The Story Elements Layered Look Book Foldable®

Overview:
The purpose of this series of lessons is to engage students in an activity that will enhance their understanding of story structure and story elements. After the teacher models the process of completing sections of the Story Elements Layered Look Book using the guide, students complete the sections in a Layered Look Book for a Nutmeg book in small literature circle groups. The purpose of completing the Layered Look Book in small groups is that it stimulates deep discussion. It requires students to use evidence to support their inferences, conclusions and opinions. The completed Layered Look Books then provide a starting point for the class to compare and contrast the Nutmeg books.

The process of discussing and completing the Story Elements Layered Look Book also lays the groundwork for writing about the story elements for the wiki.

Students will:
- Demonstrate knowledge of narrative story elements by organizing information in a three-dimensional graphic organizer.
- Use multiple texts to compare and contrast characters, settings, plot, themes, and author styles.
- Use a three dimensional graphic organizer as a prewriting strategy.
- Draw and justify conclusions from text based on evidence.
- Make and support judgments about text.

Set the Purpose for Learning
1. Explain to the students that they will be exploring the following question as they read the Nutmeg books “In what ways are the Nutmeg books alike? Different?” Explain that they will be using a Foldable® called the Layered Look Book to help them compare and contrast the books. (Show model of LLB)
2. Explain that you are going to have three rounds of literature circles. During round one, students will read the same book with a group. After they finish one book, the class will go into round two and students will read a different book with a different group. Then they will switch one more time. That means that students will have the chance to be in three different groups and read and discuss three different books. Tell them at some point during the time they are meeting in their groups, they will be focusing on completing one or more sections of that book’s Layered Look Book.
3. Explain that the book’s Layered Look Book will then travel with the Nutmeg book to the next group, who will fill in the next section.
4. Tell the students that each Layered Look Book will be completed after three rounds of Literature Circles.

Suggested Sequence of Story Elements

<table>
<thead>
<tr>
<th>Round 1</th>
<th>Round 2</th>
<th>Round 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting</td>
<td>Climax</td>
<td>Resolution</td>
</tr>
<tr>
<td>Character</td>
<td></td>
<td>Author’s Message</td>
</tr>
<tr>
<td>Problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Point of View</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Standards Addressed
1.1.e, 1.2.b, 1.4.a, 2.1.a, 3.2.a, 3.2.f

Spice it Up a Notch with Nutmeg!

Materials
- Story Elements Layered Look Book Foldable® Guides – one for each student.
- Layered Look Book Foldables® – one made for each Literature Circle group.
- Read Aloud Books – for mini-lessons.
- Multiple copies of the Nutmeg books—enough for Literature Circle groups of 3-4 students.
- Directions for Two-Tab Book Foldable® and Directions for Three-Tab Venn Diagram Foldable® – one for each Literature Circle group.
- Character Trait Lists – One for each student.
- Copies of Point of View Graphic, Timeline Graphic, Temperature Graphic, and Map Graphic, and Plot Graphic – one for each Literature Circle group.

Effective Teaching Strategies Used
- Graphic Representations
- Similarities and Differences
- Cooperative Learning

Teacher Note
During each round, ask students to discuss in their groups and respond to questions about the elements in focus. See Question Prompts on the Lessons and Resources page for questions about the elements.

A GetReal! Project
www.sblceastconn.org

www.sblceastconn.org/nutmegbooks2008.htm
Spice it Up a Notch with Nutmeg!

**Teacher Note**

**Whole Class Demonstrations**

The *Story Elements Layered Look Book* Guide serves two purposes. One is to provide students with directions for each element. The other is to provide students with a note-taking guide. While you are demonstrating, students can take notes onto their guide. This will serve as a reminder for students when they are ready to complete the elements independently.

**Teacher Tip**

Create a key for your charts. Assign each book a color and use that color when filling information about the books on the class charts.

**Learning Activities**

Teach each element (or set of elements) following this process:

1. **Whole Class Mini-Lesson**: Model completing the element(s) in focus on the *Story Elements Layered Look Book* using a short read-aloud book. Students take notes on their *Story Elements Layered Look Book* Guide.

2. **Small Group Fill in Elements**: During and after reading the book students complete, in their literature circle group, the element(s) that you have modeled. This should generate a lot of discussion in the groups.

3. **Small Groups Compare Elements**: Two literature circle groups meet and compare their story elements, filling in a Venn Diagram or the Three-Flap Venn Diagram Foldable.

4. **Whole Group Analyze Similarities/Differences**: Groups report out findings from their comparisons. Their findings are recorded on a class chart. Facilitate a whole group discussion about similarities. See specific questions and charts for each element below.

**Setting/Character/Point-of-View/Problem**

- Reporting and recording findings: Ask “When and where did your stories take place?” Record the times that stories take place on a large timeline. Record the places that the stories take place on a large map. Ask “What are 3 similarities you found between the main characters and the problems in your books?”

- Discuss: “Why do you think the authors chose their setting? What influence does the setting have on the problem? Even though the books take place at different times and locations, do they have anything in common? What?”

**Climax**

- Reporting and recording findings: Ask “When during your stories did the climax happen? Was it near the beginning, middle, end?” Have students plot the story climaxes on a large chart and put a post-it note describing the climax in a short phrase. Ask “What are three similarities you found between the climax and/or the events leading up to and away from the climax in your stories?”

---

**A GetReal! Project**

www.sblceastconn.org

---

**When did the Climax Happen?**

- **Jackie’s Wild Seattle**
- **Shredderman**
- **Bear Named Trouble**
- **White Star**
Spice it Up a Notch with Nutmeg!

Teacher Note
After completing Resolution and Author’s Message, the Story Elements Layered Look Books will be completed. Hang them up side by side to do a whole group comparison of all of the books.

Teacher Note
After the discussion about the author’s message, have your students write a short book review to post on the wiki. Ask them to rate the book, 1-5 stars, and explain why they gave it that rating. Ask them to include in their review the message of the story and who they think would like the book.

A GetReal! Project
www.sblceastconn.org

- Discuss: “What are you noticing? How do authors use climax? What is the purpose for having a climax in a story?”

Resolution
- Reporting and recording findings: Ask “How well do you think the problem was handled? Was it the best solution? If not, how would you have handled it? “
- Say “Now you need to reach a consensus in your group. On a scale of 1-5, what score would you give the resolution to the problem? Why? Discuss in your literature circles and be ready to report out the score and why without revealing too much of the story line to people who haven’t read the book.”

How Does the Solution Rate?

- Ask groups to report out their scores and explain why. Create a class bar graph of the ratings. Ask groups to write why on a post-it note. Post it next to their rating.

Author’s Message
- Ask: “What was the author’s message in the book? How do you know?” Record.
- Discuss: “How important do you think these messages are? Where else have you heard these messages? Who do you think the author’s is targeting with these messages? Why?”

🌟 So What? Reflect and Connect

1. Hang up all of the Layered Look Books side-by-side. Guide a discussion with the following questions:
   - What do you notice?
   - What are you wondering now?
   - Can we answer our question, How are the Nutmeg books similar? Different?
   - Think about all of the things that you learned or are interested in learning about because you’ve read these books.

List responses in a two-column chart. Learned/Want to Learn.

2. Ask: “Is reading literature important to us as people? Why?”
Assessment

Think of the Story Elements Layered Look Book Foldable® as one piece of a bigger assessment picture. The wiki entries, responses to the questions on the wiki discussion board, book reviews, observations of literature circle discussions, the Venn diagrams, the students’ journal responses and other activities can provide you with ongoing opportunities to assess what students know and are able to do.

Teacher Note

Even though you are moving on to the Writing on the Wiki lessons, students can continue reading the Nutmeg books in small groups and independently. You may want them to complete a Story Elements Layered Look Book independently.

Spice it Up a Notch with Nutmeg!

Now What? Next Steps

1. Have students use the Story Elements Layered Look Book as a starting point for writing for the wiki. Show them how they can elaborate on the information in the Story Elements Layered Look Book to write and publish a great wiki entry (See the Writing on the Wiki Lesson in Lessons and Resources).

Assessing Understanding

Does student work show that students can:

- Demonstrate knowledge of narrative story elements by organizing information in a three dimensional graphic organizer.
- Use multiple texts to compare and contrast characters, settings, plot, themes, and author styles.
- Use a three dimensional graphic organizer as a prewriting strategy.
- Draw and justify conclusions from text based on evidence
- Make and support judgments about text.

Assessing Understanding

1. Have students use the Story Elements Layered Look Book as a starting point for writing for the wiki. Show them how they can elaborate on the information in the Story Elements Layered Look Book to write and publish a great wiki entry (See the Writing on the Wiki Lesson in Lessons and Resources).

Assessing Understanding

Does student work show that students can:

- Demonstrate knowledge of narrative story elements by organizing information in a three dimensional graphic organizer.
- Use multiple texts to compare and contrast characters, settings, plot, themes, and author styles.
- Use a three dimensional graphic organizer as a prewriting strategy.
- Draw and justify conclusions from text based on evidence
- Make and support judgments about text.

Now What? Next Steps

1. Have students use the Story Elements Layered Look Book as a starting point for writing for the wiki. Show them how they can elaborate on the information in the Story Elements Layered Look Book to write and publish a great wiki entry (See the Writing on the Wiki Lesson in Lessons and Resources).

Assessing Understanding

Does student work show that students can:

- Demonstrate knowledge of narrative story elements by organizing information in a three dimensional graphic organizer.
- Use multiple texts to compare and contrast characters, settings, plot, themes, and author styles.
- Use a three dimensional graphic organizer as a prewriting strategy.
- Draw and justify conclusions from text based on evidence
- Make and support judgments about text.

Now What? Next Steps

1. Have students use the Story Elements Layered Look Book as a starting point for writing for the wiki. Show them how they can elaborate on the information in the Story Elements Layered Look Book to write and publish a great wiki entry (See the Writing on the Wiki Lesson in Lessons and Resources).

Assessing Understanding

Does student work show that students can:

- Demonstrate knowledge of narrative story elements by organizing information in a three dimensional graphic organizer.
- Use multiple texts to compare and contrast characters, settings, plot, themes, and author styles.
- Use a three dimensional graphic organizer as a prewriting strategy.
- Draw and justify conclusions from text based on evidence
- Make and support judgments about text.