

FOUNDATIONAL MINI-LESSON 5

Planning a Story Across Pages

Reading Connection: Students must be able to hold the meaning of a story across several pages when they read. Accumulating the text requires students to sequence a story so that it makes sense. While writing a story, students must retell a story in a sequence that makes sense over several pages. Holding the meaning over several pages can be practiced in both reading and writing.

Speaking & Listening Connection: Hearing a story retold in sequence will assist with the writing and retelling of a story in print.

Materials:

- three-page booklets

Prep Step: Assemble a three-page booklet for every student by stapling together three sheets of paper of your choice.

Connection

Compliment students on the work they have been doing in telling and writing the stories of their lives. Discuss the importance of sketching before writing. Declare that you have noticed students elaborating more and more and encourage them to continue doing this. **Because your stories are growing, today I want to teach you how to plan your story across three pages, just like in a book.**

Teach

Share a simple storybook with the class. It could be a guided reading book or a picture book similar to *Max Goes to the Zoo* by Adria F. Klein. Show how the story goes across several pages. Explain that authors tell their stories across pages so they can elaborate or tell more. Also explain that writers must carefully plan out each page. Ask them to watch as you do this. Using a three-page booklet, tell a story from your life. Keep it simple. Touch the first

page and say aloud how the story will go on that page. Then turn the page and share how that page will go before turning to the last page. It might sound something like this:

Page 1: Touch the sketch box and say: “I heard my cat meowing really, really loud so I looked out the window and saw him in the tree.” (Turn the booklet page.)

Page 2: Touch the sketch box and say: “I went outside and told him to come down.” (Turn the booklet page.)

Page 3: Touch the sketch box and say: “He just looked at me and meowed. He wouldn’t come down.”

Remind the students of how you thought of your story, said it out loud, and then planned how it would go across the pages. Tell them that now you are ready to go back and sketch each page before adding words. Review the sequence: Think, Plan, Sketch, Write.

Active Engagement

Give each student a three-page booklet. Ask them to think about a story from their life. Encourage them to plan how the story will go by touching each page and saying how that page will go. Circulate and listen in as students practice this with their partners.

Link to Future Work

Remind your class that writing in booklets is a big step. Review how they should first think

about their story, plan how it will go, and then sketch before adding any words. Call students who may need extra support with three-page booklets into a small group for guided practice.

Follow up

Continue to support students as they write in booklets. As students grow in proficiency, add pages as needed. •