

Lesson Plan: Five-Point Story

Subject: Writing/Language Arts

Grade: Middle/Upper Elementary
(can be extended to middle school)

Summary: Students will review/recognize the aspects of a five-point story and apply this knowledge into writing their own five point story. This lesson can be used as after an introduction to the five-point story structure or a review. It would also make a good enrichment or remedial activity.

Prior Knowledge Needed:

Student should have previously learned the structure of a five-point story, seen several examples of five-point stories, and/or written a five-point story.

Materials:

- Pictures (collection of pictures cut from magazines, photos, etc)
- Previously written story based on one picture, typed to display on SMARTboard*
- Paper
- Pencils
- SMARTboard (optional)

Objectives: Students will be able to:

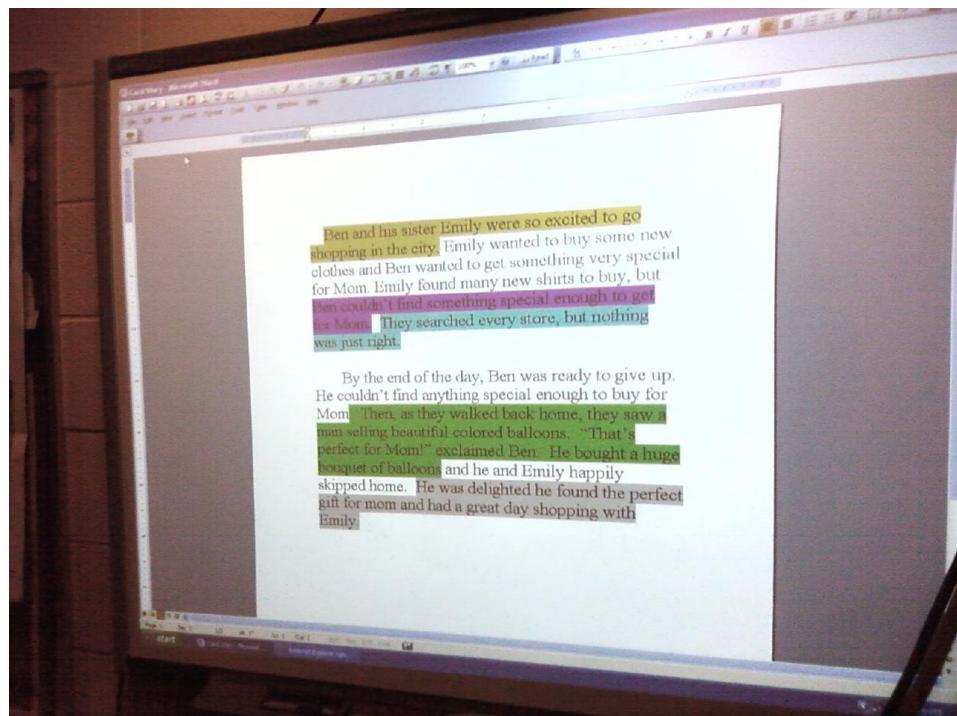
- Recognize the key elements in a five-point story
- Use the five story points in writing their own creative short story

Michigan Standards and Benchmarks:

II.2.1 (elementary) - Write fluently for multiple purposes to produce compositions, such as stories, reports, letters, plays, and explanations of processes.

II.2.2 (elementary) – Recognize and use authors' techniques in composing their own texts. Examples include effective introductions and conclusions, different points of view, grammatical structure, and appropriate organization.

II.8.2 (elementary) – Identify and use elements of various narrative genre and story elements to convey ideas and perspectives. Examples include theme, plot, conflict, and characterization in poetry, drama, story telling, historical fiction, mystery, and fantasy.



Five Point Story

1. Introduction (with character development)
2. Problem
3. Details expanding the problem
4. Solution
5. Ending

Procedure:

1. **Anticipatory Set:** Review Five point stories with students, displaying the five points: introduction (with character development), problem, details expanding the problem, solution, and ending. Display on SMARTboard* and discuss each point.
2. **Direct Teaching:** Introduce activity by explaining how students will choose a picture and write a five-point story based on what is happening in the picture. Display a previously chosen picture and discuss what students see in it and what might happen if they were to write its story, choosing several volunteers. Then, display on SMARTboard and read to students, having them follow along.
3. **Guided Practice:** Examine the story as a class, having students use the SMARTboard to highlight or underline each section using a different color. Discuss each section as it is identified, being sure to point out use of details, interesting words, voice, sentence structure, etc.
4. **Independent Practice:** Give each student one picture from the collection and instruct them to create their own story based on what they think is happening in the picture. Encourage creativity and imagination while stressing to follow the five point story structure. Circulate around the room to monitor use of the five points. Allow enough time for writing their rough draft, revising and editing, then creating a final copy (this section of the lesson is best spread out over several days).

*if not using a SMARTboard, teacher may display story on chart paper or an overhead projector.

Assessment:

The teacher will assess student performance by reading the final copies to make sure that they contain each of the five points. The teacher may also choose to assess and/or grade the stories on grammar or spelling as is appropriate for the grade level.