

Share a Story Lesson for Students Grades K-3 - Using a Story Map to Plan a Short Story

SMART Goal

Specific: By the end of the lesson, students will be able to identify and illustrate the key components of a story map (characters, setting, sequence of events, problem, and solution) using a selected text.

Measurable: Each student will complete a story map graphic organizer that includes at least one detail for each component, demonstrating their understanding.

Achievable: Students will receive a brief introduction and examples of story maps, along with guided practice to ensure they grasp the concept.

Relevant: This lesson will enhance students' comprehension and analysis skills, which are essential for their overall reading proficiency and for composition of a short story.

Time-bound: The story map will be started during the 60-minute lesson

Procedure:

- 1) **Video:** Watch and discuss [Talking About Gratitude/Xavier Riddle and the Secret Museum \(3 min.\)](#) (Or for preschool children watch and discuss [Remembering to Be Thankful/Daniel Tiger's Neighborhood](#))
- 2) **Book:** Read/Watch [My Gratitude Jar](#) or [The Gratitude Jar](#) and together fill out a [story map template](#) (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.readingrockets.org/sites/default/files/migrated/pdfs/storymap_complex3.pdf). (Example videos from PBS LearningMedia: [video pt.1](#); [video pt.2](#); [video pt.3](#)) (13 min.)
- 3) **Brainstorming:** [Make a Gratitude Jar](#) (15 min.)
- 4) **Group Storytelling:** In small groups, have students take turns adding a sentence to create a collaborative story. Encourage students to add characters, setting, a sequence of events, a problem, and a solution as they create their story together. (15 min.)

Example Add-on Story: First review of the definition of a complete sentence with the students. Divide the class into two or three smaller groups and have them sit in circles. Give the same beginning sentence to one person in each group. (Ex: The day my friend learned what gratitude really meant was when he went to get ice cream with his best friend.) Each student in the circle will add a sentence to continue the story. The students will go around the circle at least once, twice if they still need to incorporate some of the elements of the story. Have the students use the story map template to a synopsis of the story with the other groups.

- 5) **Story Map:** Have students create visual story maps with a unique story idea by filling in sections for characters, setting, problem, and solution. Students can fill in each section with words and/or pictures, to help them organize their thoughts and develop a clear narrative structure. [Story Map Template:](https://www.readingrockets.org/sites/default/files/migrated/pdfs/storymap_complex3.pdf)
chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.readingrockets.org/sites/default/files/migrated/pdfs/storymap_complex3.pdf (15 min.)
- 6) **Optional Take-Home Activity:** Complete a [Thanksgiving Venn Diagram](#) to garner more ideas for a story

Ohio ELA Standards Addressed in the Lesson:

Ohio Reading Standards for Literature (Grade K-2):

Key Ideas and Details

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

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RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.K.2 With prompting and support, retell familiar stories, including key details.

RL.1.2 Analyze literary text development. a. Demonstrate understanding of the lesson. b. Retell stories, including key details.

RL.2.2 Analyze literary text development. a. Determine the lesson or moral.

RL.3.2 Analyze literary text development. a. Determine a theme and explain how it is conveyed through key details in the text.

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

RL.1.3 Describe characters, settings, and major events in a story, using key details.

RL.2.3 Describe how characters in a story respond to major events and challenges.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Ohio Writing Standards (Grade K-2) :

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.

W.1.3 Write narratives to 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.

W.2.3 Write narratives to recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

