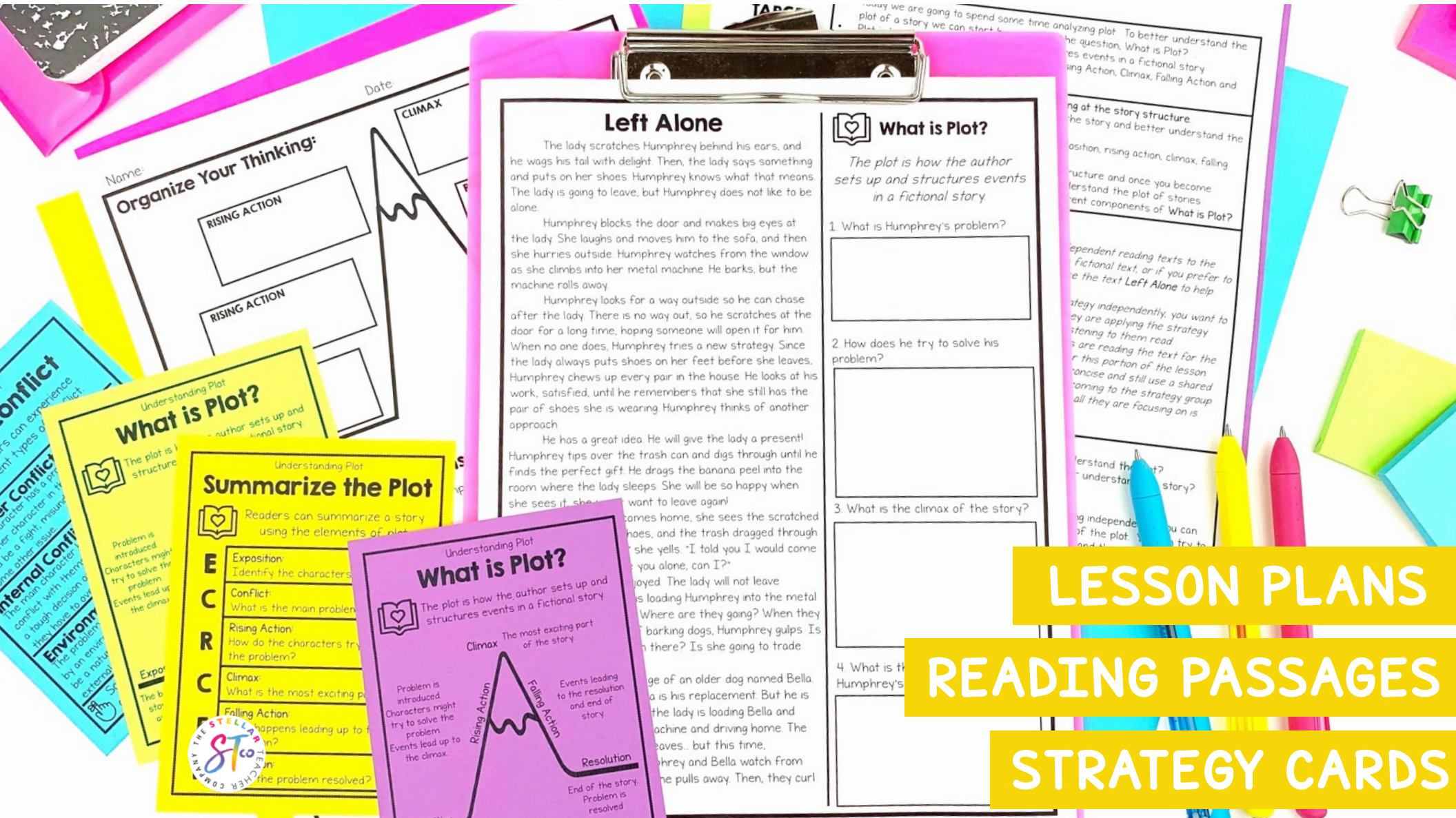


10 scripted lessons and passages to teach all about story events.

SMALL GROUP LESSONS PLOT & STORY EVENTS



Left Alone

The lady scratches Humphrey behind his ears, and he wags his tail with delight. Then, the lady says something and puts on her shoes. Humphrey knows what that means. The lady is going to leave, but Humphrey does not like to be alone.

Humphrey blocks the door and makes big eyes at the lady. She laughs and moves him to the sofa, and then she hurries outside. Humphrey watches from the window as she climbs into her metal machine. He barks, but the machine rolls away.

Humphrey looks for a way outside so he can chase after the lady. There is no way out, so he scratches at the door for a long time, hoping someone will open it for him. When no one does, Humphrey tries a new strategy. Since the lady always puts shoes on her feet before she leaves, Humphrey chews up every pair in the house. He looks at his work, satisfied, until he remembers that she still has the pair of shoes she is wearing. Humphrey thinks of another approach.

He has a great idea. He will give the lady a present! Humphrey tips over the trash can and digs through until he finds the perfect gift. He drags the banana peel into the room where the lady sleeps. She will be so happy when she sees it, she will want to leave again!

When she comes home, she sees the scratched shoes, and the trash dragged through the house. She yells, "I told you I would come by myself, you alone, can I?" Humphrey is so annoyed. The lady will not leave. Humphrey is loading Humphrey into the metal machine. Where are they going? When they get to the barking dogs, Humphrey gulps. Is she going to trade him for a dog?

When the lady gets home, she sees the dog of an older dog named Bella. She says, "Bella is his replacement. But he is not the lady is loading Bella and Humphrey into the machine and driving home. She says, "Bella is his replacement. The lady leaves, but this time, Humphrey and Bella watch from the window as she pulls away. Then, they curl up together.

What is Plot?

The plot is how the author sets up and structures events in a fictional story.

1. What is Humphrey's problem?

2. How does he try to solve his problem?

3. What is the climax of the story?

4. What is the resolution of the story?

Organize Your Thinking:

RIISING ACTION

RIISING ACTION

CLIMAX

What is Plot?

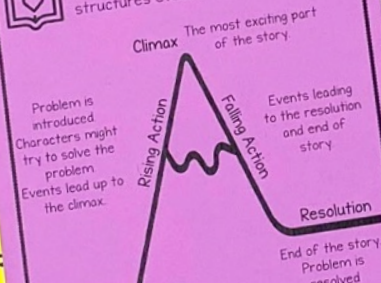
Summarize the Plot

Readers can summarize a story using the elements of plot.

- E** Exposition: Identify the characters.
- C** Conflict: What is the main problem?
- R** Rising Action: How do the characters try to solve the problem?
- C** Climax: What is the most exciting part of the story?
- F** Falling Action: What happens leading up to the resolution?
- R** Resolution: How is the problem resolved?

What is Plot?

The plot is how the author sets up and structures events in a fictional story.



LESSON PLANS

READING PASSAGES

STRATEGY CARDS

3

REASONS TO LOVE

THESE SMALL GROUP LESSONS

TIME-SAVING

Stop searching for small group resources. This bundle includes EVERYTHING you need for a successful small group lesson on plot and fictional story events.

LOW PREP

These lessons are seriously just print and teach. Pick the objective you want to cover, print the materials, and you'll be all set to teach your lesson. It will take you just a few minutes each week to print and prep your small group lessons.

EASY TO USE

Each lesson set follows a simple easy-to-use framework. If you are uncertain how to structure your small group lessons, this resource is perfect for you. You can finally feel confident in how you teach your small group lessons.

Name: _____ Date: _____

Organize Your Thinking:

The diagram shows a story arc with a rising line, a peak, and a falling line. The rising line has two boxes labeled 'RISING ACTION'. The peak is a box labeled 'CLIMAX'. The falling line has a box labeled 'RESOLUTION'. Below the falling line is a box labeled 'THEME'. To the left of the rising line is a box labeled 'EXPOSITION'.

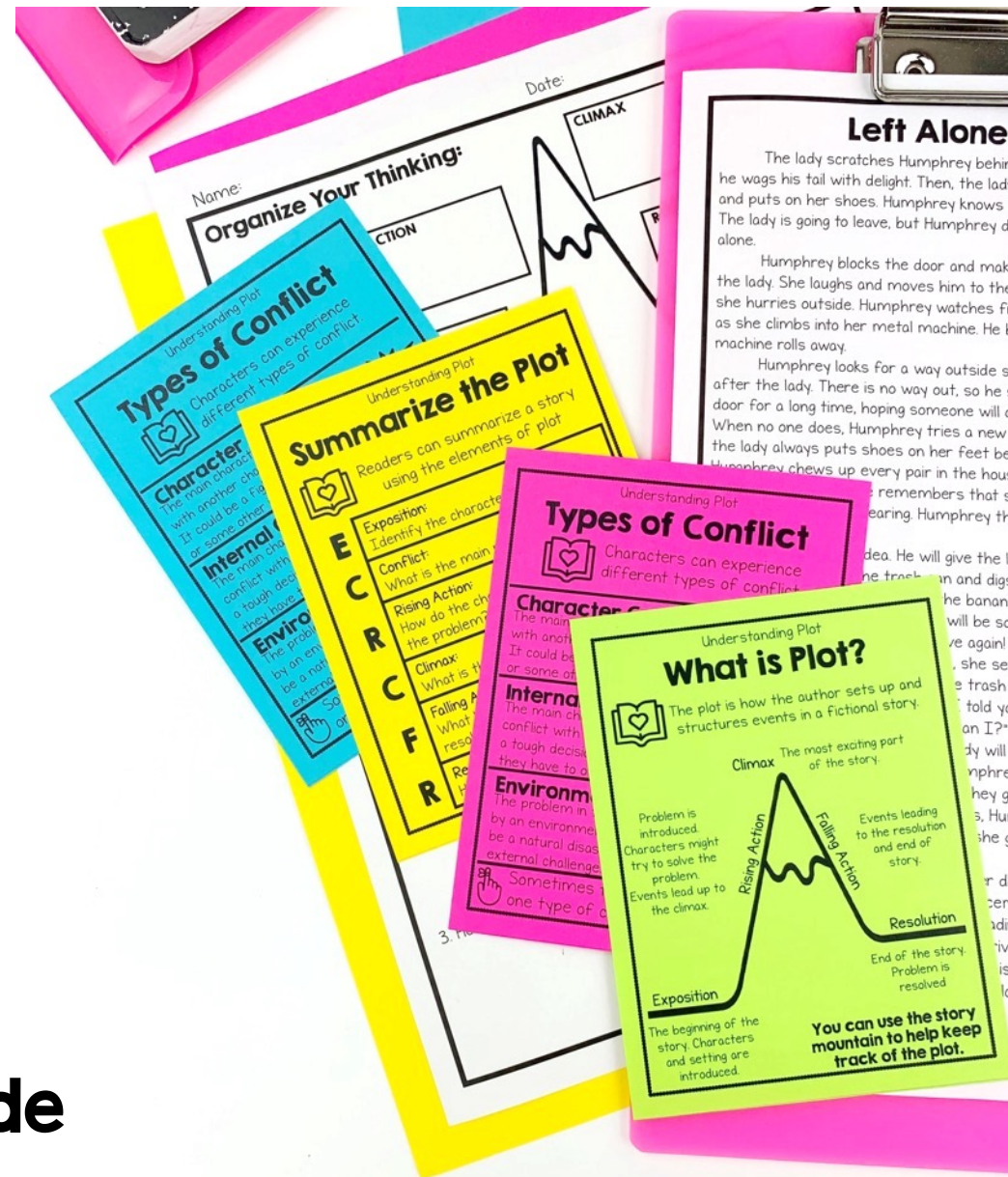
Comprehension Questions:

1. Describe how the lady reacts to Humphrey's behavior when she leaves the house.
2. How do you think Humphrey is feeling when his plan to keep the lady from leaving does not work?
3. How does Humphrey feel about Bella at the end of the story?

WHAT'S INCLUDED?

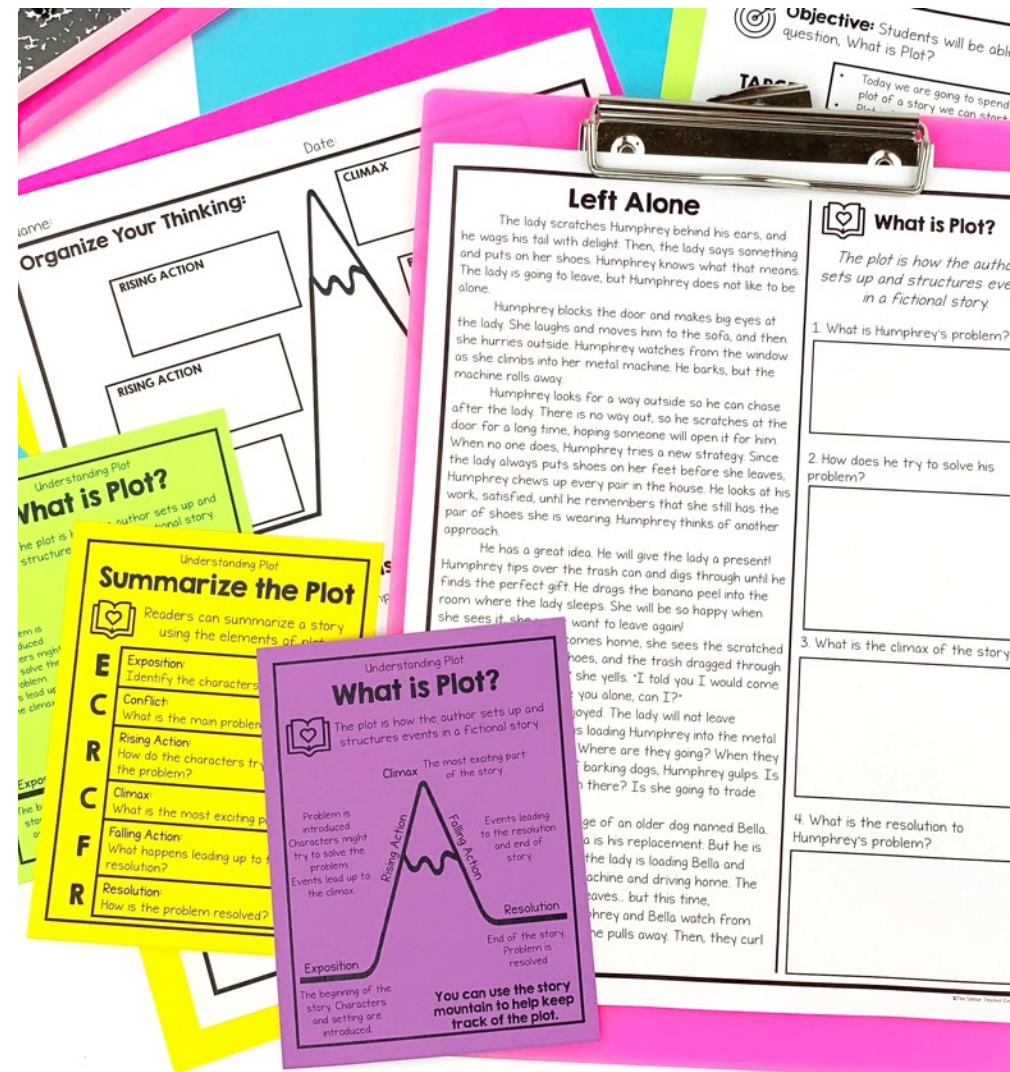
10 READING SMALL GROUP LESSON SETS

- 10 Scripted Lesson Plans
- 10 Reading Passages
- 10 Response Sheets/ Graphic Organizers
- 10 Strategy Cards (AKA Mini Anchor Charts)
- Digital Versions
- Answer Key
- Small Group Teacher Guide



WHAT SKILLS DO THESE LESSONS COVER?

- Lesson #1: Story Elements
- Lesson #2: Plot Structure
- Lesson #3: Predicting Story Events
- Lesson #4: Problem & Solution
- Lesson #5: Inferring a Solution
- Lesson #6: 3 Types of Conflict
- Lesson #7: Flashbacks
- Lesson #8: Foreshadowing
- Lesson #9: Unresolved Problems
- Lesson #10: Summarizing Plot



WHO NEEDS THIS RESOURCE?

THIS RESOURCE IS PERFECT IF YOU ARE A...

STRATEGY LESSON #2
FOCUS: WHAT IS PLOT?

Objective: Students will be able to understand plot by answering the question, What is Plot?

TARGET

- Today we are going to spend some time analyzing plot. To better understand the plot of a story we can start by examining the question, What is Plot? .
- Plot is how the author sets up and structures events in a fictional story.
- The structure of plot includes Exposition, Rising Action, Climax, Falling Action and Resolution.

TEACH

The focus for today is understanding plot by looking at the story structure.

- When we read we can identify the events in the story and better understand the plot, by looking at a story mountain.
- The parts of a story mountain include the exposition, rising action, climax, falling action, and resolution.
- Most fictional stories follow the same story structure and once you become familiar with the pattern it can be easier to understand the plot of stories.
- Let's look at the strategy card to see the different components of **What is Plot?**

Now it's your turn to try this strategy on your own.

Teacher Notes

- *Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a fictional text, or if you prefer to have all students using the same text, you can use the text **Left Alone** to help students apply this specific strategy.*
- *While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to them read.*
- *If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table, all they are focusing on is applying the strategy.*

TACKLE

Discuss:

- Who can tell me how this focus helped you better understand the plot?
- How did considering the story mountain help you better understand the story?

TRANSFER

Link:

- Remember, you can analyze plot anytime you are reading independently. You can identify and use the story mountain to help keep track of the plot. You can try to identify the exposition, rising action, climax, falling action and the resolution.

- 4th or 5th grade reading teacher
- 3rd grade teacher with strong readers
- 6th grade teacher looking for remedial resources
- Intervention teacher
- Tutor
- Literacy coach looking for resource for your teachers
- Parent who wants to provide enrichment at home
- Student teacher

Just print the set you want to teach, and you're set for a stellar small group lesson.

LOW PREP and EASY-TO-USE



STRATEGY LESSON #1 FOCUS: STORY ELEMENTS



Objective: Students will be able to identify plot by examining story elements.

TARGET

- Today we are going to spend time on the plot of a story we can start with.
- When we analyze plot, we look for the problems/challenges, solutions, and resolutions in fictional stories. These elements help us understand the story.

TEACH

- The focus for today is understanding plot.**
- When we read we can identify the setting can be easy.
 - In order to find the problem, we look for the character experiencing the problem.
 - In order to find the solution, we look for the problem?
 - Theme is often what we learn after the resolution.
 - Let's look at the strategy.

TACKLE

- Now it's your turn to try the strategy.
- Teacher Notes:**
- Ideally, students work in a strategy group. If you don't have all students, you can help students apply the strategy.
 - While students are working, check-in and talk to them. Keep the discussion focused on the strategy.
 - If you choose to use the strategy, you can use the strategy. One way you can use the strategy is by providing a story. This will make it easier for students to apply the strategy.

Gleeb's Discovery

Gleeb must have been the only alien on Zoron that didn't like science class. During test time, he could never remember the answers. He couldn't see why it mattered if he memorized the names of the seventeen planets in their solar system or knew how to label an atom.

So, when Ms. Veltrus announced the science fair, Gleeb scrunched up his face. His friends started talking about their questions: why alien hair glows in the dark, what makes slime mold grow. Gleeb had no ideas.

When he skulked home, his mom said, "It sounds like you need a field trip. I'm free this weekend. Think of your question, and I'll take you anywhere in the universe." The universe? Gleeb had never left Zoron. He felt a flutter in his stomach.

Gleeb pulled out his map of the universe. He picked a spot and zoomed in until he found a planet. "Earth," he read. He had never heard of it, so how could he have questions about it? Then, he remembered Ms. Veltrus explaining the different kinds of planets. He wrote: Is Earth a rocky planet or a gaseous planet?

That weekend, Gleeb's mom rented a shuttle. Gleeb gasped as he watched Zoron grow smaller, and in the distance, he saw other planets he'd learned the names of. They flew beyond their own solar system, and finally, a blue planet came into view. Gleeb climbed out and couldn't believe what he saw. There was life on Earth - lots of it! "Hello!" Gleeb announced to one of the tall, skinny creatures. It shouted something Gleeb couldn't understand, then ran away.

"Do what a scientist would do," Gleeb pulled out a notepad and



Story Elements

Most fictional stories have the same key story elements.

Who is the main character?

Where does the story take place?

What problem does Gleeb experience?

TAKE A CLOSER LOOK...

SCRIPTED TEACHER LESSON PLANS

Focuses on one bite-sized objective.

Each lesson follows the same 4T lesson structure: Target, Teach, Tackle, Transfer.

Includes the exact words and phrases you should say to help your students master the objective.

STRATEGY LESSON #8
FOCUS: FORSHADOWING

Objective: Students will be able to understand plot by identifying and understanding when author's use foreshadowing.

TARGET

- Today we are going to spend some time analyzing plot. To better understand the plot of a story we can identify and understand when and why a author would use foreshadowing.
- Author's sometimes use foreshadowing to hint at what will happen next in the story.

TEACH

The focus for today is understanding plot by understanding Foreshadowing.

- Foreshadowing is when the author gives a hint at what will happen next in the story.
- Ways you may notice an author is foreshadowing is if there are repeated words or phrases, similar events that keep happening or situations or objects that keep appearing in the story.
- This is how the author is showing they may be hinting at something, there may be a twist coming or the author is trying to build suspense.
- Let's look at the strategy card to see the different components of **Foreshadowing**.

Now it's your turn to try this strategy on your own.

Teacher Notes:

- *Ideally, students would be able to bring their independent reading texts to the strategy group. If your students aren't reading a fictional text, or if you prefer to have all students using the same text, you can use the text **Some Smart Pigs** to help students apply this specific strategy.*
- *While students are reading and practicing this strategy independently, you want to check-in and talk with each student about how they are applying the strategy. Keep the discussion focused on their thinking vs. listening to them read.*
- *If you choose to use the shared text and students are reading the text for the first time, you might need to provide more time for this portion of the lesson. One way you can keep your strategy lessons more concise and still use a shared text is by providing students with the text prior to coming to the strategy group. This will make sure that while they are at the table, all they are focusing on is applying the strategy.*

TACKLE

TRANSFER

Discuss:

- Who can tell me how this focus helped you better understand the plot?
- How did understanding foreshadowing as an author's tool help you better understand the story?

Link:

- Remember, you can analyze plot anytime you are reading independently. You can identify when an author is using foreshadowing and identify why they may be using this as a tool.

©The Stellar Teacher Co.

TAKE A CLOSER LOOK...

STUDENT PASSAGES & RESPONSE PAGES

Student passage written for each lesson objective.

Left Alone

The lady scratches Humphrey behind his ears, and he wags his tail with delight. Then, the lady says something and puts on her shoes. Humphrey knows what that means. The lady is going to leave, but Humphrey does not like to be alone.

Humphrey blocks the door and makes big eyes at the lady. She laughs and moves him to the sofa, and then she hurries outside. Humphrey watches from the window as she climbs into her metal machine. He barks, but the machine rolls away.

Humphrey looks for a way outside so he can chase after the lady. There is no way out, so he scratches at the door for a long time, hoping someone will open it for him. When no one does, Humphrey tries a new strategy. Since the lady always puts shoes on her feet before she leaves, Humphrey chews up every pair in the house. He looks at his work, satisfied, until he remembers that she still has the pair of shoes she is wearing. Humphrey thinks of another approach.

He has a great idea. He will give the lady a present! Humphrey tips over the trash can and digs through until he finds the perfect gift. He drags the banana peel into the room where the lady sleeps. She will be so happy when she sees it, she won't want to leave again!

When the lady comes home, she sees the scratched door, her chewed up shoes, and the trash dragged through the house. "Humphrey!" she yells. "I told you I would come home. I just can't leave you alone, can I?"

Humphrey is overjoyed. The lady will not leave anymore! Suddenly, she is loading Humphrey into the metal machine. He is confused. Where are they going? When they pull up to a shelter full of barking dogs, Humphrey gulps. Is the lady going to leave him there? Is she going to trade him in for another dog?

A man opens the cage of an older dog named Bella. Humphrey is sure that Bella is his replacement. But he is wrong! Before he knows it, the lady is loading Bella and Humphrey into her metal machine and driving home. The next morning, the lady still leaves... but this time, Humphrey is not alone. Humphrey and Bella watch from the sofa as the metal machine pulls away. Then, they curl up together and take a nap.

What is Plot?

The plot is how the author sets up and structures events in a fictional story.

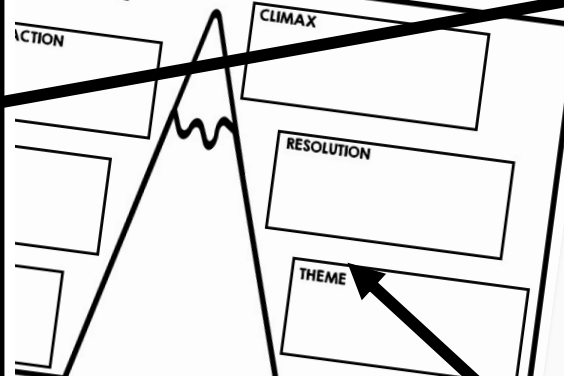
1. What is Humphrey's problem?

2. How does he try to solve his problem?

3. What is the climax of the story?

4. What is the resolution to Humphrey's problem?

Graphic Thinking:



Questions:

- How does the lady's behavior when she leaves the house affect Humphrey's behavior?
- How is Humphrey feeling when his plan to keep the lady from leaving does not work?
- How does the lady's behavior at the end of the story affect Humphrey's behavior?

Questions to help students apply the focus skill to the passage.

Includes graphic organizer & three general comprehension questions.

TAKE A CLOSER LOOK...

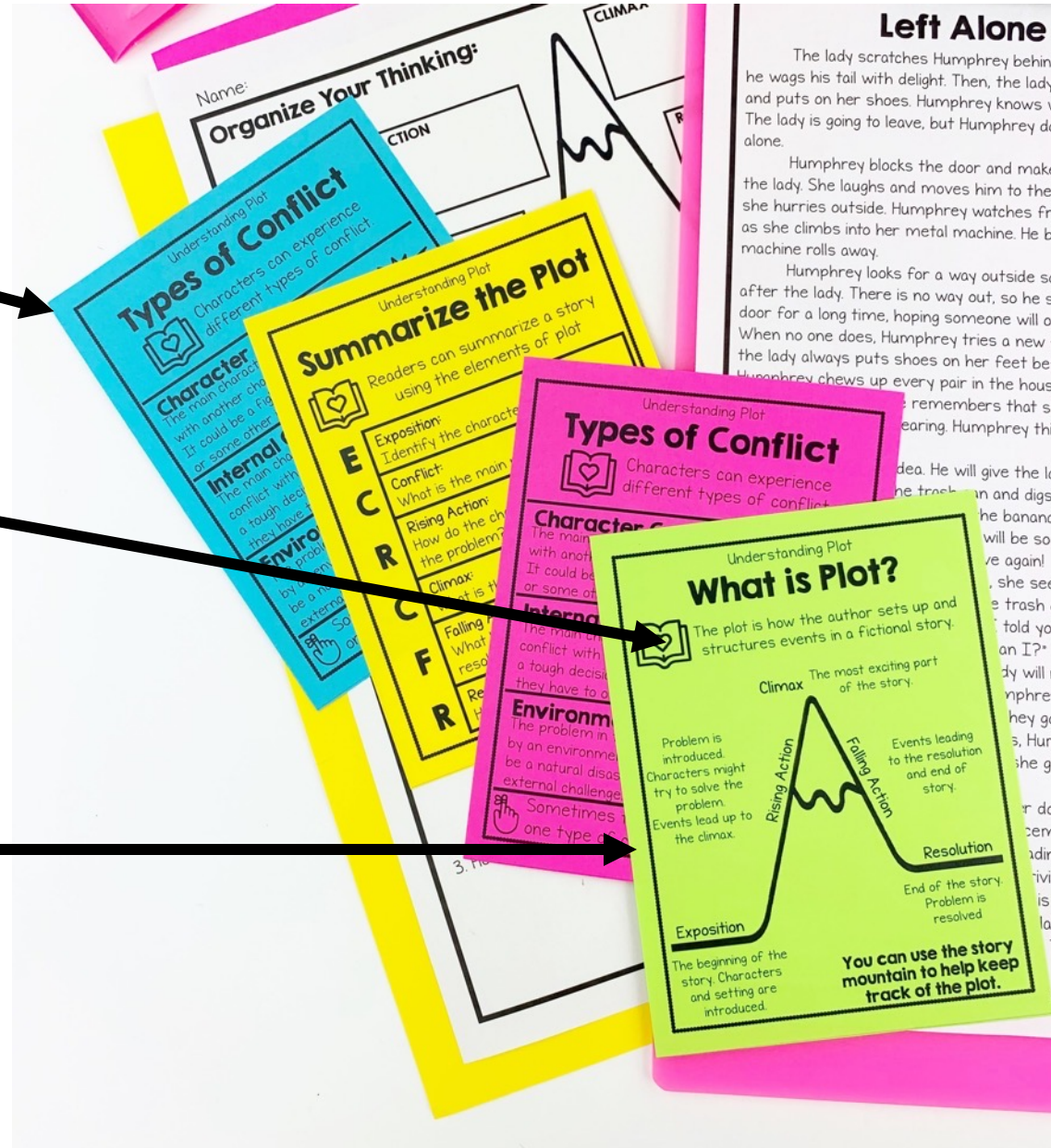
STRATEGY CARDS (AKA MINI ANCHOR CHARTS)

Strategy card for each lesson objective.

Student friendly definition or explanation.

Includes questions, steps, a process, or a visual reminder of how to apply that focus skill.

Great to place on a strategy ring!



TAKE A CLOSER LOOK...

ANSWER KEY WITH POSSIBLE ANSWERS

Left Alone

The lady scratches Humphrey behind his ears, and he wags his tail with delight. Then, the lady says something and puts on her shoes. Humphrey knows what that means. The lady is going to leave, but Humphrey does not like to be alone.

Humphrey blocks the door and makes big eyes at the lady. She laughs and moves him to the sofa, and then she hurries outside. Humphrey watches from the window as she climbs into her metal machine. He barks, but the machine rolls away.

Humphrey looks for a way outside so he can chase after the lady. There is no way out, so he scratches at the door for a long time, hoping someone will open it for him. When no one does, Humphrey tries a new strategy. Since the lady always puts shoes on her feet before she leaves, Humphrey chews up every pair in the house. He looks at his work, satisfied, until he remembers that she still has the pair of shoes she is wearing. Humphrey thinks of another approach.

He has a great idea. He will give the lady a present! Humphrey tips over the trash can and digs through until he finds the perfect gift. He drags the banana peel into the room where the lady sleeps. She will be so happy when she sees it, she won't want to leave again!

When the lady comes home, she sees the scratched door, her chewed up shoes, and the trash dragged through the house. "Humphrey!" she yells. "I told you I would come home. I just can't leave you alone, can I?"

Humphrey is overjoyed. The lady will not leave anymore! Suddenly, she is loading Humphrey into the metal machine. He is confused. Where are they going? When they pull up to a shelter full of barking dogs, Humphrey gulps. Is the lady going to leave him there? Is she going to trade him in for another dog?

A man opens the cage of an older dog named Bella. Humphrey is sure that Bella is his replacement. But he is wrong! Before he knows it, the lady is loading Bella and Humphrey into her metal machine and driving home. The next morning, the lady still leaves... but this time, Humphrey is not alone. Humphrey and Bella watch from the sofa as the metal machine pulls away. Then, they curl up together and take a nap.

What is plot? Answer Key

The plot is how the author sets up and structures events in a fictional story.

1. What is Humphrey's problem?

Humphrey's problem is that his owner has left him alone and he doesn't want to be left alone.

2. How does he try to solve his problem?

Humphrey tries to solve his problem by scratching at the door so he can get out and doing things to keep his owner from leaving, like chewing up all her shoes and leaving her a present of a banana peel from the trash.

3. What is the climax of the story?

The climax of the story is when Humphrey's owner comes home and sees what he's done. Humphrey is happy because he thinks she won't leave him anymore. But then he realizes she is taking him to a shelter, and he's worried that he'll get replaced.

4. What is the resolution to Humphrey's problem?

The resolution to Humphrey's problem is that his owner gets another dog, Bella, to keep him company when she has to leave.

Our Thinking: Answer Key

Date: _____

FALLING ACTION
The lady loads Humphrey and Bella into her car and brings them both home.

RESOLUTION
The lady leaves the next day, but Humphrey and Bella to keep him company.

THEME
Life is better when you have a friend to share it with.

Questions: Answer Key

1. How does the owner feel about Humphrey's behavior when she leaves the house?

She feels a little upset, but I think she also understands that Humphrey is naughty. She quickly does something to solve the problem.

2. How does Humphrey feel when his plan to keep the lady from leaving does not work?

He feels nervous when he realizes that his plan did not work. He also feels nervous when he is in the shelter or replace him with another dog.

3. How does Humphrey feel at the end of the story?

Bella at the end of the story? He likes Bella. He curls up with her to take a nap and with her owner.

Includes possible answers for the questions on the front of the reading passage.

Also includes possible/suggested answer options for the graphic organizer and comprehension questions.

Name: _____

Date: _____

Organize Your Thinking:



TEXT CLUES



BACKGROUND KNOWLEDGE

MY INFERENCE

What is the problem?

What related real life experiences do I have?

What solution would make sense for the problem?



Comprehension Questions:

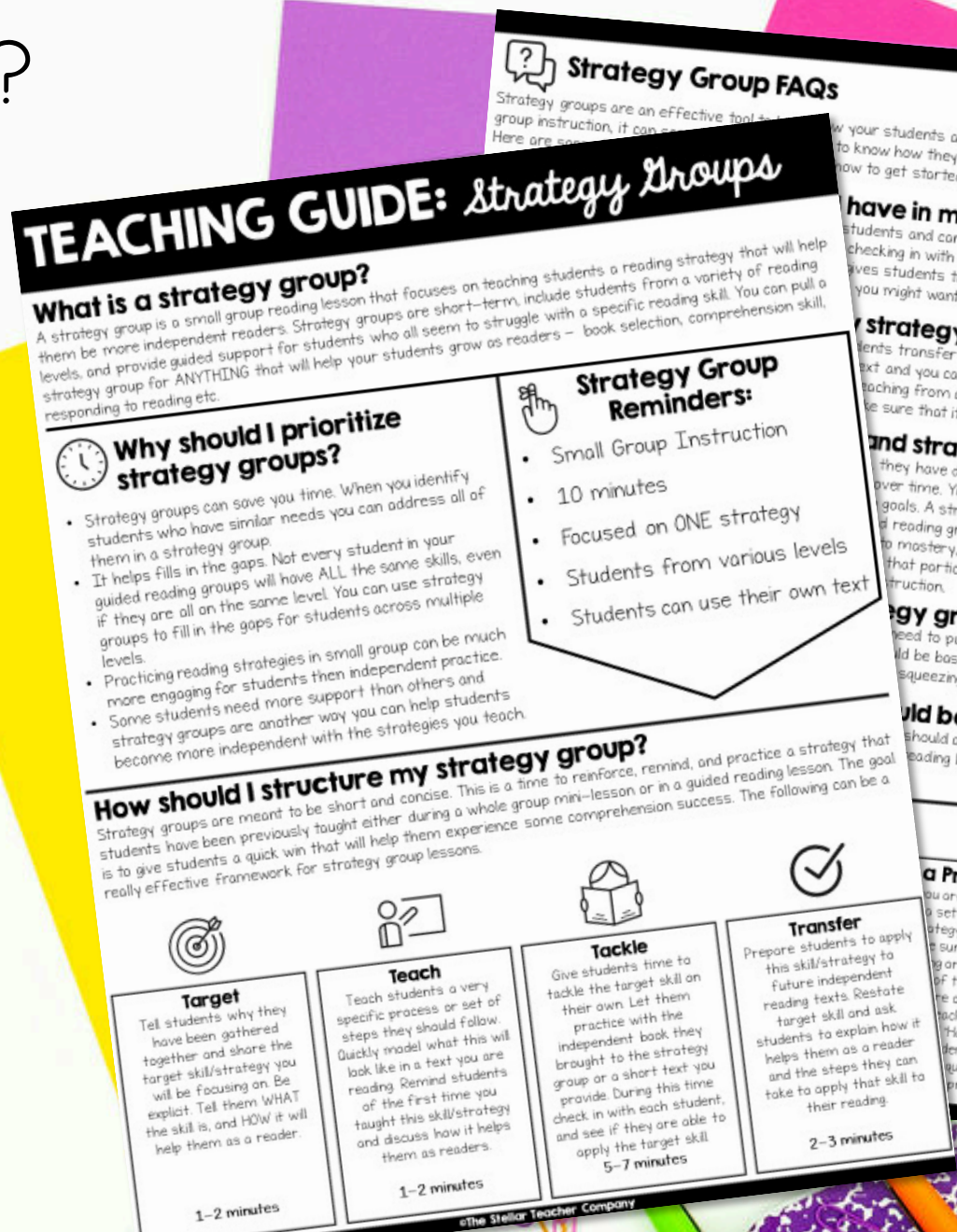
1. If you had a big oak tree in your yard, what might you want to do to it?
2. How would you react if the storm destroyed your play structure?
3. What is Cierra thinking at the end of the story?

works in both
VIRTUAL &
In person
CLASSROOMS

INCLUDES TEACHER GUIDE

Are you new to using small groups in your classroom?
No worries! We got you!

This resource also includes a 2 page teaching guide PDF that walks you through all the ins and outs of strategy groups. You also get a generic strategy group lesson plan along with sentence starters so you can create your own strategy lesson plans.



Strategy Group FAQs
Strategy groups are an effective tool for...
group instruction, it can...
Here are some...

TEACHING GUIDE: Strategy Groups





What is a strategy group?
A strategy group is a small group reading lesson that focuses on teaching students a reading strategy that will help them be more independent readers. Strategy groups are short-term, include students from a variety of reading levels, and provide guided support for students who all seem to struggle with a specific reading skill. You can pull a strategy group for ANYTHING that will help your students grow as readers - book selection, comprehension skill, responding to reading etc.

Why should I prioritize strategy groups?
• Strategy groups can save you time. When you identify students who have similar needs you can address all of them in a strategy group.
• It helps fill in the gaps. Not every student in your guided reading groups will have ALL the same skills, even if they are all on the same level. You can use strategy groups to fill in the gaps for students across multiple levels.
• Practicing reading strategies in small group can be much more engaging for students than independent practice.
• Some students need more support than others and strategy groups are another way you can help students become more independent with the strategies you teach.

Strategy Group Reminders:

- Small Group Instruction
- 10 minutes
- Focused on ONE strategy
- Students from various levels
- Students can use their own text

How should I structure my strategy group?
Strategy groups are meant to be short and concise. This is a time to reinforce, remind, and practice a strategy that students have been previously taught either during a whole group mini-lesson or in a guided reading lesson. The goal is to give students a quick win that will help them experience some comprehension success. The following can be a really effective framework for strategy group lessons.

 Target	 Teach	 Tackle	 Transfer
Tell students why they have been gathered together and share the target skill/strategy you will be focusing on. Be explicit. Tell them WHAT the skill is, and HOW it will help them as a reader.	Teach students a very specific process or set of steps they should follow. Quickly model what this will look like in a text you are reading. Remind students of the first time you taught this skill/strategy and discuss how it helps them as readers.	Give students time to tackle the target skill on their own. Let them practice with the independent book they brought to the strategy group or a short text you provide. During this time check in with each student, and see if they are able to apply the target skill.	Prepare students to apply this skill/strategy to future independent reading texts. Restate target skill and ask students to explain how it helps them as a reader and the steps they can take to apply that skill to their reading.
1-2 minutes	1-2 minutes	5-7 minutes	2-3 minutes

©The Stellar Teacher Company



“I’m so glad I purchased this resource! It makes planning and prepping for a lesson so easy! Your resources are my favorite!”
- Katrina S.

STRATEGY LESS
FOCUS: TYPES

Objective: Students will be able to identify different types of conflict.

TARGET

- Today we are going to explore the different types of plot of a story we can experience.
- Characters can experience different types of conflict.

TEACH

The focus for today is understanding the different types of plot and environmental factors.

- The different types of plot and environmental factors.
- Once a reader has identified what type of conflict is occurring, sometimes there are clues.
- Let's look at the different types of Conflict.

TACKLE

Now it's your turn to try this strategy or strategy group.

Teacher Notes:

- Ideally, students would be able to bring their own strategy group to have all strategies.
- **Guilt** to help students to check-in on their strategy. Keep track of their progress.
- If you choose to use the shared text for the first time, one way you can keep your strategy less text is by providing students with the text. This will make sure that while they are applying the strategy.

TRANSFER

Discuss:

- Who can tell me how this focus helped them?
- How did considering the story mountain help them?

Link:

- Remember, you can analyze plot anytime you read. Identify the conflict a character experiences.

STRATEGY LESS
FOCUS: WHAT IS

Objective: Students will be able to answer the question, What is Plot?

TARGET

- Today we are going to spend some time exploring the plot of a story we can start by exploring the plot.
- Plot is how the author sets up and resolves the story.
- The structure of plot includes Exposition, Rising Action, Climax, Falling Action, and Resolution.

TEACH

The focus for today is understanding the plot of a story by looking at a story mountain.

- When we read we can identify the plot, by looking at a story mountain.
- The parts of a story mountain include Exposition, Rising Action, Climax, Falling Action, and resolution.
- Most fictional stories follow the same pattern. Familiar with the pattern it can be easier to understand.
- Let's look at the strategy card to see how we can use it.

TACKLE

Now it's your turn to try this strategy or strategy group.

Teacher Notes:

- Ideally, students would be able to bring their own strategy group. If your students are not ready, have all students using the same text.
- While students are reading and practicing, keep the discussion focused on their strategy.
- If you choose to use the shared text for the first time, you might need to provide the text. One way you can keep your strategy less text is by providing students with the text. This will make sure that while they are applying the strategy.

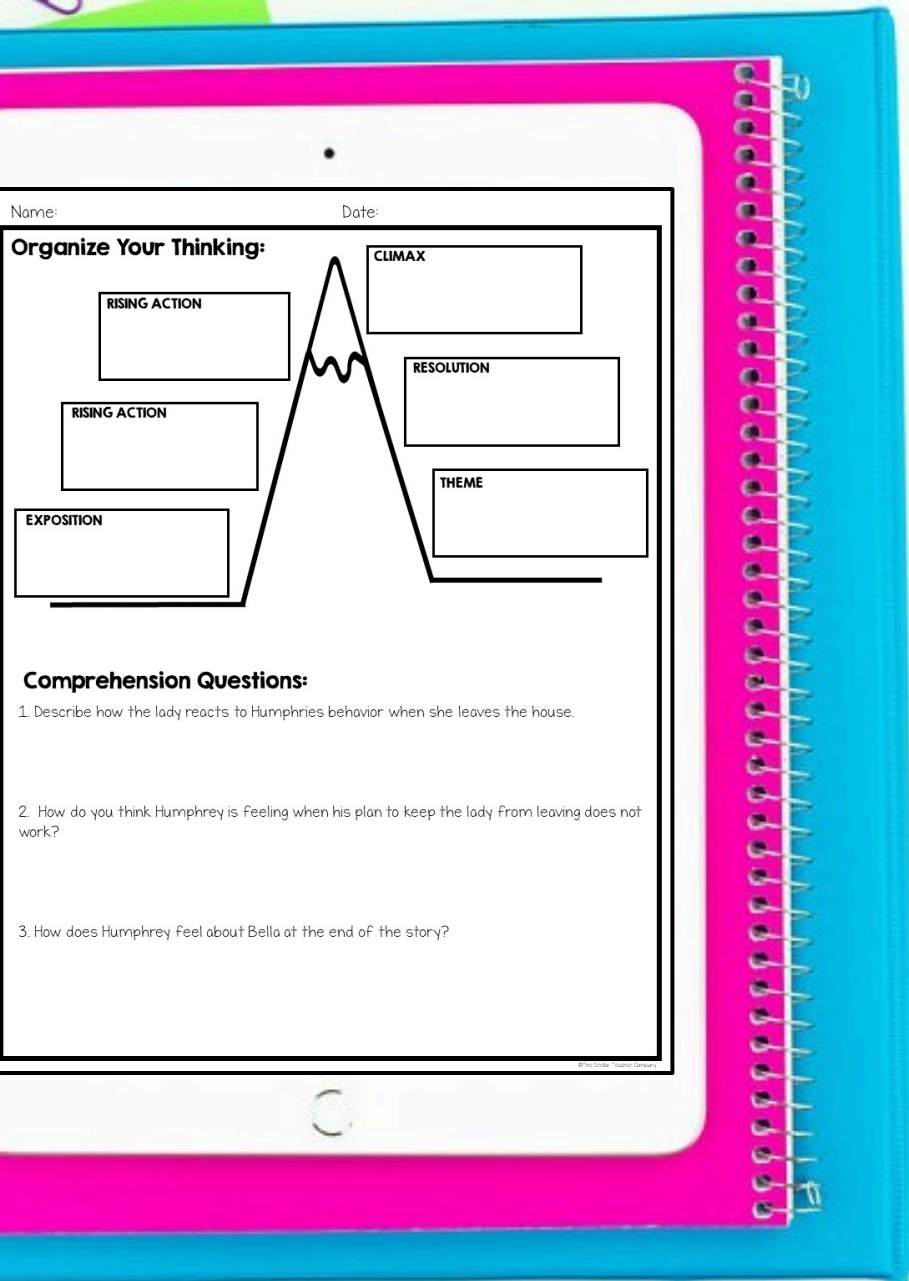
TRANSFER

Discuss:

- Who can tell me how this focus helped them?
- How did considering the story mountain help them?

Link:

- Remember, you can analyze plot anytime you read. Identify and use the story mountain to help you understand the exposition, rising action, climax, falling action, and resolution.



“Perfect for my dyslexic learners. The anchor charts are perfect visuals to help them remember what they learned during the lesson. Love the anchor charts!”
- Vanessa R.



“These are just what I was looking for! These provide great small group lessons that are so adaptable! Thank you for creating this resource!”
- Shannon S.

Name: _____

Organize Your Thinking:

Describe the ma

Abstract Art

“It’s not fair!” cried James when the doctor gave him his x-ray report. He had broken his left thumb playing on a trampoline, and now he would have to wear a cast for four weeks. The doctor did not seem concerned that the art club was letting James put on his own exhibit in four weeks or that James had not started his art project yet. James asked, “How am I going to paint? I’m left-handed!”

When he got home, he picked up a paintbrush with his fingers sticking out of the cast, but he could hardly hold it. It fell whenever he pressed it to the paper. “Why don’t you just point with your right hand?” asked his brother Lawrence. James crinkled his nose. His right hand seemed to have a mind of its own. He painted a dog that looked more like a dinosaur and a sunflower that resembled a starfish. He tried holding the paintbrush with both hands, his mouth, his toes, but no matter what, the lines came out squiggly.

Lawrence uncrumpled a wadded-up painting and said, “You know, art doesn’t have to look like the real thing. Isn’t the point to be creative?” James had never tried abstract art, so he made waves and splatters with the paint. He was not satisfied. “I like when it looks like the real thing. It shows how beautiful the real thing is.”

Lawrence said, “Why don’t you just take a picture then?” He was joking, but James jumped up. “That’s a great idea!” His mom showed him how to work her camera with the fancy lens, and he was able to do it even with his cast on. James got down on the ground to take pictures of flowers from his dog’s point of view and pictures of his dog from the cat’s point of view. He took pictures of Lawrence washing his face. “You’d better make me look good,” said Lawrence.

James smiled. “Just making you look like the real thing.” On the day of the art show, James went to the doctor and got his cast taken off. He wiggled his thumb. Then, just to see, he held a paintbrush. It didn’t fall.

At school, James showed his family all his photos on the walls. “I’ve never looked at Wuffles from that angle,” his mom said. “It really captures how big and playful he is.”

Lawrence stopped at the picture of himself. His eyes were closed as light reflected in the water washing over his face. “You know what, James?” he said. “This is really creative.”

Summarize the Plot

Readers can summarize a story using the elements of plot

1. What is James’ problem?

2. How does he try to solve his problem?

3. What is the climax of the story?

4. What is the resolution to James’ problem?

NEED MORE THAN JUST THIS SET?

CHECK OUT MY OTHER SMALL GROUP LESSON SETS FOR FICTION SKILLS.

scripted lesson sets to teach key fiction reading skills

STRATEGY LESSONS BUNDLE

41 SETS

LESSON PLANS
READING PASSAGES
STRATEGY CARDS

[Click HERE for the fiction bundle.](#)

scripted lessons and passages to teach setting

STRATEGY LESSONS SETTING

5 LESSONS

LESSON PLANS
READING PASSAGES
STRATEGY CARDS

[Click HERE for the setting set.](#)

includes comprehension questions & graphic organizers

STRATEGY LESSONS CHARACTERS

12 LESSONS

LESSON PLANS
READING PASSAGES
STRATEGY CARDS

[Click HERE for the characters set.](#)

scripted lessons and passages to teach POV

STRATEGY LESSONS POINT OF VIEW

6 LESSONS

LESSON PLANS
READING PASSAGES
STRATEGY CARDS

[Click HERE for the point of view set.](#)

scripted lessons and passages to teach theme

STRATEGY LESSONS THEME

4 LESSONS

LESSON PLANS
READING PASSAGES
STRATEGY CARDS

[Click HERE for the theme set.](#)

scripted lessons and passages to teach theme

STRATEGY LESSONS SUMMARIZING

4 LESSONS

LESSON PLANS
READING PASSAGES
STRATEGY CARDS

[Click HERE for the summarizing set.](#)

LET'S CONNECT



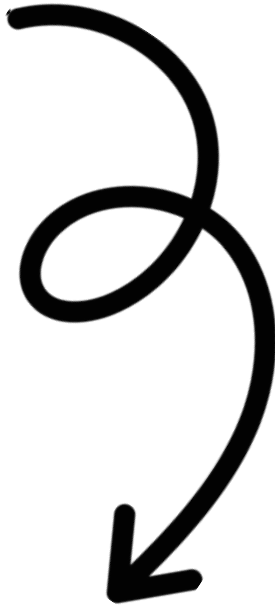
My favorite way to help support and encourage teachers is with my weekly podcast! Have you tuned in yet?

STELLAR TEACHER PODCAST

with Sara Marye



Each week I share actionable tips and easy strategies that you can implement immediately. Tune in on your drive to work or as you're setting up your classroom for the day.



[**CLICK HERE TO LISTEN
TO THE LATEST EPISODE!**](#)

Be sure to follow and subscribe on your favorite podcast player app!