

**Gr.& Subject: 6 -8 Area of Focus: Language Arts – Story Elements**

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*Content can be adapted for lower grades by writing their story using an App, such as iBook or Book Creator. Adjust rubric as needed.*

**Big Idea:** Developing our understanding of how language works allows us to use it purposefully.

**Core Competencies:**  Communication  Creative Thinking  Critical Thinking  
 Positive Personal/Cultural Identity  Pers. Awareness & Responsibility  Social Responsibility

**Curricular Competencies:** (What students will do)

Respond to text in personal, creative, and critical ways

Recognize an increasing range of text structures and how they contribute to meaning

Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view

Use writing and design processes to plan, develop, and create engaging and meaningful literary texts

Refine texts to improve their clarity, effectiveness, and impact.

Use an increasing repertoire of conventions of English spelling, grammar, and punctuation

**Content Learning Standards:** (What students will know and understand)

- Recognize different forms, functions, and genres of text
- Use reading and oral language strategies
- Write a story with adequate development using varied sentence structure, transitional words and common practices in standard punctuation use.

**Learning Targets/Success Criteria:** (I Can Statements)

I can respond to text (stories) in personal, creative, and critical ways.

I can recognize the Elements of Story and see how a story is built (introduction, characterization, rising action, climax, falling action, conflict, theme, resolution)

I can recognize and appreciate the role of story in the Aboriginal culture.

I can appreciate how the oral tradition in Aboriginal culture is how they taught their children and passed along their beliefs.

I can write a short story.

I can edit and revise my work to make it more clear, effective, and powerful.

I can use correct spelling, grammar, punctuation and quotations marks in story to create a clear and understandable story.

### **Resources:**

1. Literary Elements handouts (see attached). Use with a Powerpoint – such as: <http://www.slideshare.net/joescully6/elements-of-a-story-powerpoint>
2. Plot Diagram sheets (many available online):  
<http://www.readwritethink.org/classroom-resources/student-interactives/plot-diagram-30040.html> OR  
<http://www.portnet.k12.ny.us/Page/5653>
3. Books: (here are some that I used – check your library)  
*The Salmon Twins*, Caroll Simpson  
*The First Beaver*, Carolle Simpson  
*The Rough Faced Girl*, Rafe Martin, David Shannon  
*Frog Girl*, Paul Owen Lewis  
*Salmon Boy, A Legend of the Sechelt People*, Donna Joe  
*How Robin Got its Red Breast*, ill. Charlie Craigan  
*Rainbow Crow*, David Bouchard (English & Objibwe)  
*Storm Boy*, Paul Own Lewis  
*Cloudwalker*, Roy Henry Vickers & Robert Budd
4. Evan Moore, *Daily Six-Trait Writing 6+*, IDEAS, Week 3, Days 1-4
5. Option: Write Genre – Story Writing Unit : or look up “Somebody, Wanted, But, So” for a short lesson.
6. Short Story Instructions & Rubric – Debbie Born
7. Edit-Revise Assignment – Debbie Born
8. “Eagle’s Plan” short story assignment – Debbie Born
9. Google Slides “Book Report” (format already created for use)
10. <http://shop.slcc.ca/legends-symbology>
11. Dialogue in Narrative Cheat Sheet:  
<https://drive.google.com/a/clayburnmiddle.com/file/d/0BxPIS3N7VuK2NEdScldRR0s2MEE/view>
12. Student Learning Reflection – Debbie Born
13. Quotation marks practice worksheet + answers.

### **Aboriginal Principles of Learning:**

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning involves recognizing the consequences of one’s actions.
- Learning recognizes the role of indigenous knowledge.
- Learning is embedded in memory, history, and story.

**Tasks to Support Learning:** This is fairly condensed – it easily could be a one-month unit.

**Day 1** – Literary Elements Handout. Read *The Salmon Twins*. Orally discuss which parts of the story fit with the elements.

**Day 2** – Watch (Netflix) a first season episode of *Full House* – *episode 3 – Stephanie is afraid to go to school*. Stop every 5 minutes or so and fill out a plot diagram or sheets on characterization. This become a great reference point to come back to as they will remember the introduction, inciting action, rising action, climax, falling action, conflict, and resolution.

**Day 3** – read another story (*The Rough Faced Girl* – like Cinderella theme) and complete a plot diagram.

**Day 4** – Google Classroom Partner work with iPads/laptops. Read Mrs. Born’s story, “Eagle’s Plan”. Highlight powerful words and effective sentence starters. Identify elements of story.

**Optional lesson here** – Use of dialogue and quotation marks – worksheet practice. Note – when we do novel studies, we read aloud as a class – and I assign the parts – so one student reads one character, another student reads another, and I (or a high reader) does the narrator parts. This really teaches them about the function of dialogue.

**Day 5 & 6** – groups of 3-4 will read a short story (from book list). Students will be assigned a Google Classroom collaborative Story Elements Presentation (each one uses a laptop). One student (“owner”) opens it and SHARES it with the others. They will find it in their “Shared with Me” folder in Google Drive. Now all can work together. Alternatively, the slides could be printed out and students could write in them or use another worksheet-type assignment. The collaboration element is fabulous though as they work together and see their peer’s work and comment on it and make suggestions for improvement.

**Day 7** – **option** – Groups present their work to the class. The “owner” SHARES the assignment back with the teacher, who then can show it via the projector. Or just “turn in” and teacher can use as assessment. I used this as formative assessment.

**Day 8** – Evan Moore – Go through Days 1-4, “Developing Character, Setting, and Plot Ideas”. I went through this at a very quick pace, doing Day 4 almost as impromptu ad-lib theater, with kids giving the next sentence and using the idea, “Somebody... Wanted... But... So”. I could have spent a long time on this. This could have been Days 8 – 10 or more.

**Day 9** – invited in Christine Seymour, our District Hal’qemeylem teacher), she taught some culture and some words, which I made into a poster for reference.

**Day 10** – listen to the Sto:lo story – link:

**Day 11-13** – write your own Aboriginal Short Story – created an assignment in Google Classroom. I linked in a dialogue cheat sheet, an Aboriginal symbology website, and the rubric. Student could also refer back to “Eagle’s Plan” for a story structure to follow. Advanced students were able to link in content from the symbology website, while emerging writers followed a similar problem to “Eagle’s Plan”. I gave 2 days to write and then assigned it as homework. As the the students were writing, I “jumped into” their writing via Google Classroom and made suggestions to nearly all students over the 2 ½ days of writing. Students used the “Research” tool and found images (we searched: Aboriginal animals art Pacific Northwest). Then they can drag in the art and the source is footnoted automatically. Have a short discussion about not stealing images – they are someone’s art.

**Day 14** – Edit/Revise Assignment (Google Classroom or on paper) – note: any time my students work on the iPads, I try to use my Apple TV to let the students “mirror” their work. They love showing off their work, plus it’s a quick way to point out something they did well, but also to find a teaching point (i.e. incorrect use of quotation marks) and have everyone correct theirs at once (immediate feedback!).

**Days 15& 16** Catch up time for slower writers. Aboriginal art for the rest. We looked up “Richard Shorty Art Cards” (he’s a BC artist I discovered at Granville Island). Students choose a piece of art to copy (NOT TRACE!!). Work was mounted on coloured paper and a bulletin board was created. Consider doing a write-up of the unit which Competencies were learned to include with their Art display.

**Day 17** – students complete a Plot Diagram of their own story, finish up the art (sharpie and colour)

**Day 18** – print out stories (or use iPads) and practice oral reading. Students work in pairs or groups of 3 and “tell” their story, as Aboriginal culture was oral story telling. This also helps students work on their oral fluency.

**Assessment Methods:**

Formative – group discussion & participation, partner work: Eagle’s Plan activity, Group Collaborative presentation of Short story on Google Slides.

Summative – Edit/Revise assignment, Original short story, Plot Diagram of story, Student Reflection (after students write this up, they could use a program, such as ChatterPix, to read their learning reflection (it can be 30 seconds long) and take a picture of their art. This could be uploaded to FreshGrade, along with a link to their story.

## Literary Elements – Teacher notes

**Setting:** The time and place of the story.

**Time** – in history, time of day, season

**Place** – country, city, home, marketplace, etc.

*Example: long ago, the palace, the ball, a far away kingdom, the home of Cinderella's step-mother.*

**Characterization:** A person or an animal in a story, a play or other literary work. The method a writer uses to reveal the personality of a character in a literary work. Methods may include what the character says about him or she, what others reveal about the character, and the character's own actions. The method a writer uses to reveal the personality of a character in a literary work. Methods may include what the character says about him or she, what others reveal about the character, and the character's own actions.

**Protagonist-** the central character or hero in a narrative or drama, usually, the one with whom the audience identifies with. Often known as the HERO.

**Antagonist-** principal character in opposition to the protagonist. Sometimes not a person but an obstacle such as a force of nature, society or inner conflict. Often known as the VILLAIN.

*Example: Cinderella: loving, kind, works hard, pretty, innocent, hero, cheerful, smart, happy. (protagonist)*

*Step-mother & step-sisters: jealous, mean, ugly, self-absorbed, villain, lazy, nasty. (antagonists)*

**Point of View** - The author's point-of-view concentrates on the vantage point of the speaker, or "teller", of the story or poem. 1st person: the speaker is a character in the story or poem and tells it from his/her perspective (uses "I")

3rd person limited: the speaker is not part of the story, but tells about the other characters but limits information to what one character sees and feels.

3rd person omniscient: the speaker is not part of the story, but is able to "know" and describe what all characters are thinking.

**Theme:** Message about life or human nature communicated by the author through a literary work. Life lesson!

*Example: Work hard and good things come. What goes around comes around.*

**Mood:** The atmosphere or feeling created by a literary work, partly by a description of the objects or by the style of the descriptions. A work may contain a mood of horror, mystery, holiness, or childlike simplicity, to name a few, depending on the author's treatment of the work.

**\*Conflict:** A problem or struggle between opposing characters or forces. Conflict can be internal (within the character) or external:

*Example: Character vs. Character (Cinderella vs. step-mother and step-sisters).*

*Character vs. Supernatural (Cinderella vs. the stroke of midnight).*

*Character vs. Society (Parvana vs. the Taliban and culture in Afghanistan)*

*Character vs. Nature (Brian vs. the natural elements in nature)*

*Character vs. Self (Stephanie vs. Fear of going to school)*

- **Plot:** The sequence of events, making up a story.

**Exposition:** The beginning of the story, introducing characters, setting and main conflict.

**Rising Action:** The conflict develops and suspense builds.

**Climax:** The most exciting point in the story.

**Resolution:** The story concludes and loose ends are tied up.

**EXAMPLE: Exposition:** *As a child, Cinderella was happy. After her mother died, her father re-married a mean woman with two daughters. The step-mother gave her daughters everything and Cinderella nothing.*

**Rising Action:** *A messenger delivers an invitation to the ball. The step-mother tells Cinderella she can go if she finishes her chores. The Fairy Godmother gives Cinderella a dress and coach. Cinderella arrives at the ball and dances with the Prince. On the way out she drops her shoe.*

**Climax:** *The Prince finds Cinderella and puts the glass slipper on her foot. It fits!*

**Resolution:** *Cinderella and the Prince get married.*

## Literary Elements – student copy

- **Setting:** The \_\_\_\_\_ and \_\_\_\_\_ of the story.  
**Time** – in \_\_\_\_\_, time of \_\_\_\_\_, \_\_\_\_\_  
**Place** – country, city, home, marketplace, etc.

*Example: long ago, the palace, the ball, a far away kingdom, the home of Cinderella's step-mother.*

- **Characterization:** A \_\_\_\_\_ or an animal in a story, a play or other literary work. The \_\_\_\_\_ a writer uses to reveal the personality of a character in a literary work.
  - what the character \_\_\_\_\_ or \_\_\_\_\_,
  - what others \_\_\_\_\_ or say about the character,
  - Inner \_\_\_\_\_ and outer physical traits are used.

\_\_\_\_\_ - the central character or hero in a narrative or drama, usually, the one with whom the audiences identifies with.

\_\_\_\_\_ principal character in opposition to the protagonist. Sometimes not a person but an obstacle such as a force of nature, society or inner conflict. Also known as the \_\_\_\_\_.

*Example: Cinderella: loving, kind, works hard, pretty, innocent, hero, cheerful, smart, happy. (\_\_\_\_\_)*

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- **Theme:** \_\_\_\_\_ about life or human nature communicated by the author through a literary work. \_\_\_\_\_!

*Example: Work hard and good things come. What goes around comes around.*

\* **Mood:** The atmosphere or feeling created by a literary work, partly by a description of the objects or by the style of the descriptions. A work may contain a mood of horror, mystery, holiness, or childlike simplicity, to name a few, depending on the author's treatment of the work.

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*Character vs. Self (Stephanie vs. Fear of going to school)*

- **Plot:** The \_\_\_\_\_ of \_\_\_\_\_, making up a story.
  - Exposition: The beginning of the story, introducing characters, setting and main conflict.
  - Rising Action: The conflict develops and suspense builds.
  - Climax: The most exciting point in the story.
  - Resolution: The story concludes and loose ends are tied up.

- **EXAMPLE:**

*Exposition: As a child, Cinderella was happy. After her mother died, her father re-married a mean woman with two daughters. The step-mother gave her daughters everything and Cinderella nothing.*

*Rising Action: A messenger delivers an invitation to the ball. The step-mother tells Cinderella she can go if she finishes her chores. The Fairy Godmother gives Cinderella a dress and coach. Cinderella arrives at the ball and dances with the Prince. On the way out she drops her shoe.*

*Climax: The Prince finds Cinderella and puts the glass slipper on her foot. It fits!*

*Resolution: Cinderella and the Prince get married.*



Date: \_\_\_\_\_

Edit / Revise

Name: \_\_\_\_\_

Define each term:

1. edit: \_\_\_\_\_

2. revise: \_\_\_\_\_

**Read the section below.** Please EDIT and REVISE. Use a colour to show your changes. I am expecting more detail **to be added** to this very simple story. Add feelings. “Show” me what that looks like by describing what their actions are. Add adjectives! Try adding a simile, if you can. Remember to add Sentence Dress Ups to the start of sentences (do not leave “so” and “then” in this piece – dress them up)

it was a hot day in June near the river and the two girls were not happy. “Stop it” yelled Annie. “i won’t” screamed her sister, Daisy. So then they went to the river and Annie started splashing daisy. So Daisy got mad and tripped in the water and she got soaking wet. Then the Hummingbird came and gave them a message that they must not fight again. “The Mathsqwi people must learn to respect one another - it’s what we are known for.” So then they said, “Sorry” and everything was good again.

Resource: Debbie Born

## Aboriginal Short Story Assignment

Name: \_\_\_\_\_

Your story should demonstrate all the elements of a story: setting, character development (some dialogue), conflict, plot, theme, and resolution.

How you will be marked: each section will be out of 4 for a total of /24.

Ideas	Organization	Voice	Word Choice	Sentence Fluency	Conventions
Story is based on a clearly developed character who experiences a problem that is satisfactorily resolved. Aboriginal characters & problems are used appropriately.	Beginning hooks the reader's attention. Story starts in the middle of the action. Episodes build anticipation. Conclusion wraps story up neatly.	Voice and style are suited to character and story. The best point of view for the story is used. Images are included to match with the story (at least 4)	Word choice is creative and precise. Strong verbs move action along. Descriptive and figurative language adds interest. Hal'qomeylem words are included.	Sentences are varied in length and style. A Variety of "Dress-ups" are used to vary the sentence starters. Short Sentences are used for effect.	Writing makes effective use of dialogue and questions. Some Very Writing shows age- and risk appropriate control of conventions, including capital letters, punctuation, indentation, correct spelling, and use of quotation marks. Use of past tense is maintained throughout the story.

Additionally, your story should include some images (Use "Research" tool - search images, "Aboriginal Animal Pacific Northwest "). Use the footnotes.

Please refer to the "Quotation marks" cheat sheet to help you. DO NOT include mostly dialogue. Rather, it should be mostly descriptions with some dialogue.

1. Please refer to the link to the aboriginal legends and symbols to help you choose which animals you will want to include in your story.

<http://shop.slcc.ca/legends-symbolology>

Include Hal'qomeylem words in your story.

Resource: Debbie Born

Task: Read the story below. Highlight/underline all the sentence starters that use: ly, ing, a preposition or a clause in YELLOW. Highlight or underline and powerful adjectives or verbs in BLUE. When you have finished, complete the Story Elements section at the end of the story.

Challenge: When you are finished, go back through the story and find places where you did not have much to highlight. You need to dress those sections up!



## Eagle's Plan

by Debbie Born

Bright sunlight streamed down into the village. Flying high, with outstretched wings, Eagle peered down and saw two children near the lake, fighting with one another.

“This is not the way of the people,” corrected Grandmother as she approached the two girls. “What are you arguing about?”

Eagerly, each girl related the story to Grandmother, but neither girl would admit that they might be wrong. Each one wanted to keep the full basket of berries for herself, even though the practice of the people was to share all the gifts that nature provided.



Eagle swooped down and picked up both of the girls and flew deep into the forest and then dropped them down near a gurgling stream. “In order to teach you the importance of sharing, you will need to work together to find your way home.”



Eagle stretched out his wings and lifted off back into the skies. As the girls looked up, they saw Owl on a nearby branch.

“Owl, can you help us find our way home?” they cried.

Wise Owl said nothing, but hooted and flew in the direction of their village. Thinking that this might be the way home, they began walking in the path that Owl had shown them.

Feeling sorry for their quarreling, the girls made up with each other and decided they would need to work together to get back home. Suddenly, there was Hummingbird, hovering right in front of them.



“Follow me!” chirped p’esk’a (Hummingbird). Skipping along, the girls followed Hummingbird to a great river.



There they met Kingfisher, rising up from the river, gripping a salmon in his claws. Watching, they saw him fly to his nest and share the salmon with the others in his family.

“Now I understand!” said both the girls, in

unison. “When we gather to share, not to fight or Kwo:sai (thank you). (good-bye)!”



food, it is a gift quarrel over. Lamowlh

Immediately after saying this, the girls looked up and saw a clearing ahead. “It’s our village!” they shouted. Running swiftly, they found Grandmother, waiting by the water’s edge.

“Have you learned a lesson today?” asked Grandmother.

Quietly the girls came close. Glancing up, they saw Eagle circling overhead. Raising their chalex (hands) to the sky, they waved at Eagle and said, “Yes, Grandmother, are sorry. We have learned from Owl, Hummingbird, and Kingfisher



that we are to work together and share. This is the way of our people and of nature.”

Eagle heard these words and smiled down at the youngsters. Feeling the breeze pick up, he swooped and soared in the morning air.

Story Elements Outline:

Setting: \_\_\_\_\_  
\_\_\_\_\_

Characters: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Conflict: \_\_\_\_\_  
\_\_\_\_\_

Plot Summary: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Resolution: \_\_\_\_\_  
\_\_\_\_\_

Theme: \_\_\_\_\_

Resource: Debbie Born

**Unit: Elements of Story & Writing An Aboriginal Short Story**

**What things do you think you learned?** You will need 3 statements. Look over the Learning Competencies below - could you talk about any of these things? Next you will need to say something you enjoyed. Finally, how do you think this unit will help you as you finish Grade 6 and move on to Grade 7 & 8?

**Competencies:**

I can respond to text (stories) in personal, creative, and critical ways.

I can recognize the Elements of Story and see how a story is built (introduction, characterization, rising action, climax, falling action, conflict, theme, resolution)

I can recognize and appreciate the role of story in the Aboriginal culture.

I can appreciate how the oral tradition in Aboriginal culture is how they taught their children and passed along their beliefs.

I can write a short story.

I can edit and revise my work to make it more clear, effective, and powerful.

I can use correct spelling, grammar, punctuation and quotations marks in story to create a clear and understandable story.

Three things I learned:

1.

2.

3.

Something I enjoyed:

How did this unit make a difference in my learning - for future years?

Resource: Debbie Born

Date: \_\_\_\_\_

Name \_\_\_\_\_

**Quotation Use Worksheet #1** Write in the appropriate quotation marks and punctuation.

1. Kelly said Kim wants to play inside, not outside.
2. Have you seen the movie The Ant Bullie?
3. Which store do you want to go to? asked Marie.
4. I don't believe you, he said, you never tell the truth!
5. Where will you go? she asked.
6. Didn't she say Your poetry assignment is due Monday. asked Jim.
7. Have you seen the movie Spiderman?
8. Finish your chores or forget your allowance! his mother yelled.
9. I have too much homework and don't have time to finish my chores! Joe responded.
10. I wish I knew who my teacher was going to be for next year. Tom said.
11. Do you realize how good those cookies smell? Joan remarked as she watched Jen take the cookies out of the oven.
12. You're it! yelled Sam.

<http://www.worksheetplace.com>©

Score: /12

1. Kelly said, "Kim wants to play inside, not outside."
2. Have you seen the movie "The Ant Bullie?"
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