

GED 2002 Teachers' Handbook of Lesson Plans

Area/Skill - Language Arts, Reading	Cognitive Skill Level - All Levels	Correlation to Framework - 04.01/04.03/04.04	Lesson Number - 26
<p>Activity Title - Story Maps</p> <p>Goal/Objective</p> <p>To develop a succinct synopsis of a story that is read in class through the use of a “story map”.</p> <p>Lesson Outline</p> <p>Introduction</p> <p>Discuss that all stories have certain elements in common. Stories have a setting, characters, point-of-view, tone, and a plot that generally includes a conflict and a resolution.</p> <p>Activity</p> <p>Begin the activity by reading a short story aloud to the class. Select a story that will be of interest to the students. After you have read the story, provide copies of the Handout - Story Map to each students. With the students' help, model how to complete the graphic organizer to develop a synopsis of the story that was just read.</p> <p>Debriefing/Evaluation Activity</p> <p>Provide students with additional stories to read throughout the course in which they will complete their own story maps. Have students add specific areas to the story map as they identify additional story elements or as they read different types of literary genre. Teachers may wish to identify different stories that have similar themes but different tones or outcomes. This would provide students with the opportunity to analyze a variety of reading passages to explore the relationship among ideas.</p>		<p>Materials/Texts/Realia/Handouts</p> <ul style="list-style-type: none"> • Handout - Story Map • Copies of select stories that will be of interest to the class • Paper and pencils • Transparency of handout • Overhead projector 	
		<p>Extension Activity</p> <p>Have students bring their favorite poem to class. Discuss how a story map could be used to outline the main ideas. Ask what other types of elements should be added to the story map for a piece of poetry. Examples may include: types and examples of figurative language, rhyming structure, tone, etc.</p>	
<p>Real-Life Connection</p> <p>Have students create a “story map” to use with real-world documents. Provide students with samples of letters, memos, newspaper articles, etc. Discuss what elements need to be included in the overview or story map. Develop a new type of graphic organizer for these real-world documents. Different types of items that might be included would be: date of the item, author's point-of-view, type of document, etc.</p>		<p>ESE/ESOL Accommodations</p> <p>Select reading assignments slightly below the students' reading level to provide ease in completing the first assignments.</p> <p>Record the stories so that students can repeatedly listen to them to identify the different elements.</p> <p>Provide students with basic elements of stories and short definitions.</p>	

GED 2002 Teachers' Handbook of Lesson Plans - Script

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<p data-bbox="58 215 436 245">Activity Title - Story Maps</p> <p data-bbox="58 277 235 306">Introduction</p> <p data-bbox="58 345 2037 508"><i>Ask:</i> How many of you enjoy reading short stories? What types of stories do you most enjoy reading? <i>Say:</i> The GED Tests will require that you are able to synthesize the information that you have read from excerpts from different types of documents. Some of these passages will be excerpts from short stories. <i>Ask:</i> Is it sometimes difficult to tell someone else about what you have read in a quick and concise manner? <i>Say:</i> Today, we are going to use a graphic organizer called a story map. This short outline will help you to identify the main ideas in the story that you will hear and in a few sentences, retell the story.</p> <p data-bbox="58 578 243 607">Main Activity</p> <p data-bbox="58 646 1984 711">Select a short story that will be of interest to your class. Read the story aloud. You may wish to have students follow along with their own copies of the story or you may wish to have them relax and just quietly listen.</p> <p data-bbox="58 743 1976 808"><i>Say:</i> Now that we have finished a wonderful story, let's see if we can develop a succinct outline of who, what, where, how, and maybe even why things occurred.</p> <p data-bbox="58 846 1948 911">Provide students with copies of the Handout - Story Map. On an overhead projector, place a copy of the organizer. Model for the class how to complete the graphic organizer to develop a synopsis of the story that was just read. Have students answer the questions as you complete the form.</p> <p data-bbox="58 976 340 1005">Closure/Conclusion</p> <p data-bbox="58 1044 888 1073"><i>Ask:</i> Who can retell the story that I just read in a few sentences?</p> <p data-bbox="58 1110 2011 1175">Have different students retell the story using the main ideas located on the story map. Reinforce the need for students to possess this skill when reading materials in real-life, as well as when taking the GED Tests.</p> <p data-bbox="58 1213 2032 1278">Provide students with additional stories to read throughout the course and have them complete their own story maps. Have students add specific areas to the story map as they identify additional story elements or as they read different types of literary genre.</p> <p data-bbox="58 1310 470 1339">Follow-Up Lessons/Activities</p> <p data-bbox="58 1378 2011 1443">Identify different stories that have similar themes but with different tones or outcomes. This provides students with the opportunity to analyze a variety of reading passages to explore the relationship among ideas.</p> <p data-bbox="58 1481 1990 1546">Have students bring their favorite poem to class. Discuss how a story map could be used to outline the main ideas. Ask what other types of elements should be added to the story map for a piece of poetry. Examples may include: types and examples of figurative language, rhyming structure, tone, etc.</p>			

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Reading 26 Handout

Story Map

Name of story and author

Setting (When and where did the story take place?)

Characters (Major and minor characters)

Speaker (Who is telling the story?)

Tone (What is the tone of the story? Is it serious, comical, sarcastic?)

Problem (What is the main conflict or issue in the story?)

Main Events (What happened in the story? Be concise.)

- 1.
- 2.
- 3.
- 4.
- 5.

Resolution (What was the solution to the problem? How did the story end?)