



Reading Lesson Plans and a Book Club Story

1. Make Reading Response Journals.
2. Read and discuss Story Elements and the story, "Dinner Time."
3. Write in the Reading Response Journals.

Activities

- Students make Reading Response Journals.
- Students read and discuss Story Elements, then read and discuss a Book Club Story.
- Students write in their Reading Response Journals.



Purpose

- To make Reading Response Journals.
- To review the elements of fiction.
- To write in a journal a personal response to reading.



Materials:

- Directions for lesson plans as shown below.
- Directions for making Journals, pages 2 and 3.
- Large sheets of paper, markers.
- Copies of "Story Elements" and "Dinner Time" by Pop Gander (reprinted from *Book Clubs* e-booklet), page 4.
- Copies of Reading Response Journal Writing Suggestions, page 5.

Procedure

Making the Reading Response Journals

Make journals. Use the instructions on pages 2 and 3 (reprinted from *Book Clubs* e-booklet) to lead students through the steps of making their journals. Students can decorate the journals if they wish, or just write their names on the covers.

Reading:

"Story Elements" and "Dinner Time" by Pop Gander

From copies of page 4, direct students to read together and have the class discuss "Story Elements" by Pop Gander. Direct students to read "Dinner Time" independently. When students have finished the story, discuss how the elements of the story work together. Have students explain how each character's personality is revealed through the things they say and do. Have them explain why the setting is important to the plot: winter time, ski area, presence of bears. Have them explain how the plot reveals the author's theme.

Writing in the Journal

Provide students with copies of Reading Response Journal Writing Suggestions on page 5. Read through the directions for journal writing time. Emphasize that students do not need to answer the questions directly, that the purpose of the questions is to stimulate their own thoughts and ideas in response to the story or books they have read.

Lesson Plan 1: Make Reading Response Journals

The interior pages of the book are made from:

12" x 18" Construction paper - white

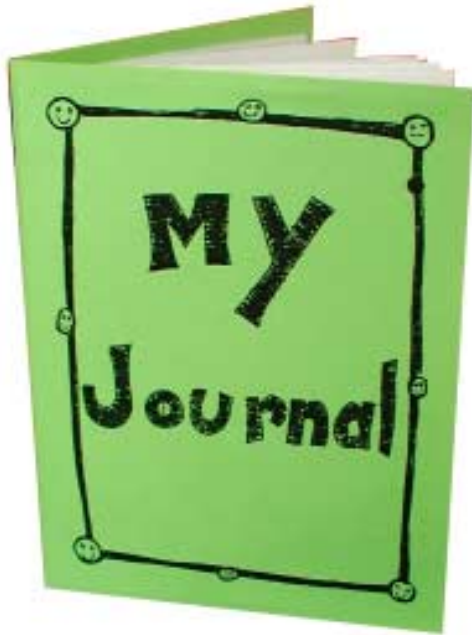
or

11" x 17" Copier paper - white

Each large piece of paper is folded to make a little booklet which will be 6" high x 4.5" wide if using construction paper or 5.5" high x 4.25" wide if using copier paper.

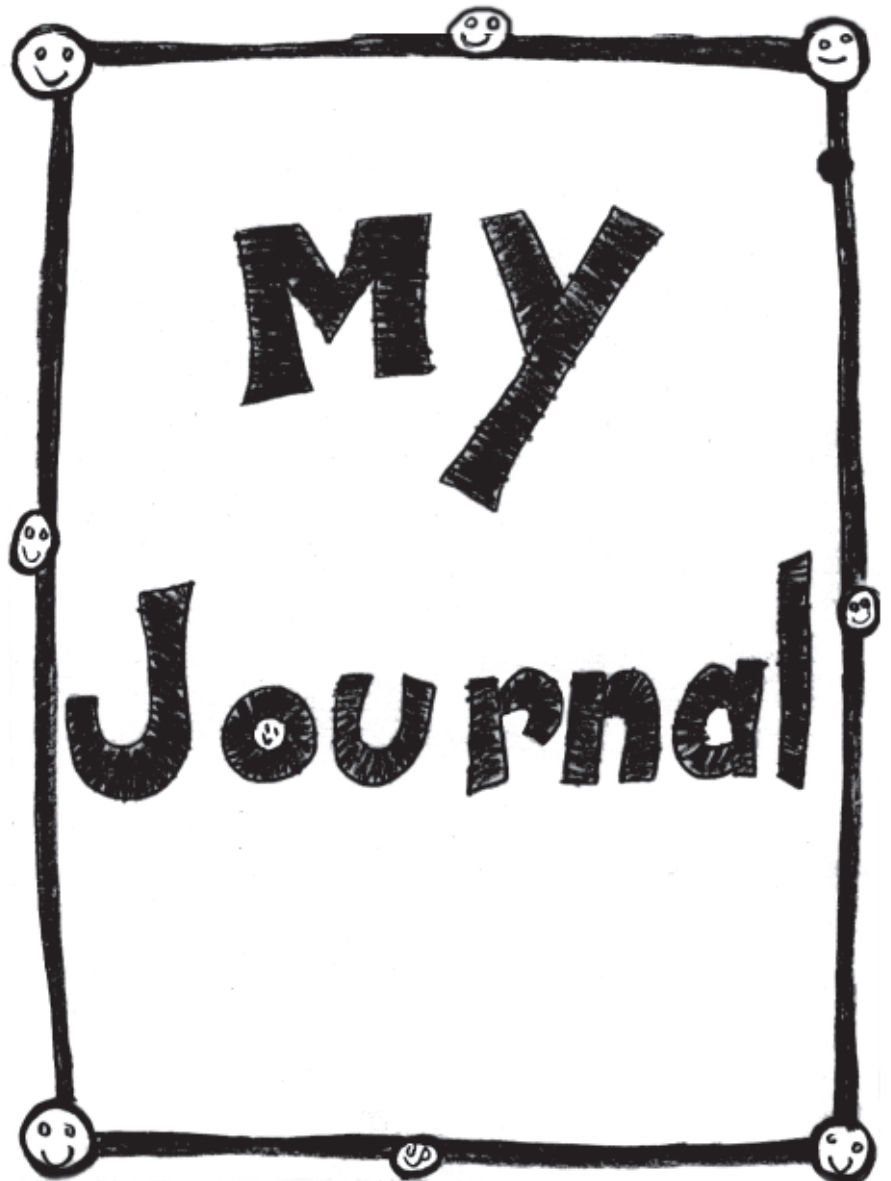
Interior pages folded from one large piece of paper can be referred to as an eight page signature. Photographs and directions for folding a signature are on page 3.

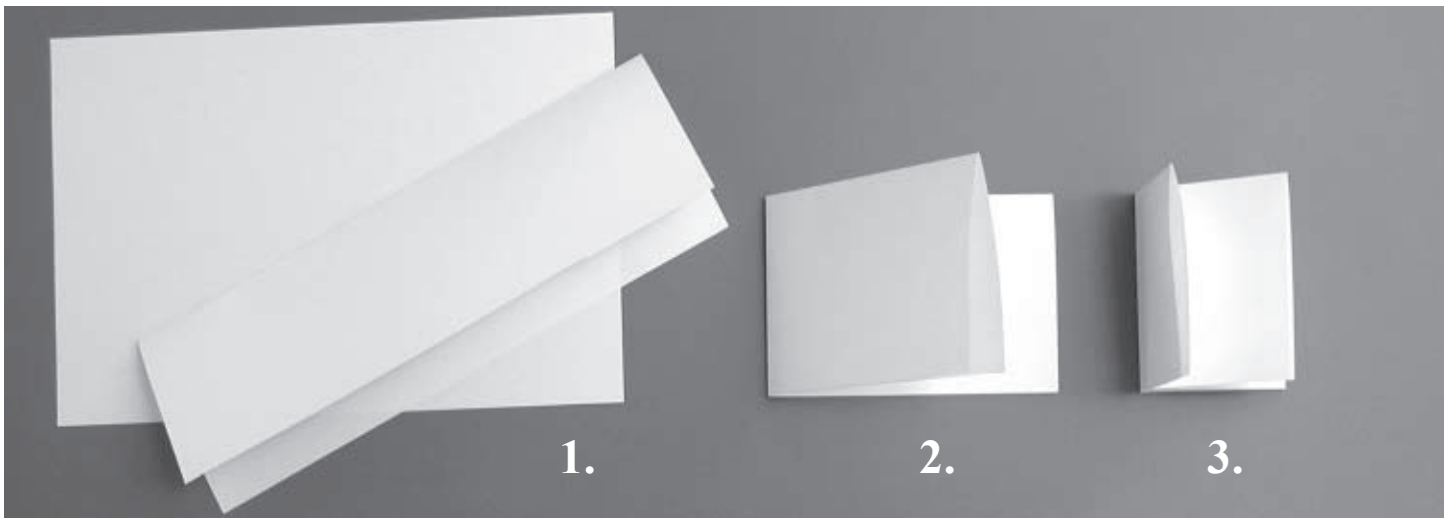
After the signatures are assembled, students can add their own covers made from construction paper and decorated as they wish. A sample of a finished Reading Response Journal is pictured on the left, below.



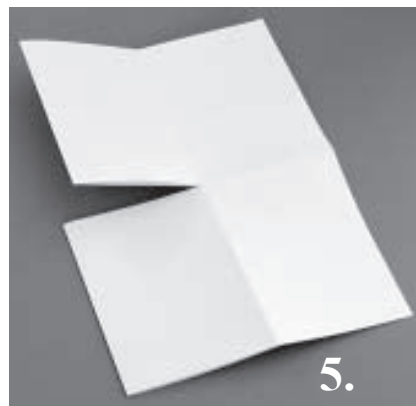
Above: Photo of a finished Reading Response Journal with a decorative construction paper cover.

Right: Sample of a simple drawing which can be used to cut out and paste onto the teacher's sample journal. Just print this page on colored printer paper and paste it on the construction paper cover.

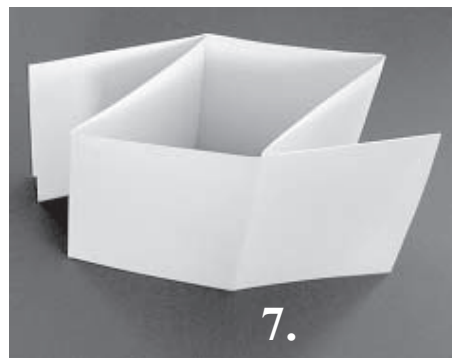
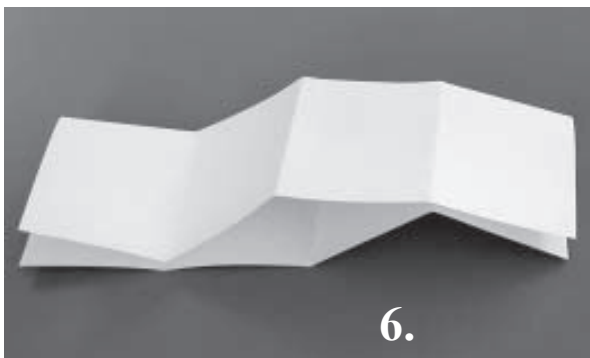




Fold one piece of paper into an eight page booklet.

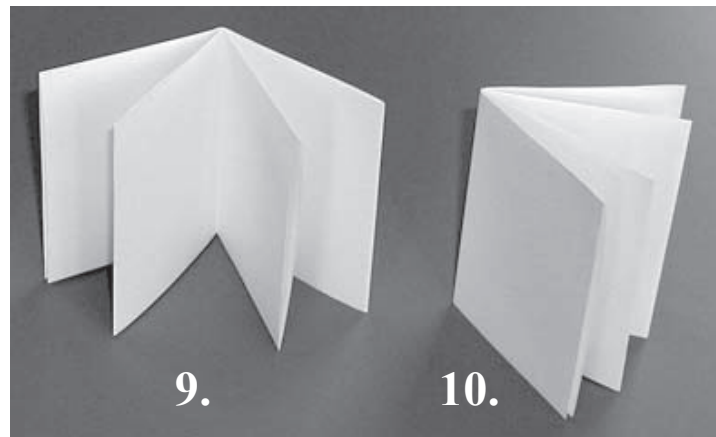
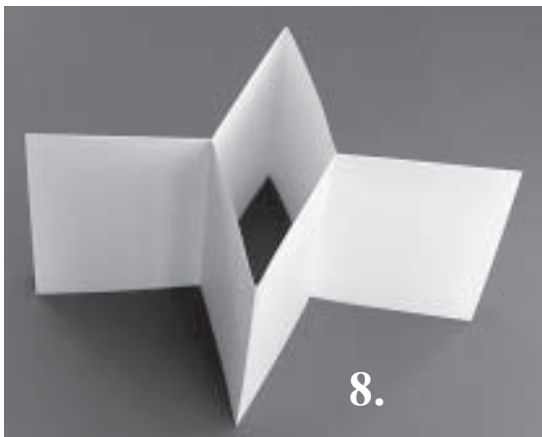


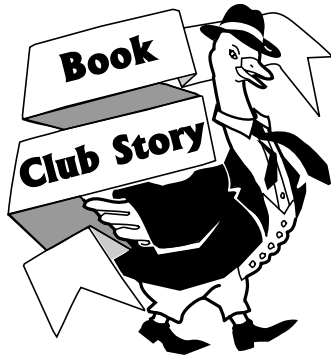
1. Fold a large piece of paper in half lengthwise.
2. Fold in half again as shown in figure 2.
3. Fold in half again as shown in figure 3.
4. Unfold totally and fold in half crosswise.
5. Cut along fold line as shown in figure 5.
6. Unfold totally and fold in half lengthwise.
7. Turn and pull out the top edges of the center sections which were cut in figure 5.
8. Continue to flatten the center sections, pushing the center folds inward to form a spine for the book.
9. Fold all pages toward the front.
10. Crease all the folds firmly to complete the book.



Extra Pages - Fold additional pieces of paper by the same method and glue or tape the booklets together to make as many pages as you wish.

Cover - Use glue or tape to add a cover made from colored construction paper.





Story Elements

by Pop Gander

What are story elements?

Every story is about something happening to someone somewhere. The something, the someone, and the somewhere are the elements of a story.

The something is PLOT: What happens? What makes it happen? What does the happening cause? Does anyone care?

The someone is CHARACTER: Who are the people in the story? Which of them has a problem? Who hurts if the problem isn't solved? Who is happy if the problem is solved?

The somewhere is SETTING: Where and when does the story take place? Is it a happy place or a scary place or a dangerous place or a beautiful place or a mysterious place? What effect does the place and time have on how the story turns out?

Two other things about a story are interesting: POINT-OF-VIEW, or who tells the story, and THEME, or what the story means to you.



Story

DINNER TIME

Pete and Celia [two characters] are out on a wooded mountainside [setting] skiing on a gray January day [setting] just before dinner [setting].

Pete thinks he's a good skier [character] and has talked Celia into going up to the top of the mountain with him [plot] so he can show off how good he is [character], but he grows hungry for dinner [character] and sets off down the hill as fast as he can [plot], leaving Celia behind [character]. Celia is not nearly as good a skier and is scared to be left alone [character], although she too is hungry [character] and sets off slowly downhill after Pete [plot].

She watches as Pete skis close to the woods and is spotted by a bear which chases after him [plot].

She shouts to warn Pete, but he pays no attention [plot], figuring [character] she is just making a fuss because he has left her alone [plot].

Fighting her fear [character], Celia sets off downhill much faster [plot] than she normally skis [character] and shouts again [plot], hoping to attract the bear's attention away from Pete [character].

The bear abandons his chase after Pete and turns to catch Celia [plot]. She is not skillful enough [character] to avoid the bear and skis smack into it [plot]. The bear is knocked off balance and falls over [plot] a small cliff [setting], landing downhill right in front of Pete [plot]. The bear promptly catches Pete and gobbles him up [plot].

Celia gets back on her skis, heads slowly downhill to the lodge [plot], and as she passes the munching bear, she shakes her head sadly [character] and says, "Oh" for Pete's sake.

Lesson Plan 3: Write in the Reader Response Journal

Directions and suggestions for writing in the journal.

1. Write a short summary of what has happened in the story you are reading.
2. Make a prediction for what will happen next.
3. Write about one of the story elements listed below. Use the questions to get started writing your own thoughts about your story. *Write for the entire session.*

Plot

- Describe what happens in this story and tell about the reasons why.
- Who is concerned about the events in the story? What do they do about it?
- Is there a big problem or conflict in this story?
- How are events in this story similar to events in other stories you have read?
- What are some things that have happened in the story which grabbed your interest?
- How is the author building suspense or anticipation for the next event?
- Are you enjoying this story? Why or why not?
- Have you ever experienced similar events in your life?

Character

- Who are the people in the story? Which of them has a problem?
- Who hurts if the problem isn't solved? Who is happy if the problem is solved?
- What does the main character look like? Tell about some minor characters.
- Describe personality traits of a character. What does the character say or do that reveals his or her personality?
- Is this character likeable? Why or why not? Is this someone you would be friends with? Why or why not.
- Would you make the same decisions or take the same actions the main character did if you were in the same situation? Why or why not?
- Have you ever known anyone like this character? Explain.

Setting

- Where and when does the story take place?
- Is it a happy place or a scary place or a dangerous place or a beautiful place or a mysterious place?
- What effect does the place and time have on how the story turns out?
- What is the general mood of this story? How does the author create this mood?
- Is the story location similar to where you live? How is it different?
- Would you like to live in the time and place of your story? Why or why not?

Theme

- What does the story mean to you?
- Does the author have a big idea or message to share?
- Is the theme of this book similar to themes in other stories you've read? Tell about them.
- What have you learned from reading this story?
- What does the story make you think about? How does it relate to your life and experiences? Does it help you understand anything about the world you live in?

Point of View

- Who's telling the story? Is it someone outside the story or someone inside the story?
- Why do you think the author chose this point of view?