**Mini-Lesson**

**Name:** Sonni Potts

**Grade Level:** First

**Content:** Communication Arts

**Lesson:** Story Mapping

**Content Objective:**

Following teacher modeling and guided practice, students will be able to identify the setting, main characters, problem and certain events within a story on a story map.

**GLE:**

R.2.C.1.a-e

Use details from text in independent reading and read-alouds to identify:

 a. characters

 b. problem

 c. events in logical sequence

 d. solutions

 e. setting

**Modifications:**

For students that are struggling to find the setting or the problem, I will have suggestion cards that I have taken from the book. These cards will help the students to know what I am looking for. For students with disabilities, I will work with those students either one on one or in a small group.

**Materials/Media/Resources:**

Sendak, M. (1988). *Where the wild things are.* New York, NY: HarperCollins Children’s Books.

Suggestion cards from text for students

Suggestion cards from text for teacher

Story Map/Story Face

Pencil

Marker for flip chart or white board

SMART Board/White Board/Flip Chart with Blank Paper

**Anticipatory Set:**

Today we will be using our book *Where The Wild Things Are* to help us understand where the story takes place, what problems the characters faced, and certain events that led us to the conclusion of the story. So why don’t we discuss our book and see if we can discover the clues the author gave to help us answer those questions.

**Instructional Input/**

**Modeling and Demonstrating:**

For this particular exercise, input and modeling morph together. Since the students are so young and this is an introduction, they will need more hands on instruction.

If it has been awhile since the book has been read, it may be necessary to read it again or possible review before discussion. I will have a blank piece of paper open on my flip chart to utilize for this exercise. The children are gathered around me for large group time. I will draw the parts for the students and they will help me fill it in. I am starting with the Setting or the left eye for the story face.

Let’s start with the setting.

Where does our story take place? I draw the circle and write setting.

“In the house” “In Max’s bedroom” “The place where the wild things are”

Is it day or night? “night”

What is Max doing? “creating mischief”

Who are some of the characters in our story? “Max” “his mom” “wild things” I draw another circle and write main characters. I can draw eyelashes if there are several supporting characters. Max’s mother could fall into this category.

What is the problem that Max is facing? “no dinner” “he is sent to his room” “he is angry” I draw the square that represents the nose.

What are some of things that happen through out the story? I draw the first circle for the mouth. By this point, hopefully the students are starting to see the face come together.

“he travels by boat for days and weeks and a year” “a forest grew in his bedroom” “he became sad and missed his mom” “he danced with the wild things” all of these are suggestions that can create the other circles and the smile. The last circle is the conclusion or solution.

What happens in the end? “he comes home” “he has dinner” “he is not mad anymore”

What are you noticing about or story map? Do you see a shape or a person? As I said before, hopefully the students have already seen the face and have mentioned it.

What we have created together is called a story face. Each part of our story makes up the face. Our setting and characters are the eyes. The problem is the nose and the events and solution is our face. Can everyone see it? Is there anything else we can add to our face?

Now it is your turn to practice on your own. Each one of you has a book that you have been reading independently. I want for all of you to return to your seats and I will have the story face for you to fill in. I will leave our example up for you to use. Please return to your seats so that we may get started. I will hand out a premade story face for the students to fill in. I am doing this in the beginning to help them get practice. Eventually they will be able to make the story face on their own.

**Guided Practice:**

Each one of you has a story face. You will see the eyes, nose and mouth. You will need to fill in each part that you pick out from your story. Remember that this is from your independent reading and not from *Where the Wild Things are.* Once you have your books, I want for you to start with the setting. Think about where your story takes place. Is it in a house, or a certain city? A far away place or are you uncertain? The author should give you a clue as to where it is taking place. Next I want you to fill in the main characters. How many characters are there? What is a main character? Can animals be a main character? You can add eyelashes for additional characters or additional places that is in the story. Once you have completed those, you can then move on to the problem and the events that happen in your story. If you have any problems along the way, before coming directly to me, ask yourself questions to help you figure it out. It can be is something wrong? What has happened? Did I forget anyone? If you are still stuck, I will be glad to help anyone that needs it.

**Checking for Understanding:**

I will be walking around the classroom while the students are working on their story face. This will allow me to help those that might be struggling.

**Independent Practice:**

This is what the story face will look like.



**Closure:**

Depending on how the students do during independent practice, I will let them continue with the process or I will regroup them and do another guided practice.

Everyone is doing an excellent job. Thank you for working quietly at your desks. Once you have completed the activity, you may put it in your class folder.

**Evaluation/Assessment:**

The independent practice is not for a grade. This activity is to check on their understanding and to see if there is a need for reviewing the story map process. A rubric will be utilized to determine their understanding of story mapping.

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| **Independent Reading - Elementary: Story Mapping**Teacher Name: **Sonni Potts** Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

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| CATEGORY  | 4  | 3  | 2  | 1  |
| Focus on story  | Student is lost in the story. There's no looking around or flipping through the pages.  | Student seems to be enjoying and moving through the story, but takes some short breaks.  | Student seems to be reading the story, but doesn't seem to be very interested. Takes a few short breaks.  | Pretends to read the story. Mostly looks around or fiddles with things.  |
| Understands story elements  | Student knows the title of the story as well as the names and descriptions of the important characters. Can tell approximately when and where the story happened.  | Student knows the names and descriptions of the important characters and where the story takes place.  | Student knows the names OR descriptions of the important characters in the story.  | Student has trouble naming and describing the characters in the story.  |
| Tries to understand  | Stops reading when it doesn't make sense and reads parts again. Looks up words s/he doesn't know.  | Stops reading when it doesn't make sense and tries to use strategies to get through the tricky spots or to figure out new words.  | Stops reading when it doesn't makes sense and asks for assistance.  | Gives up entirely OR plows on without trying to understand the story.  |
| Stays on task  | Student reads the entire period. This may be independent reading or done with adult or peer assistance, as assigned.  | Student reads almost all (80% or more) of the period.  | Student reads some (50% or more) of the time.  | Student wastes a lot of reading time.  |
| Respects others  | Student reads quietly and stays in one place in the reading area.  | Student reads quietly. S/he moves around once or twice but does not distract others.  | Student makes 1-2 comments or noises when reading, but stays in one place in reading area.  | Student reads loudly, makes repeated comments or noises OR fidgets and moves about often, distracting others.  |