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Lesson Plan Comprehension – story structure

RL 5830

4/2/12

Objectives:

\*Students will use story mapping to be able to identify the characters, setting, mood, theme and resolution in a story.

\*Students will outline the information in a visual way.

Rationale:

This group of students are poor decoders and poor comprehenders so the teacher will read the story aloud to the them.

The first time the strategy is introduced the teacher models next students will work in pairs to read a story at their instructional level and complete a story map together.

Buehl in *Classroom Strategies for Interactive Learning* writes (2009) “Stories are a powerful way of communicating to us things we need to know. But stories are also predominately an indirect method of delivering messages – as listeners and readers, it is often up to us to figure out just what a story is saying” (166).

Materials:

A copy of the story mapping worksheet, copy of chosen book (in this case *The Man Who Walked Between the Towers by* Mordicai Gerstein)

Procedure:

1. Tell students that you will be reading them a story and ask them what they would like to know about it. They will probably say what it is about, what happens in the story, how it ends. Use a story star to show and record the basic elements: Who, Where, When, What and How.
2. Read *The Man Who Walked Between the Towers* by Mordecai Gerstein aloud to the the group.
3. With the group review the setting, who it is about, when it takes place, and where. Fill in the details on the story star.
4. Model on the overhead transparency how to fill in the key information from the story. Find the major details that move the plot along. In this case:
5. A young man who is a street performer and loves to walk on wires sees the space between two towers being built.
6. He gets the idea that it would be a great place to stretch a rope and walk.
7. He knew the owners of the towers and the police would never allow it so he began a plan to do it secretly.
8. Philippe dressed as a construction worker and he and his friend waited till night and carried the equipment up.
9. At midnight they began tying their rope and preparing and were ready past dawn.
10. Philippe began walking and a woman saw him and then everyone saw it, including the police.
11. Officers shouted that he was under arrest, but Philippe wouldn’t stop for another hour.
12. He even laid down to rest.
13. When he was down he was arrested and went to court.
14. The judge sentenced him to perform for children for free in the park.
15. The towers are gone, but the memory of Aug. 7, 1974 remains.
16. Review the problem that gets resolved among Philippe and the city. Make the connection that this is the conflict and discuss how it gets resolved on the story map (Philippe is asked to perform for the children of the city.)
17. Have students read a story on their own and pair up and complete story maps with the teacher circulating and assisting as needed.