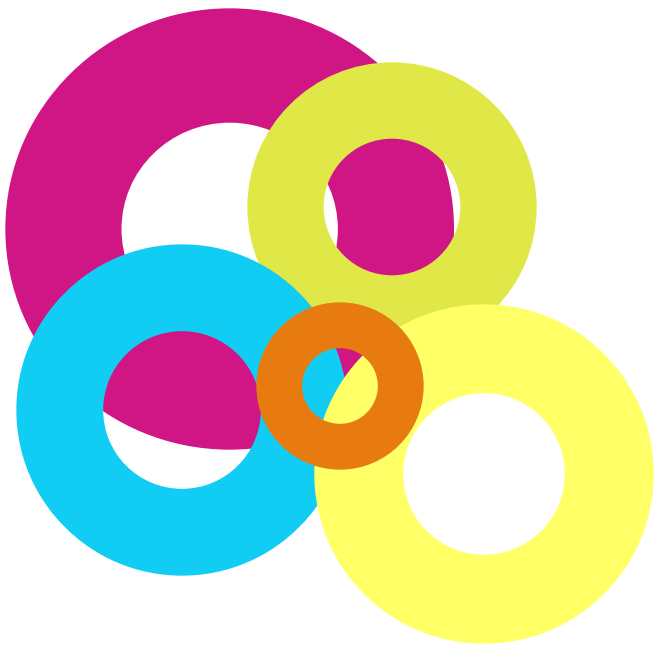


Polka-dot Fixes Kindergarten Story Elements Lesson Plan



By Jeannie Johnson-Young

Welcome!

Thank you so much for downloading “Polka-dot Fixes Kindergarten” Story Elements Lesson Plan. As an elementary school teacher, I know it’s critical to teach our littles story elements to help improve their comprehension levels. This lesson plan introduces your students to the elements of a story, how to do a simple book report, and how to deal with bullying behavior. It is based on the picture book “Polka-dot Fixes Kindergarten,” the story of a little girl’s first day of school and what happens when she encounters bullying behavior.

This lesson includes a slide show; a detailed lesson plan; and a fun printable, student book report template to print out. This interactive lesson provides opportunities for your class to work whole group, in small groups, and independently. You can teach the lesson in one day or over several days. I recommend doing it in two days—especially if you have a large English Learner population or a number of students who need extra scaffolding. Teaching the lesson over two days is particularly beneficial if your school uses Daily 5 or another format that provides opportunities to alternate whole group instruction with small group interventions.

I have used “Talk, Read, Talk, Write” extensively in my classroom. It is an amazing teaching method developed by Nancy Motley to increase student participation, improve reading and comprehension skills, and produce excellent written evidence of learning. (If you ever get a chance to attend one of her trainings, jump at it. She is fabulous!) I incorporated a modified “Talk, Read, Talk, Write” method in this lesson plan specifically because it gives students who might need scaffolding (IEP, ELLs) the help they need to fully participate.

I hope you and your students enjoy reading “Polka-dot Fixes Kindergarten” and this lesson on story elements.

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Objective: Students will be able to identify the characters, setting, key details, and theme of a story through class discussions and a whole group written book report.

Standards	
Kindergarten	1st Grade
<p>LK.1.D Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>LK.1.F Produce and expand complete sentences in shared language activities.</p> <p>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.3 With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>L1.1.J Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>RL.1.1 Ask and answer questions about key details in a text.</p> <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>

Understandings:	Essential Questions:
Students will understand that....	Students will be able to answer...
<ul style="list-style-type: none"> • Stories have a main character and supporting characters. • Settings are where a story takes place. • Key details are the events that happen in a story. • Most stories have a theme or lesson. 	<ul style="list-style-type: none"> • Who are the characters in the story? • Where does the story take place? • What key events happen in the story? • What is the theme or lesson of the story?

Slide Show	You can find the slide show on www.catherineurdahl.com . Click on the For Teachers button to find the slide show.
Slide 1	Explain that they will be using the story "Polka-dot Fixes Kindergarten" to learn about all the pieces or elements that make up a good story.
Slide 2	Read the objective to the students and explain that story elements are all the different pieces that make up a story.
Slide 3	This slide introduces the story elements of character, setting, key details or actions, and the lessons or themes of the story.
Slide 4	Explain that they are going to show what they have learned by doing a book report that they can take home and show their parents. The book report also could be used as an exit ticket or as a work sample for parent teacher conferences.
Slide 5	Story Element 1: Characters. Have the students use the sentence stem on the slide to discuss what they think a character is. You can have them talk in table groups or partners. Have 4 or 5 students share out.
Slide 6	Read the definition of a character to the students. Then, using the illustrations on the slide, have the class discuss who they think the characters in the story might be.
Slide 7	Story Element 2: Setting. Have the students use the sentence stem on the slide to discuss what they think a setting is. You can have them talk in table groups or partners. Have 4 or 5 students share out.
Slide 8	Read the definition of a setting to the students. Then, using the illustration on the slide, have the class discuss where they think the story might take place.
Slide 9	Story Element 3: Key details or action . Have the students use the sentence stem on the slide to discuss what they think key details are. You can have them talk in table groups or partners. Have 4 or 5 students share out.
Slide 10	Read the definition of key details to the students. Then, using the illustration on the slide, have the class discuss what they think is happening in this illustration.
Slide 11	Tell the kids you are going to read the story "Polka-dot Fixes Kindergarten" by Catherine Urdahl and Illustrated by Mai S. Kemble. Ask the students what an author is and what an illustrator is.

Pages 1-12	Read the first 12 pages and ask the students "who are the characters you have met so far?" Ask them where the story takes place.
Pages 12-20	Read through the page where Liz is jumping rope. Ask them what has happened so far and how they think Polka-dot is feeling.
Pages 21-32	Read through to the end of story. Ask the students what the problem was in the story and how it was resolved.
Slide 12	After reading the story, pass out the book report packet, and have the students write their names and the date on the book report. Explain that they will identify the different elements of the story when they fill out the book report.
Slide 13	Work whole group, asking the students who the main character is. Have them draw her picture in the first circle and write her name below. Then see if they can name the three supporting characters and have them draw their pictures and write their names on the lines below. After they have named all the characters, have them tell you the setting of the story. Have them draw a picture of a classroom, and then below it, have the students write the sentence "The setting is a classroom" on the line below.
Slide 14	Explain to them that events in a story happen in a sequence. We use sequencing words like first, next, then, and last to let people know in which order events occurred.
Slide 15	Work together whole group to figure out the main events that happened in the story. I have put some examples on the slide if you would like to use them.
Slide 16	Explain to the students that many stories have underlying themes or lessons. Have the students talk in partners or table groups to discuss what they think the lessons of the story are. Have 4 or 5 students share out.
Slide 17	Have the students draw a picture of the lesson Polka-dot and Liz learned, and then have them write the lesson of the story using the sentence stem on the top of the page.