Craft Stick Story Elements

First Grade  Reading, Writing, ESL
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This comprehensive overview of story elements will definitely leave students with a better understanding of author's purpose, character traits, sequence, and main idea. It features the acclaimed Leo the Late Bloomer by Robert Kraus.

Learning Objectives

The students will be able to write and identify story elements to increase their reading comprehension.

Materials and preparation

- Craft sticks
- Chart paper
- Markers
- Language journals
- Pencils
- Quart size resealable Bags
- Leo the Late Bloomer by Robert Kraus
- Tape recorder
- Cassette tape

Key terms

- author's purpose
- character traits
- sequence
- main idea

Introduction (10 minutes)

- Explain to the students that the lesson focus will be on certain story elements that will help them understand what happened in a story and why.
- Read the story Leo the Late Bloomer

Beginning: Have students turn to a partner and explain what you will be discussing, either in English or their home language (L1).

Intermediate: Have students rephrase what you will be studying today. Explain that rephrasing means to use your own words.

Explicit Instruction/Teacher modeling (15 minutes)

- On the craft sticks write one story element: retell, author's purpose, character traits, sequence, or main idea. Make 4-5 sets of the sticks.
- Author's purpose helps the students understand why the author wrote the story: to entertain, give information, or persuade us.
- Character traits allow the students to understand and interpret characters' feelings.
- Sequence helps us understand the order of what happened in the story.
- Main idea explains what the story is all about.
- Choose a stick from the bag and read it to the students.
- On the chart paper, write something about Leo the Late Bloomer that's related to the term on the stick.
- Let the students read what you have written.
- Choose another stick and let the students help you write something for it.

Get more lesson plans at https://www.education.com/lesson-plans/
• Continue until all the sticks have been used.

**EL**

**Beginning:**

• Before reading, front-load the definitions of retell, author's purpose, and sequence. Write them down for student reference.
• After reading aloud, have students turn and retell the story to a seat partner.

**Intermediate:**

• Before reading, ask student volunteers to define the terms retell, author's purpose, and sequence. Tell students to be thinking about each of these in the story while you read.
• After reading aloud, ask students to retell the sequence of events.

**Guided Practice (20 minutes)**

• Place the students in groups. Let them select captains for their groups.
• Give each group a resealable bag that contains story element sticks and a tape recorder (with a cassette tape already enclosed).
• Have the captains each choose a group member to pull a craft stick from the bag.
• The member should read it to the group. Have groups discuss how the element relates to *Leo the Late Bloomer*.
• When a group has a consensus, instead of writing the answer, they should record their answer on the cassette.
• Have students continue until all the story element sticks have been used.

**EL**

**Beginning:** Provide written questions and sentence stems for partner discussion before recording on the chart paper as a class. For example: "What is the main idea of *Leo the Late Bloomer*?" "The main idea is ____.

**Intermediate:** Pair ELs with sympathetic non-EL peer to turn and discuss each portion of term before asking for a student volunteer to share.

**Independent working time (15 minutes)**

• Let the students each choose a story element craft stick, read it, and return to their seats.
• Tell them to think about the answer from their group time and write it down.

**EL**

**Beginning:**

• Provide a student-friendly glossary of terms that may be unfamiliar to beginning ELs.
• Provide a copy of *Leo the Late Bloomer* to each group.

**Intermediate:** Allow ELs extra time to complete the work.

**Related books and/or media**

• Find interactive books for each child’s level.

**Differentiation**

**Enrichment:** Advanced students can choose a story they have previously read. They can choose a craft stick with the story elements and work independently to write their answers for the sticks on lined paper. Have them choose at least 3 sticks.
Support: Work with struggling students in small groups. Together, come up with suitable responses. Write them down and let the students copy them.

Assessment (10 minutes)

- Let the students read what they wrote in their journals to a partner sitting next to their left elbow.
- Circulate and listen. Offer suggestions where needed.

EL

Beginning: Provide ELs with sentence frames to discuss the stories with their partner. For example: "The author’s purpose in Leo the Late Bloomer was ___ because ___.”

Intermediate: Provide a word bank on the board during partner work time.

Review and closing (5 minutes)

- Review the key terms and relate them to Leo the Late Bloomer.

EL

Beginning: Ask for student volunteers to share the definitions of author’s purpose and sequence.

Intermediate: Ask students to turn and tell their partners the definitions of author's purpose and sequence."