

Purpose	Content	Lessons
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<p><i>Think of the MOMENTS you will use to illuminate the incredible nature of Fiction. What is special about our ability to tell stories.</i></p> <p><i>One thing to remember is that cavemen (the Magdalainians especially) drew the first pictures to communicate a story. This means that humans had stories before we had houses!</i></p> <p><i>No other animal tells stories; stories are how the human being has thrived</i></p>	<p>LANGUAGE: Fiction</p>	<p>A. INTRODUCTION TO FICTION</p> <p>Types of literature in the fiction genre include the novel, short story, and novella. Fiction is literature created from the imagination, not presented as fact, though it may be based on a true story or situation.</p> <p>B. INTRODUCE THE FIVE ELEMENTS OF A STORY.</p> <ol style="list-style-type: none"> <li>1. Setting – The setting refers to not only the physical location of where the story takes place but also the time period. It is basically the where and when of the story.</li> <li>2. Characters – Depending on the type of story you are reading; the characters are typically people or animals. They are the ones who drive the story forward and are the who of the plot.</li> <li>3. Plot – The plot refers to the events that happen in a story. The plot consists of an introduction, rising action, climax, falling action, and resolution. It is what of the story. In most stories, there is a problem in the beginning, and it ends with a resolution.</li> <li>4. Conflict – The conflict is the problem in the story. No conflict = no story. Even Learners books have a problem that needs to be solved by the characters. Setting up the conflict gives characters their why.</li> <li>5. Theme – This is probably the most complicated element of a story and is hard for most students to identify. The theme is the overall message of the story. It's what the author wants you to learn.</li> </ol> <p>Learners should CHOOSE a book of their liking and complete ONE of the following:</p>
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<p>and adapted over time.</p>		<ul style="list-style-type: none"> <li>- Build a story framework. Explain to the Learner that they're going to build a house from what they know about the story they just read. Give them construction paper and let them cut out the house's building contents, like flooring, windows, and walls. As they build the house, have them label the story elements. The floor can represent the theme, the walls can represent the setting, and the windows, the resolution. After the house is complete, they can even cut out the main characters and place them inside.</li> <li>- Become an investigative reporter – Each reporter knows the 5 W's of good reporting: who, what, where, when, and why. Let your kid put on a journalist's hat and "investigate" a story they've just read, answering the questions the 5 W's ask. Once they've done that, show them how they translate into story elements. Who did it? The characters. What did they do? That's the plot. When and where did the story take place? You guessed it, setting. And why? That's our conflict, and the conflict drives the characters to make the choices they make.</li> <li>- Puzzle it out – a blank puzzle with 5 or six large pieces. Label each part with the story elements you plan to discuss, then explain to your kid that like each good puzzles, the elements of a story fit neatly together to make a whole. Now have them write some details from a story they've read on each piece. On the "character" piece, they can put the names of the main characters. On the "setting" piece, they can write a few words to explain where the story took place. Once they have written something on each piece, they can put the puzzle together, and you can emphasize how each of the pieces was</li> </ul>

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		<p>needed. If one was missing, the puzzle would not be finished.</p> <p>C. STORYTELLING AS ANCIENT ART <u>Discuss the following in SOCRATIC:</u></p> <ul style="list-style-type: none"> <li>– “As long as there have been people, there have been stories. From the stories told in paintings on the ancient caves at Lascaux to the bedtime stories told to young Learners, stories make up our history and guide our future. You are surrounded by stories every day. The news on television, radio, and in the newspaper is nothing but stories. The Bible and other religious books are full of stories. The lessons teachers give in school are often stories. Songs tell stories. Pictures tell stories. Movies tell stories. Comedians make up their routines with stories. When you tell a friend about something that happened to you, you are telling a story.”</li> <li>– Can you think of the last story you heard? Think hard: it may be something you just heard a few minutes ago! Some stories have lasted hundreds and even thousands of years and are still being told. Stories began with the oral tradition, meaning they were passed on by being heard and retold. Later, people began to write the stories down, but we still love to hear stories told out loud.</li> <li>– Stories are powerful. They can teach morals and the values that the author of the story thinks people should live by. They can teach history. They can entertain us. They can make us think about things in ways we’ve never thought of them before. They can make us laugh. They can make us cry. Telling stories is a large part of what makes people connected to each other. Stories are a part of every culture. Stories about our country and its history help us feel proud of our nation.</li> </ul>

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		<ul style="list-style-type: none"> <li>– Stories about our ancestors teach us about where we came from and the things, we have in common with other people around us. You probably have favorite stories of your own. Maybe they’re stories about your family that you hear from your grandparents or that you’ve heard during holidays.</li> <li>– Maybe they’re books you’ve read over and over. What is your favorite story (discuss)? Does it have all the elements? A man named Robert Moss said that important stories are always seeking the right person to tell them, looking for the storyteller like an animal hunting its prey. Do you think there could be a story looking for you?”</li> </ul> <p>D. <u>FICTION IS A STORY. A story told from your Imagination.</u> LEARNERS will complete TWO of the Following:</p> <ul style="list-style-type: none"> <li>– Is there a story we have told you that you particularly like? The Universe story has many fictional accounts. Choose a Story from European or American culture that reflects their understanding of the Coming of the Universe. Make sure to remind them of the five elements.</li> <li>– Learners work in groups. In their groups, Learners should read through the story and then develop a short play/skit to share with the class. Each group may approach the task differently. Some may be inclined to have one person read while the others act. Other groups may try to turn the story into a play script giving each person a specific part. Perform it for the class.</li> <li>– On a note card the Educator should then write down the key elements of the book: lead</li> </ul>

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		<p>character, feelings, setting, major events, point of view, who, what, where, why.</p> <ul style="list-style-type: none"> <li>– Write a short story using your knowledge of space, human beings, life, or any other topic you have learned of this year.</li> </ul> <p>E. <u>WHAT IS FICTION (more detail)?</u></p> <ul style="list-style-type: none"> <li>– Create a KWL Chart to answer some of the questions below. If Learners don't have the answer, ask the class to research it.</li> <li>– What are the characteristics of a fiction text? What are some of the subcategories of fiction? What is realistic fiction?</li> <li>– What is MORALITY. As the Learners this question as part of their KWL chart as almost all Fiction stories have a theme of morality.</li> </ul> <p>E. FURTHER UNDERSTANDING: To further their understanding of Morality while working on the KWL chart, read from a collection of American and European Fables. <u>Then ask in Socratic:</u></p> <ul style="list-style-type: none"> <li>– What is the why, where, when how and who?</li> <li>– What is the moral of the story?</li> <li>– Why are morals important?</li> </ul>