Friday, September 13, 2012 Story Plot Lesson

I know you may not get through all of this material. Please let me know what point you get up to in the lesson so I can continue on Monday. Thanks! Tatiana Ignotis

**Please review STUDENT Learning OBJECTIVES for today’s learning**

Content purpose

* review the characteristics of the literary element of plot.

Language Purpose

* demonstrate an understanding of plot structure by applying the term in familiar contexts.

PGW Outcome:

* use a plot diagram graphic organizer to present their analysis of plot structure.

*They don’t have to copy this in their composition book, tell them not to worry ☺*

Today’s lesson will be about using a plot diagram to chart the different parts in a story

1. Have students take out their red plot foldable and remind them of the following:
	* **Exposition:** The mood and conditions existing at the beginning of the story. The setting is identified. The main characters with their positions, circumstances and relationships to one another are established. The exciting force or initial conflict is introduced. Sometimes called the “Narrative HOOK” this begins the conflict that continues throughout the story.
	* **Rising Action:** The series of events, conflicts, and crises in the story that lead up to the climax, providing the progressive intensity, and complicate the conflict.
	* **Climax:** The turning point of the story. A crucial event takes place and from this point forward, the protagonist moves toward his inevitable end. The event may be either an action or a mental decision that the protagonist makes.
	* **Falling Action/Denouement:** The events occurring from the time of the climax to the end of the story. The main character may encounter more conflicts in this part of the story, but the end is inevitable.
	* **Resolution:** The tying up of loose ends and all of the threads in the story. The conclusion. The hero character either emerges triumphant or is defeated at this point.

\*Page 22 of “The Language of Literature” Book has this information as well.

1. Explain that plot structure is used for more than just the literature that they read in class. It is used in oral storytelling, television, movies, and more.
2. Choose a story that all students are familiar with, but just to make sure, please read a version of it to the class. Choose the one you like the best or are most familiar with.

You could read any of the following simple stories with them aloud:

* + 1. **The three bears**
		2. **The kissing hand**
		3. **The little engine that could (a bit long though)**
		4. **The Giving Tree**
1. Then ask the class to brainstorm the significant events in the story. As students make suggestions, write the events on the board.
2. When students finish making suggestions (or you get enough events), review the list. Ask students to look for any items which have been omitted or items which should be combined.
3. Discuss the difference between significant events and the other events in the story.
4. Next, read the story, **“The princess and the Tin Box by James Thurber on pg 21 of the students REV book**. (It’s pg. 20 in the teacher guide)
5. Demonstrate how to use the [**Plot Diagram**](http://www.readwritethink.org/materials/plot-diagram), using the relevant events from students' brainstormed list. I have provided copies for you and the students to write on as you work through this together.

\*Please use the **document camera** and the active board to view this as you do this together as a class. Make sure that “camera” is selected on the doc cam, and that you have turned on the active board by pressing the green on button (the button is funny and you have to point it at the back of the projector)

1. Answer any questions that students have about the process of completing this plot diagram.
2. Arrange students in small groups, and ask each group to chart the course of a story they pick out of the **orange bin, a FAIRYTALE from my website on the Language Arts Links page, or a children’s story they brought with them today, using the** [**Plot Diagram**](http://www.readwritethink.org/materials/plot-diagram). Assign each group a different story so that you can make comparisons later in the session.
3. To guide students' discussion, you can share key questions that they must negotiate as they complete their story plot pyramids, such as the following:
	* What did the author need to explain to readers in the exposition section?
	* What inciting event causes the action to begin to "rise"?
	* Where does the story peak? Is there a clear climax?
	* Which events lead up to the conclusion?
	* How is the story resolved?
4. As students work, you will likely overhear them arguing over where the story turns, where its climax is. Encourage students to point to evidence from the story to support their choices.
5. Once students have completed their work, ask groups to share the plot diagrams with the class.
6. Draw comparisons among the different diagrams. In particular, point out how the plot structure compares to overall text-are the plot sections of equal length? how and when are they different?
7. Explain that the shape of the pyramid suggests that the climax always occurs in the middle of the story. This is often not the case. Particularly in short stories and situation comedies, the climax can occur relatively close to the end. Falling action leads swiftly to a resolution.