

**Aqua Fria High School CTE/Academic Integration**

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**Third hour special assignment, should you choose to accept it☺**

**Objective: Create a short story for children of preschool age.  
Include illustrations that enhance understanding.  
Make a book with both story and illustrations.**

**Step 1: Form Teams**

**Step 2: Listen to, and read on your own, examples of children's short stories.**

**Identify the theme of each story.**

**Step 3: Discuss and confer upon a theme for your team's short story.**

**Step 4: Discuss and create a plot for your short story. Draw, or write out, your team's plot diagram.**

**Step 5: Write out the words, phrases, or sentences for each page, on separate full page papers. No more than two sentences per page.**

**Step 6: Add illustrations to each page to demonstrate the words, phrases, or sentences. Illustrations can be hand-drawn or computerized, color or black and white.**

**Step 7: Create a book cover and title page. Include: created by: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.**

**Step 8: Place pages in correct order. Submit to Mrs. James for approval.**

**Step 9: Revise and Edit. Add final touches. Reprint. Resubmit.**

**Step 10: Celebrate!!!!!!!!!!!!!!!!!!!!!!**

## **Supporting material: Elements of a story discussion guide**

### **Social Skill:**

Respect

### **Quote:**

“It is more important to have self-respect than to gain respect from others... “ -  
Madeleine de Scudery

### **Journal/Discuss:**

How can you show respect for you body? For your mind? In your friendships?

### **Objective:**

Plot Elements

### **S2 C1 PO1:**

Describe the author’s use of literary elements: plot (exposition, rising action, climax, falling action, and resolution)

### **Review:**

What is the setting, both time and place, in “The Gift of the Magi”?

### **Input / Direct Instruction:**

Take Notes from Overheads; Trace hand on back of notes and fill in plot elements. Label what each element represents.

Listen to the remainder of the story.

### **Guided Practice: Rally Coach -**

Use strips from “The Gift of the Magi” and place in the correct plot sequence, identifying and stating what each strip represents.

### **Closure: Think-Pair-Share -**

1. Hand Notes
2. How each plot element is represented in the story.

### **Independent Practice:**

Create a complete plot line for “The Gift of the Magi”, Due Friday, 10/26.

### **Sponge Activity:**

Read silently from where you left off in Rosa Parks.