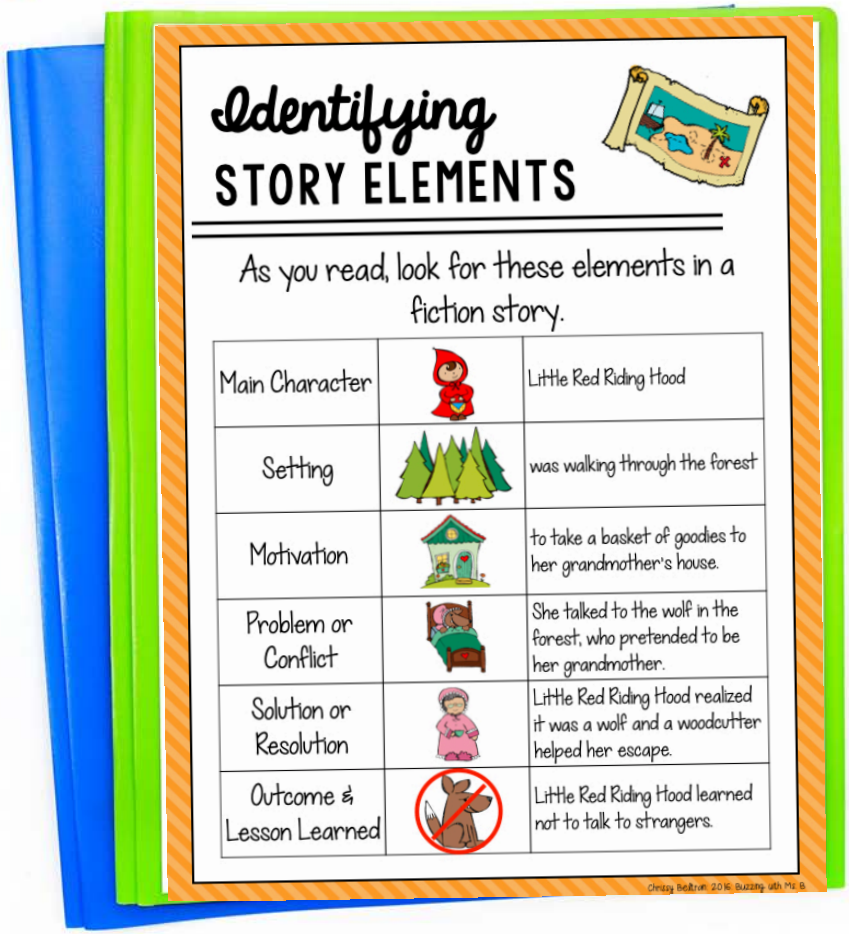
STORY ELEMENTS LESSONS FOR 3–5



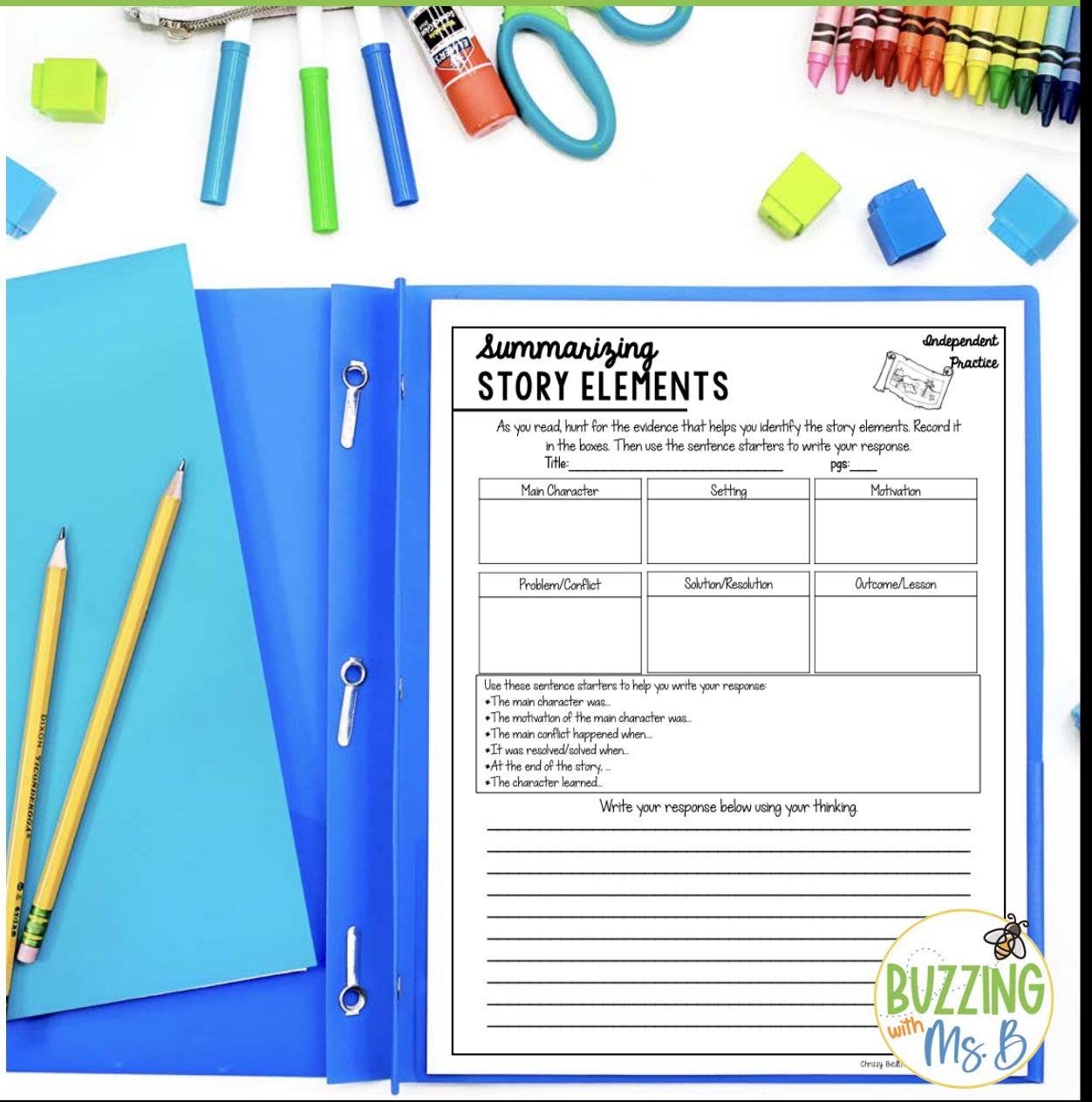
- Reading passage
- Differentiated task cards
- Hands-on activity & anchor chart

BUZZING with Ms. B

ENGAGE + MODEL + PRACTICE

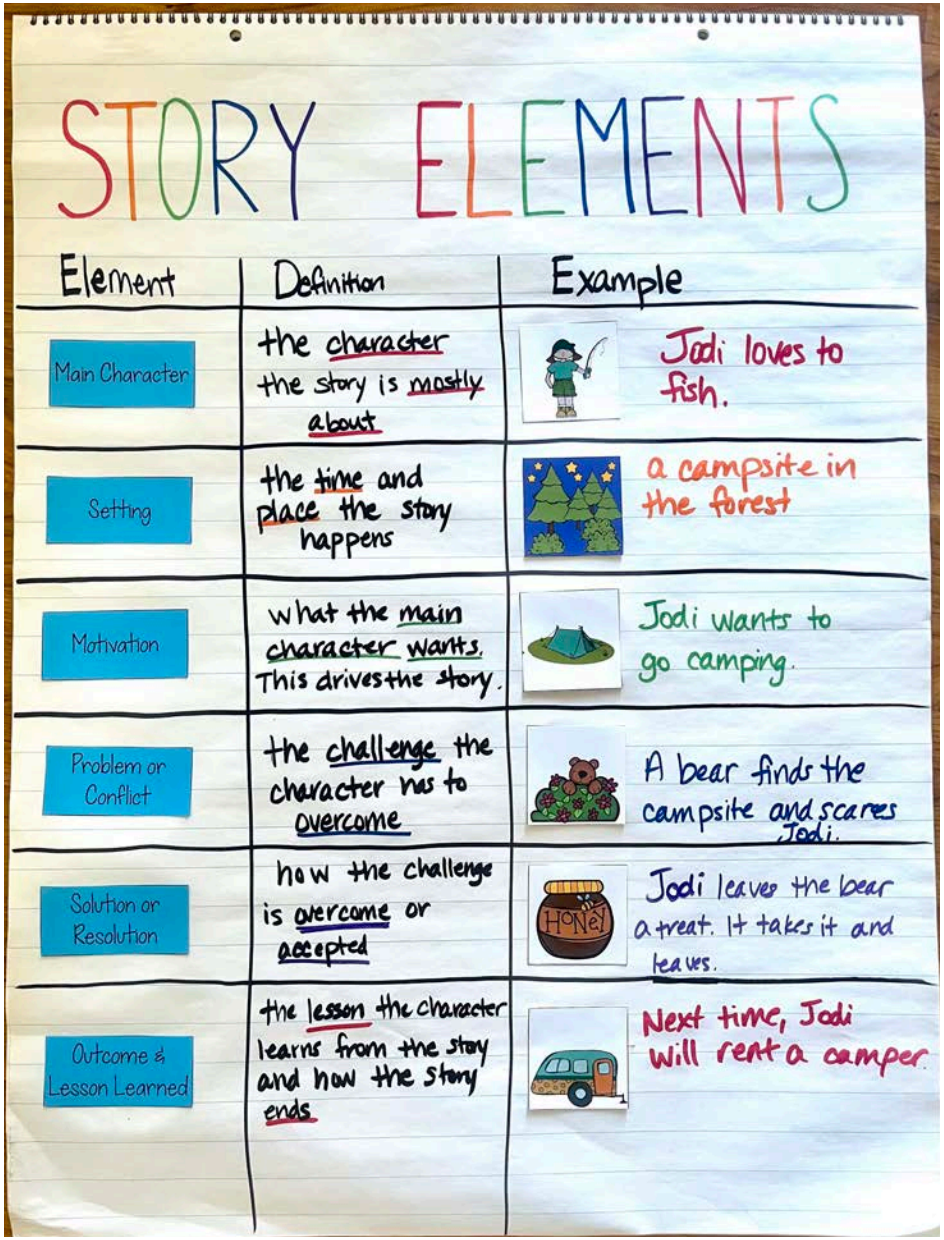
These lessons will help you...

- ✓Introduce six different story elements
- ✓Model how to find elements in the story
- ✓Help kids build comprehension through a hands-on activity
- ✓Practice identifying story elements
- ✓Practice summarizing with a story elements summary frame
- ✓Connect to reading with graphic organizer and reading response



BUZZING with Ms. B

Start with an engaging activity.

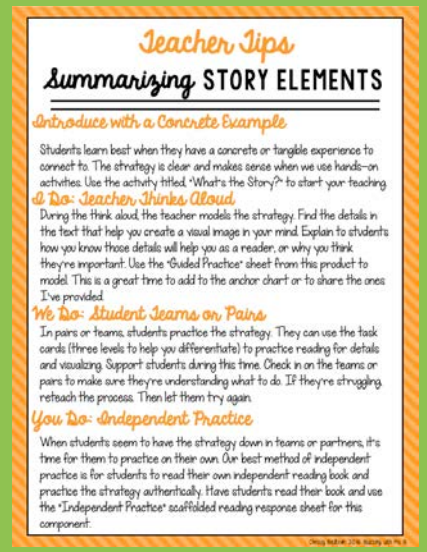


Students will…

- ✓Look at a collection of pictures
- ✓Match each picture to a story element
- ✓Sequence the pictures to tell a story that includes the elements

TEACHER TOOLS: A STEP-BY-STEP GUIDE

GRADUAL RELEASE MODEL


Teacher Tips

Summarizing STORY ELEMENTS

Introduce with a Concrete Example

Students learn best when they have a concrete or tangible experience to connect to. The strategy is clear and makes sense when we use hands-on activities. Use the activity titled "What's the Story?" to start your teaching.

I Do: Teacher Thinks Aloud

During the think aloud, the teacher models the strategy. Find the details in the text that help you create a visual image in your mind. Explain to students how you know those details will help you as a reader, or why you think they're important. Use the "Guided Practice" sheet from this product to model. This is a great time to add to the anchor chart or to share the ones I've provided.

We Do: Student Teams or Pairs

In pairs or teams, students practice the strategy. They can use the task cards (three levels to help you differentiate) to practice reading for details and visualizing. Support students during this time. Check in on the teams or pairs to make sure they're understanding what to do. If they're struggling, reteach the process. Then let them try again.

You Do: Independent Practice

When students seem to have the strategy down in teams or partners, it's time for them to practice on their own. Our best method of independent practice is for students to read their own independent reading book and practice the strategy authentically. Have students read their book and use the "Independent Practice" scaffolded reading response sheet for this component.

MENTOR TEXT LIST

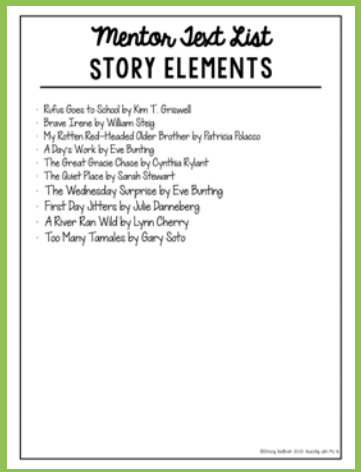

TIPS FOR USING MENTOR TEXTS

Tip #1
Read the text in its entirety first, before you read it as a mentor text. A read-aloud at the beginning of the year is a great time to read any book you plan to use as a mentor text later in the year. You can actually build a list of mentor texts that you'd like to read at the beginning of the year because you know you're going to come back to them later for minilessons! There's a page to make your list in this download.

Tip #2
When you read the book during a minilesson for reader's or writer's workshop, just read the part that highlights the skill/strategy you want to teach that day. If you reread the whole book, it'll take up all of your writing time, and it'll be too much information for kids to process anyway. It's best to focus on the bit that will help kids learn what you want them to learn from that lesson.

Tip #3
Train kids to "notice". Start by modeling what you notice. This builds academic language and shows kids that there is value in appreciating what other writers do. Over time, you can start asking, "What do you notice?" and they will have valuable input!

Tip #4
Build your collection and mark your texts! When you find a book that is perfect for teaching a certain reading or writing skill or strategy, add it to your list. Bonus points for adding a sticky note bookmark to the book that marks the exact part of the text that you can use to teach that skill or strategy. I recommend keeping a special basket for mentor texts.


Mentor Text List

STORY ELEMENTS

- Rufus Goes to School by Kim T. Griswell
- Brave Irene by William Steig
- My Rotten Red-Headed Older Brother by Patricia Polacco
- A Day's Work by Eve Bunting
- The Great Gracie Chase by Cynthia Rylant
- The Quiet Place by Sarah Stewart
- The Wednesday Surprise by Eve Bunting
- First Day Jitters by Julie Danneberg
- A River Ran Wild by Lynn Cherry
- Too Many Tamales by Gary Soto

HANDS-ON ACTIVITY


Concrete Activity

What's the STORY?

Providing a concrete experience

The purpose of this experience is to provide students with an anchor activity to connect to as you move into more complex texts. Coming back to "hunting for the details" can help them make sense of difficult readings.

Team Task

Hand out a set of the picture story cards and a set of the story element cards to each group of students. There are four different sets of picture story cards. The students need to match each picture with one of the story elements and combine them to tell a story.

Once students have a working story with their cards, they will use the "What's the Story" sheet to write out their story.

Guide the thinking

Have groups share their stories and the pictures they used to make them. After groups have all shared, ask the following questions to help them think about the story elements.

- How is the main character different from any supporting characters?
- How is the setting important to the story?
- How is the character's motivation related to the problem?
- What do all of the problems have in common?
- How is the outcome related to the resolution?
- Why is the outcome or lesson important?

PRINTABLE POSTERS

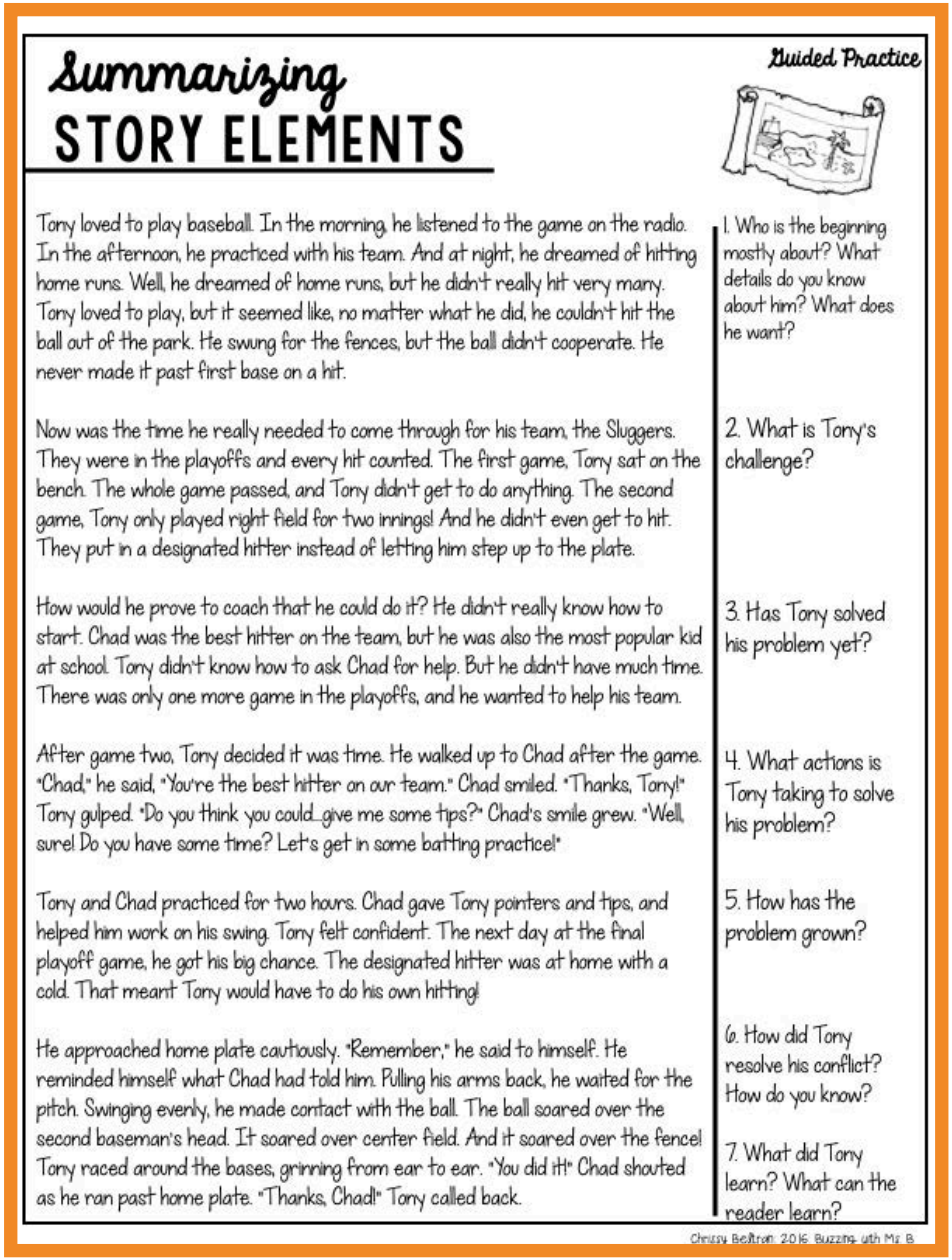


GET ALL THE TOOLS YOU NEED TO TEACH ABOUT STORY ELEMENTS!

- ✓One page passage with very structured story elements
- ✓Guiding questions & answer key
- ✓Focus on thinking about you can use story elements to summarize
- ✓Project or copy for each student

BUZZING with Ms. B

Model with a think aloud



Guided Practice

Summarizing STORY ELEMENTS

Tony loved to play baseball. In the morning, he listened to the game on the radio. In the afternoon, he practiced with his team. And at night, he dreamed of hitting home runs. Well, he dreamed of home runs, but he didn't really hit very many. Tony loved to play, but it seemed like, no matter what he did, he couldn't hit the ball out of the park. He swung for the fences, but the ball didn't cooperate. He never made it past first base on a hit.

Now was the time he really needed to come through for his team, the Sluggers. They were in the playoffs and every hit counted. The first game, Tony sat on the bench. The whole game passed, and Tony didn't get to do anything. The second game, Tony only played right field for two innings! And he didn't even get to hit. They put in a designated hitter instead of letting him step up to the plate.

How would he prove to coach that he could do it? He didn't really know how to start. Chad was the best hitter on the team, but he was also the most popular kid at school. Tony didn't know how to ask Chad for help. But he didn't have much time. There was only one more game in the playoffs, and he wanted to help his team.

After game two, Tony decided it was time. He walked up to Chad after the game. "Chad," he said, "You're the best hitter on our team." Chad smiled. "Thanks, Tony!" Tony gulped. "Do you think you could...give me some tips?" Chad's smile grew. "Well, sure! Do you have some time? Let's get in some batting practice!"

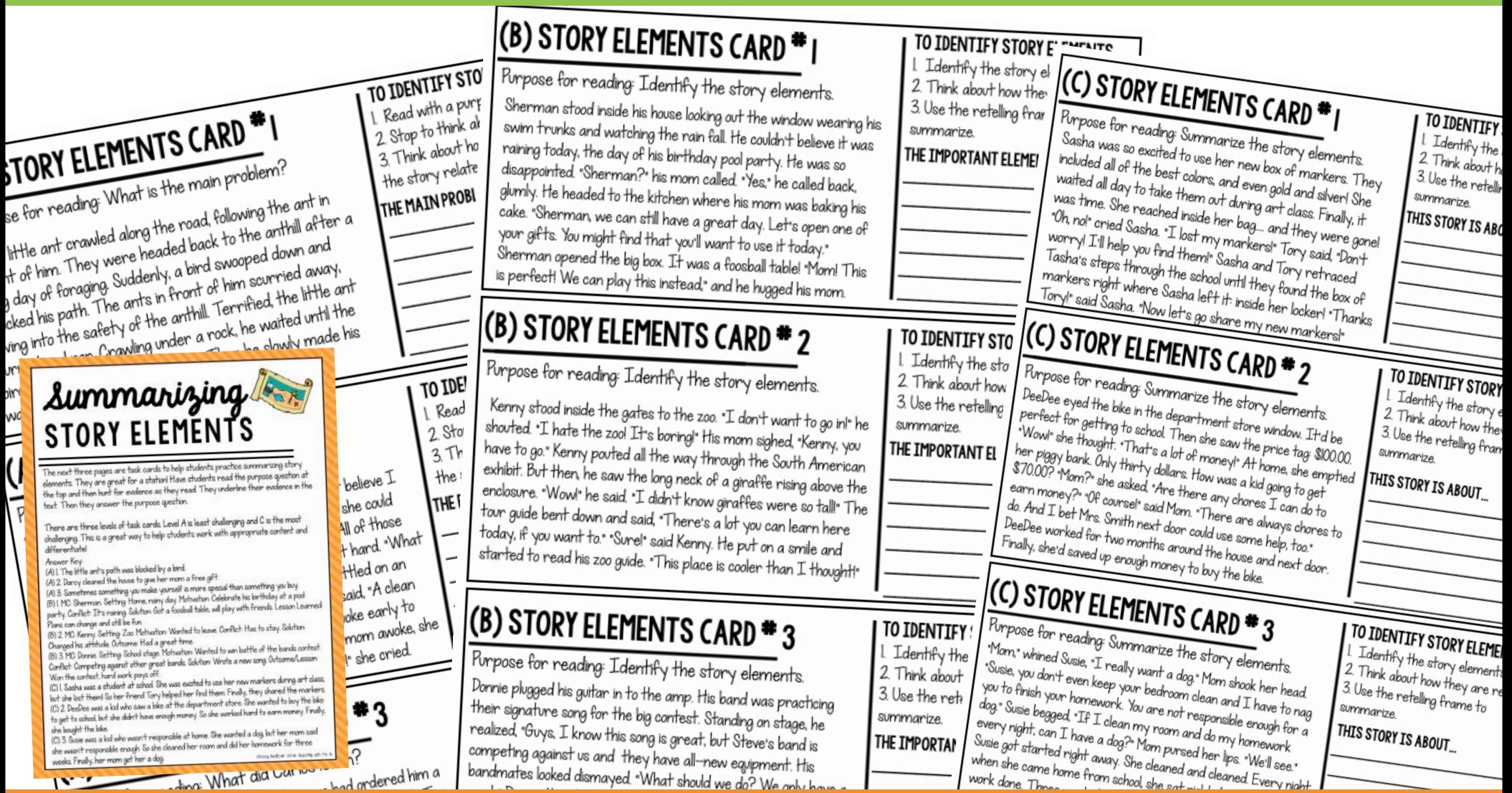
Tony and Chad practiced for two hours. Chad gave Tony pointers and tips, and helped him work on his swing. Tony felt confident. The next day at the final playoff game, he got his big chance. The designated hitter was at home with a cold. That meant Tony would have to do his own hitting!

He approached home plate cautiously. "Remember," he said to himself. He reminded himself what Chad had told him. Pulling his arms back, he waited for the pitch. Swinging evenly, he made contact with the ball. The ball soared over the second baseman's head. It soared over center field. And it soared over the fence! Tony raced around the bases, grinning from ear to ear. "You did it!" Chad shouted as he ran past home plate. "Thanks, Chad!" Tony called back.

1. Who is the beginning mostly about? What details do you know about him? What does he want?
2. What is Tony's challenge?
3. Has Tony solved his problem yet?
4. What actions is Tony taking to solve his problem?
5. How has the problem grown?
6. How did Tony resolve his conflict? How do you know?
7. What did Tony learn? What can the reader learn?

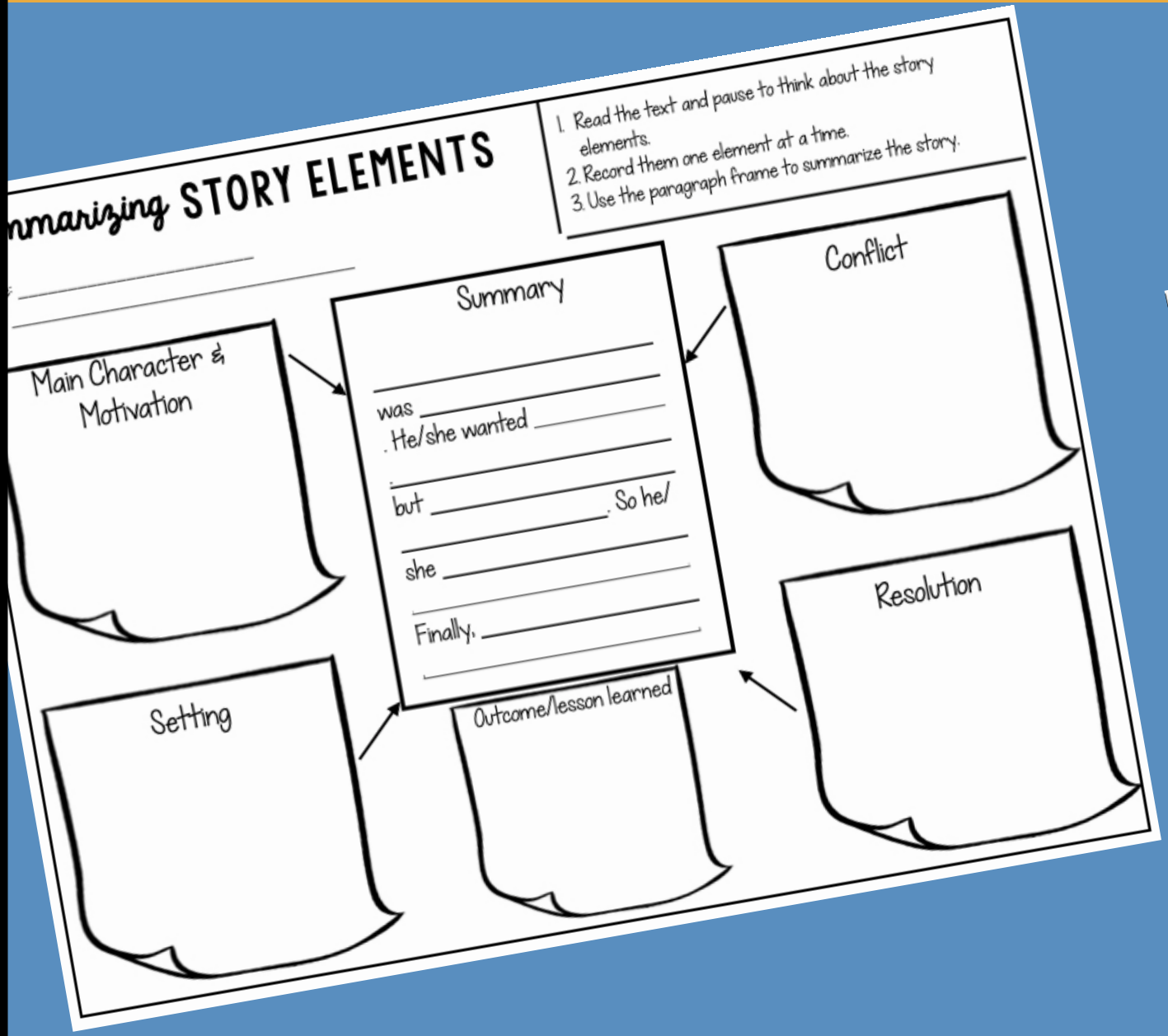
Chrissy Beltran 2016 Buzzing with Ms. B

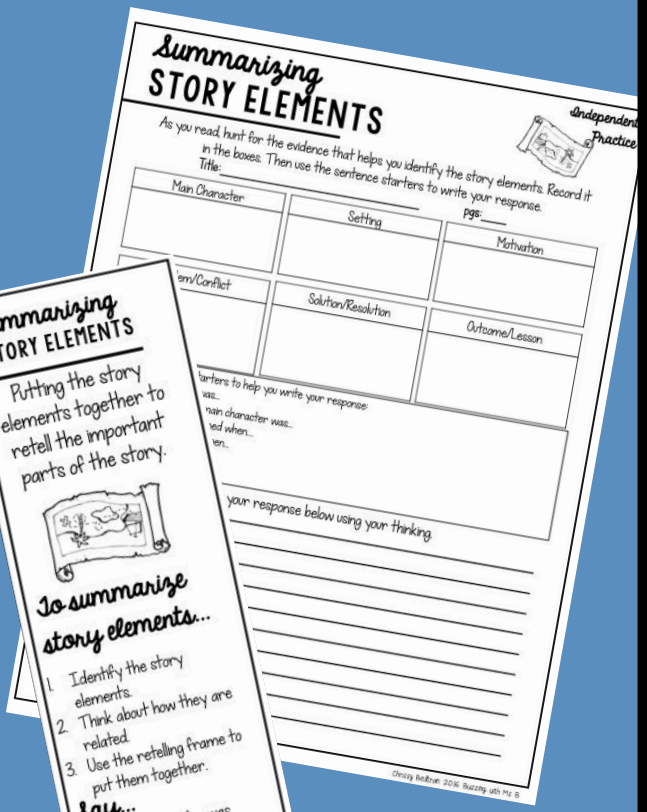
DIFFERENTIATED TASK CARDS



THREE DIFFERENT LEVELS WITH ANSWER KEYS

Graphic organizer & reading response





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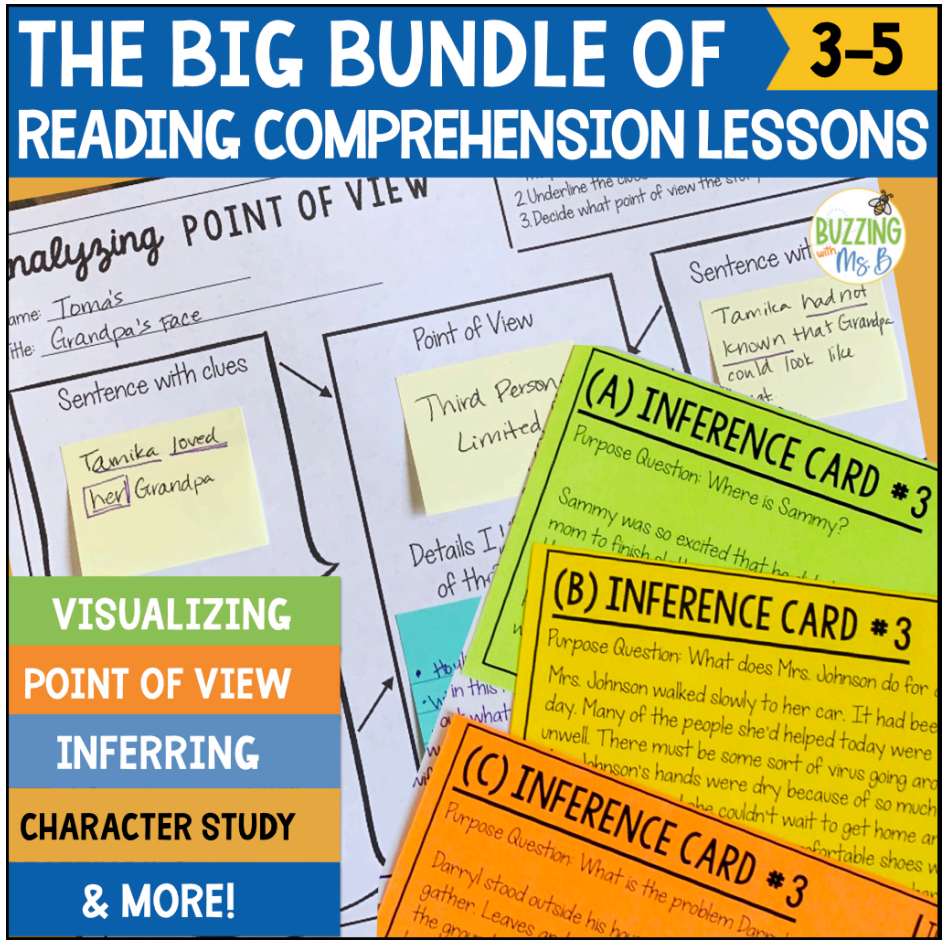
WHAT TEACHERS ARE SAYING

"This was great! It helped me to be able to explain to my students how to summarize and they got to interact with it which helped them understand it more."

"I really like how this is laid out. Easy to use and easy for students to follow. I like how it builds throughout the unit."

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Get this in the Reading Strategy Lessons Bundle!!



This bundle includes...

- ✓Analyzing Characters
- ✓Asking Questions
- ✓Making Inferences
- ✓Visualizing Sensory Details
- ✓Author's Purpose
- ✓Story Elements
- ✓Main Idea & Details
- ✓Cause and Effect
- ✓Fact and Opinion
- ✓Point of View
- ✓Sequencing Events
- ✓Nonfiction Text Structure

GET THE READING STRATEGY LESSONS BUNDLE!!