Create Page Borders to Match Your Story

1. Focus

Explain Matching Page Borders to Genre Style

Ask: When you read a story, what types of things catch your attention? Encourage students to generate their own ideas about how visual effects on a page attract their attention and make them want to read a story.

Say: Many stories include visuals on a page that appeal to a reader or attract attention. These can include photos, illustrations, charts, and so on. Another type of visual is a border. Borders can be found along the edges of a piece of paper. They can be in many different colors and shapes. It is important to remember, though, that any visuals that appear in a story should match the genre of that story. This way, everything connects in a way that makes sense.

Model Matching Page Borders to Genre Style

Show students examples of fiction books or stories with borders. Point out the differences in the border treatment and how the border matches the theme and type of story. Also display the mentor text “Dino-Pals Are Dino-Mite!” in book form or using the interactive whiteboard resources. Point out how the design in the mentor text fits with theme of a science fiction story.

Say: Let’s look at the design of these books, especially the border treatment. How does the border of this book fit the kind of fiction it is? (Allow responses.) Now let’s look at “Dino-Pals Are Dino-Mite!” The title on page 8 looks like it belongs on a computer. It is very technical-looking and futuristic. It sits inside a box, which grabs the reader’s attention. The border for this story is very simple-looking. A border of flowers or brightly colored little spaceships would not have matched the outcome of the story. This simple border is effective because it gives the impression of steel or metal, which seems technical. The border fits with science fiction, but it also fits with what happens in the story and its serious ending.

Objectives

In this mini-lesson, students will:
• Learn strategies for matching page borders to genre style.
• Identify visual features of the science fiction genre.
• Discuss how to apply the strategies to their own science fiction writing.

Preparation

Materials Needed
• Mentor text: “Dino-Pals Are Dino-Mite!”
• Chart paper and markers
• Interactive whiteboard resources

Advanced Preparation
From fiction books or stories from the classroom or school library, gather together examples that have borders with different design treatments. Make sure to include several science fiction titles. If necessary, copy the sentence frames from “Strategies to Support ELs” onto chart paper.
2. Rehearse

Practice Matching Border to Genre Type

Invite students to focus on the science fiction story they are drafting and to think about what kind of border they would use. (Note: Students who have not yet begun to draft their science fiction story should work with a partner who has a text.) Encourage students to think about the genre and also the theme and content of their story to help them come up with ideas.

Share and Discuss

Bring students together and invite students to talk about the process of choosing a border for their science fiction stories. Encourage students to explain why they made the choices they did.

3. Independent Writing and Conferring

Say: We learned that we use different features, like borders, to give the reader a feel for the story. Many science fiction stories take place in the future, so borders should give readers the feeling of the future and technology. Borders should fit with the type of fiction story and they should also reflect what happens in the story.

Encourage students to think about their borders when they prepare to publish their own science fiction stories. During conferences, reinforce students’ use of this and other strategies using the prompts on your conferring flip chart.

4. Share

Bring the class together. Invite volunteers to share the ideas they came up with for the borders for their science fiction stories. Ask them how this step helped them create a science fiction writing piece that is visually appealing to the reader.

Strategies to Support ELs

**Beginning**
Display familiar books (from your classroom) that include borders around words or pages. Then help students come up with an idea for a border for a piece of their own writing.

**Intermediate and Advanced**
Pair ELs with fluent English speakers during the partner activity. Support oral language by providing simple sentence frames such as:

*I can use a border to ______.*
*I can use a border to ______.*
*I can use a border to ______.*

*The border makes me feel ______.*
*The border makes me feel ______.*
*The border makes me feel ______.*

**All Levels**
If you have ELs whose first language is Spanish, share this English/Spanish cognate: **border/el borde.**