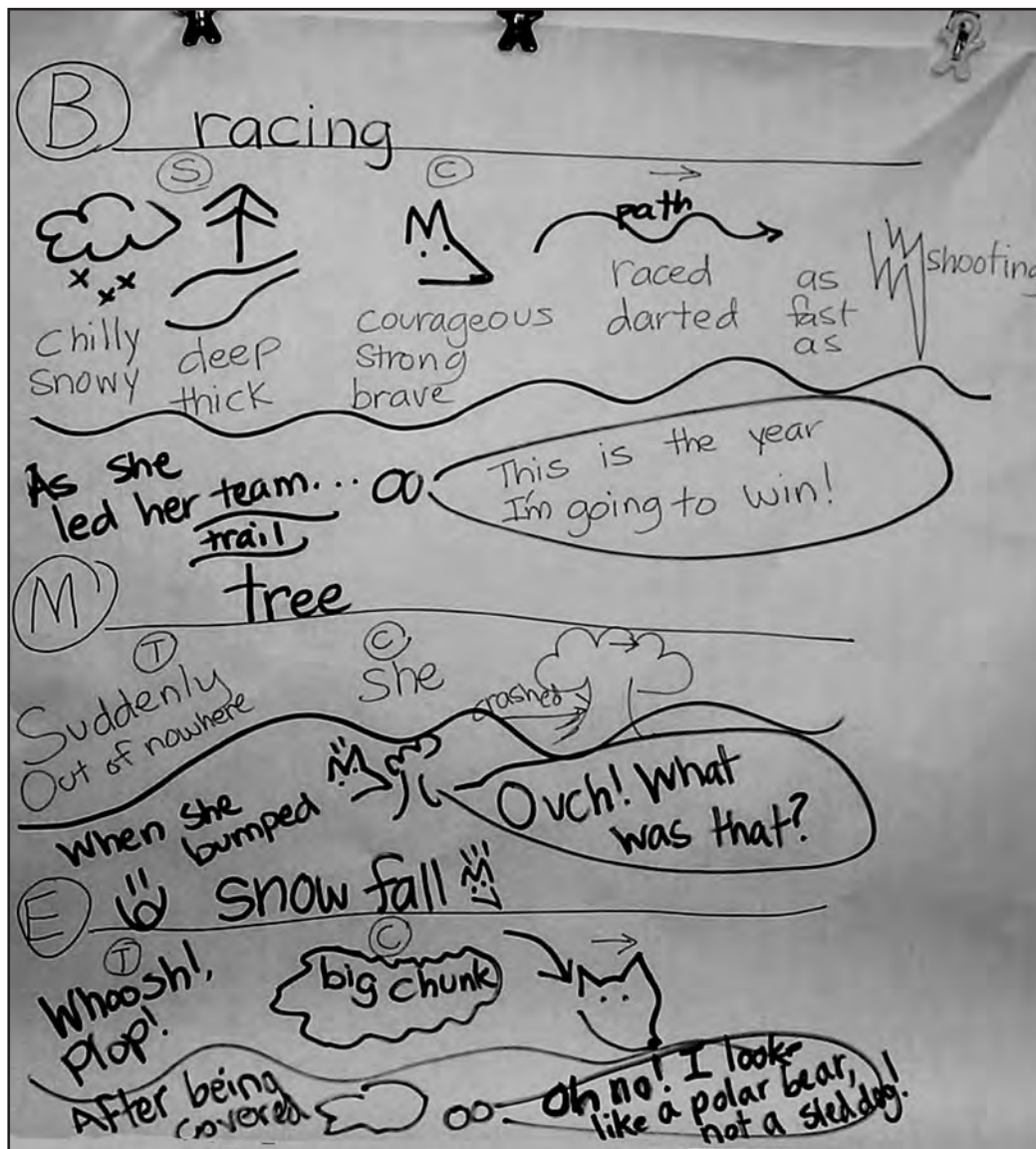


# Movie Scripts: Actions & Reactions Level



**Purpose:** After students have mastered the “Movie Scripts: Actions” using the secret formula in their movie scripts, they then expand these actions by adding a reaction or response in the form of dialogue or thoughts. Reactions will add voice and flair to their movies. Previous movie scripts at the Emergent and Action’s levels prepared students to plan the beginning, middle, and ending parts of a movie, as well as formulating higher-level sentences utilizing the unique Secret Formulas. Now students will write a reaction after each action.

**Directions:** These movies are not prepared before the lesson. On butcher paper the teacher and students plan the beginning, middle, and ending parts of a story. After planning the beginning, middle and ending, the teacher and students label each section with secret formulas, they then record words or pictures to construct at least two powerful sentences, an action and a reaction, for the beginning, middle and ending.

# Movie Scripts: Actions & Reactions Level

**Directions (continued):** Teachers and students utilize this “at-a-glance” Movie Script chart as an easy reference to follow the steps necessary to create a movie script at the Actions and Reactions level. The following six pages display pictures and the steps to prepare a movie script at this level.

**Movie Scripts to Story Writing**

**Step One:** Who? I, X, W, I

**Step Two:** Get Organized!  
Every story needs it...  
B  
M  
E

**Step Three:** PLAN the story:  
How does the story end? ☹️ 😊 🙌  
Close your eyes for...  
...the story: Who? + Setting + Action  
I, X, W, I when? where? ending?

Label Ending, then  
Beginning; Middle

**Step Four: Secret Formula**

B:	Setting/Character/action reaction: ☹️ → ☺️
M:	Transition: ☹️ → ☺️
E:	☹️ → ☺️

**Transitions:**  
☹️ sound effects  
☹️ signal words  
☹️ where  
☹️ when words

# Movie Scripts: Actions & Reactions Level



**Step 1:** *Who is in our movie, a person or an animal? (Animal, Akiak, the lead sled dog.)*



**Step 2:** *Get Organized! Every movie has a beginning, middle, and ending.*

Teacher draws an organizer on the board using B for beginning, M for middle, and E for the ending.



**Step 2 (continued):** *Now I have an organizer for our movie because it has a beginning, middle, and ending area to plan each part of our movie.*

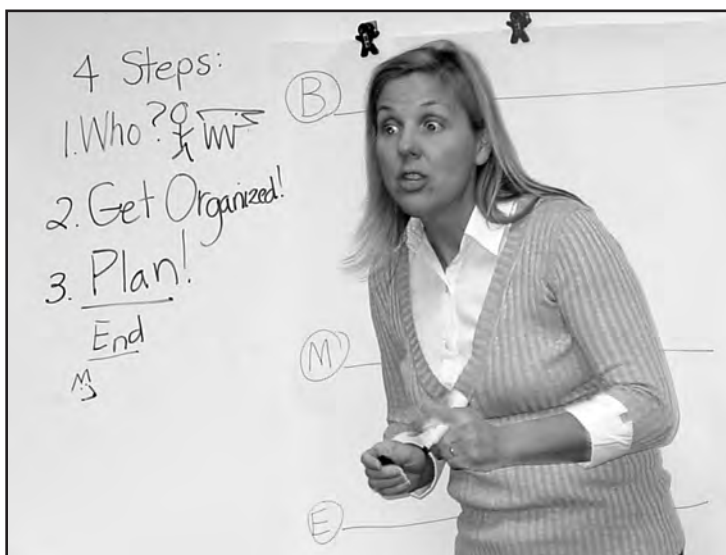
# Movie Scripts: Actions & Reactions Level



**Step 3: The Plan:** Next we will plan our movie. Are we writing the movie yet? (No!)

*That's right, we are only figuring-out what will happen in each part of the movie. I have a trick that will help you plan your movies so they always make sense. (Tell us!)*

*The trick is to plan the ending first. Once you plan the ending, then you will plan the beginning. After the beginning you will plan the middle.*



**Step 3: The Plan (continued):** To plan the ending, we will need to identify three things: 1) Who is in our movie? (Akiak, the sled dog.) 2) When and where is the story taking place? (Snowy day, up in Alaska on a trail.) 3) How will our movie end? Do we want an emotional ending: happy, sad, frightening, silly ending? Do we want Akiak to learn a lesson? A lesson could be that she learned to share, be kind, to tell the truth, etc. (A silly ending.)



**Step 3: The Plan (continued):** To plan the ending, you need to put your finger and your thumb on your chin, now close your eyes. Everyone picture Akiak in the snow, up in Alaska on a trail. Now go to the end of the story and put a smile on your face. Something silly has happened that is making you laugh. What is happening to Akiak that makes you want to laugh. (Snow fell on her head.)

Teacher records "Snow falls" on the E for ending line.

# Movie Scripts: Actions & Reactions Level



**Step 3: The Plan (continued):** We know at the end she covered with snow. Next, we plan the beginning. What was she doing before she was covered in the snow? (Racing down the trail.)

Teacher records "Racing" next to the B for beginning of the story.



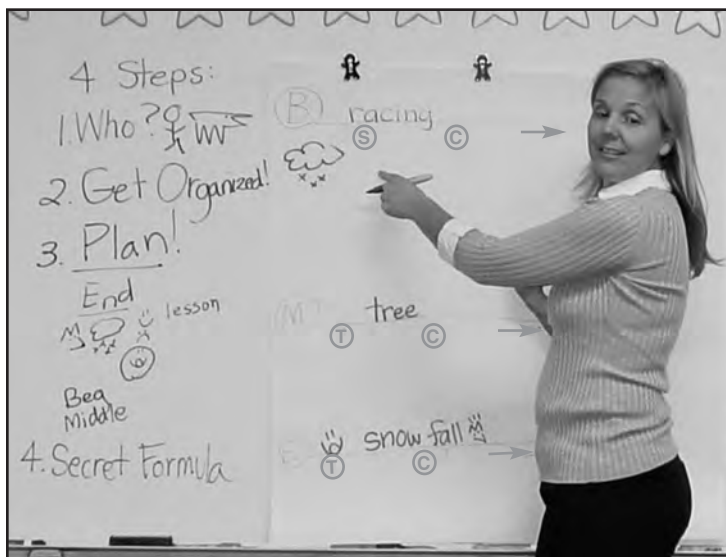
**Step 3: The Plan (continued):** We have a beginning and an ending, so the last part to plan is the middle. Put your hands on your hips and point at me and say: When we plan the middle, it has to make sense! In the beginning, Akiak was racing down the trail. At the end, she was covered with snow. How did she go from racing to being covered with snow? What happened in the middle? It has to make sense! (She ran into a tree and snow fell on her head.)



**Step 4: Secret Formula:** We have our story planned. Next we need to form powerful sentences for these parts. Rub your hands together and say "secret Formula". The secret formula for the beginning is S + C + (arrow); for the middle is T + C + (arrow); and the ending T + C + (arrow).

Teacher records the secret formulas on the movie script.

# Movie Scripts: Actions & Reactions Level



**Step 4: Secret Formula:** *The Beginning formula is S for Setting, C for Character, and an arrow for Action. The Middle and Ending have the same formula: T for transition, C for Character, and an arrow for Action.*

*Time to make a sentence for the beginning. The S is for Setting, when and where is the story taking place? (A snowy day, up in Alaska on a trail.)*

Teacher draws simple icons to represent each part.



**Step 4: Secret Formula:** *Next in our formula for the beginning is character. Who is driving the action in this part of the story? (Akiak.)*

Teacher draws a dog under the C for character, then finishes the beginning sentence. *The arrow is for the action in this part of the story. What was Akiak doing? (Racing down a trail.)*

Next, students and teacher read and pantomime the drawings to form a beginning sentence for the movie.



**Step 4: Secret Formula: Fancy Words:** *(One snowy day up in Alaska, Akiak was racing down a trail.) Our sentence makes sense. Once we form a sentence that makes sense, then we add fancy words. Teacher shakes two salt and pepper canisters filled with beads over the drawings. The teacher and class chant: Add fancy words!*

*What could I use to describe the snowy day? (Chilly.) What words to describe Akiak? (Tough.)*

# Movie Scripts: Actions & Reactions Level



**Step 4: Secret Formula: Higher-level Words:** *Let's take the word "tough" and step it up the word ladder. Kids point their index finger at the ground and say "tough", then using the same finger pretend to walk up stairs. At the top of the stairs the teacher provides higher level words (synonyms) to replace "tough": Fearless, brave, courageous, bold.*

*What words do you want me to record for Akiak now that you went up the word ladder? (Courageous, brave, strong.)*



Teacher records the adjectives under the drawing of Akiak. Next students tell higher level verbs, as well as figurative language to record under the action in the beginning sentence. (Raced and darted as fast as a lightning.)

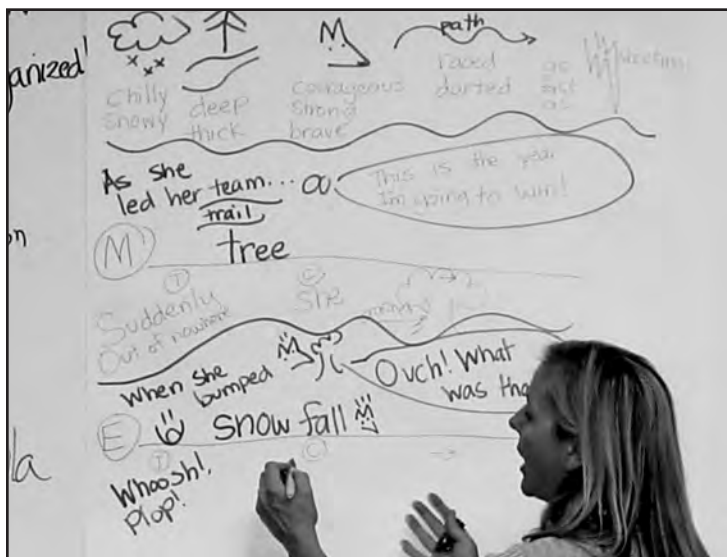
Next, students and teacher read and pantomime the drawings to form a beginning sentence for the movie: *On a chilly, snowy day up in Alaska, Akiak, a courageous lead sled dog, raced and darted as fast as lightning down an icy trail.*



**Step 4: Secret Formula: Actions and Reactions:** *We just formed an action sentence for the beginning of our story. After an action we can write a reaction. A reaction is how the character responds to the action. What will they say, think or feel about what just happened? (She thinks, "This is the year I'm going to win the race.")*

*Let's add a transition to the beginning of her thought, "As she led her team down the trail...". We have a beginning action and reaction. Let's make our middle sentences.*

# Movie Scripts: Actions & Reactions Level



**Step 4: Secret Formula: Actions and Reactions:** Students and teacher record a transition, character, and action for the middle action. After the middle action they plan a reaction (They decided to have Akiak shout.). Once they have the action and reaction for the middle, they then practice the movie from the beginning:

*On a chilly, snowy day up in Alaska, Akiak, a courageous lead sled dog, raced and darted as fast as lightening down an icy trail.*

*Suddenly, she crashed into a mighty tree surrounded by thick, white fog. When she bumped her head into the trunk, she shouted, "What was that?"*

Finally the students plan the action and reaction for the ending of their movie, and rehearse the entire story from the beginning.

**Beginning:** *On a chilly, snowy day up in Alaska, Akiak, a courageous lead sled dog, raced and darted as fast as lightening down an icy trail.*

**Middle:** *Suddenly, she crashed into a mighty tree surrounded by thick, white fog. When she bumped her head into the trunk, she shouted, "What was that?"*

**Ending:** *Whoosh, plop! A big chunk of snow fell on the humiliated dog's head. After being covered with a blanket of snow, Akiak thought, "Oh no! I look like a polar bear, not a lead sled dog!"*

Students rehearse this movie all week long (during classroom transitions), they then take it home for Thursday night homework. See Movie Scripts: Student Books for the homework activity.

