Unit Title: Elements of Literature: Plot and Setting

Grade Level: 6th grade Reading Class

Target Group: Mainstream class with ELL students

Source of Written Materials:

- *Elements of Literature- Teacher's Edition* Holt, Rinehart and Winston
- *The Kids' Stuff Book of Reading and Language Arts for The Middle Grades* Imogene Forte, Marjorie Frank, Joy Mackenzie

Source of Lesson Plans:

- *Elements of Literature- Teacher's Edition* Holt, Rinehart and Winston
- Lori DellaValle

**Unit Goals:**

I want my students to know......

.... Stories have structure.
.... The basic elements of a story (character, setting, plot).
.... The main events of a plot (conflict, climax, resolution).
.... How to pull out the main ideas of a story for retelling.
<table>
<thead>
<tr>
<th>ESL Language</th>
<th>Language</th>
<th>Content</th>
<th>Learning Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Appropriate academic vocabulary (Character, Setting, Plot - conflict, climax, resolution)</td>
<td>1. Stories have structure. 2. Stories have basic elements (characters, setting, plot) 3. The basic elements of plot (conflict, climax, resolution). 4. Main events are used to retell a story 5. Story plots can change based on the setting.</td>
<td>1. Graphic organizer (plot outline)</td>
</tr>
<tr>
<td>Skills</td>
<td>1. Listen to and/or read a short story. 2. Make a list of the main characters 3. State the setting of the story. 4. Retell the basic situation or conflict. 5. Talk about the events/complications 6. Make predictions about what will happen next 7. Write a paragraph retelling the plot in a variety of settings</td>
<td>1. Name the main characters in a story. 2. Identify the conflict or basic situation 3. Identify the climax. 4. Identify the resolution. 5. Retell the main ideas of the story 6. Create a new plot using a different setting.</td>
<td></td>
</tr>
<tr>
<td>Attitudes/Awareness</td>
<td>1. Awareness that the plot of a story can take a totally different direction based on the setting.</td>
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</tbody>
</table>
Lesson 1
<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formulaic Expression</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Parts of a story</td>
<td>A story has _______.</td>
<td>Using nouns</td>
<td>Characters,</td>
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<td></td>
<td></td>
<td></td>
<td>Singular &amp; plural</td>
<td>settings, a plot</td>
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<tr>
<td>Describe</td>
<td>Characters</td>
<td>The character are the ________ in the story.</td>
<td>W questions</td>
<td>people</td>
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<tr>
<td>Identify</td>
<td></td>
<td>________ is the story about?</td>
<td></td>
<td>Who</td>
</tr>
<tr>
<td>Describe</td>
<td>What is plot?</td>
<td>________ tells “what happened”</td>
<td></td>
<td>Plot</td>
</tr>
<tr>
<td>Identify</td>
<td></td>
<td>________ tells about the basic problem.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>________ tells about a conflict.</td>
<td></td>
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<td></td>
<td></td>
<td>________ has four parts.</td>
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</tr>
<tr>
<td>Name</td>
<td>Parts of Plot</td>
<td>The first part of plot tells the character’s ________, ____</td>
<td>Synonyms</td>
<td>Problem</td>
</tr>
<tr>
<td>Identify</td>
<td></td>
<td>, or _______.</td>
<td></td>
<td>Conflict</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What is the basic problem?</td>
<td></td>
<td>Struggle</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The second part of plot tells the ________ or _______ that</td>
<td>synonyms</td>
<td>Action</td>
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<td></td>
<td></td>
<td>create suspense.</td>
<td></td>
<td>Events</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What will happen next?</td>
<td></td>
<td>Complications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The third part of plot is the _________. The point of no return.</td>
<td></td>
<td>Climax</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The fourth part of plot is the _________. Problem solved.</td>
<td></td>
<td>Resolution</td>
</tr>
</tbody>
</table>
Elements of Literature: Plot and Setting
Lesson One: Introduction to Story Structure
Time: 40 min. class period

Objectives:

Pre Production students will:
- Identify pictures of people for characters
- Identify pictures of places or times for setting
- Sequence a group of three or four pictures and paste them in order on the plot outline.

Early Emergent students will:
- Identify the characters, setting and plot of the story using sentence starters.
- Sequence the events on the plot outline using pictures and sentences

Advanced students will:
- Identify the characters in the story
- Identify the setting of the story
- Identify the plot of the story
- Sequence the events on the plot outline in written language

Materials:
- HRW – Elements of Literature – Teacher's Edition
- HRW – Elements of Literature – Student's Edition
- HRW – Hand out of plot outline
- Pictures (supplied with the unit)
- Ant and the Grasshopper (Aesop)
- Ant and Grasshopper cartoon (Forte, etc. from The kids stuff book of Reading and Language arts)
- Questions handout
Prior Knowledge: Time: 15 minutes

1. Tell the students that they will be reviewing the structures of a story including: Main character, setting and plot. Remind them that Characters tell them who the stories are about and setting tells where and when the story takes place. Write the words "characters" and "settings" on a "T" chart. (See Below).

<table>
<thead>
<tr>
<th>Character (Who?)</th>
<th>Setting (Where, When?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurse</td>
<td>Calendar</td>
</tr>
<tr>
<td>Boy</td>
<td>Sunset</td>
</tr>
</tbody>
</table>

2. Randomly place photos or clippings of people, animals, places and times and the descriptions on the board. (See Below). Actual pictures on p. 12-14.

- Boy
- Nurse
- Castle
- Sunset

Pre-production to early students can identify the pictures. Mid to Advanced Students can find the corresponding word for each picture.

When exercise is complete review that characters tell who the story is about. Explain that setting tell where and when the story takes place. Make sure to write those ideas on the board.
3. Present a series of pictures that tells a story, using a comic strip or something familiar to the students. (As seen below). Cut and present on the board. 
Note: The sample below is the ant and the grasshopper (Forte, Frank, MacKenzie).

   a. Have the students place the pictures in order. Have the students tell the story using the pictures. Explain that the plot of a story tells what happened.

   b. Chart the events on a plot outline. (see page 3b)

   c. Read the short passage "The Ant and the Grasshopper". (Page 3c)

IMPORTANT: For Pre-production and Early Emergents make sure to write short descriptions about the event under each clip. Review that the plot tells what happened. Make sure to write this idea on the board under plot.

The grasshopper played.
The ant stored food for the winter.
The grasshopper thought the ant was foolish.
Winter came.
The ant had plenty to eat.
Plot Outline

Climax

Event 6*

Event 5

Event 4

Event 3

Event 2

Event 1

Basic Situation and Conflict

Complications

Resolution

*Number of events will vary.
In a field one summer's day a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, bearing along with great toil an ear of corn he was taking to the nest.

"Why not come and chat with me," said the Grasshopper, "instead of toiling and moiling in that way?"
"I am helping to lay up food for the winter," said the Ant, "and recommend you to do the same."

"Why bother about winter?" said the Grasshopper; we have got plenty of food at present." But the Ant went on its way and continued its toil.

When the winter came the Grasshopper had no food and found itself dying of hunger, while it saw the ants distributing, every day, corn from the stores they had collected in the summer.

Then the Grasshopper knew:
It is best to prepare for the days of necessity.
1. All students will listen while volunteers read aloud p.3(f) and p.3(g)(from OL in HRW p.2-3). Pre-production and Early emergents will have the modified text (p. 3h-j) (may be handed out prior).

2. Stop and pause after discussing each numbered item as displayed in the text p. 3(f)-3(g).

3. During the reading point to the following sentences
   “Plot tells What happened”.
   Point to the pictures of the people that represent the characters (See cutouts at the end of this lesson p. 3k-m).
   Conflict is a struggle. Gesture to the arm wrestle picture in modified text. State the different kinds of struggle. Tell the students that the picture of the struggle is between two people. Gesture with two fingers.
   Setting tells “where and when” the story takes place. Have students identify the setting and use cutout for a picture representation. Explain that the struggle could also be with the setting.

4. Model the use of the Plot outline and identify the different parts of the story using pictures and short sentences. (See modified text for sentence) Draw a large plot outline and have sentence ready on strips so that they can be used as a display for the board with the plot outline

5. Gesture that the plot will include the characters (pointing the board), the setting (pointing to the board) and the events (pointing to the pictures and sentence strips.

Closure: Time: 5 minutes

Review again:

Characters tell who
Setting tells where and when
Plot tells what happens and includes the characters and setting
**Narrative of Modifications:** (Lesson One)

In this lesson plan I have tried to address the needs of all the students that would be present in my classroom. My sheltered strategy instruction consisted of an exhaustive use of pictures, words corresponding to those pictures, graphic organizers, modified text, sentence starters and sentence strips in an attempt to make the lesson on characters, setting and plot comprehensible to all my ELL students. I have written a Functional-Notional chart explaining the elements of a story using key academic vocabulary and repetition. I want the pre-production and early emergent students to know that characters tell “who”, that setting tells “where and when”, and plot tells “what happened.

The first day, the students work as a whole group while I give guided practice of the strategies they will be putting into place on day two. Unfortunately, with a 40 minute class period, independent practice on day one doesn’t seem possible, so I extended the lesson over two days. On day two the students will work in small groups. The groups give me time to address those that don’t understand the lesson or need extra practice. The small groups also allow for the children to discuss the activity and use the academic vocabulary related to elements of a story. It encourages peer tutoring so that more advanced students can help their pre-production or less fluent peers.

It was a challenge to modify this lesson, but I hope that with continued modifications, this process will become less arduous. I look forward to seeing the results of my labor when I do this lesson in September.
Elements of Literature
Plot and Setting by Madeline Travers Hovland

Plot: The Story’s Structure
Plot is the series of events in a story. Plot answers the question “What happened?”

The first part of the plot tells you about the story’s basic situation. It often answers these questions:
- Who is the main character?
- What is the character’s basic problem, or conflict?
A conflict is a struggle. One kind of conflict involves two characters opposing each other. Another kind of conflict involves a character struggling with a setting—a flood, a drought, a hurricane, a mountain, a dying space station. Conflict might also involve a character against a whole group of other people. Conflict can even result from a struggle inside a character—for confidence, for example, or for self-control.

Here’s the beginning of a story in which the setting creates the problem:
As the hot July sun slipped below the horizon, a cooling darkness filled Central Valley. Lisa had just fallen asleep when the windows of the trailer rattled like a snake giving warning. The trailer swayed back and forth. Lisa could hear the baby screaming. Papa yelled, “Outside! Get out! Get out! It’s an earthquake!”

As the story continues, the characters take action to solve their life-threatening problem. Complications arise, which means new problems come up. All of this creates suspense. We worry, “What will happen to the little family?”

The earth groaned, and a river of mud slid down the canyon. The family huddled together in the dark. Mama tore up a sheet to make a sling for Papa’s broken arm. Papa shined his flashlight on the wreck that used to be the trailer. “It could explode,” he warned. “Don’t get any closer.”

The baby kept screaming. Lisa’s mother said, “I have nothing to feed him. What are we going to do?” Suddenly the earth rumbled again. Lisa looked back at the trailer and saw fallen electric wires dangling all around it.

When you read a good story, you become more and more involved with the plot as the characters try to solve their problems. You want to know what will happen next and how the conflict will turn out. At last you reach the climax, the most exciting moment of the story. This is the point where you find out how the conflict will be resolved.

Differeniating Instruction
Learners Having Difficulty
Plot and setting. To help students understand how the setting of a story may create a conflict, suggest a couple of settings to them, such as an isolated farmhouse during a three-day blizzard or an abandoned, rundown mansion on a cold, wintry night. Invite students to brainstorm about a struggle that characters might face in that setting.

Advanced Learners
Acceleration. Help advanced learners explain how each event relates to past actions or foreshadows future actions. Have students look again at the plot diagram they have created. Have them consider how each event leads to the next event. Then, ask them to explore what would happen if they changed one event.
Lisa stumbled down the side of the hill. She could hear a siren coming over the lights of a helicopter shining a spotlight. "Stop! Help us!" she cried, frantically waving her arms. The helicopter clattered to the ground.

In the resolution, the final part of the plot, the characters' problems are solved one way or another and the story ends. In this story we may find the family in their grandmother's home, safe distance from the scene of the earthquake. We may see the family returning to their ruined home weeks after the earthquake and starting to rebuild their lives. What other resolutions can you think of?

Setting and Conflict

Setting is where and when the action of a story takes place. Some stories could take place almost anywhere, but in most stories, setting plays a more important role. Writers often use setting to create atmosphere: scary, peaceful, gloomy. In any stories, setting controls the action; it is so crucial to the plot that the story would not take place anywhere else.

In many stories the characters are in conflict with the setting. This is what we see in the little story you just read. That story the family must struggle to survive an earthquake. Their very lives are threatened by their setting.

We see this kind of conflict a lot in movies. You might have seen characters fight to survive on a cold mountain with no food. You might have seen a movie about people marooned in a rowboat in the middle of the Pacific Ocean or trapped by a raging forest fire. All of these are conflicts with settings.

In these stories, if the characters can survive the threat posed by the setting, the story is resolved happily. If the setting is more powerful than the human characters, then the story's resolution is very sad indeed.

Practice

The main events of a plot can be charted in a diagram like this one:

![Plot Diagram]

Climax
Event
Resolution
Event
Event
Event
Event
Event
Basic situation (main character and his or her problem)

Fill out a diagram like this one, tracing the plot of a movie or book you know well. Try to find a story in which a character struggles with a setting that threatens his or her life.

Practice

Students might choose a story such as Scott O'Dell's Island of the Blue Dolphins. Possible diagram entries might include the following:

**Basic situation**—Twelve-year-old Karana's tribe abandons San Nicholas Island, and she must survive there alone.

**First event**—Karana sets sail from the island with her people, but her little brother Ramo is accidentally left behind, and she swims back to stay with him.

**Second event**—Wild dogs kill Ramo.

**Third event**—Karana finds a canoe and tries to reach the mainland but fails.

**Fourth event**—Karana tames a wild dog, who helps her hunt, fish, and gather survival materials.

**Fifth event**—When an enemy group lands on the island, Karana secretly befriends a girl, but the group leaves and does not return.

**Climax**—After several years, Spanish missionaries come to the island. Too lonely to hide, Karana agrees to sail with them to the mainland.

**Resolution**—Karana finds a new home at Mission Santa Barbara.

Apply

Encourage students to imagine new settings for the stories they have just diagrammed. Have students fill in new diagrams and speculate about how the change in setting might change the story's action and conflict.
Modified Text for Plot and Setting

Plot is the series of events in a story.
Plot tells: "What happened?"

1. The first part of plot tells the story's basic situation. Plot answers the questions:

   Who is the main character?
   and
   What is the character's basic problem or conflict?

   **CONFLICT = PROBLEM = STRUGGLE**

   The conflict can be between two (2) characters

   The conflict can be against the setting

   The conflict can be against a group of people

   The conflict can be inside the character
The following shows how setting creates the problem.

Lisa falls asleep. The windows of the trailer begin to rattle

Papa yells “Outside! Get out! Get out! It’s an earthquake!”

2. The second part of plot shows how the character takes action:

How does the character begin to solve the problem?
What complications arise?

COMPLICATIONS = MORE PROBLEMS

Complications create suspense.

SUSPENSE = WORRY= WHAT WILL HAPPEN NEXT?

What will happen to this family?

The earth groaned. Mud slid down the canyon. Papa has a broken arm. The trailer (their home) is wrecked.

The family is afraid it will explode. The baby is screaming. Lisa’s mother said, “I have nothing to feed him. What are we going to do?” Suddenly the earth rumbled again.

3. The third part of plot is the climax. The climax is the most exciting moment in the story. The part where we find out how the conflict or problem will be resolved.

CLIMAX = HOW WILL THE PROBLEM BE RESOLVED?
Lisa hears sirens and a helicopter. She yells, “Stop! Help Us! She waves her arms. The helicopter clattered to the ground.

4. The fourth and final part of conflict is the resolution.

RESOLUTION = PROBLEM SOLVED

What ways might this problem be solved?

PREDICT = GUESS

1. Basic Problem: There is an earthquake. The family must get out of their home.
2. Event 1: There is a mud slide.
3. Event 2: The baby is scream and hungry. Mother has no food.
4. Event 3: The house could explode.
5. Climax: Lisa hears sirens and a helicopter clatters to the ground.
6. Resolution: ?????
Props for Lessons: (Cut out and use for the board)

Characters:
Lisa                  Mama and Baby        Papa
Ted and Martin       woman
nurse                boys                skunk       girl
boy                  ant                 grasshopper

Settings:
forest              castle             calendar
ocean               sunset             daytime
September 24, 2005   March 2, 2015
January 12, 1876     8:00 a.m.
12:00 p.m.
Lesson 2
Functional Notional Chart

For

Lesson Two

See Lesson One
Objectives:

Pre Production students will:
- Identify pictures of people to represent the characters
- Identify pictures representing setting
- Sequence a group of three or four pictures and paste them in order on the plot outline.

Early Emergent students will:
- Identify the characters, setting and plot of the story using sentence strips/sentence starters.
- Sequence the events on the plot outline using pictures and sentences

Advanced students will:
- Identify the characters in the story
- Identify the setting of the story
- Identify the plot of the story
- Sequence the events on the plot outline in written language

Materials:
- HRW – *Elements of Literature* – Teacher’s Edition
- HRW – *Elements of Literature* – Student’s Edition
- Modified Text (p. 5a)
- HRW – Hand out of plot outline
- Pictures (supplied with the unit)
- Questions handout (p.9 or 11)
- “T” Chart (p. 7b)

Review:

Time: 5 minutes
Review the elements of the story (key components should already be on the board with “T” chart from previous lesson so as to make easy reference). Ask the students about characters, setting and plot. Look for key words from previous lesson of “who”, “where”, “when” and “what happened”. Point to the key elements on the board as you review. Assess facial expression to try to determine anyone having difficulty.
Practice: (Small group) Time: 5 minutes

Break the students up into small groups:
Note: If a group of students need additional help put them in one group so that you can work with them while your other students work independently.

Grouping Suggestions: Pre production and Early emergents can work together. Advanced should be able to work with the mainstream class.

Procedure: Time: 20 minutes

**Pre-production and Early Emergent Students**
1. Hand out modified text. (See p.5a)
2. Hand out pictures and sentence strips. (See p.7 and 7(a))
3. Give them a “T” chart for characters and setting.
   - Pre-production students place the pictures of the characters and setting under the proper heading.
   - Early Emergent students work on putting the words related to the pictures with each picture.
4. Students will read the modified text and sequence the pictures and corresponding sentences on the plot outline. (See p.3(b)) and answer questions. (See p.11).

**Advanced and Mainstream**
1. Hand out story (See p.6) and open ended question about the story. (See p.9)
2. Hand out a plot outline (See p.3(b)) for students to fill in. Students should read the story together, discuss and answer questions and chart the events on the plot outline.

Closure: Time: 10 minutes

Whole group discussion. Have the students present what they did in their groups. Ask all groups to participate. Using pictures, gestures, and the key phrases about character, setting and plot, show group results on the board.
The Mystery of the Found Animal

Ted and Martin find a small, furry, black animal.

The animal is lying next to a barbed-wire fence post.

The animal is not moving. Ted and Martin think it could be dead.

The animal begins to move. Ted and Martin want to help it.

Ted and Martin move closer. They are going to pick it up.

A woman yells, "Get away from there right now!"

The animal raises its head and tail.

The air smells bad and the boys start to cough and run away.

The woman groaned, "Don't you know a skunk when you see one?"

The boys have to take a bath in tomato juice to get rid of the smell.
Understanding Plot

DIRECTIONS: Use the following MiniRead with Exercise A on page 360.

MiniRead A

The Mystery of the Found Animal

A At first, all Ted and Martin could see was a small mound of black fur. It was some kind of small animal lying next to a barbed-wire fence post.
B Ted turned to Martin. “It’s dead. Let’s bury it.”
C “I don’t know. It might have rabies or something,” said Ted.
D Suddenly, the animal began to twitch its small nose.
E “Look!” Martin said in a whisper. “It is alive, but it must be hurt.”
F As the boys moved closer to the animal, they noticed that the fur on its belly was all caked with dried blood. “It must have gotten caught on the barbed wire,” Ted said.
G “Do you think it’s safe to pick it up?” Martin asked. “Sometimes animals attack when they’re hurt.”
H “So you just want to leave it here to die?” Ted asked.
I “I guess not,” Martin admitted. “Maybe we should get someone to help.”
J “If you’re scared, I guess I’ll just have to do it myself.” Ted carefully started moving closer to the wounded animal.
K At that moment, a woman’s voice called out behind them. “Boys! Get away from there right now!”
L Suddenly, the animal raised its head and arched its bushy tail over its back. There was a narrow white stripe running straight down its back.
M They started coughing. The air smelled awful. The boys started running away from the animal and ran straight into Ted’s mother.
N “Oh, kids,” she groaned. “Don’t you know a skunk when you see one?”
O Later, after two tomato-juice baths, Ted and Martin were quite certain that they would know a skunk when they saw one again.
**Narrative of Modifications: (Lesson 2)**

Originally this lesson was part of the first lesson, but after careful consideration, it was decided that this should be a separate lesson. Like Lesson One, this lesson continues to use pictures with accompanying words, sentence strips, modified text and worksheets to help differentiate between the varying levels of ELL's in the classroom. In Lesson Two the students will continue to use some of the same graphic organizers they saw in Lesson One. They will work in groups and have opportunities to communicate in their L1 as well as English.

I still wonder if those Pre-production and Early Emergent Students will find the worksheet difficult, but hopefully through the presentation of the lesson, they will be able to pick out those key words and phrases to complete the assessment activity. The fact that the different levels will be grouped together, should also provide some guidance for the early learners.

More modifications will probably be made to this lesson after I am able to try it out in the classroom.
Ted and Martin find a small, furry, black animal.
The animal is lying next to a barbed-wire fence post.
The animal begins to move. Ted and Martin want to help it.
A woman yells, "Get away from there right now!"
The air smells bad and the boys start to cough and run away.
The woman groaned, "Don't you know a skunk when you see one?"
<table>
<thead>
<tr>
<th>Character (Who?)</th>
<th>Setting (Where, When?)</th>
</tr>
</thead>
</table>

7(b)
USE THE FOLLOWING PAGE FOR ADVANCED ELL STUDENTS
Questions: The Mystery of the Found Animal

Directions: Answer the following questions in complete sentences.

1. Name the characters in the story.

2. Name the setting of the story.

3. Explain the conflict — the trouble the main characters face.

4. Identify the climax — the point at which the conflict is the worst.

5. Explain the resolution — how the problem is solved.

6. On the back of this paper draw a plot outline and explain the following:
   a. The basic situation
   b. The events or complications
   c. The climax
   d. The resolution
USE THE FOLLOWING PAGE FOR THE EARLY EMERGENT STUDENTS

Distribute to student with the following tools:

1. Sentence Strips
2. Pictures
Questions: The Mystery of the Found Animal

Directions: Fill in the information using the word bank.

1. The characters in the story tell WHO the story is about.
   Who are the characters in this story?
   The characters in this story are __________, __________ and __________.

2. The setting of the story tells WHERE and WHEN the story takes place.
   Where and when does the story take place?
   The story takes place near a ____________.
   When does the story take place?
   The story takes place in the ____________.

Word Bank

<table>
<thead>
<tr>
<th>Daytime</th>
<th>Woman</th>
<th>Martin</th>
<th>Barbed wire fence</th>
<th>Ted</th>
</tr>
</thead>
</table>

Part II:
Directions: Choose a picture to represent the sentence and place them in the order on a plot outline.

The plot of the story tells WHAT HAPPENED.
Lesson 3
Lesson 3: Retelling of Key Ideas  
(See also F-N chart from Lesson 1)

<table>
<thead>
<tr>
<th>Function</th>
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<tbody>
<tr>
<td>Describe</td>
<td>Retelling</td>
<td>What is retelling?</td>
<td>Synonyms</td>
<td>Summarizing</td>
</tr>
<tr>
<td>Identify</td>
<td>Strategies for retelling</td>
<td>Retelling is _______ events.</td>
<td>W questions</td>
<td>Restating, Sequencing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. What is the _______ of the story?</td>
<td></td>
<td>Title</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Who are the characters?</td>
<td></td>
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<td>3. What happened in the story?</td>
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</tr>
<tr>
<td>Organizing/</td>
<td>Retelling events</td>
<td>First _______.</td>
<td>Introducing</td>
<td>First, next, then,</td>
</tr>
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<td>Sequencing</td>
<td></td>
<td>Next _______.</td>
<td>words important</td>
<td>later, finally</td>
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<td>Then _______.</td>
<td>for keeping order</td>
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<td></td>
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<td>Finally _______.</td>
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Elements of Literature: Plot and Setting
Lesson Three: Retelling Of Key Ideas
Time: 40 min. class period

Objectives:

Pre Production Students will:
• Identify the Characters of the story using picture representation
• Identify the setting of the story using picture representation
• Retell the story by identifying key elements of literature.

Early Emergent Students will:
• Identify the main characters of the story using sentence starters
• Identify the setting of the story using sentence starters
• Sequence the events of the story using sentence starters

Advanced and Mainstream students will:
• Identify the main characters of the story
• Identify the setting of the story
• Retell the plot using written or oral language.

Materials: HRW - *Elements of Literature – Teacher’s Edition*
HRW - *Elements of Literature – Student’s Edition*
HRW – “Dragon, Dragon” by John Gardner P. 4-17 (supplied at the end of this lesson)
Modified Text – “Dragon, Dragon” (p. 17-18)
Listening Guide – “Retelling Tips” (p. 16)
Worksheets for Retelling (p. 19, 20, or 21)
Cut outs supplied with lesson (21a, 21b)

Procedure:

1. Start by writing on the board “Retelling” (If you can find the words from your student’s L1 try to place those on the board as well).
2. Ask students what they think they would need to include when retelling a story. You are looking for: Title, Characters, Setting, Events or Plot. Provide direction if the students do not come up with these answers on their own.
3. Look at the retelling tips on p. 4 of the text (For pre-production and early emergents give listening guide with retelling tips p. 16). Review those tips together prior to reading the story.
   a. Write on the board Title: Dragon, Dragon
   b. Who are the characters?
   c. What happens? Write key words (first, then, next, finally)
   d. Did you like the story? (happy and/or sad face)
4. Break into small groups.
   a. Pre-production and Early emergents should be grouped together and given a modified version of the story “Dragon, Dragon”. Allow for conversation in the L1 where possible. Provide cut outs and sentence strips or starter for this group to enhance understanding.
   b. Advanced and Mainstream students can read directly from the book and follow the directions in the margin for stopping and retelling. Circulate around the room to hear the students read and to ensure that they understand “retelling”. Ask questions based on what you are hearing in the small groups.
      i. Who are the characters in the story so far?
      ii. Where does the story take place?
      iii. Have you discovered the problem?

5. When reading is complete, pre-production and early emergents can use phrases or sentence starters (for those that are ready) to complete a retelling of “Dragon, Dragon”. Advanced and mainstream students should retell the story in writing. When writing is complete have the students use the rubric on p. 17 of the original text (supplied at the end of this lesson) to check the retelling. Have peers be specific about what is missing.

6. Choose a volunteer to read or present their retelling.

Closure:

Review that retelling means summarizing the story. Have students tell the things that a retelling should include: i.e. title, author, characters, setting, events, etc. Tell them to mark the page for retelling so that they can refer back to that page when they have to summarize additional stories.
Narrative of Modifications: Lesson Three

Lesson three was also difficult to perform modifications on. I felt that the text would be difficult for the pre-production and some early emergent students so I re-wrote the story. I also included pictures from the original story of the characters and created some pictures for the setting. I wanted some of the original words from the text so that the students could try to get acquainted with the humor in the story and the repetition of the events. More modifications of the story may be needed after I try this out.

Again, I provide different levels of worksheets for the pre-production and early emergent students for the retelling exercise. I provided word banks and sentence starters in paragraph form so that these early learners can see the format used. I highlighted text for key word recognition as well. Students will also have an opportunity to discuss the retelling with other students in their L1 and everyone will have a chance to present what they did.
Listening Guide:

Summarizing the Plot: Retelling

Retelling Tips:

1. Tell the **Title** and **Author** of the story.

2. **Who** is in the story? Name the characters.

3. Tell the **events**. Keep them in order.

4. Explain the **conflict** or basic problem.

5. How is the **problem solved**? **Resolution**.

6. Did you like the story?

7. Key words for keeping things in order
   a. First
   b. Then
   c. Next
   d. Later
   e. Finally
Once upon a time there was a king. He had a problem. His kingdom was plagued by a dragon. When there was a full moon the dragon came out of his lair and ravaged the countryside. The king said “That is enough!” He called a meeting of everyone in the kingdom.

A wise old cobbler, his wife and three sons came to the meeting. The king told the people that the dragon must be stopped. The king said his knights haven’t fought the dragon because he is not a tyrant and can’t force them. The wizard can’t use a magic spell because he has forgotten the ones he used to know and has lost his spell book.

The king offers the princess’s hand in marriage and half the kingdom to anyone who can make the dragon stop.

The cobbler’s eldest son took the offer. He said to the king, “By tomorrow morning the dragon will be slain.” The eldest son was known for being very smart, but he asked his father, “Have you any advice to give me?” The cobbler replied, “When you come to the dragon’s lair, recite the following poem.

Dragon, dragon, how do you do?
I’ve come from the king to murder you.

Say it loudly and firmly, and the dragon will fall, God willing, at your feet.”

However, the eldest son did not take his father’s advice. He came upon the dragon’s lair. The dragon roared so loudly that the eldest son’s knees began to knock together in terror. The eldest son drew his sword, but the dragon lunged and swallowed him in a single gulp.

Now the cobbler’s middle son decided to have a try. The middle son was known far and wide for being very strong. He too went to his father for advice. The middle son said, “Have you any advice to give me?” The cobbler replied, “When you come to the dragon’s lair, recite the following poem.

Dragon, dragon, how do you do?
I’ve come from the king to murder you.

Say it loudly and firmly, and the dragon will fall, God willing, at your feet.”
The middle son did not think his father was son wise. When the middle son came upon the dragon’s lair he spurred his horse to a gallop and thundered into the entrance swinging his sword. The tricky dragon had crawled up on top of the door and the middle son smashed into the back wall of the cave. The dragon walked to the back of the cave and swallowed up the middle son in one gulp.

Now the cobbler’s youngest son saw that his turn had come. He was very upset and very nervous. He was a decent, honest boy who always minded his elders. He borrowed a suit of armor and a heavy sword which he dragged behind his horse. Then the youngest son went to his father and asked, “Have you any advice to give me?” The cobbler replied, “When you come to the dragon’s lair, recite the following poem.

   Dragon, dragon, how do you do?
   I’ve come from the king to murder you.

Say it loudly and firmly, and the dragon will fall, God willing, at your feet.”

The youngest son arrived at the lair. The dragon kept his head out of sight. At last, when he could stand it no longer, the dragon craned his neck and looked. At the sight of the dragon the youngest son began to tremble. He heaved with all his might at the sword and got the handle up level with his chest, but even now the point was down in the dirt. As loudly as he could manage, the youngest son cried –

   Dragon, dragon, how do you do?
   I’ve come from the king to murder you!

“What?” cried the dragon, flabbergasted. “You? You? Murder me???” All at once he began to laugh. He pointed at the cobbler’s little son.

The cobbler’s youngest son became very angry and shouted, “I want you to stop that laughing, or I’ll- I’ll-“ But the dragon could not stop. And suddenly, in a terrific rage, the cobbler’s son began flopping the sword end over end until it reached the dragon’s throat. Of its own weight the sword fell, slicing the dragon’s head off – and he lay dead.

The people leaped for joy to see the dragon dead. The princess ran out and kissed the youngest son, for secretly she had hope it would be him.

The End.
Retelling: Dragon, Dragon.

The story __________________ (title) by __________________ (author) takes place in a _________________________________.

The king has a _______________. A _______________ is ravaging his kingdom. He needs to find someone to slay the dragon.

The king calls a meeting with all the people of the kingdom. A ____________, his wife and three sons go to the meeting. The king offers the ____________________________ and ____________________________ to anyone who slays the dragon.

First the _________________ tries to slay the dragon, but fails. Next the _________________ tries to slay the dragon, but he also fails. Finally the _________________ goes to slay the dragon. When the dragon begins to laugh at the boy, the boy becomes ____________________________ and in a fit of rage, slays the dragon.

The youngest son, gets the princess and half the kingdom.

WORD BANK

1. eldest son 2. youngest son 3. middle son
4. cobbler 5. princess’s hand in marriage 6. half the kingdom
10. dragon 11. kingdom, once upon a time.

Did you like this story?
I _____________ (liked, didn’t like) this story because _______________

__________________________________________
Advanced and Mainstream

Directions: Using the retelling guide on p. 16 of your text, retell the story “Dragon, Dragon in your own words. Be careful not to copy “word for word” from the text. Use the questions in the guide to help you.
Pre-Production and Early Emergent (level one):

Directions: Fill in the correct answers.

1. The **title** of the story is ____________________
2. The **author** of the story is ____________________
3. The story takes place ____________________
4. Three **characters** in the story are ____________________,
   ____________________ and ____________________.
5. The **problem** in the story is ____________________
   ____________________
6. I liked the story _____ yes _____ no

**Word Bank**

1. "Dragon, Dragon"
2. John Gardener
3. in a kingdom, once upon a time
4. the king, the dragon, the cobbler's youngest son
5. the dragon is ravaging the kingdom
Cut Outs for Lesson 3:

Dragon

Eldest Son

Middle Son

Youngest Son
The dragon laughed at the boy. The cobbler's youngest son became very angry.
Summarizing the Plot: Retelling

by Kylene Beers

During dinner, a five-year-old told his mom about the story his teacher had read to him at school: "It was about a girl, and she had this purse, and it was purple, and she wanted to play with it, but the teacher said no, and then she did, and then she was in trouble, and then she drew a picture, and then the teacher found it, and then she was sad, and then they danced, and everyone was happy, the end!"

The mom laughed and told him he did a good job of telling her about the story. He nodded and kept eating.

What Is Retelling?
The mom was right: Her little boy’s summary was a good one—for a five-year-old. However, it wouldn’t be a good summary for someone in middle school. It has events out of order and suffers from the “and then this happened” syndrome.

You can eliminate the habit of stringing events together with a series of and then’s by using a strategy called retelling. Retelling will help you to cover critical points in a story, keep them in order, and connect them in a logical way.

Using the Strategy
Before you read “Dragon, Dragon,” study the Retelling Tips at the right. Think about the prompts in the margins of the story as you read. After you finish, use the Retelling Guide on page 16 to help you give an oral summary of this story.

Retelling Tips

- Start by telling the title and author of the story.
- Identify the characters.
- Tell the main events, keeping them in the right order.
- Explain the conflict, or main problem.
- Explain how the story ends.
- Tell what you liked or didn’t like about the story.
- Use words like first, next, then, later, and finally to help keep everything in order.
- Use words and phrases like but, however, or on the other hand when something happens that contradicts something that’s already happened.
Once there was a king whose kingdom was plagued by a dragon. The king did not know which way to turn. The king's knights were all cowards who hid under their beds whenever the dragon came in sight, so they were of no use to the king at all. And the king's wizard could not help either because, being old, he had forgotten his magic spells. Nor could the wizard look up the spells that had slipped his mind, for he had unfortunately misplaced his wizard's oak many years before. The king was at his wit's end.

Every time there was a full moon, the dragon came out of his lair and ravaged the countryside. He frightened maidens and stopped chimneys and broke store windows and set people's clocks back and made dogs bark until no one could hear himself think. He tipped over fences and robbed graves and put frogs in people's drinking water and tore the last chapters out of novels and changed one's numbers around.

He stole spark plugs out of people's cars and put firecrackers in people's cigars and stole the clappers from all the church bells and sprung every bear trap for miles around so the bears could wander wherever they pleased.

And to top it all off, he changed around all the roads in the kingdom so that people could not get anywhere except by starting out in the wrong direction.

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**DIFFERENTIATING INSTRUCTION**

**English-Language Learners**

Students may need help understanding the idioms used in this selection. Provide explanations as necessary for "at his wit's end," "slipped his mind," "racked his brain," and "leave well enough alone."

**Advanced Learners**

**Enrichment.** Remind students that fairy tales and folk tales often have a moral or lesson. Explain that the moral of this story is not stated directly. Suggest that after reading the story, students work in pairs to formulate a sentence stating the moral of the story.
"That," said the king in a fury, "is enough!" And he called a meeting of everyone in the kingdom.

Now it happened that there lived in the kingdom a wise old cobbler who had a wife and three sons. The cobbler and his family came to the king's meeting and stood way in back by the door, for the cobbler had a feeling that since he was nobody important, there had probably been some mistake, and no doubt the king had intended the meeting for everyone in the kingdom except his family and him.
"Ladies and gentlemen," said the king when everyone was present, "I've put up with that dragon as long as I can. He has got to be rid."

All the people whispered amongst themselves, and the king grumbled, pleased with the impression he had made. But the wise cobbler said gloomily, "It's all very well to talk about it—but how are you going to do it?"

And now all the people smiled and winked as if to say, "Well, ng, he's got you there!"

The king frowned.

"It's not that His Majesty hasn't tried," the queen spoke up loyally. "Yes," said the king, "I've told my knights again and again that they ought to slay that dragon. But I can't force them to go. I'm not a tyrant."

"Why doesn't the wizard say a magic spell?" asked the cobbler.

"He's done the best he can," said the king.

The wizard blushed and everyone looked embarrassed. "I used to do all sorts of spells and chants when I was younger," the wizard explained. "But I've lost my spell book, and I begin to fear I'm losing my memory too. For instance, I've been trying for days to recall one spell I used to do. I forget, just now, what the deuce it was for. It went something like—"

"Bimble,
Wimble,
Cha, Cha
CHOOMPF!"

Suddenly, to everyone's surprise, the queen turned into a rosebush. "Oh dear," said the wizard.

"Now you've done it," groaned the king.

"Poor Mother," said the princess.

"I don't know what can have happened," the wizard said nervously, "but don't worry, I'll have her changed back in a jiffy." He shut his eyes and racked his brain for a spell that would change her back.

But the king said quickly, "You'd better leave well enough alone. If you change her into a rattlesnake, we'll have to chop off her head."

Meanwhile the cobbler stood with his hands in his pockets, sighing at the waste of time. "About the dragon . . . ," he began.
A Reading Skills and Strategies
Retell. Make sure students identify the key points of the king's offer:
The king will give his daughter's hand, half the kingdom, or both to whoever makes the dragon stop.

B Literary Focus
Character. Name a character trait of each of the cobbler's sons. [The eldest son is proud; the middle son is envious; the youngest son is timid.]

Now the cobbler's eldest son was very clever and was known far and wide for how quickly he could multiply fractions in his head. He was perfectly sure he could slay the dragon by somehow or other playing a trick on him, and he didn't feel that he needed his
wise old father's advice. But he thought it was only polite to ask, and so he went to his father, who was working as usual at his cobbler's bench, and said, "Well, Father, I'm off to slay the dragon. Have you any advice to give me?"

The cobbler thought a moment and replied, "When and if you come to the dragon's lair, recite the following poem.

*Dragon, dragon, how do you do?*  
*I've come from the king to murder you.*

Say it very loudly and firmly, and the dragon will fall, God willing, at your feet."

"How curious!" said the eldest son. And he thought to himself, "The old man is not as wise as I thought. If I say something like that to the dragon, he will eat me up in an instant. The way to kill a dragon is to outfox him." And keeping his opinion to himself, the eldest son set forth on his quest.

When he came at last to the dragon's lair, which was a cave, the eldest son slyly disguised himself as a peddler and knocked on the door and called out, "Hello there!"

"There's nobody home!" roared a voice.

The voice was as loud as an earthquake, and the eldest son's knees knocked together in terror.

"I don't come to trouble you," the eldest son said meekly. "I merely thought you might be interested in looking at some of our brushes. Or if you'd prefer," he added quickly, "I could leave our catalog with you and I could drop by again, say, early next week."

"I don't want any brushes," the voice roared, "and I especially don't want any brushes next week."

"Oh," said the eldest son. By now his knees were knocking together so badly that he had to sit down.

Suddenly a great shadow fell over him, and the eldest son looked up. It was the dragon. The eldest son drew his sword, but the dragon lunged and swallowed him in a single gulp, sword and all, and the eldest son found himself in the dark of the dragon's belly.

"What a fool I was not to listen to my wise old father!" thought the eldest son. And he began to weep bitterly.

"Well," sighed the king the next morning, "I see the dragon has not been slain yet."

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### CROSS-CURRICULAR CONNECTIONS

**Social Studies**

**Dragons.** Dragons are legendary monsters found in the folklore, literature, and religious writings of many cultures, in which they have widely different meanings. To ancient Hebrews and Christians the dragon was generally a symbol of evil, death, and destruction. In the Christian tradition, dragons represent sin; they are usually shown crushed under the heel of a saint. In other cultures the dragon stands for good rather than evil. Ancient Greeks and Romans, for instance, believed that dragons could interpret the world's secrets for humans. Roman legions and ancient Norsemen used the dragon as a military symbol. Britain's Celtic conquerors used the dragon as a symbol of the king. Even today a dragon is inscribed on the shield of the Prince of Wales. In Asian cultures the dragon is a symbol of good luck; it is China's national emblem. The dragon is seen as godlike in the Taoist tradition.
A Literary Focus

Tone. In what way does the author use humor? [The princess is relieved not to marry the eldest son because he had warts. She's not concerned that he was eaten by the dragon.]

B Reading Skills and Strategies

Compare and contrast. How does the middle son's reaction to his father's advice compare with the eldest son's reaction? What conclusion can you draw about the likelihood that the second son will slay the dragon? [Possible response: Both sons think the cobbler's advice is useless. The second son will also fail to slay the dragon.]

"I'm just as glad, personally," said the princess, sprinkling the queen. "I would have had to marry that eldest son, and he had warts."

Now the cobbler's middle son decided it was his turn to try. The middle son was very strong and was known far and wide for being able to lift up the corner of a church. He felt perfectly sure he could slay the dragon by simply laying into him, but he thought it would be only polite to ask his father's advice. So he went to his father and said to him, "Well, Father, I'm off to slay the dragon. Have you any advice for me?"

The cobbler told the middle son exactly what he'd told the eldest.

"When and if you come to the dragon's lair, recite the following poem.

*Dragon, dragon, how do you do?*

*I've come from the king to murder you.*

Say it very loudly and firmly, and the dragon will fall, God willing, at your feet."

"What an odd thing to say," thought the middle son. "The old man is not as wise as I thought. You have to take these dragons by surprise." But he kept his opinion to himself and set forth.

When he came in sight of the dragon's lair, the middle son spurred his horse to a gallop and thundered into the entrance, swinging his sword with all his might.

But the dragon had seen him while he was still a long way off, and being very clever, the dragon had crawled up on top of the door so that when the son came charging in, he went under the dragon and on to the back of the cave and slammed into the wall. Then the dragon chuckled and got down off the door, taking his time, and strolled back to where the man and the horse lay unconscious from the terrific blow. Opening his mouth as if for a yawn, the dragon swallowed the middle son in a single gulp and put the horse in the freezer to eat another day.
"What a fool I was not to listen to my wise old father," thought the middle son when he came to in the dragon's belly. And he too began to weep bitterly. 

That night there was a full moon, and the dragon ravaged the countryside so terribly that several families moved to another kingdom. "Well," sighed the king in the morning, "still no luck in this dragon business, I see."

"I'm just as glad, myself," said the princess, moving her mother, pot and all, to the window, where the sun could get at her. "The cobbler's middle son was a kind of humpback."

Now the cobbler's youngest son saw that his turn had come. He was very upset and nervous, and he wished he had never been born. He was not clever, like his eldest brother, and he was not strong, like his second-eldest brother. He was a decent, honest boy who always minded his elders.

He borrowed a suit of armor from a friend of his who was a knight, and when the youngest son put the armor on, it was so heavy he could hardly walk. From another knight he borrowed a sword, and that was so heavy that the only way the youngest son could get it to the dragon's lair was to drag it along behind his horse like a plow.

When everything was in readiness, the youngest son went for a last conversation with his father.

"Father, have you any advice to give me?" he asked.

"Only this," said the cobbler. "When and if you come to the dragon's lair, recite the following poem.

_Dragon, dragon, how do you do?_
_I've come from the king to murder you._

Say it very loudly and firmly, and the dragon will fall, God willing, at your feet."

"Are you certain?" asked the youngest son uneasily.
DEVELOPING FLUENCY

This short story provides students an opportunity to develop fluency while reading. Have students form groups and assign themselves the following character roles: the king, the queen, the narrator, the eldest son, the middle son, the youngest son, the dragon, the wizard, the cobbler, and the princess. Encourage students to work together on an oral presentation of the story. Have students read the text carefully to find hints from the author as to how they should dramatize the text. Students can also use facial gestures and vary the tones of their voices to demonstrate their comprehension of the text.
As certain as one can ever be in these matters," said the wise old
\textit{pler}.

and so the youngest son set forth on his quest. He traveled over
\textit{nd dale} and at last came to the dragon's cave. 0. 0

he dragon, who had seen the cobbler's youngest son while he was
\textit{long way off}, was seated up above the door, inside the cave,
ting and smiling to himself. But minutes passed and no one came
\textit{ndering in}. The dragon frowned, puzzled, and was tempted to
\textit{k out}. However, reflecting that patience seldom goes unrewarded,
dragon kept his head up out of sight and went on waiting. At last,
\textit{he could stand it no longer, the dragon craned\textsuperscript{4} his neck and
ked. There at the entrance of the cave stood a trembling young
\textit{n in a suit of armor twice his size, struggling with a sword so
\textit{vy he could lift only one end of it at a time. At sight of the dragon, the cobbler's youngest son began to tremble
\textit{iently that his armor rattled like a house caving in. He heaved
\textit{ll his might at the sword and got the handle up level with his
\textit{st, but even now the point was down in the dirt. As loudly and
\textit{nly as he could manage, the youngest son cried—}\textit{Dr}

Dragon, dragon, how do you do?

\textit{ive come from the king to murder you!}\textit{'} cried the dragon, flabbergasted. "\textit{You? You? Murder
\textit{?}?" All at once he began to laugh, pointing at the little cobbler's
\textit{. "He he he ho ha!" he roared, shaking all over, and tears filled his
\textit{s. "He he he ho ho ho ha ha!" laughed the dragon. He was laughing
\textit{ard he had to hang onto his sides, and he fell off the door and
\textit{ed on his back, still laughing, kicking his legs helplessly, rolling
\textit{ide to side, laughing and laughing and laughing. The cobbler's son was annoyed. \textit{I do come from the king to
\textit{der you," he said. "A person doesn't like to be laughed at for a
\textit{ing like that.}\textit{'}

\textit{He he he!" wailed the dragon, almost sobbing, gasping for breath.

\textit{ourse not, poor dear boy! But really, he he, the idea of it, ha ha

\textit{raned \textsuperscript{4} stretched (the neck) as a crane does.}
Reading Skills and Strategies

A. Identify cause and effect. What makes the dragon laugh at the youngest son? [He sees the youngest son as small and weak, and the dragon sees himself as strong and invincible.]

B. Reading Skills and Strategies

Retell. [Response to question 10: The youngest son kills the dragon by slicing his head off with his sword.]

C. Reading Skills and Strategies

Find the main idea. What lesson have the brothers learned? They learned that they should respect the opinions of people who are older and wiser than they are.

D. Reading Skills and Strategies

Infer. What might this book be? What clues help you make this inference? [It is probably the wizard's book of spells. The book is described as containing poems, odd sentences, and recipes that don't make sense.]

E. Reading Skills and Strategies

Retell. [Possible response to question 11: After that, they thank the younger brother for saving their lives. Then they take the dragon's head and the treasures in the cave and set off for home.]

FAMILY/COMMUNITY ACTIVITY

Have students use their retelling skills to write and illustrate children's stories. Tell them that children's books are generally short and are written in a simple style. Instruct them to use six to eight key sentences from their retellings as the basis for their stories. Encourage them to illustrate their stories.
Meet the Writer

A Twister of Tales
With characters like the hero who is so weak and puny he can't lift the sword and the wizard who can't remember his magic, John Gardner (1933–1982) poked fun at old-fashioned fairy tales. The story you've just read is from Dragon, Dragon, and Other Tales (1975), his first collection for young readers. Gardner became famous with Grendel (1971), a novel for adults that offers a twist on the well-known English epic Beowulf. The epic is about the hero Beowulf, who battles and finally defeats the monster Grendel. Gardner twists this tale by telling his story from the monster's point of view.

When Gardner was young, his favorite storytellers were Charles Dickens and Walt Disney, the producer of animated films. Gardner believed that both created wonderful cartoon images, told stories that were as direct as fairy tales, and knew the value of broad comedy spiced up with a little weeping. Gardner kept a bust of Dickens in his study "to keep me honest."

Gardner was only forty-nine years old when he died in a motorcycle accident.

For Independent Reading
For more twisted fairy tales, read the other stories in Dragon, Dragon, and Other Tales. For twisted verses, look for Gardner's A Child's Bestiary, a popular collection of humorous poems about animals.
Practice the Strategy

Retelling: Summarizing the Plot
Remember how the five-year-old retold the story he had heard at school? Well, here's a portion of a better retelling of that story.

"We heard a story called Lilly's Purple Plastic Purse by Kevin Henkes. The story takes place mostly in a kindergarten class. The main characters are Lilly, a girl who is in kindergarten, and her teacher. The story begins when Lilly's grandmother gives her a beautiful purple plastic purse for her birthday. Next, Lilly takes her special purse to school. Then she wants to play with it, but her teacher tells her to put it away."

Talk with a friend about how this retelling is different from the one on page 4. Then, look at the Retelling Guide on the right. Can you identify which parts of the guide are followed in the partial retelling above? What words are used in this retelling instead of and then?

Retelling Guide
1. Introduction
Begin with the title and the author of the story. Then, tell where and when the story is set.

2. Characters
Tell the characters' names, and explain how the characters are related or connected to one another. Explain what the main character wants or is trying to do.

3. Conflict
What is the main character's conflict, or problem? In other words, what's keeping the main character from getting what he or she wants?

4. Complications
Describe the main events—what happens as the characters try to solve the conflict.

5. Climax
Describe the climax, the most suspenseful moment in the story, when you discover at last how the main character will overcome the conflict (or be defeated).

6. Resolution
Tell what happens after the climax. How does the story end?

7. Personal Response
Add your own thoughts about the story.

Possible answer: In "Dragon, Dragon" by John Gardner a kingdom is being turned upside down by a dragon. The king decides to offer his daughter's hand in marriage and half of his kingdom to anyone who can slay the dragon. A cobbler's three sons accept the challenge. The two eldest sons try to defeat the dragon by using cunning but end up being swallowed by him. Finally the youngest son succeeds in slaying the dragon by following his father's advice.
Ask a partner to listen as you give a retelling of “Dragon, Dragon” and to rate what you say on a Retelling Checklist (like the one that follows).

Retelling Checklist

Name

Text

Directions: Use the following checklist to have someone rate your retelling. Ask the listener to decide if your retelling covers each question listed below a little, some, a lot, or not at all. Work on those things that you skipped or only covered a little.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>A little</td>
<td>Some</td>
<td>A lot</td>
</tr>
</tbody>
</table>

Does this retelling . . .
1. have a good beginning that states the title, author, and when and where the story takes place?
2. tell who the characters are and how they are related to one another?
3. include the main events?
4. keep those main events in the correct sequence?
5. explain how the main conflict, or problem, is resolved?
6. provide any personal comments about the story?

You can use the retelling strategy with the stories in this collection. If you want to review the elements of any plot, try retelling.

Skills Focus

Reading Skills
Retell story events.

Dragon, Dragon
Lesson 4
Lesson 4: Important Vocabulary

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Formulaic Expression</th>
<th>Grammar</th>
<th>Vocabulary</th>
</tr>
</thead>
</table>
| Identify | Verbs             | ___________ed        | Past tense | Plagued
|          |                   |                      |            | Ravaged
|          |                   |                      |            | Lunged
|          |                   |                      |            | Craned
| Discuss  | Past tense verbs  | The story takes place _______. |            | Once upon a time. |
|          |                   | Most verbs will end in “ed” |            |                    |
| Identify | Words that mean the same thing. | _______ means the same or almost the same thing as _______. | Synonyms   | Craned: stretched
|          |                   |                      |            | Plagued: troubled
|          |                   |                      |            | Lunged: jumped
|          |                   |                      |            | Ravaged: destroyed |
Objectives:

Pre Production Students and Early Emergent Students will:
• Write the vocabulary words and find meaning.
• Create visual representation of that word.

Advanced and Mainstream students will:
• Classify vocabulary in categories: know it well, heard/seen it, or no clue.
• Construct meaning using context clues.
• Create visual representation of these vocabulary words.

Materials:
• “Important Vocabulary” worksheet (from Original Lesson 2)
• Word study boxes p. 25 (adapted from Time for Kids Graphic Organizer)

Background:

1. Whole group discussion: Discuss that verbs are words that show action. Make a list of action words on the board. Make the list in the present tense. (i.e. jump, walk, talk) Explain that these words can be changed by adding the ending “ed” to make it past tense. Have a student pass a ball with you. Explain to Pre-production and Early Emergent students by saying:

   “I pass the ball with ________
   ________ passes the ball with me.

Write the words on the board.

Have the student sit. Explain by showing the ball and pointing to the volunteer.

   “I pass”ed” the ball to ________
   ________ pass”ed” the ball to me.”

Write the words on the board. Show how to make the list of verbs past tense by adding “ed”.

2. Explain that Synonyms are words that have the same meaning or nearly the same meaning. Try to list some synonyms for the list of past tense verbs. For
Procedure:

1. Write the following words on the board:

   Plagued, ravaged, lunged, craned

2. Ask students to tell what these words have in common (i.e. they are verbs, they are all past tense, they all end in "ed")

3. Break into small groups. Advanced and mainstream should get "important vocabulary" worksheet and "Word Study Box" worksheet. Pre-production and Early Emergent students should get dictionary (L1) to determine meaning and "Word Study Box" worksheet.

4. Advanced and mainstream students should work together to create a visual representation of the word, a synonym for that word, write the meaning of the word and try to use it in a sentence. Pre-production and Early Emergent students can use the modified word-study boxes. Using the word from their L1, the English word, the meaning from the L1 and the meaning in English, and a visual representation.

5. Have students present pictures and discuss how they represent the vocabulary words.

Closure:

Review that all the vocabulary words were verbs. Review that all the vocabulary words ended in "ed". Gesture to your lists on the board for the pre-production and early emergent students. Remind them that synonyms are words that have similar meaning. Point to your example used earlier to represent the synonyms.

Assessment: (Homework)

Pre-production students should choose one additional verb from the modified text and make a word box for that word.
Early Emergent student should choose two additional verbs from the modified text and make word boxes for those words.
Advanced and mainstream should choose three additional verbs from the original text and make word boxes for those words.
Narrative of Modifications: Lesson Four

Lesson Four was originally lesson three, but I had to rethink what I wanted my students to come away with. I wanted all my students to increase their vocabulary. I want my students to see words they don’t know, try to decipher meaning from them and then to use them as part of their natural language. I therefore decided that they should first encounter the vocabulary in the story and then they could work not only with the vocabulary words I chose but also on words that they found unfamiliar, important or interesting.

Normally my students work with the vocabulary first, probably memorizing the meanings and then forget them after the quiz. This time all my students will take a boring list of vocabulary words, discover what they have in common, find words that are similar in meaning and come up with their own picture representation of the words to make it comprehensible for everyone. I also want my ELL’s to find a word similar to the words we found in English and find a synonym for that would in their L1. I hope to increase my vocabulary using their knowledge.

I’m excited to try this out.
Word-Study Boxes

DEFINITION | SENTENCE
---|---
ENGLISH WORD | NATIVE LANGUAGE
SYNONYM (a word that has the same meaning) | PICTURE

DEFINITION | SENTENCE
---|---
ENGLISH WORD | NATIVE LANGUAGE
SYNONYM (a word that has the same meaning) | PICTURE
Checklists
<table>
<thead>
<tr>
<th>Grammar</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nouns Singular/ Plural</td>
<td>1, 2</td>
</tr>
<tr>
<td>Interrogative Sentences</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Synonyms</td>
<td>1, 2, 4</td>
</tr>
<tr>
<td>Verbs: Present tense</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Past tense</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Functions</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>List/Name</td>
<td>1, 2</td>
</tr>
<tr>
<td>Describe</td>
<td>1, 2</td>
</tr>
<tr>
<td>Identify</td>
<td>1, 2</td>
</tr>
<tr>
<td>Retell/Summarize</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Define</td>
<td>4</td>
</tr>
<tr>
<td>Illustrate</td>
<td>4</td>
</tr>
<tr>
<td>Organize</td>
<td>1, 2, 3</td>
</tr>
</tbody>
</table>
FLA 518: Sheltered ELL Strategies Checklist

Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

<table>
<thead>
<tr>
<th>I. Contextualize Lesson</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. 1. Visuals (Realia, Manipulatives, Gestures)</td>
<td>3,3a, 3b</td>
<td>7a, 7b</td>
<td>16, 21a, 22</td>
<td>23</td>
</tr>
<tr>
<td>I. 2. Model (Instructions, Processes)</td>
<td>3d</td>
<td>Lesson 2</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>I. 3. Activate Background Knowledge</td>
<td>3</td>
<td>4</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>I. 4. Negotiate Meaning/ Check Understanding</td>
<td>3a, 3b, 5</td>
<td>14</td>
<td>23</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Make Text Comprehensible</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>II.1. Graphic Organizers</td>
<td>3</td>
<td>7a</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>II.2. Develop Vocabulary</td>
<td>3</td>
<td>Lesson 1/Review</td>
<td>14</td>
<td>25</td>
</tr>
<tr>
<td>II. 3. Simplify Written Text</td>
<td>3a, 3b, 5a</td>
<td>7a, 7b</td>
<td>16-18</td>
<td>23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Make Talk Comprehensible</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>III.1. Graphic Organizers: Listening Guides</td>
<td>3, 3b</td>
<td>7a</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>III. 2. Frame Main Ideas</td>
<td>3</td>
<td>4</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>III. 3. Pace Teacher’s Speech</td>
<td>3</td>
<td>4</td>
<td>14</td>
<td>24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. Engage: Opportunities for Output</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>IV.1. Teacher Questioning and Response Strategies: Instructional Conversations</td>
<td>3</td>
<td>4</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>IV.2. Small Group Work (including Info Gap Activities)</td>
<td>3a</td>
<td>5</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>IV.3. Meaningful, real-life activities; Students as Researchers</td>
<td>3, 3a</td>
<td>5</td>
<td>19-21</td>
<td>24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>V. Engage at Appropriate Language Proficiency Levels</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>V.1. Use questions appropriate for language levels in conversations, activities, assessments</td>
<td>3</td>
<td>5</td>
<td>19, 20, 21</td>
<td>24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VI. Literacy/Academic Development</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>VI. 1. Allow use of L1 for planning and conceptualizing</td>
<td>3a</td>
<td>7b</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>VI. 2. Lots of real oral and written language</td>
<td>3</td>
<td>11</td>
<td>19, 20, 21</td>
<td>25</td>
</tr>
</tbody>
</table>
Original Lessons
Elements of Literature: Plot and Setting

Lesson One: Introduction to Story Structure

Goals:
- Students will identify the structure of a story.
- Students will plot events in a story on a plot outline.
- Students will analyze the way setting influences plot.

Objectives:
- Students will define plot; conflict, climax, resolution.
- Students will identify characters and setting.
- Students will organize events of a story.
- Students will chart specific events on a plot outline.

Materials: HRW – *Elements of Literature – Teacher's Edition*
HRW – *Elements of Literature – Student's Edition*
HRW – Hand-out with vocabulary related to plot.
HRW – Hand-out of Plot Outline
HRW – Hand-out of Storyboard & Mini-read

Procedure:

Tell students that they will be reviewing the structures of a story including: main character, setting and plot.

Review that plot can be broken down into parts including: conflict, climax and resolution.

Read aloud together p. 2-3 in HRW stopping to discuss each element.

Together: Use the short example and make a diagram of the plot using the events including the conflict, the climax and the resolution.
Discuss how the plot may change based on a different setting. Use example from text (p.2 Look at Learners Having Difficulty).

Break into groups. Choose a familiar story (i.e. Cinderella, Three Little Pigs, Little Red Riding Hood) for each group and have the groups chart the plot on a "Plot Outline".

Closure: Review the parts of plot, characters and setting. Review how the students can create a chart to organize the plot and identify the characters and setting.
These are the terms you should know as you read and analyze the stories in this collection.

**Plot**  What happens in a story or play. It is the chain of events that makes up a story.

**Conflict**  A struggle. It can be a struggle between characters or between opposing forces. There are two kinds of conflict:
- An **external conflict** is a struggle between a character and something outside the character. Examples of an outside force include another character, a group, a monster, or a hailstorm.
- An **internal conflict** takes place inside a character's mind or heart. A character with an internal conflict may struggle against fear or loneliness, for example.

**Complications**  Problems that come up as the characters struggle to reach their goals.

**Climax**  The most exciting moment of the story. At the climax you learn how the conflict will turn out.

**Resolution**  The part of the story in which the loose ends of the plot are tied up and any remaining questions are answered. The resolution usually occurs at the end of the story.

**Setting**  The time and place of a story. Descriptive details about the weather and how people typically act in that time and place also contribute to the setting.

**Suspense**  The uncertainty a reader feels about what will happen next.

**Foreshadowing**  Hints or clues about what will happen later in a story.

(Opposite) Lance Armstrong arrives at the end of the 19th stage of the 90th Tour de France.
Elements of Literature: Plot and Setting

Lesson Two: Important Vocabulary

Goals:
- Students will expand their vocabulary.
- Students will use words properly in sentences.
- Students will form connections with the words through visual representation or use of synonyms and antonyms

Objectives:
- Students will classify vocabulary in 3 categories: know it well, heard/seen it, or no clue.
- Students will construct meaning using context clues.
- Students will create visual representations of the important words.

Materials:
Hand out with list of vocabulary words from “Dragon, Dragon” by John Gardner.

HRW – Elements of Literature – Student’s Edition p. 5-14

Word Study boxes from TFK.

Procedure:
Make a list of important words on the board. Have students put them in categories.

Words: plagued, ravaged, lunged, craned

Categories: Know it Well, Heard/Seen it, No Clue.

Discuss the categories and what the student know from prior knowledge. Discuss what is common about all these words (verbs).
Hand out sheet with context clues using sentences from the story. Students should write down what they think the word means based on context clues. Discuss.

Have students find definitions at the bottom of the pages in the student addition of HRW. Write down the meaning.

Use TFK word study boxes to create meaning for the words.

Final Assessment – Words will be used in a final assessment (quiz) along with comprehension and connection questions from the story.
Important Vocabulary

Directions: Read the sentence(s). Try to figure out the meaning of the word. What clues did you use to help you find the meaning of the word.

1. There once was a king whose kingdom was **plagued** by a dragon. The kind did not know which way to turn.

   I think the word _______ means ______________________
   ________________________
   Some clues I used were: ________________________________________________________________________
   The word _______ means ________________________
   ________________________

2. Every time there was a full moon, the dragon came out of his lair and **ravaged** the countryside. He frightened maidens and stopped up chimneys and broke store windows.

   I think the word _______ means ________________________
   ________________________
   Some clues I used were: ________________________________________________________________________
   The word _______ means ________________________
   ________________________

3. The eldest son drew his sword, but the dragon **lunged** and swallowed him in a single gulp...

   I think the word _______ means ________________________
   ________________________
   Some clues I used were: ________________________________________________________________________
The word _________ means ____________________________

4. ...the dragon kept his head out of sight and went on waiting. At last, when he could stand it no longer, the dragon **craned** his neck and looked.

I think the word ______ means ____________________________

Some clues I used were: ____________________________

The word _________ means ____________________________
Goals:
• Students will identify the setting and characters of a story.
• Students will connect stories main events to retell the plot.
• Students will retell or summarize the plot of a story.

Objectives:
• Students will use retelling skills and strategies to summarize the plot.
• Students will identify the main character of the story.
• Students will identify the setting of the story.
• Students will organize a series of events for retelling of the plot.

Materials: HRW – Elements of Literature – Teacher’s Edition
HRW- Elements of Literature – Student’s Edition
“Dragon, Dragon” by John Gardner p. 4-17

Procedure:
Start by reading together p. 4. Summarizing the Plot: Retelling

Review the tips for retelling.

Have students read silently p. 5 and stop. Have students retell what they read so far. Compare what the students said. What was good about what was said? What was missing? Was it organized? What was necessary to have in your retelling so far?
Continued reading the story aloud with the class, stopping at the “retell” points. Question and answer throughout.

At the end of the story, break in groups of three or four. Review strategies for retelling on p. 16. Have students (in writing) retell the story "Dragon, Dragon."
Pass the stories to other groups and using the rubric on p. 17, have students rate the retelling. Use constructive criticism.
Elements of Literature: Plot and Setting

Lesson 4: Review and Practice

Goals:
- Students will demonstrate their knowledge of plot.
- Students will identify the key elements of a story.
- Students will summarize and retell a story.

Objectives:
- Students will identify the setting, the character and the parts of the plot.
- Students will complete a storyboard showing their knowledge of the elements of plot.
- Students will retell a story using their knowledge and strategies about retelling.

Materials:
HRW- Reading Solutions Skills and Strategies
HRW – Hand-out of Storyboard & Mini-read p. 358-361

Procedure:
Break students up into pairs. Give short stories (use one story or divide the class using two different stories) and have students create a Storyboard. Have students identify the setting and the main characters. Have groups write a "retelling" of the short story. Have students share their storyboards and their retelling with another group. Have the groups use the rubric for retelling to grade the group. Have groups use constructive criticism.
A  Alex still couldn’t believe what she had seen while she was dusting supplies in her father’s small grocery store. There at the register was Bobbi, Alex’s co-worker and best friend. Bobbi was closing the cash drawer with one hand and shoving a twenty-dollar bill into her pocket with the other!

B  “How could I have misjudged Bobbi so much?” Alex thought. Her father would have to be told. But first, Alex decided, she would talk to Bobbi. Maybe Bobbi would have an explanation.

C  The rest of the day was very hard for Alex. One minute, she was so mad at Bobbi. The next minute, she felt bad for doubting her best friend. As soon as her father left for the day, Alex turned to Bobbi.

D  “I saw you take twenty dollars out of the cash register,” Alex said firmly.

E  “Oh, that,” said Bobbi calmly. “I was just—”

F  “I know what I saw,” Alex said. “All I want is for you to put the money back and explain why you took it.”

G  “But Alex, we’re friends. Friends trust friends,” said Bobbi.

H  “Well, if I can’t trust you, then maybe we aren’t friends,” Alex said.

I  Bobbi shook her head and said, “You are going to feel like a fool.” Tears streamed down Bobbi’s face as she let the door slam behind her.

J  Later, at dinner, Alex told her father, but he just sat there smiling.

K  “I don’t see what’s so funny,” Alex said.

L  “But I do,” her father replied, placing a small flat box on the table. Alex unwrapped it and found inside a new CD box set she had been wanting.

M  “I had Bobbi pick it up for me,” he said. “Bobbi paid for it. I didn’t have the cash to repay her, so I told her to get it out of the register.”

N  “Oh,” said Alex softly. “I’ve made a terrible mistake.”
Understanding Plot

DIRECTIONS: Apply the Storyboard strategy for plot. As you read, use the lines below to write notes about the three parts of the story: conflict, climax, and resolution. Then, in each storyboard box below, draw a picture that shows that part of the plot. Finally, at the bottom of each box, write a sentence describing that part of the plot. If you need more room, use the back of this page.

NOTES

STORYBOARD

Conflict

Climax

Resolution

Understanding Plot