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Bright Idea

### Story Stew

**Lesson plan idea taken from:** Sandy Preston at North Street Elementary School  
<<http://teachers.net/lessons.posts/1353.html>>

**Lesson:** Story Elements

**Length:** 30 mins

**Intended Grade Level:** 1<sup>st</sup> Grade

**Academic Standards:** 1.3.1 Identify and describe the plot, setting, and character(s) in a story.

**Performance Objectives:**

- Given a “Story Elements” worksheet, the students will break down stories into the three different elements

**Assessment:**

- To assess the students, I will be looking first at their in class worksheet. This will be worth one point. I want to give credit for their work so they don't feel like they did all of it for nothing. (See rubric on last page)
- Second, I would look at their worksheet from their stories. With their worksheet I just want to make sure they are understanding the different elements. Also that they can find the elements in their own stories or in a short story that they are familiar with. (See rubric on last page)
- Finally, I will be looking at their stories to see if they have included all three elements. I will not be grading this with my rubric I just want to have a better idea of who is understand and able to apply it and who needs more help. (just for my own records)

**Advanced Preparation by Teacher:** Apron, cooking pot, wooden cooking spoon, tongs, printed index cards, blank index cards, black marker, two copies of the worksheet for each student and a couple extras, the book *Tyrone The Horrible* by Hans Wilhelm, and a photocopy of the cover.

**Procedure:**

**Introduction:** To pull the students into the lesson you will start by telling the students that as a class they are going to be making a story stew. Pull out the cooking pot and spoon and tell them that as a class they are going to be using these and other things to make there story stew.

\*Plot and character have already been taught in the past two mini lessons.

**Step-by-Step Plan:**

1. “Does everyone remember what this book is about?” (Blooms, Knowledge) show a copy of the book *Tyrone the Horrible* by Hans Wihelm. Then have a brief

- discussion about the book. Make sure to include these questions; “Does anyone know where Tyrone is at in the story?” (Blooms, Knowledge) “Who are some of the animals in the story?” (Blooms, Knowledge) “What happens in the story, starting at the beginning and working to the end?” (Blooms, Knowledge)
2. After discussing the book tell the students, “There are many elements every story must have. These elements are setting, plot, and character. (write these words on the board) Then you want to pass out the worksheet and explain these words. “Let’s start with setting. Can anyone tell me what the word setting means when looking at a story? (Blooms, Knowledge) Take a few answers then explain that “Setting is when and where the story is taking place.” “Let’s look back at *Tyrone the Horrible* where do you think this story took place?” (Blooms, Knowledge) “You can look back in your book if you don’t remember.” “We can look at the first page and we find out that the story takes place in a great swamp. So the setting would be the great swamp. So let’s fill in our worksheet, where it says setting let’s write the definition “Where and when the story took place.” (Write this on the board) Then below that where it says “Where” (Hold up a copy of the worksheet so the students can see exactly where to put it) write “the great swamp.” You can also bring up other familiar story and talk about their settings.
  3. “Now what’s the next element on the list?” (Blooms, Knowledge) “Very good, now does anyone remember what plot means?” (Blooms, Knowledge) “Plot is what happens in the story” “Let’s look back at our story and see if we can find what the plot is. Now plot starts at the beginning of the story and go all the way to the end listing every main event of the story. Does everyone remember, what people use when they are looking at the plot of the story?” (draw a plot graph on the board) Then explain the graph to make sure everyone remembers, with the exposition, raising actions, climax, falling actions, and the resolution. Then go through with the class and point out each action in the book and decide with the class where it goes on the graph. Remind the students to fill in their worksheet so they have it to look back on.
  4. “Finally, does anyone remember from yesterday, what characters are? Characters are the people or animals that are involved in the story. So let’s write that on our worksheet. Now can anyone give me example of a character in our book?” (Blooms Knowledge) Write all right answers on the board so the students have correct spelling or the characters names. You want to make sure the students are filling in their work sheet as you are moving through the material.
  5. Now that you have gone over all the elements for this lesson, put on your apron and set up your cooking pot. Make sure that your photocopy of the book is already in the pot. “Now let’s start making our story stew. What is the first element that we need for our story?” (Blooms Knowledge) “Very good, we need a setting. Hold up an index card that says “Setting” and put it in the pot. You can also ask them to explain what each element is before you add it to the pot, just so they hear it again. “What else do we need?” (Blooms Knowledge) Take answers until you get plot and characters. “Very good, we must have a plot and characters to have a complete story.” Hold up the two cards that say “Plot” and “Character.” Stir the pot as if you were actually cooking “This is looking and smelling sooo good already. That’s not all we are going to use today. Let’s add some details

and actually make Tyron the horrible strew.” “So what do we need to add to the setting element to make it like our book?” (Blooms Knowledge) Write their answer on a blank index card and show it to the class and then add it to the pot. Stirring as you add each index card. Do this for plot and character as well. Then stir the pot several times stopping to smell and taste it, like you are really cooking. “I think it’s almost done, what do you guys think?” Now grab your tongs and pull out the photocopy of the cover. Show it to the students “Does this look like the book you have? I think you guys did a great job! The stew came out perfect!”

\*This whole lesson is working on Gardner Linguistic Intelligence and also Gardner’s Interpersonal Intelligence.

**Closure:**

Have the student’s look back at their writing stories in writer’s workshop, and have them pick one story. After they pick the story they want, pass out another copy of the “Story Elements” worksheet. Then have the students break down their stories. If they are missing any elements have them try and expand their stories and add the missing elements. During this time you should be walking around the room providing some individual help to the students that need more explanation. They can also talk to their neighbors if they need help with their stories. (Gardner’s Intrapersonal/Interpersonal)

**Adaptations/Enrichment:**

For students that need more of a challenge you could challenge them to use more details to make their story more like a movie or have them break down two stories. For students that need more help with this assignment you could have them work with a partner, or you can give them more attention when you are walking around checking everyone’s work. Also for students that are having trouble, you can have them look at a book rather than their own stories. This would make it easier because they may be missing these elements in their own writing.

**Self-Reflection:**

After this lesson is over I will know I have done a good job by the way my students fill out their worksheet and how they add more details to their stories. If the students can easily fill out the worksheet and add all the elements I know that they understand. If I constantly have to answer questions while they are working by themselves, I know I need to go back over the information. I will need to try to explain it a new way. Questions to ask myself; While my students were working independently, I answered very few questions to better clarify the elements? Did at least 90% of my students include all three elements in their stories? Did more then 90% of my student correctly fill out both of their worksheets? If I can not answer yes to all of these questions, I know I need to reteach this standard in a way that my students can better understand.

## Story Elements

**Title of the book:** \_\_\_\_\_

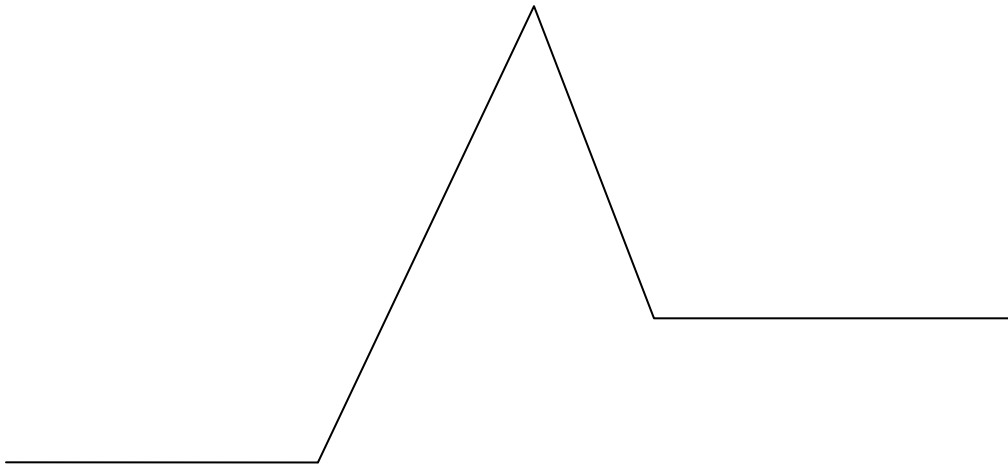
**Author:** \_\_\_\_\_

**Setting-** \_\_\_\_\_

**Where:** \_\_\_\_\_

**When:** \_\_\_\_\_

**Plot-** \_\_\_\_\_



**Characters-** \_\_\_\_\_

Rubric

	<b>1</b>	<b>3</b>	<b>5</b>	<b>Notes</b>
<b>Story map that was completed as a class</b>	Filled in all three parts correctly			
<b>Story map over their own story</b>	Filled in the worksheet but mixed up the parts	Filled out 2 or the 3 parts of the worksheet correctly	Filled out all three parts correctly	*Correctly means they have the right information, spelling is not checked.