

Assignment 2

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EDCI 302 A01

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Unit- Creating Plots using different strategies for Grade 3

Note: The end goal of this unit is to have students write a creative story using everything they have learned.

Lesson #1: Creating a plot (story idea) using a chart

Curriculum Connections:

Big Idea(s): “Stories can be understood from different perspectives”

Curricular Competencies: “Plan and create a variety of communication forms for different purposes and audiences”, “Recognize the structure and elements of story”, “Use developmentally appropriate reading, listening, and viewing strategies to make meaning”, “Exchange ideas and perspectives to build shared understanding”

Content: “Elements of a story”

Elaboration: “Character, plot, setting, structure (beginning, middle, end), and dialogue”

(BC Ministry of Education, n.d <https://curriculum.gov.bc.ca/curriculum/english-language-arts/3>)

Context: Grade 3

This lesson is the first one of the unit of creating a story idea or plot for creative writing. Students are expected to have an idea of what a plot is from their previous year of school. They should know a plot has a beginning, middle, and end but this topic is still very new to them so they are not expected to know about what makes a good plot. They should have previous knowledge of how to create a generic chart. Students should also have some previous writing territories or ideas ready to go (this can be found in their writing notebooks).

Materials:

-Plot chart template

-Students personal notebooks

-Mentor text: Widget by Lyn Mcfarland

This mentor text is about a dog named Widget who has no home. He is searching for one and ends up in a home with cats and a nice old lady. The cats are suspicious of him but he convinces them he is a cat by acting like one to "fit in". Mrs Biggs the nice old lady has a fall and gets hurt. The cats could not get help so Widget barks to get help showing that being a dog is actually okay and the cats accept him as is.

This text provides this lesson with a strong beginning, middle, and end of a story.

Hook:

A well-developed plot is crucial in order to create a detailed and exceptional story. "Widget" by Lyn Mcfarland is one of the many mentor texts that provide us with a plot that has a beginning, rising action, climax, falling action, and resolution, which we will use in today's lesson as a model. Re-read it if necessary as it is not a super long text. A few more lessons and writing workshops using a different mentor text may be needed on the "story idea" if your students are not quite ready to create their own yet.

Purpose:

The purpose of this lesson is to delve into the breakdown of a plot and its key components: beginning, rising action, climax, falling action, and resolution. We shall remember that each story should have a beginning, middle, and end but creating a detailed and developed story goes beyond that. Using a plot chart or diagram can make it easier for us to breakdown a mentor text as well as to eventually create your own plot for an idea you have in your writing notebook.

Brainstorm:

Read the mentor text “Widget” by Lyn Mcfarland and have the teacher and students as a class decide what is the beginning, rising action, climax, falling action, and resolution in the story. Explain to them what each one means. Beginnings are when the main character expresses their feelings and thoughts. Rising Action shows us the problem that has arisen. The climax is acting on the problem that has arisen and falling action is when the problem is getting resolved. The resolution is the aftermath of the story. Think of the character’s feelings. What has changed? Is there a lesson that has come out of the problem?

Ex. ‘Widget was a little stray dog. He had no home. He had no friends. He was very sad and lonely’. Here we understand his feelings. This is the beginning of the story.

Shared/Guided writing:

In partners or groups of 3 have the students breakdown the plot more in-depth. Have them answer the following questions:

1. Who is the main character?
2. Why did we choose the introduction of who Widget is at the beginning of the story?
3. What are the thoughts and feelings of the main character?
4. What is the problem or goal in the story?
5. Is there more than 1 problem or goal?
6. How did Widget convince the cats he was one of them too?
7. Reviewing your answer to the previous question, would you consider it the rising action? Why or why not?
8. Why did we consider Mrs. Diggs falling, the climax of the story?
9. Why did we consider the cats and Widget barking, the falling action?

10. Was there a resolution to the problem?

11. Is there a lesson to be learned from this story?

Model:

Here the teacher will create their own making of a plot from a creative writing piece they wrote in the past. They will have their chart on the board for students to see and together after the teacher has completed it, they will break down each part and question how it flows to make a developed plot.

Independent writing:

Here is where students will get the chance to fill in their own chart. Hand a template out to each student. Have them pull out their writing notebooks and chose an idea they would like to create a story with. Have the teacher circle the room observing students. To help prompt them, ask them questions like, Whose the main character? Do they have a goal? Do they have a problem that needs to be resolved? How can it be reached?

*Students may need a bit more practice with looking at other books or the teacher's own writing in order to develop their own.

Reflection:

Questions for students to consider:

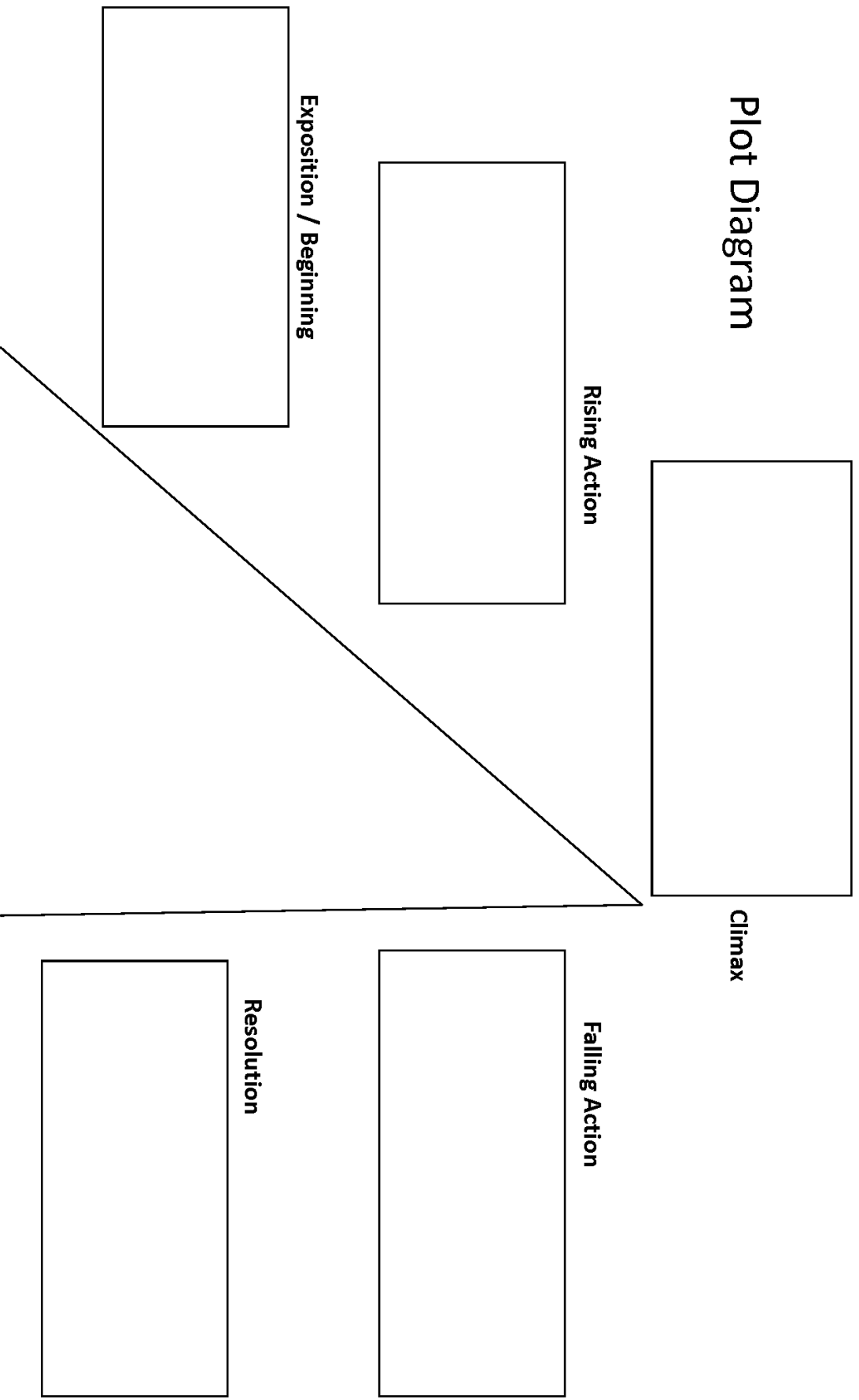
Will you use a chart like this for your own creative writing pieces in the future?

Did you find this chart helpful in creating a plot?

What are some things you could add to the chart to make it more detailed?

(ex. Characters' feelings)

Plot Diagram



Lesson #2: Using Setting to Help Create a Plot**Curriculum Connections:**

Big Idea(s): “Stories can be understood from different perspectives”, “Using language in creative and playful ways helps us understand how language works.”

Curricular Competencies: “Use personal experience and knowledge to connect to text and make meaning“, "Recognize the structure and elements of story", “Use developmentally appropriate reading, listening, and viewing strategies to make meaning”, “ Exchange ideas and perspectives to build shared understanding”, “Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation”

Content: “Literary elements and devices”, ‘Strategies and processes”

Elaboration: “Descriptive language, poetic language, figurative language, images, imagery, rhythm, rhyme, simile, alliteration”, “Using illustrations and prior knowledge to predict meaning; rereading; retelling in own words; locating the main idea and details; using knowledge of language patterns and phonics to decode words; identifying familiar and “sight” words; monitoring (asking: Does it look right? Sound right? Make sense?); self-correcting errors consistently using three cueing systems: meaning, structure, and visual”, “writing processes: may include revising, editing, considering audience”

(BC Ministry of Education, n.d <https://curriculum.gov.bc.ca/curriculum/english-language-arts/3>)

Context: Grade 3

This lesson is the second lesson in creating a story idea or plot for creative writing. Students should have previous knowledge in sentence structure, grammar, and how nouns, adjectives, and verbs fit together. They should also have previous knowledge of what a setting

actually is. This lesson is focused on how to use the setting to create and enhance your plot. If students are still unsure how to create a setting, they will need practice on that first. A Word Splash activity can be suggested before this lesson in order for students to describe the setting so they can develop syntax, build vocabulary, and know how to investigate language (Dorfam and Cappelli, 2020). Students should have mastered the mechanics of a plot: beginning, rising action, climax, falling action, and resolution. Many mentor texts can be used to show how a setting helps put together a plot of a story but for this lesson, we are using "Alexander and the Terrible, Horrible, No Good, Very Bad Day!" written by Judith Viorst.

Materials:

- Students personal notebooks
- Record sheets for peer editing
- Mentor text: Alexander and the Terrible, Horrible, No Good, Very Bad Day! written by Judith Viorst Illustrated by Ray Cruz

This book is about a boy named Alexander who is having a bad day from right when he woke up, starting with gum in his hair. He argues with his friends and he had to eat vegetables he did not like for dinner. At the end of the story he realizes that sometimes you just have a bad day and every day will come to an end and things do get better.

This text provides this lesson with a look into a detailed setting.

Hook:

Now that you have an understanding of how to develop a plot, we want to look at how our story idea can be even more detailed and developed. Using a setting whether it be a place,

time, or season can help readers step into the character's shoes and understand the feelings they have and their problem or goal. Which story would you rather continue reading?

1. Today I walked to school and sat at my desk to do some work. After I went home and played soccer.

2. I had woken up early for school today. I looked out my window and saw the sun shining. New York is so pretty when it's warm out. I got dressed and headed for school, passing many buildings. I got to school and sat at my desk which was at the very back of the classroom; all I could think about was playing soccer on the field later.

Purpose:

A detailed setting can bring a story alive. How can a detailed setting provide us with an interesting storyline? We want students to specify where their story is going to take place. By introducing the setting at the beginning and continuing it whether it changes or not throughout the story can allow students to feel more confident about how their story is portrayed to their selected audience.

Brainstorm:

Read the mentor text "Alexander and the Terrible, Horrible, No Good, Very Bad Day!" written by Judith Viorst Illustrated by Ray Cruz" as a class. The teacher discusses what the setting is in the story and the words that are used to create it. Explain to the students why including a detailed setting makes for a better story as we know why the character has certain feelings and we can better understand each part of the plot when we know where or when it is being told.

Shared/Guided writing:

Now that the students have seen a detailed setting in the mentor text, in small groups have students brainstorm what are some familiar settings to them. Examples include the park, at home, at school, the grocery store, or a museum. Have students write their favourites in their writing notebooks. Remember that a setting does not always have to be a place. It can be a season or time period.

Independent writing:

Independently have students take a couple of different settings they have written in their notebook and brainstorm words to describe their setting. If some students feel ready, ask them to create a paragraph introducing their story using the setting. For the more advanced students, have them even work on their grammar a bit using “dependable clauses to help the reader visualize setting” (Dorfman and Cappelli p. 255, 2017).

Model:

Have teacher show their own work before they get started:

Example of teachers work:

It was a cold Monday morning. As I slowly woke up from the rain pressed against the window I began to shiver. I forgot to turn my heat up the night before. I looked at my clock and realized that I had slept through class. I looked around my room to find my laptop so I could email my professor to let her know what had happened.

The teacher should point out keywords to describe her setting. "Cold", "Monday", "Morning", "Rain".

Reflection:

Have students edit and revise each other's paragraphs. Encourage them to give one thing they liked and one thing they think could be even stronger this will be in the form of a record sheet (Wilmot, 2021)

1. My name is _____
2. I am editing _____ work.
3. One thing I thought they did really well is: _____
4. One thing I thought they could improve on is: _____

Then, have students reflect by themselves:

What would happen if there was no setting in a story?

Do you think you can use a familiar place to create your own story?

What other types of settings might there be besides places?

ex. time, season

Lesson #3: Breaking down the Plot: Beginnings

Curriculum Connections:

Big Idea(s): “Stories can be understood from different perspectives”, "Stories and other texts help us learn about ourselves, our families, and our communities”, "Using language in creative and playful ways helps us understand how language works”

Curricular Competencies: “Plan and create a variety of communication forms for different purposes and audiences”, “Recognize the structure and elements of story", "Use sources of information and prior knowledge to make meaning”, "Use developmentally appropriate reading, listening, and viewing strategies to make meaning”, “Recognize how different texts reflect different purposes” “exchange ideas and perspectives to build shared understanding”

Content: “Elements of a story”, "literary elements and devices"

Elaboration: “Character, plot, setting, structure (beginning, middle, end), and dialogue”, “Descriptive language, poetic language, figurative language, images, imagery, rhythm, rhyme, simile, alliteration”

(BC Ministry of Education, n.d <https://curriculum.gov.bc.ca/curriculum/english-language-arts/3>)

Context: Grade 3

This lesson builds off of the previous two lessons and it focuses on just the beginnings of a story. Students will need to have previous knowledge on how to create a plot using a chart.

They will need to understand why a setting can help enhance the plot so they will need to have familiar places, times, and seasons they can use for future writing.

Materials:

-Birthday party innovation example

- Construction paper
- Scissors/Glue sticks
- Invitation Template
- Students personal notebooks
- Mentor text; the beginning of “The Night Before My Birthday” (read the part until it says what could go wrong)

It is the main characters night before their birthday and their parents are decorating and getting ready for the party. Everything is going well as they are setting up the day of the characters birthday, until the dad trips and drops all the ice cream for the party. The dad and the main character go to the store quickly to buy more ice cream. When they arrive at home the guests have already arrived and they surprise the birthday kid. This story is great as it is gender neutral. This text provides this lesson with a look at a strong beginning.

Hook:

The beginning of a plot is extremely important as it is where readers decide if they want to keep reading or not. The goal is to have the readers decide they want to keep reading. You want them to be interested and engaged in the storyline. Using the mentor text provided, we will read the beginning of the story multiple times if needed to ask students: Should I keep reading?

Purpose:

As discussed in chapter 5 of the textbook "Mentor Texts" by Dorfman and Cappelli, the common ingredients of a good beginning are the creation of the mood, establishing the setting, information about the main character (hopes, thoughts, feelings), at least a hint of the problem/

goal of the story. In this lesson, students will be taught the ingredients of a good beginning in creative writing. The previous lesson should have prepared them with one common ingredient of a beginning and as a story as a whole: the setting. Today, students will focus on that and other ingredients as well. They will also create their own invitation to use as a metaphor to why an invitation is like a beginning because it gives insight on the information of the party like what to bring but you will not know how the party will go till you get there. Just like how you will not know what happens in a story until you read it.

Brainstorm:

The teacher will read the beginning of the story “The Night Before My Birthday” multiple times if necessary. The teacher will explain to their students what a beginning is: it is the start of a story where you get to know the character’s thoughts and feelings and maybe the start of the goal or problem in the plot. Then the teacher will write the key ingredients to a good beginning of a plot on the board:

The Mood: *excited, happy*

Setting: *night before the main characters birthday and morning of birthday, at home setting up decorations*

Information about the main character: : *Dreaming of birthday gifts, character is turning a year older*

Together, the students and the teacher will fill in each of these. (Examples of answers listed above)

Then the teacher will encourage class discussion on why these things are needed to create a good beginning of a story? Ex. It gets the reader hooked and they want to keep reading.

Guided writing:

In partners, have students talk about their dream party.

Some questions to prompt discussion:

Where would it take place?

Who would attend?

What would you do?

Would there be a special guest?

Independent writing:

In this part of the lesson, students will have the opportunity to create their own invitation to their dream party. Let them get creative, meaning it does not have to be just for a birthday party, it can be a Christmas party or summer party. Hand out art supplies and then show an example of your own work. Encourage them to decorate it and make it their own. Once the students are done, they can choose to share with the class if they would like. After, have a class discussion on why this relates to the beginnings of stories. It is like opening an invitation to a party with some information to help you know what to expect and how to prepare (Dorfman and Cappelli, 2017)

Model:

Teacher shows their version of a birthday party invitation (see example below)

Reflection:

After students have shown their work to the class, explain to students that next time they will take a look at the middle of a story: the rising action, climax, and falling action, and then in the next lesson they will look at the end of the story or the resolution.

Ideas for next lesson plans in the unit:

-how to create an interesting middle

-how to not use “the end” in a story (satisfying end)

YOU ARE INVITED TO

Hannah's

**BIRTHDAY
PARTY**



Date: September 14, 2021

Time: 6pm

Place: #1 1234 Street

Bring towel/swim suit

RSVP: September 10th, 2021

References:

ABCReadToMe. (2017, July 26). *Alexander and the Terrible, Horrible, No Good, Very Bad*

Day!!! A READ ALOUD [Video]. Youtube. [https://www.youtube.com/watch?](https://www.youtube.com/watch?v=w6HhKlpp7ok&t=24s&ab_channel=ABCReadtoME)

[v=w6HhKlpp7ok&t=24s&ab_channel=ABCReadtoME](https://www.youtube.com/watch?v=w6HhKlpp7ok&t=24s&ab_channel=ABCReadtoME)

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Invitations, party invitations kids, kids birthday party invitations. (2021, February 01).

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