Craft Table

Jennifer Blystone

Title of Book: Old Bear
Author: Kevin Henkes  Illustrator: Kevin Henkes

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<th>Craft Move</th>
<th>Page Number(s)</th>
<th>Why the Author Might Be Doing This... (Explaining the Craft Move)</th>
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<td>Movement of Time and Place</td>
<td>Pgs. 8 &amp; 10, 10 &amp; 12</td>
<td>Writers use words to show the reader that time has passed, or that the characters have moved from one place to another or several places. These specific changes are called, Movement of Time and Place. In a text, authors may use Movement of Time and Place to give the reader an idea as to how much time has gone by or to change scenes. Just like in real life, time keeps going by and we move from one place to another. For instance, Henkes may be using, “He dreamed that spring had come and he was a cub again,” and “Then he dreamed that it was summer,” on pages 8 and 10 to show the time involved from the season of spring to the season of summer. He may also be showing that the place where the season of spring is described, is different from the place where the season of summer is described. On pages 10 and 12, the author uses a similar example when he writes, “Then he dreamed that it was summer,” and “Next, he dreamed of autumn.” Again, the author may be showing the change in time between summer and autumn. You can make your writing more real, just like Henkes did, by explaining the places that the character has seen as he or she travels from one place to another or the time that has passed by.</td>
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<td>Repetition</td>
<td>Pgs. 8 &amp; 10, 18</td>
<td>Writers use repetitive words when they want to put more emphasis on important ideas and draw attention to meaningful details in the story. This particular craft is called, Repetition. For instance, Henkes creates a story about dreams. So he may have used “He dreamed that spring had come and he was a cub again,” and “Then he dreamed that it was summer,” on pages 8 and 10 to show the importance of Old Bear dreaming. Henkes also may have used these words to show that Old Bear was still sleeping and the feeling of comfort as he dreamed. On page 18, the author may have used “He</td>
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yawned. *He stretched,* to emphasize the actions that Old Bear was
doing when he finally woke up from sleeping. Authors sometimes
repeat words in sentences that are close in order to draw the reader's
attention to something that is meaningful. The author may be trying
to show how important it is to understand exactly when Old Bear is
dreaming and when he is awake.

You can try this in your own writing by considering where you can
repeat a word or phrase to bring the reader's attention to something
that is important.

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| Satisfying Ending     | Pgs. 22 & 23   | Writers use *satisfying endings* when they write by focusing on their
|
|                       |                | audience and trying to write an ending that is fulfilling to the reader.
|                       |                | These endings need to be interesting, memorable, and connected to
|                       |                | the story in some way in order for an ending to be satisfying to a
|                       |                | reader. Revealing what the character is feeling or thinking, showing a
|                       |                | final action, showing a lesson learned by the characters, or lingering
|                       |                | on a character's memory of an event or place are some ways authors
|                       |                | choose to end a story. If the ending is connected to the story,
|                       |                | memorable, interesting, and satisfying to the reader, then that is the
|                       |                | important thing to remember.

For instance, on pages 22 and 23, Henkes ends his story by saying,
"And when Old Bear walked out, into the beautiful spring day, it took
him a minute to realize that he wasn't dreaming." A picture with this
text shows Old Bear's content face as he walks through the gorgeous
land. Old Bear is feeling happy about spring finally arriving. This
ending may have been used to show Old Bear's feelings of happiness
or to show Old Bear's realization that the beautiful spring day is
actually real, instead of being only a dream.

You may want to have a satisfying ending in your writing that is
interesting, memorable, and connected to the text. Try to do this,
since readers like to have satisfying endings. You may want to think
about including a satisfying ending that is interesting, memorable,
and connected to the story the next time you write so the reader will
want to read more pieces of your writing and will feel good about
what he or she has read.
In order to keep a story interesting, writers have to know how to use sensory details. These kinds of details are so strong that they make the reader form a clear, mental picture in their minds of what is happening in the story. Sensory details can describe anything that we see, hear, smell, taste, and touch so clearly that we can visualize and make a movie in our minds.

For instance, on page 10 of *Old Bear*, Henkes uses sensory details by saying, “The sun was a daisy, and the leaves were butterflies.” Can you easily picture this in your mind? He makes the reader “see” a daisy in the sky as the sun and butterflies flying in the air that look like leaves. These details may have been used to show the reader the kinds of interesting things in nature that are associated with summer. Also, on page 11, Henkes writes, “Part of the sky clouded over, and it rained blueberries.” Once again, can you clearly “see” blueberries falling down from the sky? The author may have used these sensory details to keep the reader intrigued and help them form vivid images in their minds.

Today and everyday, use sensory details by making readers form clear, mental pictures in their minds of what is happening in your writing. This way, your writing will be interesting and grab your readers’ attention. Therefore, when you’re crafting a story that has sensory details, remember to include words that make your senses and imagination “come to life!”

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<td>Sensory Details</td>
<td>Pgs. 10, 11</td>
<td>Authors often include <em>setting details</em> in their writing to get their readers to pay closer attention to “where” the story takes place. They may also use these details to keep the reader interested and help the reader form mental images in their minds of the setting of the story. This way, readers will “tune-in” to those specific details about the setting and find the story more meaningful. On page 13, the author may be using, “Everything was yellow and orange and brown, even the birds and the fish and the water,” to show</td>
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the reader what exactly the setting looks like. When I “paint” a picture in my mind of this setting in the story, I can easily see the birds, fish, and water being the colors of yellow, orange, and brown. Now I have a wonderful image of the setting in this specific part of the story. On page 15, the author writes, “It was night, and the sky was blazing with stars of all colors.” Can you mentally picture a night sky full of colorful stars? I can effortlessly use the author’s setting details to picture where Old Bear lived at this particular place in the story.

When you want to show setting details, you can use interesting, descriptive words in your writing, just as Henkes did. This way, your writing will be appealing and give your readers a detailed picture of “where” your characters are in action. Today and everyday, include setting details in your writing that help your reader form vivid, meaningful pictures of where the story takes place.

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<th>Simple Sentences</th>
<th>Pgs. 18, 20</th>
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| Authors sometimes include *simple sentences* in their writing to get their readers to focus on two words – the noun and the verb. These simple sentences may be used to help the reader slow down and think more about what is happening in the story. Because of the act of “slowing down and thinking,” readers will find more meaning behind the story.

“He yawned. He stretched,” on page 18, brings a great emphasis about two actions – yawning and stretching. At this point in the story, Old Bear finally woke up from sleeping, so typically, when someone or something wakes up, they yawn and/or stretch. Henkes may have chosen to make these sentences short because when you wake up from sleeping, you typically feel very sluggish and slow, and he may have wanted the reader to slow down themselves to get the feel of Old Bear slowly waking up. On page 20, the author writes, “He blinked.” Old Bear is now looking outside of his den to check if snow is still falling, but instead of looking sleepy, he “blinks.” The author may have wanted this sentence to be simple in order to really make the reader slow down and think exactly why Old Bear might be blinking. The reader finds out on the next page that Old Bear was blinking because he was so surprised that spring had finally arrived.

When you write today and everyday, consider where in your writing you can include simple sentences. This will bring the readers’ attention to the noun and the verb and help them slow down to really think about what’s happening in your writing. Therefore, when this happens, the reader will find your writing more interesting and meaningful.
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<td>Strong Verbs</td>
<td>Pgs. 11, 20</td>
<td>Authors use <em>strong (action) verbs</em> for various reasons in their writing. The main reason they may use them is to show their readers what a character or object is doing. However, authors may also use strong verbs in order to show what a character or object sounds like or looks like. In order to help readers form images in their minds about the stories’ events, strong action verbs may be used. Henkes really did this well on page 11 when he wrote, “Part of the sky clouded over, and it rained blueberries.” The words “clouded” and “rained” clearly describe what the sky is doing in the story. Not to mention, the fact that it is raining “blueberries” instead of normal rain! These strong verbs give the sky specific actions that draw the reader in and make the story more meaningful. Also, on page 20, Henkes writes, “He poked his head out of his den to see if it was still snowing. He blinked. And blinked again.” Again, words such as “poked” and “blinked” specifically explain what actions Old Bear is doing in the text. The author wants to help you visualize what Old Bear is doing as he looks outside his den. When you write today, or any day, you may want to consider using strong (action) verbs to describe what the characters or objects are doing in your writing. This will help your readers create mental images in their minds to give them a more accurate representation of the events in the story. Your writing piece will then become more fascinating and meaningful to your reader.</td>
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<td>Varied Sentence Lengths</td>
<td>Pgs. 18, 20</td>
<td>One way writers help their readers to take on a rhythm is by varying the lengths of their sentences. When writers use <em>varied sentence lengths</em>, some sentences may be short and some may be long. If the sentences are short, the author may want you to slow down, so you can stop to think about what’s happening. On the other hand, if the sentences are long, the author may want you to read at a quicker pace, so your reading flows along with the story. Writers use a balance of long and short sentences when they write, in order to create a comfortable rhythm for their readers. On page 18 of Henkes’s book <em>Old Bear</em>, he wrote, “When he finally woke up, it seemed to him that no time had passed since he had fallen asleep. He yawned. He stretched.” Henkes may have used the first...</td>
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long sentence to show that Old Bear had finally woken up from sleeping in order to move the story along. The two short sentences that follow may have been used to show the slow action of Old Bear yawning and stretching. On page 20, Henkes writes, “He poked his head out of his den to see if it was still snowing. He blinked. And blinked again.” Once again, Henkes uses a long sentence followed by two short ones. He could have possibly used the first long sentence to show Old Bear’s anxiousness of wondering if it was still snowing, thereby, quickening the pace of the reader. The two following short sentences could have possibly been used to show the unbelievable, surprising feeling Old Bear had that spring had finally arrived.

The action of varying sentence lengths will definitely make your story stronger. As you write today and everyday, try to create long and short sentences to get your reader to quicken and slow down their pace of reading. When this happens, you give the reader a comfortable rhythm and flow that will make their reading experience more meaningful and enjoyable.

Summary

Old Bear falls asleep comfortably in his den because winter has arrived and snow is falling. Once he falls asleep, he begins to dream. He dreams of the upcoming spring season, and saw enormous, beautiful flowers. After that, he dreams of summer, filled with a daisy, butterflies, and blueberries. Then, autumn came in his dream, where the birds, fish, and water were different warm colors. Next, he dreams of winter, filled with ice, blazing stars, and coldness. After sleeping for a long time, Old Bear wakes up and thinks that no time has passed. However, when he looks out of his den, he realizes that spring really is finally here, and that this particular spring day was not a dream, but actually happening.