

## **Plot-line Picture Book (English 1)**

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### **Lesson Plan Summary:**

In this lesson plan, students will become familiar enough with the Plot-line, which takes place in short stories and films, to teach younger grade levels about the subject. Students will write fairy-tale style stories, based on images found on the TIDES site, in the Plot-line structure. This lesson is best taught after an introduction of the Plot-line structure.

### **Objective:**

- Students will write a short story picture book with the purpose of educating a younger audience (primary school) on the plot-line structure. **(ELA TEKS 1 A,B)**
- Students will apply the writing process (prewriting, draft 1 and 2, peer/teacher edit, final product) to ensure a clear and concise product for their intended audience. **(ELA TEKS 2 A-E)**
- Students will use technology not only to form their final product, but to find images that will reflect their knowledge of the Plot-line structure as they write their short story. **(ELA TEKS 4 A-D)**
- Students will be evaluated based on their content and creativity. **(ELA TEKS 5 A,B)**

### **Materials Needed:**

- Plot-line notes to ensure their books flow according to the specified structure.
- Computers/printers (classroom or computer lab) to search through the TIDES website for images and for completing the final product.
- Writing and artistic supplies.

### **Procedure:**

Following a lecture on the Plot-line Structure (students should be encouraged to take notes), the teacher will discuss the structure of common childhood stories, such as *Goldie Locks and the Three Bears*, *The Three Little Pigs*, and *Cinderella*. A class period will be designated for students to search the TIDES website for story-related images that will appeal to a younger audience. Since students must use images from this site, they must find images first and then write stories based on those images.

**(NOTE: Students must have at least one picture representing each part of the plot-line: Introduction/Expository, Rising Action, Climax, Falling Action, and Resolution/Denouement.)**

After students obtain their images, they will begin their writing process. Pre-writing / brainstorming can be a class-wide discussion to get their brain juices flowing, draft 1 and 2 is their own individual work, peer editing after draft 1, teacher editing after draft 2; finally, they may go on to their final piece. Each story should mimic

the writing styles as seen in children's stories. Grammar and vocabulary should be age appropriate.

**Evaluate:**

The entire process to complete the stories should take about a week. Once their creative stories are completed, students may present their stories to the class for a class-wide evaluation using CONSTRUCTIVE criticism. Students will be evaluated based on appropriate language use, creativity, and concise use of the Plot-line structure. (Changes may occur as needed.)

**Extension:**

The students may travel to the nearest elementary school to read to the kiddies!!! (Teachers may need to secure permission beforehand.)

**Modification:**

Please modify this lesson as needed. It may help ESL students to write a story that would help fellow ESL students in the lower grades (write in their native language while translating to English). The main purpose is to teach the Plot-line structure to those in the lower grades in such a way that it will have a lasting impression.