

HMH Teacher Central Lesson Plan for Whole- and Small-Group Instruction

Instructor: **Bjorneby**

Date: **12-1 and** Class: **4th**
12-8

Literary Elements: Story Elements

Workshop 1 Lesson 18

STANDARDS

CCSS.ELA-LITERACY: RL.1.3, RL.2.3, RL.3.3, RL.4.3, RL.5.3

HEADS UP

In the next few lessons, students will read an excerpt from *Charlie and the Chocolate Factory*. Teach students to identify, and then analyze, story elements to help them gain a deeper understanding of the story.

MATERIALS

Real Book pp. 58–59

[Academic Interaction Card](#)

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Analyze Character
- **Extend:** Analyze Plot

[Get Resources](#) I can identify the setting, characters, and plot of a close read.

OBJECTIVES

Primary Goals

Literacy Goal: Identify details about the setting, characters, and plot of a novel excerpt.

Language Goal: Use academic words, such as *setting*, *character*, and *plot*, to discuss literary elements in a novel excerpt.

DO NOW!

Show You Know

Use the [Do Now](#) routine.

1) Display the Do Now and assign the task.

 **(inspire)** The music that **inspires** me to dance is _____. (e.g., hip-hop; oldies; classical music; pop music)

2) Prompt partners to share their responses and restate their partners' ideas using the frames.

 **So your idea is** _____.

 **Yes, that's correct.**


 **No, what I meant was** _____.


3) Ask two preselected students to share with the class and guide students to score their own responses.

SHARE TODAY'S GOALS

Primary Goals

Introduce the Literacy and Language Goals. *Before we read part of the novel Charlie and the Chocolate Factory, we'll practice identifying story elements. This will help us better understand what happens when we read the story.*

 **Literacy Goal: Identify details about the setting, characters, and plot of a novel excerpt.**

 **Language Goal: Use academic words, such as *setting*, *character*, and *plot*, to discuss story elements in a novel excerpt.**

TEACH LITERARY ELEMENTS: IDENTIFY STORY ELEMENTS

Teach Story Elements

Explain the importance of understanding story elements.

- Read aloud the introduction to story elements. *Every story has a setting, characters, and a plot. Identifying these story elements helps readers fully understand the story.*


Make It Relevant Explain to students that, as with people, a character's words and actions tell a lot about what the character is like. *I can tell what people are like by listening to what they say and watching what they do. When I see someone smiling, I can assume that he or she is happy. The same goes for characters in a story. If a character says "please" and "thank you," or holds a door open for friends, I can assume that he or she is polite. When you read a story, pay attention to what characters say and do so you can learn more about them.*

Identify Story Elements


Read aloud the text and explain how to identify story elements.

- Introduce the text and set a purpose for reading. *As I read, your job is to enjoy the story and listen for setting, character, and plot details.*
- Read aloud pages 60–65 using **Modeled Fluent Reading**.
- After reading, model identifying the setting. *When I identify setting, I look for words or phrases that name a place. What phrase in the word bank names a place?*
- Guide students as they identify the characters and plot. *To identify characters, look for words or phrases that name a person in the story. To identify events in the plot, look for words or phrases that describe something that happens in the story.*
- Use **Think (Write)-Pair-Share** to have students complete the organizer and share their responses with the class. As partners share their responses, guide them to explain how they identified the story elements using academic language.

 _____ **is a character. I know this because** _____. (e.g., Charlie Bucket/it is the name of a person in the story)

 _____ **is a plot event. I know this because** _____. (e.g., “Violet demands the gum”/it describes something that happens in the story)

Use Technology Display page 58 of the *Real Book* as you read aloud the excerpt from *Charlie and the Chocolate Factory*. Ask students to put a check mark next to each story element in the word bank after you read it aloud. Students can do the same in their *Real Books*.

FORMATIVE ASSESSMENT	
<p>LANGUAGE GOAL: Use academic language, such as <i>setting</i>, <i>character</i>, and <i>plot</i>, to discuss literary elements in a novel excerpt.</p> <p>Observe Listen for the use of academic language as students discuss characters and plot events with their partners/group.</p>	
Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students correctly identify the story elements as either characters or plot events, but may not use academic language when discussing their responses.</p>	<p>Help students share responses using academic language.</p> <p><i>You put the phrase in the correct column. How did you know which story element it referred to?</i></p> <p>Guide students to use the frame:</p> <p> I know that _____ is an example of (character/plot) because _____.</p> <p>(e.g., “Violet turns blue”/plot/it describes an event that takes place in the story)</p>

<p>Not Yet Students have difficulty understanding academic language and cannot identify story elements.</p>	<p>Support student understanding of academic language by reviewing character and plot event.</p> <p><i>A character is a person, someone who speaks and acts in the story. A plot event is an action, an event that takes place in the story.</i></p> <p>Ask students to identify each story element. For example: <i>Is Mr. Wonka a character or a plot event?</i></p> <p>Guide students to respond using the frame:</p> <p><input type="checkbox"/> I know that _____ is an example of (character/plot) because _____.</p> <p>(e.g., Mr. Wonka/character/he is a person in the story)</p>
<p>On Track Students use academic language to describe story elements.</p>	


SMALL GROUP


PRACTICE COMPREHENSION

Analyze Story Elements

Remind students of the importance of analyzing story elements. *Analyzing story elements helps us better understand what is happening in the story. When we understand a story, we enjoy it more.*

- Introduce the task and model how to analyze setting. *The setting is where the story takes place. This story takes place in Mr. Wonka’s factory, so that is the setting.*
- Model how to analyze characters. Model analyzing the first character. *Mr. Wonka seems excited when he talks about his invention. So I’ll write, “Mr. Wonka acts excited about his new and ‘greatest’ invention.”* Model analyzing the second character. *The next character is Violet. She gets excited when she hears about the gum, and she asks Mr. Wonka to “hand over” the gum so she can chew it. I’ll write “Violet feels excited and demands to chew the gum.”*
- Model how to analyze plot. *When I think about the beginning of the story, the most important event is Mr. Wonka describing his new invention, the “chewing-gum meal.”*
- Guide students as they complete the graphic organizer for parts 2 and 3. Provide support as necessary.
- Use the Academic Discussion routine to structure student interaction as they discuss responses with the group.

 **From reading the text, I know that (Mr. Wonka/Violet) _____.** (e.g., Mr Wonka/is worried about Violet chewing the gum; Violet/ignores Mr. Wonka’s warning and enjoys the chewing-gum meal)

 **When I think about the (beginning/middle/end) of the story, the most important event is _____.** (e.g., middle/Violet taking the gum and chewing it while Mr. Wonka warns her to stop; end/Violet turning blue and purple like a blueberry)

Expect More—Get More Follow strong responses with more challenging questions. After a student determines that Mr. Wonka is worried about Violet chewing the gum, follow up with questions that extend knowledge and check for full understanding. For example: *How did you determine that he was worried? What evidence from the story supports this?*

FORMATIVE ASSESSMENT	
<p>LITERACY GOAL: Identify details about the setting, characters, and plot of a novel excerpt.</p> <p>Observe Review students’ notations in the Analyze Story Elements chart and listen to student discussions with their partners/group.</p>	
Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students describe characters and plot but may not include enough detail.</p>	<p>Ask questions to help students elaborate on their responses. For example, <i>I see you wrote that Violet takes the gum. You can add more details to make your response stronger. What else happens in the middle of the story?</i> (She chews it while Mr. Wonka warns her to stop.)</p>
<p>Not Yet Students have difficulty identifying character or plot details.</p>	<p>Read aloud paragraphs 10–13 with students.</p> <p>Ask questions to prompt student responses, such as: <i>What does Violet do when Mr. Wonka tells her not to eat the gum?</i> (She takes it anyway.) <i>What does Mr. Wonka say to Violet after she takes the gum?</i> (“Stop!” and “The gum isn’t ready yet! It’s not right.”) <i>What does this tell you about how Mr. Wonka feels?</i> (He is worried about Violet chewing the gum because it is not ready yet.)</p>
<p>On Track Students identify character and plot details in the novel excerpt.</p>	

WHOLE GROUP

WRAP UP

Reflect

Guide students to share their responses to the Wrap Up question with a partner.

 **What is one question you still have after our lesson today?**

 **One question I still have is _____.**