

Story Map Situations

Introduction: Children in the third grade need to be able to represent text in different ways. During this activity, students will represent text in story maps on the playground. This lesson requires students to move quite a bit, so have them wear the right shoes on this activity day!

Grade Level and Subject: 3rd Grade Reading and P.E.

TEKS: Reading – 9I
P.E. – 1A, 1C, 3A, 3B, 7A

Materials: Poster boards (can be decorated by the students), each depicting an element of a story map, short stories, tape

Activity: This activity should be a culminating activity after a thorough classroom discussion and practice of story maps. Story maps are graphic organizers that usually organize information in an easy-to-read format for students. The maps can contain virtually any element of a story, but the basic maps always ask students to name the characters, setting, problems, and solutions of a story. Again, other elements can be depicted in a story map, but this lesson will focus on the elements listed above.

The teacher will have the students get in groups of 3-4 to create a poster board for the character, one for the setting, a third for the problems, and a fourth for the solutions. Students will simply place the heading of each element (character, setting, problems, and solutions) on the board and then decorate around the word.

The poster boards will be taken to the gym and hung on the walls of the gym with tape or any kind of fastening material. Since the story maps being used in this lesson focus on four story elements, each poster board will be hung on each of the walls of the gym. If more elements are added by the teacher, he or she needs to ensure that there is plenty of room around each poster board placed on the wall. Students will sit in the middle of the gym on the floor.

The teacher will begin the lesson by reading one of the short stories needed for the lesson. Students will listen for the information in the story that corresponds with the four story elements. After the story is read, the students will stand up.

The teacher will call out something from the story that corresponds with one of the four story elements. For example, if he or she calls out “at the house,” students should realize that the element being depicted is the setting. Students will run to the wall that has the “setting” poster board taped to it. A minimal discussion will be led by the teacher, confirming the students’ answer choice. Once everyone agrees that the information called out matches one of the story elements, students will run back to the center of the gym. Play will continue in this manner with the teacher ensuring that the students hear all of the story elements and get a chance to respond to them.

An option to this activity would be for the students to use different locomotive skills while moving to the correct poster boards. The teacher can assign different locomotive skills to each element (skip to the character sign, hop to the setting sign, etc.) or just have the students be creative and devise their own locomotive skill for each item called out. Examples of different locomotive skills include walking backwards, running, skipping, hopping, galloping, etc.

Evaluation: The teacher will monitor all activity and lead all discussion concerning proper placement of the students according to which story element was called out.



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