

Story Elements
By: Alessandra Garza

Subject: Reading Grade Level: Third

Objective(s):

- Student will be able to visual text and give sensory details.

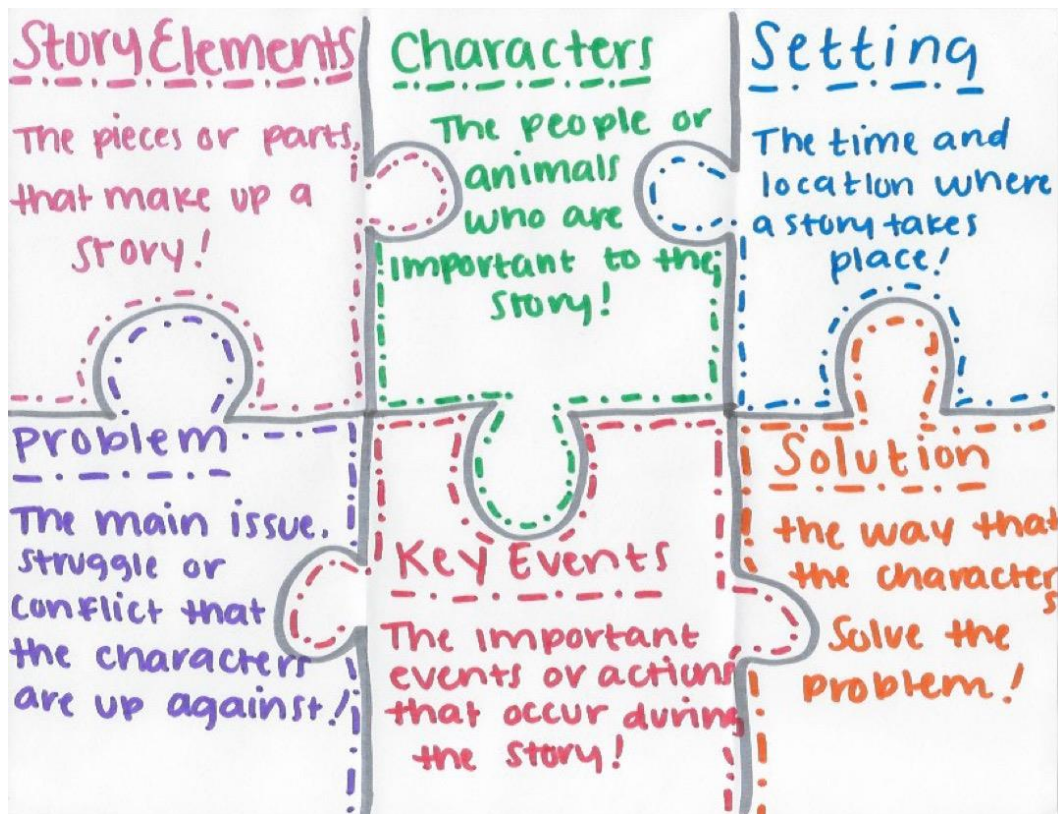
- **TEKS:**

§110.5. English Language Arts and Reading, Grade 3, Adopted 2017. (b) Knowledge and skills.
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- literary elements. The student recognizes and analyzes **literary elements** within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (C) analyze plot elements, including the sequence of events, the conflict, and the resolution;

Introduction

- Entry/Daily Review/Anticipatory Set:

We will start by going over what story elements are. I will have a chart with the explanation. We will read this together and I will ask her if she give me an example for each story elements, thinking back to the books we have previously read.



- Lesson Rationale:

I will then explain we are going to use this same idea of story elements with the book I brought for us to read. I will explain, "Being able to discover and categorize the various story elements, makes good readers because you are able to get a basis of everything from the story. With this, you can write better summaries, get the main idea clearly, visualize it vividly, and sequence the story with ease."

Body

- Input/Presentation/Modeling:

I will present my tutee with the book, "Three Orphan Kittens" I will have her look at the cover and the title to predict what she thinks will happen and also what it may be about. I will have a sheet with the elements for her to write down as we read. (Example: When we run into a new character, I will have her write down the character's name, when she discovers the setting, she will write it down)



- Guided practice/Monitoring and Adjusting/Checking Understanding:

Throughout the story, I will guide my student to extend her identifying story elements by asking her:

Q- What characters have we discovered so far?

Q- What setting do you think is most apparent?

Q- What's another prediction that could go along with this?

By the end of the passages, she should be feel comfortable with identifying story elements and be able to explain what each is.

- Independent Practice/Opportunities for Practice:

For the independent practice, I will have my student fill out a worksheet I made, in which she will retell the story giving the story elements in a way that summarizes the story.



- Modifications for Learners with Exceptionalities

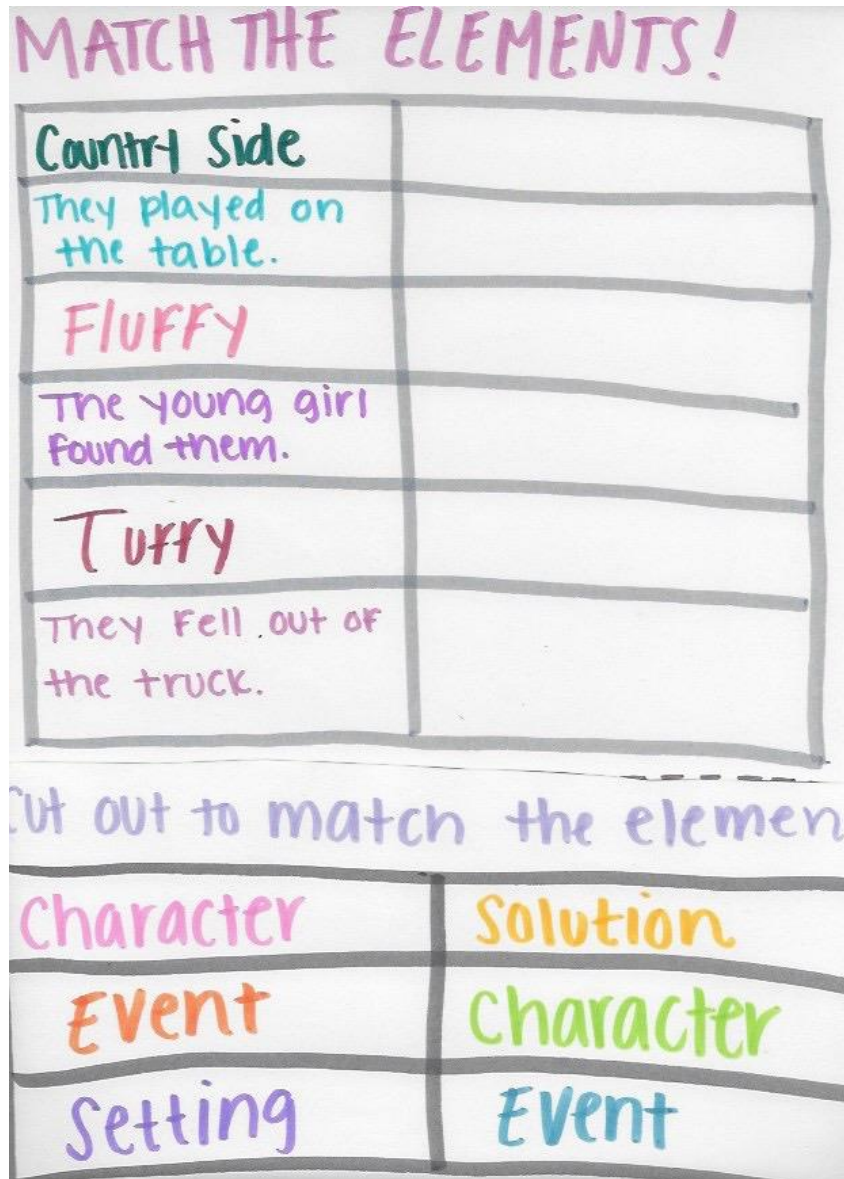
Conclusion

- Assessment for learning:

This will be determined by how well the student is able to fill out the worksheet.

- Extension

I will have my student fill out another worksheet in which she matches the story element with one of the examples from the story.



- Closure

To close the lesson, I will review everything we did. I will remind her of tools and skills we used throughout the lesson. I will then ask her if there is anything she is still unsure about or wants to know. Once she feels comfortable enough with the ending of the lesson, we will pack up and head back to the classroom.

Materials Needed

Story Element Chart
Story Element Worksheet 1&2
Pencil
"Three Orphan Kittens" Walt Disney

References:

Heller, S. E. (2000). *Three Orphan Kittens*. Lake Buena Vista, Disney Press.

Teaching with a Mountain View. (1970). Teaching Story Elements & A WONDER Freebie! Retrieved from: www.teachingwithamountainview.com/2015/09/teaching-story-elements-wonder-freebie.html.