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# Now, That's a Story!

## Standards

- Uses strategies to organize written work
- Writes in a variety of forms or genres

## Materials

- Chart paper
- Markers
- *My Story Mountain* (page 128; mountainstory.pdf)
- *Story Mountain Cards* (pages 129–130; storymountaincards.pdf)

## Mentor Texts

- *Goldilocks and the Three Bears* by Jan Brett
- *The Lion and the Mouse* by Jerry Pinkney
- *Amos and Boris* by William Steig
- See *Mentor Text List* in Appendix C for other suggestions.

## Procedures

*Note:* Select your favorite narrative for this mini-lesson to show the story development. Discuss story structure throughout the day during whole- and small-group reading, as well as during read alouds.

## Think About Writing

1. Explain to students that writers write many different kinds of stories, essays, and compositions. Tell students that one important part of writing for an author is to organize his or her story.
2. Review a mentor text if desired, and emphasize the structure of the story.

## Teach

3. Tell students, "Today I will show you how to organize a story by using an author's secret tool. That tool is called a *Story Mountain*."
4. Display *My Story Mountain* (page 128). Describe and discuss each part of the mountain. Explain how the writer starts at the bottom of the mountain and builds our excitement and curiosity until we reach the problem and then heads back down the mountain as the problem is solved.
5. Draw the shape of a story mountain on chart paper. Retell the story of *The Lion and the Mouse* using the *Story Mountain Cards* (pages 129–130). As you tell the story, tape the appropriate cards on the mountain in the correct place. Review and discuss the structure of the story when you are done retelling the story.

## Engage

6. Have students *Heads-up, Stand-up, Partner-up* and work with partners to discuss the story of *The Three Little Pigs*. Ask them to determine each story element using the story mountain. Allow time for discussion and then write the results on a new story mountain as students share their ideas.

# Now, That's a Story! *(cont.)*

## Apply

7. Remind students to organize their writing in a way that holds the readers' attention and builds an exciting story. Also remind them that stories always include a beginning, middle and end.

## Write/Conference

8. Provide time for students to write a story starting with characters and a setting. Observe student behaviors and assist before moving off to confer with individuals or groups. Some students may need additional support to build story structure. Note observations in your conferring notebook.

## Spotlight Strategy

9. Spotlight student story building. For example, "Spotlight on Maria! She is building a story and has started with characters and a setting. I can hardly wait to hear about the problem of these characters. Now, that's going to be some story!"

## Share

10. Select one or two students to take the author's chair and share their important writing work. Allow others to share as appropriate.

## Homework

Ask students to choose their favorite stories. Have students make a list of the story elements. Ask students to be ready to share their findings in Writer's Workshop tomorrow.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# My Story Mountain

**Directions:** Complete the graphic organizer below to plan your story.

**Problem:**  
What's the trouble?  
\_\_\_\_\_  
\_\_\_\_\_

**Build-Up:**  
What are your characters doing?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Fix-Up:**  
How does this problem get solved? Who helps?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Title:**  
\_\_\_\_\_

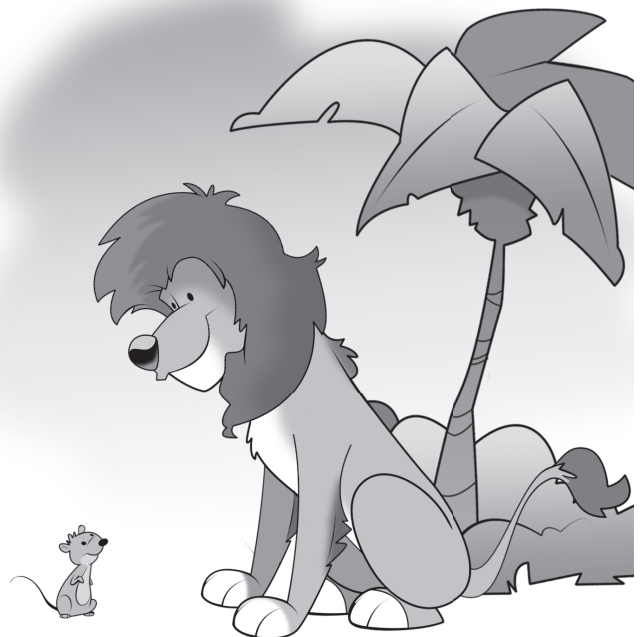
**Introduction**  
Characters: Who?  
Setting: When/Where?  
\_\_\_\_\_  
\_\_\_\_\_

**Wrap-Up:**  
What happened at the end of the story?  
\_\_\_\_\_  
\_\_\_\_\_

# Story Mountain Cards

**Teacher Directions:** Cut out the following cards and use them as directed in the lesson.

## The Lion and the Mouse





# Story Mountain Cards *(cont.)*

