

LTK+ CURRICULUM: STORY ELEMENTS

Level 1 Lesson Plan

This teaching resource was created to help teachers scaffold the various elements of a story by introducing ‘WH’ questions. Story Elements includes 5 activities and links to other existing print-based and multimedia resources.

LINKS TO MAJOR ELEMENTS OF THE QUEBEC EDUCATION PROGRAM

ePEARL	QEP	PROGRESSION OF LEARNING	NEW EVALUATION FRAMEWORK
<p>Self-Regulation Theory</p> <p><i>Goal setting</i> with a focus on learning rather than performance goals and the setting of hierarchical goals which show evidence of progress (Zimmerman, 2000).</p> <p><i>Reflection:</i> Self-evaluation comparing results to a standard goal.</p> <p>Look back in the text to try and solve a problem (NRP).</p> <p>Restate or paraphrase a text in terms more familiar to readers (NRP).</p>	<p>Cross-Curricular Competencies:</p> <p>Competency 5</p> <ul style="list-style-type: none"> To adopt effective work methods <p>Key features: to espouse the objective, understand the instructions and visualize the elements of the task and understand the context of the task.</p> <p>Evaluation Criterion:</p> <ul style="list-style-type: none"> Understanding of the task to be performed. Completion of the task. Analysis of the steps in the procedure. Perseverance in performing the task. Formulation of conclusions. <p>Competency 6:</p> <ul style="list-style-type: none"> To use information and communications technology (ICT) 	<p>Language-learning Processes:</p> <p>A. Response process: during reading/viewing:</p> <p>f. recognizes the most common rhetorical conventions to build meaning:</p> <ul style="list-style-type: none"> sequence/ chronology cause/ effect <p>B. Writing process:</p> <ul style="list-style-type: none"> Sequencing events or information to enhance reader’s comprehension <p>Text Types, Structures and Features:</p> <p>The student understands the purpose of the following structures and features and uses this knowledge to construct meaning when reading, listening to, and producing spoken or written texts (narrative; literary and information---based): plot structures and features (e.g. sequence of events).</p>	<p>To read and listen to literary, popular and information-based texts– 33%</p> <p>Evaluation criteria:</p> <ul style="list-style-type: none"> Constructing meaning; Making connections; Using structures and features of the text <p>To write self-expressive, narrative and information-based texts – 34%</p> <p>Evaluation criteria:</p> <ul style="list-style-type: none"> Organizing texts; Applying structures and features of the text.

ePEARL	QEP	PROGRESSION OF LEARNING	NEW EVALUATION FRAMEWORK
	<p>Evaluation Criterion:</p> <ul style="list-style-type: none"> • Effective use of computer tools • Recognition of successes and difficulties. 		
<p>Goal setting and planning/standard setting sequencing, timing, completing time management and pacing.</p> <p>Keeping records and monitoring note-taking lists of errors made record of marks portfolio, keeping all drafts of assignments.</p>	<p>ELA Competency</p> <p>Competency 1:</p> <ul style="list-style-type: none"> • To Read and Listen to Literary, Popular and information-based texts. <p>Essential knowledge, reading strategies:</p> <ul style="list-style-type: none"> • Personal experience of the content of a text (semantic) <p>Perseverance when meaning making breaks down by making connections (p.77).</p>		

Planning

TIME

1-3 hours (2-4 ELA blocks)

MATERIALS

Computer, an ABRA activity, text, and ePEARL Level 1

OBJECTIVE

Students will be able to analyze the structure of the text and reflect on the text's events.

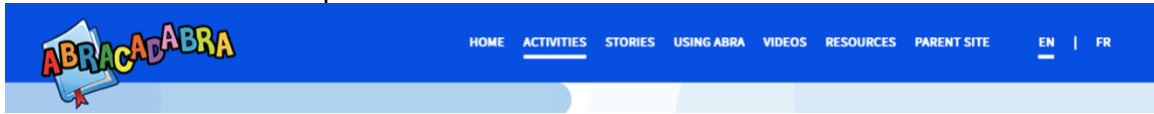
ABRACADABRA/ePEARL CONNECTION ACTIVITY

- ABRA: Story Elements activity
- ePEARL: My Readings: Response → Writing activity

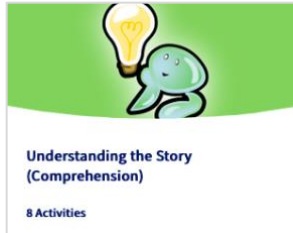


PROCEDURES

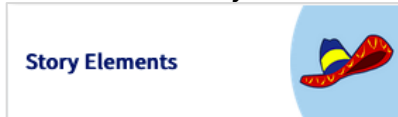
- 1) Go to your [ABRA Teacher Resources](#) page.
- 2) Select *Activities* in the top menu.



- 3) Press on the *Understanding the Story* button.



- 4) Press on the *Story Elements* button.



- 5) Review the activities and stories affiliated to this ABRA activity.
- 6) Select the most appropriate story for your students' current reading level.
- 7) Take the questions in the activity, and discuss orally as a group activity.

In ePEARL

Use the 'Planning' teaching materials. Review these, and think about some goals (3-4) related to Story Elements that would be appropriate for your students. For example: "I will think about the important parts of this story." Prepare enough copies of the Planning worksheet for each of your students.

Doing

FIRST ACTIVITY

In ABRA

- 1) Setup a station with computers and use icon/logo to direct students to the appropriate activity (Story Elements) and Story (you selected). Recommended: The Three Billy Goats Gruff.



- 2) Have students read the story as a whole class or individually.


Discussion

- Introduce 'WH' questions: Who, What, Where, When and How? Review several times before moving on.
- Talk about the main elements of the story. Use the questions from the Story Elements activity, and ask students orally.
- Review main events.



Extension Activity

Use the attached worksheets and have students complete. This can be done in pairs or individually.





Name: _____ Date: _____

STORY ELEMENTS WORKSHEET

Draw a line to the correct answer for each question. Trace over the first line.

THE THREE BILLY GOATS GRUFF

Who were the main characters in the story?	<p>The three Billy Goats Gruff.</p> <p>The fish in the water under the bridge.</p> <p>The other goats living in the goat city.</p>
When did the story take place?	<p>A long time ago.</p> <p>In the winter.</p> <p>Late at night</p>
Where did the story take place?	<p>On a ship in the ocean.</p> <p>On a bridge outside the goat city.</p> <p>Deep in a forest.</p>
What was the characters' problem in the story?	<p>The goats were not hungry.</p> <p>The goats were tired and had nowhere to sleep.</p> <p>They had to cross the bridge where a scary troll lived.</p>
How was the problem solved?	<p>The goats ate the tall green grass, and the troll went for a swim.</p> <p>The goats decided not to cross the bridge after all.</p> <p>The goats crossed the bridge in a taxi.</p>

<https://literacy.concordia.ca/resources/abra/teacher/en>
ABRA-WS-StoryElemTBGG-20211222.docx

Answers

- Who were the main characters in the story?
The three Billy Goats Gruff.
- When did the story take place?
A long time ago.
- Where did the story take place?
On a bridge outside the goat city.
- What was the characters' problem in the story?
They had to cross the bridge where a scary troll lived.
- How was the problem solved?
The goats ate the tall green grass, and the troll went for a swim.

Teacher Tip

This worksheet is for the story "The Three Billy Goats Gruff". You can create similar worksheets for the other stories, and/or ask additional questions of your own.

SECOND ACTIVITY

Discussion

- Talk about what you did last time and review the 'WH' questions and the main elements of the story.

In ABRA

- 1) Setup a station with computers.
- 2) Pair up students.
- 3) Take your students to the *Story Elements* activity and choose the same story you selected in the first activity.



- 4) Have students complete the activity.
- 5) Discuss.

THIRD ACTIVITY

In ePEARL

- 1) Setup a station with computers and use icon/logo to direct students to the appropriate activity.
- 2) Take your students to 'My Readings', and press on 'New ABRA Reading'.



- 3) Have them select the story they read in ABRA, i.e. The Three Billy Goats Gruff.
- 4) Using their Planning worksheet they completed last time, have them type in their goal under "What I want to do".
- 5) If they read with a partner, have them add their partner's name under "Who I am reading with".

Text Title * ?

The Three Billy Goats Gruff

Author * ?

CSLP


Illustrator ?

CSLP

Who I am Reading With ?



Date ? December 22 2021

What I Want To Do ?

 ? 1  ?

Text

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Sample Goals

- I will answer questions about the story.
- I will learn about WH questions.
- I will create new questions.
- I will practice more 'When' questions.

Teacher Tip

Skip the Planning worksheet step if your students are now comfortable typing directly into ePEARL.



FOURTH ACTIVITY

In ePEARL

- 1) Setup a station with computers and use icon/logo to direct students to the appropriate activity.
- 2) Inform students they will be writing a story response.
- 3) Have them select 1-3 questions, which they already answered from the ABRA Story Elements worksheet (refer to the worksheet if necessary).
- 4) Go to My Creations, and create an ABRA artifact for the story.
- 5) Have students type in their questions and goals.

My Creation

Reflection

FIFTH ACTIVITY

In ePEARL

- 1) Setup a station with computers and use icon/logo to direct students to the appropriate activity.
- 2) Open the *Writing* piece that was previously saved by the student related to the Story Elements activity.
- 3) Click on *Edit*.
- 4) Have students review their goal.
- 5) Guide them to the 'Reflection' tab and click on it.



- 6) Have the students Reflect on their goal. They can select a question from the dropdown menu, or answer a question you have asked them.
For example: "How did you meet your goal?"

Students can answer the questions by:

- Typing
- Recording
- Illustration (file attachment)





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