

I Spy Something WILD!

Literary Elements

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Grade Level	1st – 3rd Grade	**Time Frame**	3-4 class period(s)
Subject	English/Language Arts	**Duration**	120 minutes

Essential Question

How do authors include literary elements, such as setting, plot, and main characters, to help “paint a picture” in a story?

Summary

In this lesson, students learn about the literary elements of character, setting, and plot while reading and exploring several stories: "Love Monster" by Rachel Bright, "Where the Wild Things Are" by Maurice Sendak, "I Need My Monster" by Amanda Noll, and "How To Catch a Monster" by Adam Wallace and Andy Elkerton. Students conclude the lesson by composing their own stories that employ each of the three literary elements.

Snapshot

Engage

Students participate in a Honeycomb Harvest activity in which they sort literary elements into categories.

Explore

Students identify and discuss literary elements in the book "Love Monster" by Rachel Bright.

Explain

Students identify characters in the book "I Need My Monster" by Amanda Noll, setting in the book "Where the Wild Things Are" by Maurice Sendak, and plot in the book "How To Catch a Monster" by Adam Wallace and Andy Elkerton.

Extend

Students write their own narratives about a monster, making sure to include characters, setting, and plot.

Evaluate

Students read a classmate's narrative to identify the story elements that are present and provide feedback.

Attachments

- Anchor Chart Build Kit—I Spy Something Wild.docx
- Anchor Chart Build Kit—I Spy Something Wild.pdf
- Anchor Chart Example Responses—I Spy Something Wild.docx
- Anchor Chart Example Responses—I Spy Something Wild.pdf
- Cognitive Comics—I Spy Something Wild.docx
- Cognitive Comics—I Spy Something Wild.pdf
- Honeycomb Harvest—I Spy Something Wild.docx
- Honeycomb Harvest—I Spy Something Wild.pdf
- Lesson Slides—I Spy Something Wild.pptx
- Monster Pictures—I Spy Something Wild.docx
- Monster Pictures—I Spy Something Wild.pdf
- Writer's Sheet—I Spy Something Wild.docx
- Writer's Sheet—I Spy Something Wild.pdf

Materials

- Lesson Slides (attached)
- Honeycomb Harvest cards (attached, one set per group of 2-3 students)
- Envelopes or paper clips
- Chart paper
- Anchor Chart Build Kit (attached, one copy; optional)
- Markers
- Four colors of sticky notes
- Pens and pencils
- *Love Monster* by Rachel Bright
- *Where the Wild Things Are* by Maurice Sendak
- *I Need My Monster* by Amanda Noll
- *How To Catch a Monster* by Adam Wallace and Andy Elkerton
- Monster Pictures (attached, make enough copies to have one picture per student)
- Cognitive Comics template (attached, one per student)
- Writer's Sheet template (attached, one per student; optional)
- Student devices with Internet access (optional)

Engage

Teacher's Note: Lesson Prep

Before you begin the lesson, copy and cut out enough sets of **Honeycomb Harvest** cards for each group of 2-3 students. Print on heavier paper, such as card stock, and laminate the cards to ensure that they last longer than just this one lesson. Use envelopes or paper clips to organize the sets of cards. Additionally, set up a class "Literary Elements" Anchor Chart. Cut out the shapes in the **Anchor Chart Build Kit** attachment to place on the chart, or use a marker to label three sections: Characters, Setting, and Plot. Each section should be large enough to each hold multiple sticky notes.

Display **slide 2**. Students will begin by engaging in a Honeycomb Harvest activity to "harvest" their understanding of the logical relationships between words and concepts.

Organize students into groups of 2-3, and provide each group with a set of **Honeycomb Harvest** cards. Give students 10-15 minutes to sort the hexagon-shaped cards into categories. The hexagons contain text, definitions, and concept headers. As students are analyzing and sorting the cards, they should connect related cards together to create a honeycomb shape.

Teacher's Note: Differentiation

You will notice that there are quite a few honeycomb cards. Don't feel obligated to use them all; choose the number of cards that you feel is most appropriate for your students. If you are using this lesson at the beginning of the school year and students do not have much experience reading texts, consider using the heading card and two examples. If you are closer to the end of the school year, or if you have more advanced students, you could have your students try to sort all of the cards.

When you notice that students are finishing up, engage them in a discussion about how they grouped their cards.

Guiding Questions

Consider asking a few of the following guiding questions as you discuss the Honeycomb Harvest with students: Was there a logical answer? Is there a correct answer? How do you know those cards go together? Which cards were you most confident about? Least confident about? Unsure about?

Before continuing with the lesson, share the essential question and learning objectives on **slides 3 and 4,** and then ask students what they believe the different concept categories are that you will be focusing on today. Their responses will provide you with an indication of how much scaffolding you will need to include throughout the lesson.

Explore

Anchor Charts are posters that are made "in the moment" with your students' input and are later hung on the wall for continuous reference. Display **slide 5** and inform students that over the next few days they are going to learn about and explore the different literary elements that authors use to write stories. While they are learning about these elements, they will help you compile a class Anchor Chart and update information on the chart as their understanding of the concept grows. The chart will serve as a tool that they can refer to throughout the school year.

Possible Student Responses

For possible student responses and visual examples of the Anchor Chart, see the attached **Anchor Chart Example Responses**.

Display **slide 6.** Introduce the books that students will be using to help them learn about the different literary elements:

- *Love Monster* by Rachel Bright
- *I Need My Monster* by Amanda Noll
- *Where the Wild Things Are* by Maurice Sendak
- *How To Catch a Monster* by Adam Wallace and Andy Elkerton

Teacher's Note: Spotting The Literary Elements

These books are used to explore the different literary elements that were mentioned in the **Engage** activity. See if your students can pick them out. It is okay if they are unable to. Aim to get a feel for how accurately they identify the elements in the context of a story.

Display **slide 7**. Tell students that you are now going to read the book *Love Monster* by Rachel Bright, and whenever they hear something that they believe is related to one of the literary elements (characters, setting, or plot) they should raise their hand.

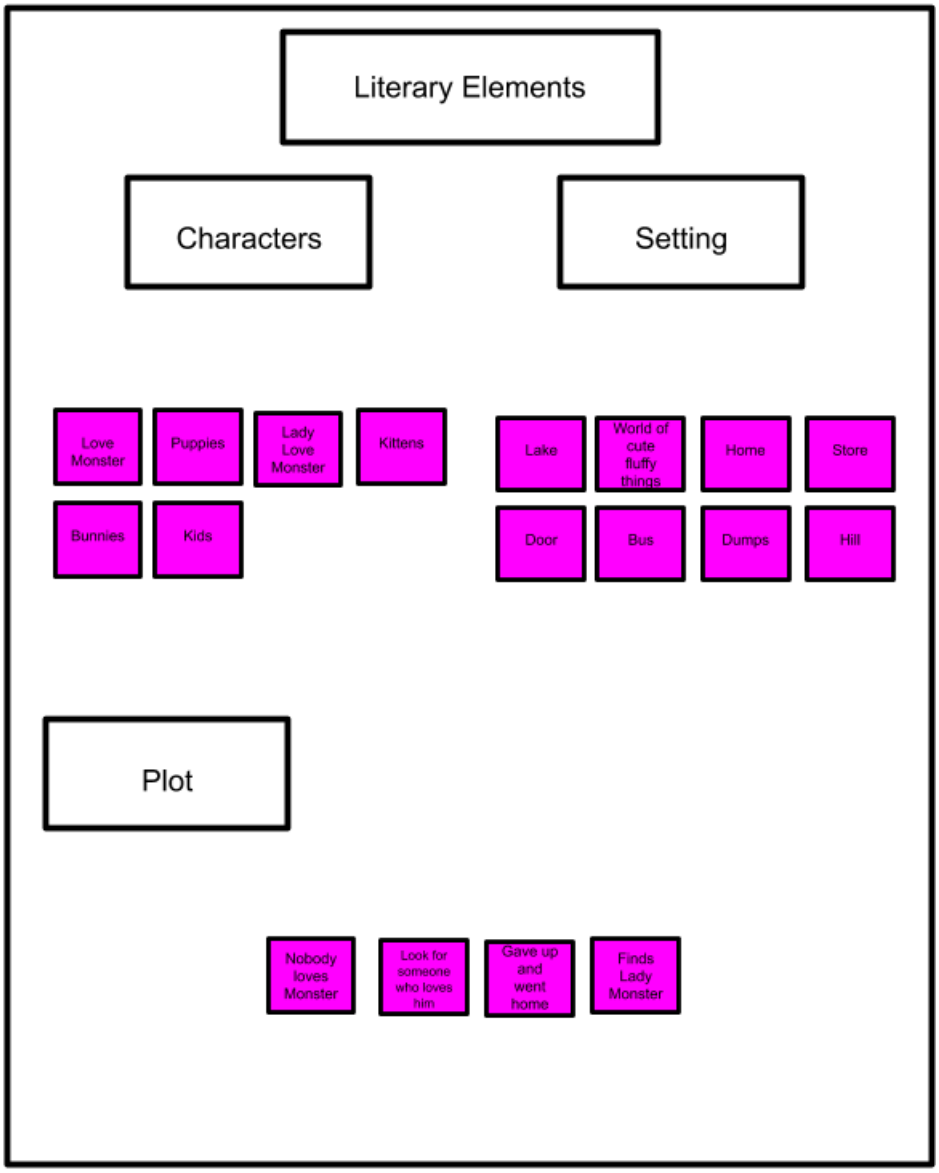
Begin reading, and as students share out things that they notice, write them down on individual sticky notes. (Choose a different color of sticky note for each of the four stories that you read.) Have students place these notes in the related section of the Anchor Chart.

Teacher's Note: Make Room For Imperfection

Keep in mind, the purpose of this initial reading activity is not to create a perfectly correct Anchor Chart. Rather, it is to enable students to make predictions based on any prior knowledge they have, take note of any information or insights they gleaned from the Honeycomb Harvest, and be mindful of what they are noticing as you are reading the story.

Teacher's Note: Student Excitement

Students' excitement level has the potential to get high during this read-aloud. Don't stress if this is the case! They are going to point out things that are right on the money, and they are going to point out things that do not have anything to do with the topic, simply because they want to participate in the activity. This is exactly what you want them to do. Write down everything they say now because later on, as they are learning more about what the definitions mean, they will self-reflect and want to revise their answers.



Anchor Chart with Sample Student Responses

When you're finished reading, review the responses that students provided throughout the story. Remind them that these responses may change as you proceed through the lesson, and that's okay.

Teacher's Note: Student Responses

As the lesson progresses, students might want to move their sticky notes. When this happens, allow them to, but make sure that they can explain to you why they are moving them (i.e., a student initially put a character under the plot heading but later wants to move it).

Explain

Teacher's Note: Spiral Instructional Design

This portion of the lesson was designed as a spiral learn-and-review style of activity. It should take three days to complete. Each day, you'll introduce a new concept and then "spiral" back to the concepts covered during the previous days. Teaching a large concept in smaller, more manageable chunks and reviewing them each day, while teaching a new portion of the concept, helps your students comprehend a complex concept without overwhelming them. Additionally, the spiral review helps your students to retain the skills and practice them more than one time.

Share with students that you will be reading them three different stories over the next three days in order to explain the different literary elements that are present in stories. Each day, you will introduce a different element.

Day 1: Characters

The topic for day 1 is characters. Characters are people, animals, or creatures in a story. They can think, feel, or act. *(Add the definition of "characters" to your class Anchor Chart prior to beginning this portion of the lesson.)*

Ask students how they would define characters. Allow a few students to share out before you share the definition on **slide 8**.

Display **slide 9**. Have students turn to an Elbow Partner and talk about the characters in the book *Love Monster.*

- Are there characters listed that aren't characters at all?
- Which ones should stay, and which ones should be removed?

Display **slide 10**. Once students have had some time to discuss, have them come back to the whole group and share out their thoughts and conversations. Adjust the Anchor Chart accordingly.

Display **slide 11**. Introduce the story *I Need My Monster* by Amanda Noll. Tell students that this story has a lot of different and unique characters to look at and talk about. As students hear mention of a new character during the reading, they should raise their hands. Write down what students share on a new color of sticky note, and have students add the notes to the class Anchor Chart. Remind students that you are focusing only on characters right now.

Optional: Differentiation

If you have more advanced students, consider having them describe the physical traits of each monster as well.

Day 2: Setting

The topic for day 2 is setting. The setting is the time and place of a story. It answers the questions: "When?" and "Where?" *(Add the definition of "setting" to the Anchor Chart prior to beginning this portion of the lesson.)*

Ask students how they would define a story's setting. Allow a few students to share out before you share the definition on **slide 12.**

Display **slide 13**. Have students turn to their Elbow Partners and talk about the setting of the book *Love Monster*.

- Are there settings listed that aren't settings at all?
- Which ones should stay, and which ones should be removed?

Display **slide 14**. Have students come back to the whole group and share out their thoughts and conversations. Adjust the Anchor Chart accordingly.

Display **slide 15.** Ask students to now turn and talk with their Elbow Partners about the book *I Need My Monster.* Pairs should decide together what the setting of this story is.

Display **slide 16**. Introduce the story *Where the Wild Things Are* by Maurice Sendak. This story has a unique setting for you to discuss. As students hear mention of a new setting during the reading, they should raise their hands. Write down what students share on a new color of sticky note, and have students add the notes to the class Anchor Chart. Remind students that you are focusing only on setting right now.

Display **slide 17.** Now that you have discussed setting as it applies to the books, *Love Monster, I Need My Monster,* and *Where the Wild Things Are,* take a moment to review and reflect on the characters in *Where the Wild Things Are.* As students share out information about the characters, write it down on sticky notes and have students add them to the Anchor Chart.

Teacher's Note: Applying Skills

It is important that as you continue through the lesson you continuously circle back to review and apply the skills that were discussed earlier.

Day 3: Plot

The topic for day 3 is plot. The main events at the beginning, middle, and end of a story are referred to as the plot. *(Add the definition of "plot" to the Anchor Chart prior to beginning this portion of the lesson.)*

Ask students how they would define plot. Allow a few students to share out before you share the definition on **slide 18.**

Display **slide 19.** Have students turn to their Elbow Partners and talk about what the definition means and how it applies to the book *Love Monster*.

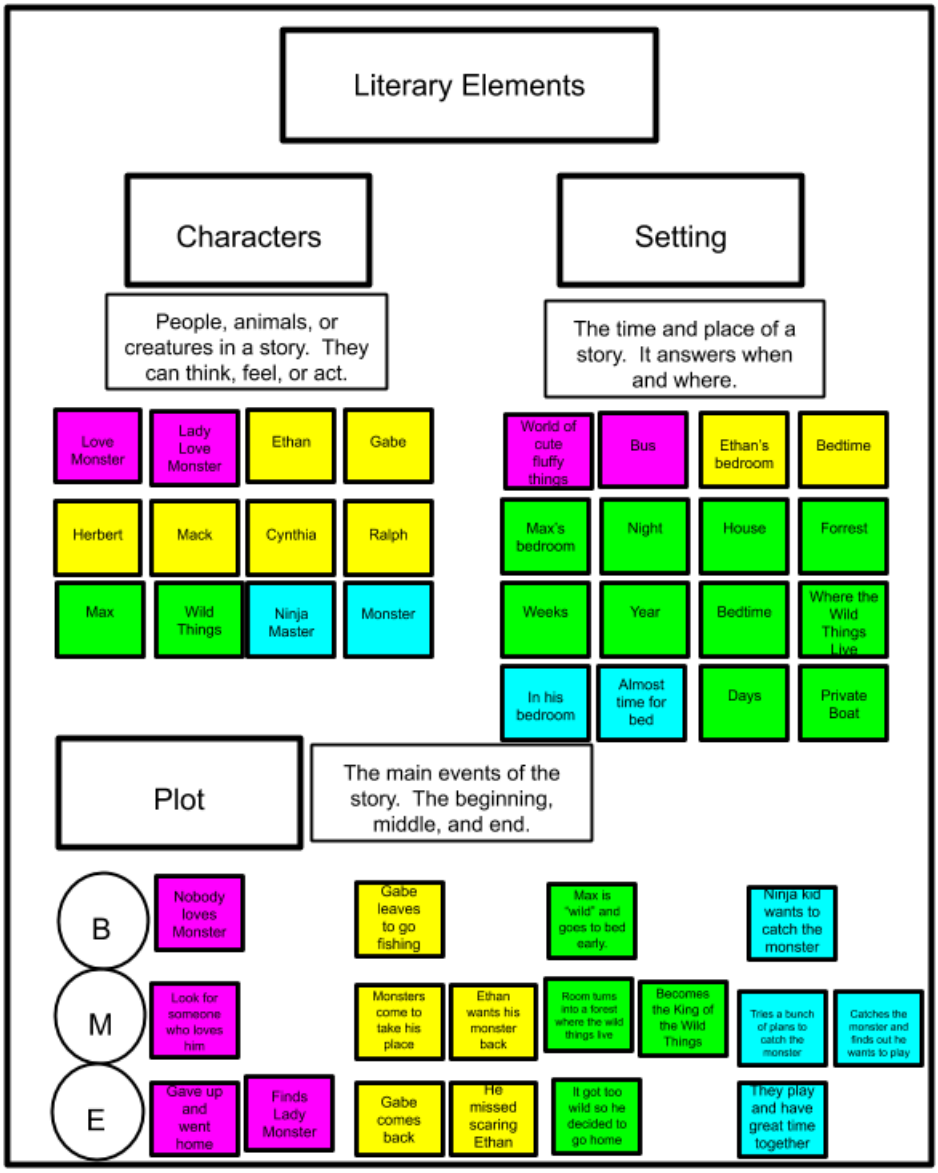
- Are there elements of plot listed that aren't part of the plot at all?
- Which ones should stay, and which ones should be removed?

Display **slide 20.** Once students have had some time to discuss, have them come back to the whole group and share out their thoughts and conversations. Adjust the Anchor Chart accordingly.

Now, ask students to turn and talk with their elbow partners about the plots of the books *I Need My Monster* **(slide 21)** and *Where the Wild Things Are* **(slide 22).** As a class, discuss what the plots of the stories are, and add notes to the class Anchor Chart.

Display **slide 23.** Introduce the story *How To Catch a Monster* by Adam Wallace and Andy Elkerton. This story has a fascinating plot for you to explore. As students hear new information related to the plot during the reading, they should raise their hands. Write down what students share on a new color of sticky note, and have students add the notes to the class Anchor Chart. Remind students that you are focusing only on plot right now.

Display **slide 24.** Take a few minutes to wrap up your discussion of How To Catch a Monster by reflecting on the characters and setting in the story. Write down the information that students share out on sticky notes, and have students add them to the class Anchor Chart. The chart should now look something like the one shown below.



Sample Student Responses on a Completed Anchor Chart (Pink - Love Monster; Yellow - I Need My Monster; Green - Where the Wild Things Are; Blue - How To Catch a Monster)

Extend

Now that students have had the opportunity to practice looking for characters, settings, and plot in four different stories, it is time for them to practice writing their own stories using these literary elements.

Display **slide 25.** Provide students with copies of the **Cognitive Comics** template, and then give each student an opportunity to choose one of the **Monster Pictures.** The pictures will serve as inspiration to help spark students' imaginations as they write.

Students will create Cognitive Comics to express their understanding of literary elements artistically, with the comic template serving as a scaffold to help them tell their story. Students can start by drawing the important parts of their story, and then add in words, descriptions, and speech bubbles later.

Optional: Differentiation

Depending on your students' writing experience, consider providing them with an emergent **Writer's Sheet** (attached) instead of the comic strip page. Or, if you have student devices with a talk-to-text feature, consider having your students first tell their stories into the microphone. Often, students do not believe that they can write very much or very well, when the reality is that they have the ideas but the physical effort that it takes to write is what slows them down.

As students are writing, consider providing them with prompts to help them along the way. Several of these prompts are included on slides 26-28.

Slide 26 includes sentence starters designed to help students begin their writing by presenting the setting and characters:

- One day
- One night
- On a _____ day
- I was with my monster [monster's name]
- We were
- I was
- My monster [monster's name]

Slide 27 includes sentence starters designed to help students explain what happened in sequential order:

- Then
- After that
- At last
- Next time

Slide 28 includes sentence starters designed to help students to end their stories by incorporating feelings:

- I felt _____, because
- My monster felt _____, because
- It was
- I hope
- I was thinking
- I was sad
- I saw
- I heard
- My monster was thinking
- My monster was sad because
- My monster saw
- My monster heard

Evaluate

Display **slide 29.** When students have finished writing, have them switch papers with a classmate. Using Two Stars and a Wish, students will offer feedback to their peers and reflect on their own learning. As they read their classmate's story, students should try to use the information provided (text and images) to identify the literary elements of characters, setting, and plot. Ask students to provide feedback by calling out two things that their classmate did well (two stars) and one area that could be improved (a wish).

Provide your students with time to discuss the feedback with their partner and make any revisions they would like to.

Resources

- K20 Center. (n.d.). Anchor charts. Strategies. https://learn.k20center.ou.edu/strategy/64f2b35101a470dda36d44421900af08
- K20 Center. (n.d.) Cognitive comics. Strategies. https://learn.k20center.ou.edu/strategy/fe96d3de46cfdc1f385aab7e7500a422
- K20 Center. (n.d.). Elbow partners. Strategies. https://learn.k20center.ou.edu/strategy/ccc07ea2d6099763c2dbc9d05b00c4b4
- K20 Center. (n.d.) Honeycomb harvest. Strategies. https://learn.k20center.ou.edu/strategy/6f19b778b73e4c339d1a7d9653001825
- K20 Center. (n.d.) Two stars and a wish. Strategies. https://learn.k20center.ou.edu/strategy/7b4de59085f566aa097814b8c0037751