Lesson Plan by: Rebecca Rhoads
Lesson: Story Elements
Length: 2-50 minute sessions
Age or Grade Intended: 3rd grade
Idea from www.readwritethink.org/lessons

Academic Standard(s):
3.2.6 Locate appropriate and significant information from the text, including problems and solutions.
3.5.1 Write narratives that:
        Provide a context within which an action takes place
        Include details to develop the plot

Performance/Behavioral Objectives:
The student will be able to identify the main ideas, the characters, point of view, theme and setting from their book to get an 85% (24 points) on the rubric.
The student will create a five paneled comic strip using the identified main ideas, characters and setting from a book so that the comic strip is in the correct sequence with the book and the student gets an 85% on the rubric.

Advanced Preparation by the Teacher:
The teacher will need to choose a book to model the comic strip planning and writing process.
The teacher will need to copy the Story Elements Comic Strip Planning Sheet (attached) for students.
The teacher will need to create a Planning Sheet that the class can see and the teacher can write on such as an overhead sheet, on the board, or on a large sheet of paper for the example.
The students should have all read their book, whether it be a book they are all reading as a class, a lit circle book or a book of choice.
This activity is a review of the five elements of a story and not a lesson. Story elements and descriptive sentences should have been taught before this activity.
Copies of different comic book layouts can be made for reference points for the students.

Procedure:
        Introduction/Motivation:
The teacher will begin by showing and reading a comic book. Photocopies of the comic book or a page of the comic book or an over head sheet can be copied so that all of the students can see what the teacher is reading. The whole comic book does not have to be read if it is too long but a main part of the story should be read to make the next step easier.
The teacher will write setting, plot, characters, point of view and theme on the board or on an overhead.
The teacher will ask the class about these five things.
The class should answer that they are the five elements of a story.
The teacher will ask the class if the comic book read is considered a story and why.
The teacher and class will point out the setting, plot, character, point of view and theme in the comic book and write some examples that show each of these in the story.

The teacher will inform the students that they will be creating their own six-paneled comic book strip to represent the book that they are reading. The teacher will hand out the rubric and explain each category.

Step-by Step Plan:

- The teacher will begin by talking with the class about the five story elements. The lesson can go as follows:
    - Teacher begins by talking about the difference between fiction and nonfiction. The teacher and class would discuss why fiction and nonfiction are different: fiction is not real, nonfiction is real. Fiction has many different genres. One of them is the story.
    - The teacher tell the class that they are going to focus on stories. The teacher will tell the class that there are important parts of a story that help readers understand the story. The teacher will ask the class if they can think of things that are important in stories. The teacher can prompt by asking about what makes a story memorable. When we are describing a story to someone else, what do we tell them about? The students may say who is in the book and what the book is about. From that the teacher can say that characters are important to the story. What the story is about is called the plot. The teacher can then name the other story elements: point of view, theme, and setting.
    - The teacher can start out with characters. What are characters? Characters are people and animals in a book. Why are characters important to a story? What would happen to a story without the characters? The teacher can discuss the difference between static and round characters and how we know when a character is static or round. It may help to go to a well known book and talk about what characters are static and which characters are round.
    - The teacher can move on to plot. What is the plot? The teacher can talk about why plot is important. Plot is important because it tells us what the story is about. Without the story, the characters wouldn't do anything and nothing would happen.
    - Then the teacher can talk about setting. What does setting mean? Setting is where and when the book is taking place. How do we know where the book is taking place? If the book doesn't say where and when, how can we decide where and when it is taking place? By using context clues. We can look at pictures or look at how a character is talking. Is that how we speak now?
    - Next, theme. What is theme? Theme can be a hard thing to figure out sometimes. The theme is what the main idea of the story is about. The teacher can give some examples of book the class has read and talk about the theme in those. How can we figure out what the theme is? Why is a theme important to a story? The theme helps to teach us.
    - Lastly, point of view. The teacher can talk about what point of view is and talk about the different points of view the book is taking. The teacher can, again, show well known books and talk about the point of view in those books. What words show us that this book is in third person? First person?

- o The teacher will inform the students that they will be looking for all these things in their own books. It would help to review what each story element means and one or two words that describe each element and keep it visible for the students.
  - ▪ (this lesson focuses on Bloom's knowledge, comprehension, application and analysis) (Gardner's linguistic)
- The class will all get out their read book to help aid in the completion of their story elements worksheet.
- The teacher will keep the story elements from the comic book visible so the students can refer back to it if necessary.
- The students can work in pairs, groups or individually depending on if the students are reading the same books or if the teacher feels that the students could use more help in completing the worksheet. (Gardner's interpersonal)
- The teacher will hand out the story elements worksheet. The teacher will explain that the students will be using their book to create their comic book strip. For the worksheet, the student will find each of the five elements in their book and fill in the correct spaces. The students will then need to find a couple descriptive sentences from the book that show why they believe that the theme of the book is about friendship, for example. Remind the students of what descriptive sentences are and point out the examples of the descriptive sentences or sections from the comic book strip. (Bloom's knowledge, comprehension, application and analysis) (Gardner's linguistic)
- Allow the students to work on this in class so that the teacher can help any students as necessary.

This next step can take place the same day as the previous steps or this activity can begin the next day.

- To help with the completion of the comic strip, have each student create a brief time line of their story. Have each student take the information from their story elements worksheet and using their book, create a six point time line. Let the students know that this time line is an outline of what they are going to put on their comic strip. Tell the students that the points that they choose from the book should reflect the theme, have at least one main character in each point, and be relevant to the plot. Also remind the students that a time line is in chronological order and when read together it is as if the story is being summarized. Creating a time line of a familiar book or of the comic strip could be helpful so that students can see what it means for the points to reflect the summary of the story. As the students are working on their time line, the teacher can be monitoring to ensure that the students are choosing relevant points from their stories. Remind students that they can use their summary to help them create each of their six main points. (Bloom's analysis and application) (Gardner's linguistic)
- Have students pair up with another student in the class that has not read their book. If the students are all reading the same book, this cannot be avoided. Have the students trade their respective story elements worksheet and time line to compare if the story elements and time line match up. Let the students know that they are looking for the characters from the story elements worksheet to show up in the time line; they are looking for the theme to show up several times in the time line; they are looking for the setting; they are looking for the points to make sense together. If the other student has not read the book, the reviewing student may not understand the story if the writing student has not created a complete time line. If the reviewing student has read the story, the student will know if

something is missing from the time line that is relevant to the story. (Bloom's evaluation) (Gardner's interpersonal)

- When the students are finished reviewing and any revisions are made, hand each student a copy of a blank six-paneled comic strip. At this time, hand out or show the different comic book layouts so that students can have a reference for when they create their own comic strip.
- Discuss with the class what can be in each panel.
  - o Each illustration should reflect the dialogue and or actions of the characters.
  - o There does not have to be dialogue in each panel if it is not necessary.
  - o Additional writing can be done in the panel to introduce a character or to tell where someone is going or coming from
  - o The first panel can be the title of the book and the author, such as in an actual comic strip.
- Hand out any materials that may be needed to complete the comic strip such as markers, crayons, glue, extra paper, etc.
- Have students work independently.
- Have extra comic strip paper ready if students want to do a rough draft and a good copy. Remind the students that it is important that others can read their writing and that the comic strip is neat. The final project should be in pen. The final project should look professional. (Bloom's application and synthesis) (Gardner's spatial)

Closure:

As a closure, the teacher can have the students show off their comic strips to the class or hang them in the classroom or hallway. As students show their comic strips, others in the class can pick out the five story elements as evidenced from their comic strip. (Bloom's evaluation)

Accommodation/Enrichment:

If the teacher feels that some of the class will have difficulty with determining the five elements from their book, the teacher can meet with each student individually to assist with any difficulties.

Self-Reflection/Assessment:

For assessment, the teacher will be observing throughout the activity to assess understanding of the five elements. As the teacher monitors the student's work, the teacher can ask the students about the story elements of their book to check understanding and give more help if necessary. The story elements worksheet, the time line, comic strip and presentation are all indicators of the student's understanding. The teacher can check for correct answers on the time line and worksheet to assess if the student understands the five elements. While the students are reviewing each other's work, the reviewing student can complete a mini-rubric to check understanding and progress.

Rubric

Points possible	4	3	2	1	0
Character	The student has all of the main characters and three characteristics	The student has most of the main characters and three characteristics	The students has some of the main characters and less than three characteristics	The student has very few main characters and no characteristics	The student has no characters written
Theme	The student has the correct theme and four sentences showing the theme	The student has the correct theme and three sentences	The student has the correct theme and two sentences	The student does not have the main theme but has an underlying theme	The student does not have a theme chosen
Point of View	The student has the correct POV				The student does not have the correct POV
Setting	The student has the main setting and time period	The student has a secondary setting instead of the main and the correct time period	The student has the correct setting but not the correct time period	The student has the incorrect setting but the right time period	The student does not have a setting or time period written
Plot	The student has five to seven sentences that clearly outline the story	The student has five to seven sentences but is missing some important points	The student has less than five sentences and is missing some important points	The student has less than five sentences and is missing many of the important parts of the story	The student does not have any plot written
Time line	The student has six points to the time line, it is in chronological order and it has the main plot points	The student has five points, it is in chronological order and it has the most of the main plot points	The student has less than five points, it is not in chronological order and it has some of the main plot points	The student has less than less than five points, it is not in chronological order and there are few main plot points	The time line does not have any main plot points, and is not in chronological order
Neatness	The comic strip is completed in	The paper is wrinkled.	The paper has several	The comic strip is done in pencil	The comic strip is in pencil, is

	pen. It is free of smudges. It is on wrinkle free paper. The writing is legible	It is done in pen and has no smudges.	smudges and marks. The comic strip is done in pen.	but the writing is legible.	wrinkled, the writing is not legible has several smudges and marks.

Story Elements	Characters	Theme	Plot	Setting	Point of View
What are they in your book?	**Who are the main characters?**	**What is the theme?**	**Summarize the story in five to seven sentences.**	**Where and when does the book take place?**	**What is the point of view?**
How do you know?	**Give three examples to show why this is a main character.**	**Where does it talk about this theme in the book? Write four sentences that show the theme.**			

Title of book: strip:

Creator of comic book

Educ 340 – Literacy Block
Bright Ideas Grade Sheet
30 points possible

Name _Rebecca Rhoads_

Total points earned _29_ / 30

Title of Bright Idea: _Story Elements_

Grade level (2 points)   _2_+2
    2 points   Grade level is indicated, clearly developmentally appropriate
    1 point Grade level is indicated, but clearly not developmentally appropriate
    0 points   Grade level is not indicated or not developmentally appropriate

Credit to the creator (2 points)   _2_ / 2
    2 points   Credit is given to the creator of the lesson/web site included
    0 points   Credit is not given to the creator of the lesson plan or the web site is not included

Format/Grammar (5 points)   _5_ / 5
    5 points   Bright Idea is typed with no grammatical/spelling error
    4 points   Bright Idea is typed with one grammatical/spelling error
    3 point   Bright Idea is typed with two grammatical/spelling errors
    0 points   Bright Idea is not typed or contains three or more grammatical/spelling errors

Standards (2 points)   _2_ / 2
    2 points   Indiana Academic Standards listed and clearly taught in the plan
    1 points   Indiana Academic Standards list, somewhat clearly taught in the plan
    0 points   Indiana Academic Standards not listed OR not clearly taught in the plan

Objectives (2 points)   _2_ / 2
    2 points   Objectives clearly written, clearly taught in the plan, aligned with Indiana standards
    1 points   Objectives somewhat clearly written, somewhat clearly taught in the plan, somewhat aligned with Indiana standards
    0 points   Objectives not clearly written, not clearly taught in the plan, OR not aligned with Indiana standards

Assessment (2 points)   _2_ / 2
    2 points   Assessment for the lesson is clearly developed and linked to lesson; rubric or grade sheet provided
    1 point   Assessment for the lesson assesses part of the lesson; rubric or grade sheet is _excellent_ provided, but lacks development
    0 points   Assessment for the lesson is missing or does not assess the lesson; rubric or grade sheet is missing or does not reflect assessment

Lesson Plan Format (10 points)   _9_ /10
    10 points   Lesson follows department format and clearly engages learners; creative
    8 points   Lesson follows department format and somewhat engages learners (teach
    6 points   Lesson lacks one element of department format and is somewhat engaging something
    0 points   Lesson does not follow department format and does not engage learners new)

Bloom's/Gardner's (5 points)   _5_ / 5
    5 points   Lesson clearly indicates where Bloom and Gardner are implemented
    3 points   Lesson somewhat indicates where Boom and Gardner are implemented
    2 points   Lesson indicates where Bloom OR Gardner is implemented (not both)
    0 points   Lesson does not indicate where Bloom or Gardner are implemented

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