



LEARNING OBJECTIVE: Use a story map to identify the characters, setting, problem, plot, and solution in a text.

LANGUAGE OBJECTIVE: Identify and discuss the important elements in a story using sentence frames for academic language support.

Lesson Overview

Students read realistic fiction and complete a story map to answer questions about important story elements.

Materials

- Printouts of “The Empty Lot” (one per student)
- Printouts of Story Map (one per student)

Teach and Model: Using a Story Map

Tell students they will read a story and complete a Story Map to tell about the characters, setting, problem, plot, and solution.

Distribute a copy of the Story Map to each student. Explain: **When you map a story, you look for five things. Let's explore the five boxes in our story map.** Have students point to elements in the Story Map as you review each element. Prompt discussion with these questions:

- **What kind of information goes in the Character box?** (Possible responses: the important people or animals in the story; who the story is about)
- **In which box do we show where the story takes place?** (Setting)
- **All stories have problems. What was a problem in a story you've read?** (Answers will vary.)
- **What kind of information goes in the Plot box?** (Events that tell what the characters do to solve the problem.)
- **Which box shows how the problem is solved?** (Solution)

Distribute a copy of “The Empty Lot” to each student. Read aloud the information in the Strategy box on the student printout. Then have students choral read the first paragraph of the story.

Say: **Let's use our Story Map to talk about the important parts of the story.** Ask: **Who are the characters in the story?** (Marisol and Dante) **What is the setting?** (an empty lot in the city) Guide students to record information in their Story Maps.

Practice and Apply: Using a Story Map

Tell students they will work with a partner to discuss other parts of the story. Ask: **What is the problem in the story?** Have students discuss the problem with a partner and write the problem in their Story Maps.

After partner discussion, call on a volunteer to identify the problem. (Possible response: Marisol and Dante want to turn the empty lot into a playground, but it's too expensive.)

Explain: **As we continue reading, we will add to the Story Map.**

Have students choral read paragraphs 2–7. Then have partners discuss information they can add to the Story Map. Say: **If you read about other characters, add them to your Story Map. In the Plot section, write about the events and what the characters do to solve the problem.** Remind students that they can use the sentence frames in the Strategy box as they discuss parts of the story.

Prompt group discussion with these questions:

- **What other character did you add to your Story Map?** (their grandfather, Abuelo)
- **What are some things the characters do to solve the problem?** (They ask people in the neighborhood for help, they talk to a city planner, they visit their grandfather.)
- **What possible solution does Abuelo help them come up with?** (building a soccer field.)
- **How might this solve the problem?** (A soccer field won't cost too much.)

Check Progress

To check progress, have students read paragraphs 8–10 individually and complete their Story Maps with additional details about the plot and the solution. Then use the following activity to assess students.

Meet with students individually to review their completed Story Maps. Prompt students to answer these questions orally:

- **After they talked about building a soccer field, what did the characters do next?** (Possible responses: Then they put up flyers and got other people to help; they posted flyers, raised money, and planted grass.)
- **What is the solution to the problem in the story?** (They raised money to build a soccer field, which doesn't cost much. They built the soccer field. Families could play and have picnics in the lot.)

Check individual responses. If the student can correctly answer each question, consider the intervention successful.

Progress Tracking Sheet

Date	Student Name	Lesson/Skill	Intervention Successful (Y/N)	Notes

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Notes

[illegible]

The Empty Lot by Alex Perez

[1] Marisol and Dante looked longingly at the empty lot. It would be a great space for a playground. They asked people in the neighborhood for help. Everyone they talked to thought it would be too expensive. They even talked to a city planner. He thought the space would make a fine parking lot.

[2] Marisol and Dante visited their grandfather, Abuelo.

[3] "What does everyone like to do on the weekend?" Abuelo asked. Marisol and Dante didn't understand. Then they looked at what he was watching on TV.

[4] "Soccer!" shouted Marisol.

[5] "What do you mean?" asked Dante.

[6] "Well, you only need grass to play. And maybe some goals," their grandfather replied.

[7] "That might not cost too much," said Marisol. "Then it would be a place for kids to go. There could be a side for little kids and a side for big kids."

[8] Dante, Marisol, and Abuelo posted flyers around the neighborhood. Many people were willing to help. Soon they had enough money to buy what they needed. In the spring, the lot had new grass. Families came to play soccer and have picnics.

[9] "What a great idea, Abuelo," said Dante.

[10] "You two did all the hard work," he replied.



Strategy: Use your Story Map and these sentence frames to talk about the parts of a story:

The characters are _____ .

The setting is _____ .

The problem is _____ .

To solve the problem, the characters _____ .

The solution to the problem is _____ .

Name _____

Story Map

Use what you learned in “The Empty Lot” to complete the Story Map.

Title: _____

Characters

Setting

↔

Problem

Plot

1. _____
2. _____
3. _____
4. _____

Solution