|  |
| --- |
| **Focus: The Plot Thickens**Story elements: setting, character, plot, conflict, theme**Materials:** copies of “The Cage,” copies of plot diagram organizer, highlighters, pen/pencil, sticky notes |
| **Before Reading:** 1. Give scholars a copy of the plot diagram. Use one copy of the plot diagram as the practice board for the group. They will use this copy to brainstorm answers before completing their copy.
2. **Say to scholars:** What is this drawing called? (A plot diagram) What type of text would this drawing help you understand what you are reading? (fiction, short story, novel, folklore)
3. **Say to scholars:** What is each section of the plot diagram called? We will label the plot diagram. Write what you think each section of the plot diagram is called on a sticky note and place it on the plot diagram. *(Use the teacher notes to guide students with the correct labels. Scholars learn the stages of the plot and what type of information is revealed in each stage every year in ELA class. However, they often forget. This session will review the key concepts that they need to be successful with understanding story elements and plot structure.)*
4. **Say to scholars:** Write the correct labels on your copy of the plot diagram. Glue the plot diagram in your journal. We will use this as a reference as we dig into fiction texts.
 |
| **During Reading:**Pass out copies of “The Cage” short story. 1. **Say to scholars:** As we read the story, we will:
* circle and discuss unfamiliar words. Have students write the meanings of the words in the margins.
* write questions about what is going on and why (?) Don’t forget to write the (?) symbol beside the details.
* highlight details that tell us the characters, setting, conflict, and ending.
1. As scholars read the short story aloud, assist them with asking questions about the text. Sample questions:
* What is the guy’s major problem?
* Why would the guy agree to being locked in a cage or cell?
* Will his strategies for escaping work? Why?
* How would you describe the guy’s personality based on his actions so far?
* How is the guy feeling as he is failing at all attempts?
* Predict the ending. Why do you think it will end this way? What do you think of the guy’s attempts to solve his problem? What would you have done if you were in his situation? Why would your plan work better?
 |
| **After Reading:** **Discussion****Say to scholars:** Look at your plot diagram. Let’s complete the diagram as we discuss the events from the story.* Who is the main character?
* What have we learned about the setting? Where is the character? Why is he in this particular place?
* What do we learn about the character’s personality based on his actions? Show me in the story where he is this trait. (Example: determined, perseverant, stubborn, etc.)What were his attempts to solve his problem?
* What was the turning point in the story? Which event made us wonder which direction the story would end? This is called the climax.
* How did the situation end?

**Say to scholars:** We used active reading strategies to help us dig into the story structure. We discussed the setting, the main character, the conflict, and the resolution.  |
| **Wrapping Up:** * Complete North Star forms.
* Gather and store materials.
* Read lesson #5 for the next session.
 |