*English Instructional Plan – Introducing Story Elements and Plot Grades K-1*

**Primary Strand**: **Reading K.8, 1.9**

**Integrated Strand/s**: **Communication and Multimodal Literacies**

**Essential Understanding:**

* understand that fiction texts tell a story
* understand that they should use a variety of strategies to assist with comprehension of fictional texts

**Essential Knowledge, Skills, and Processes:**

* listen to texts read aloud and ask and answer questions for further understanding
* give evidence that they understand the meaning of what is being read aloud, including *who*, *what*, *when*, *where*, *why*, and *how*
* ask and respond to questions about the content of a book
* identify and describe characters, settings, and important events in a story using details

**Primary SOL:**

K.8 d) Ask and answer questions about what is read.

e) Use story elements of characters, settings, and eventsto retell stories sequentially using beginning, middle, and end.

* 1. e) Ask and answer who, what, when, where, why, and how questions about what is read.

f) Identify characters, setting, and important events.

**Reinforced (Related Standard) SOL:**

K.2a Listen and respond to a variety of text and media.

1.2a) Listen and respond to a variety of print and media materials.

b) Tell and retell stories and events in sequential order.

d) Participate in creative dramatics.

1.9g Retell stories and events, using beginning, middle, and end in a sequential order.

**Academic Background/Language:**

When introducing and building academic language of story elements/plot, the teacher will want to consider that identifying and defining story elements and events may be difficult for students. Using various fictional texts that students are familiar with will help access background knowledge and guide discussions. It is important to model while reading, how to use the words and illustrations to identify and describe story elements and important events.

## Materials

* Anchor chart with pictures and words describing character and setting
* Anchor with pictures of characters and settings from familiar read aloud books
* Mentor texts sets with very distinct character, setting and events such as books by Mo Willems, Anna McQuinn, Ezra Jack Keats, Kevin Henkes, Rosemary Wells.
* Big books for shared reading with very distinct character, setting and events such as *Mrs. Wishy Washy* series by Joy Cowely

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

1. The teacher will select a familiar fictional book that has been read to the class. Ask students to turn and talk with a partner asking what they remember about the story. As they share out ask guiding *who*, *what*, *when*, *where*, *why*, and *how* questions.
2. Using what the students discussed and the book, the teacher will introduce how readers use the words and the illustrations to identify story elements. For example, if you used an *Elephant and Piggie* book by Mo Willems you can say, “Gerald is a character. Piggie is a character”, “Characters are \_\_\_\_\_\_”. “We saw in the pictures the story takes place \_\_\_\_. This is called the setting. Let’s find the words that the author uses to describe the characters and settings.”
3. Students and the teacher will then begin to create a story element anchor chart identifying characters and setting using pictures and simple words.
4. The teacher will then select other familiar fictional texts to reread to the students as they look and listen for *character* and *setting*. It will also be important here to model for students how to match the character/setting that they see in the illustrations to what they hear read.
5. While reading your selected read aloud pause and have students turn and talk about who the characters are and where the setting is taking place. Ask students to share out their finding.
6. Once students become familiar with identifying *character* and *setting*, the teacher can introduce the language *important events* in a story and model how to identify them. These important events can be plotted using a *beginning, middle, end* chart.
7. To continue to build on the academic language and understanding of story elements and plot events, the teacher can continue to select fictional texts and have students look, listen and describe these. The teacher can create a T chart with, *title* of the book, *character*, *setting*, *and important events*. This can be an ongoing chart in the classroom.
8. When using a big book such as *Mrs. Wishy Washy* begin with a book prediction of story elements. This will activate students’ prior knowledge and have them begin to look closer at authors word chose and illustrations.
9. Have students look and describe the character Mrs. Wishy Washy on cover and ask students to predict what they can tell about Mrs. Wishy Washy and, where the story might take place? Ask students to share *why* they made these predictions.
10. As you read the text stop after a few pages and students to confirm if their predictions about Mrs. Wishy Washy have changed and why.
11. After reading discuss all story elements in the book.

**Assessment (Diagnostic, Formative, Summative)**

* Print out pictures of characters and setting from familiar books and sort by character and setting.
* Use checklist to see if students can identify story elements during and after a read aloud or in a small group lesson.
* Students may retell a story using character, setting and important events though acting out.

**Writing Connections:**

* The students can participate in shared writing of the story elements for each read aloud**.**
* Have students draw and label, or write sentences about character, setting and important events from the story.
* In writing workshop, teachers can model and check for use of story elements in their narrative writing pieces.
* Create class books based on characters or setting from big books or mentor texts. For example, if using “Mrs. Wishy Washy” students can create their own characters that Mrs. Wishy Washy wants to scrub; “The \_\_\_\_\_\_\_is in the tub.”

**Extensions and Connections (for all students):**

* Students can select familiar books and retell the story elements by acting out the story. This can be done with pictures, props, puppets, etc. in small groups, whole class, or at a retelling center.
* Student can write the story elements in a reading journal from books being read in reading groups or books they are independently reading during read to self.
* Read additional books within series chosen, for example read other Mrs. Wishy Washy text to compare and contrast story elements.

**Strategies for Differentiation**

* Anchor charts should include pictures next to the words. For example, pictures of people and animals next to the description of characters.
* Print out pictures of characters and setting from familiar books and sort by character and setting.
* Consider using Big Books for as shared reading for simplified story lines and larger print and pictures.
* Provide multicultural books for read alouds and in the classroom library.
* Use modified text and reteach in small group as necessary.
* Sentence frames on cards with pictures next or below; “The characters are\_\_\_\_\_”,

“The setting is \_\_\_\_\_.”