

Lisa Bullard

SCHOOL VISITS

POSSIBLE PRESENTATIONS

Maximum 4 per school day

SKYPE SESSIONS

Tune in to Meet an Author!

Sessions can range from 45 to 60 minutes for grades K-8

Lisa will share her PowerPoint presentation about how she came to be a writer, where she gets the ideas for her stories, and how she does research for her nonfiction books. Her talk will include information that students will be able to relate to their own writing projects and to making their own dreams come true. The final portion will include Q&A with students.

Tune in to Tell a Story

Sessions can range from 30 to 60 minutes for grades 2-8

Ahead of the session, Lisa will send a writing activity for educators to complete with their students. During the Skype session itself, selected students will have a chance to share the stories they have created using this writing activity, and Lisa will provide brief feedback.

Tune in for *Turn Left at the Cow*

Sessions can range from 15 to 60 minutes for grades 3-8

Lisa will focus on her mystery novel *Turn Left at the Cow*, a Junior Library Guild Selection that is now popping up as a finalist on the young readers award lists for various states. Lisa will offer a brief introduction to how she came to write the story and then answer questions for classrooms or book groups. For these sessions to be effective, students need to have already read *Turn Left at the Cow*.

LARGE-GROUP PRESENTATIONS

These presentations can accommodate larger groups and a variety of ages as long as the appropriate setting and equipment are available.

Seeking Stories Everywhere

1 hour

Using a backdrop of funny and engaging projected images, Lisa's presentation answers many of the questions she is most often asked by young readers: Did you always want to be a writer? Where do you get the ideas for your stories? How do you do the research for your nonfiction books? How can I make my own dream come true? She also incorporates audience-participation story-starter activities that send students on their way with stories already in progress.

This presentation is designed for an auditorium-style setting and requires a set-up for projecting a PowerPoint presentation and a microphone (Lisa will bring her presentation on a flash drive).

Family Night Writing Activity

up to 1 hour

Lisa begins by leading the entire group through a playful writing activity. Then the large group breaks into family teams to create individual stories. *Microphone required.*

Lisa Bullard

SCHOOL VISITS

WRITING WORKSHOPS

Writing workshops engage students directly in hands-on writing activities and give them a chance to more personally connect with Lisa. For that reason, they are limited to 60 or fewer students per session. If mixing grade levels, please group consecutive grades (for example, grades 3 & 4).

A Story-Writing Recipe for Kids

30 to 60 minutes for grades K-3

Lisa's story-writing recipe helps young writers learn the key story-writing ingredients and stir them together to start their own stories. For schools that can schedule 60-minute sessions, Lisa will also do a brief show-and-tell presentation about the stages of book production.

The Clue to Writing a Great Story Is (Not Really) a Mystery!

40 to 60 minutes for grades 3-8

Lisa's hands-on writing workshop gives students the clues they need to write stories full of action and suspense. Through a combination of individual writing prompts and large-group activities, young writers will realize that the trick to creating a good story is not such a mystery after all!

Digging into the Past: Writing Historical Journal Entries

40 to 60 minutes for grades 4-8

Lisa's writing workshop focuses on helping students create imaginative journal entries for a character living during a pivotal moment in history. Concepts covered include the use of first-person voice, the importance of accurate research, and building in sensory details.

ARTIST-IN-RESIDENCE

A Story-Writing Residency

A week-long residency (5 sessions per classroom or group, 20 sessions total), can be tailored for grades 2-8

Students explore story-writing in greater depth as they draft, revise, and complete a polished story by the end of the residency.

ABOUT THE AUTHOR

Lisa Bullard is the author of ninety books for children, including *You Can Write a Story: A Story-Writing Recipe for Kids*, the mystery novel *Turn Left at the Cow*, picture books, and numerous nonfiction titles. She has won numerous honors and has worked with thousands of young writers. Visit lisabullard.com for further information.

"[Lisa] made an incredible difference in our classroom this year. My students truly turned into a community of writers and absolutely love to write in their spare time." — Colleen Hayne, Teacher, Afton-Lakeland Elementary School, MN

"I got an e-mail from a fourth grade parent today. She said her daughter did not stop writing all weekend and couldn't stop talking about you." — Kim Weber, Reading Specialist, Lannon Elementary, Hamilton District, WI

"Dear Lisa Bullard, I'm so glad that you came, because you REALLY inspired me to write a lot more than I do." — student writer

CURRICULUM STANDARDS

Writing Benchmarks K-8 (Common Core Writing Standards K-8)

- 0.1.6.3.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- 1.6.3.3 Write narratives and other creative texts in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- 2.6.3.3 Write narratives and other creative texts in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- 3.6.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.
- 4.6.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.
- 5.6.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use literary and narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.
- 6.7.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use literary and narrative techniques, such as dialogue, pacing, rhythm and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, figurative and sensory language to convey experiences and events. e. Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.

Lisa Bullard

SCHOOL VISITS

- 7.7.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use literary and narrative techniques, such as dialogue, pacing, rhythm, rhyme, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. d. Use precise words and phrases, relevant descriptive details, figurative and sensory language to capture the action and convey experiences and events. e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on the narrated experiences or events.
- 8.7.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use literary and narrative techniques, such as dialogue, pacing, description, rhythm, repetition, rhyme, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, figurative and sensory language to capture the action and convey experiences and events. e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on the narrated experiences or events.