Collection 1
Plot: Time and Sequence

Elements of Literature: Plot

Background
Discuss Plot To strengthen students’ understanding of plot, review the example of William and the dragon on pages 2 and 3 of the student book. Read aloud the explanation for each of the four parts of a plot, and have a proficient reader read aloud that part of the story. Clarify details if necessary, and encourage students to name the various parts of a plot.

Alternative Teaching Strategy
Use Time and Sequence to Tell a Story To help students understand terms relating to time and sequence, write on the board a list of literary techniques relating to time: chronological order, flashback, flash-forward, and foreshadowing. Refer to the Practice exercise on page 3 as you ask students for an example of each term in the story they chose for the Practice chart. You may wish to give students prompts to help them identify each technique. For example, using the story of Cinderella, say, The night felt magical. Cinderella wished on a star and hoped to go to the ball. Is that a flash-forward or foreshadowing? Discuss how the sentences could be changed to introduce a flash-forward or a flashback; for example, The night felt magical. It reminded Cinderella of a time when she . . . This is an opportunity to assess whether students are able to differentiate terms and verbs for events that take place in the past, the present, and the future.

Vocabulary Practice
Academic Vocabulary Students may have difficulty with the unfamiliar academic vocabulary used in the essay. Review the words and definitions taught on page 2 of the student book. Write each term and its definition on separate cards. Then have students match the terms with their definitions.

- **exposition**: point in the story where the characters and conflict are introduced
- **complication**: point in the story where a character tries to resolve the conflict but encounters new problems
- **climax**: point in the story where the conflict is decided
- **resolution or denouement**: point in the story where the reader knows how the story ends

Literary Skills
Understand plot structure and development of time and sequence.

**Especially for ELL**
The phrase *bare bones*, which is used to describe plot structure, refers to a skeleton. Explain that for humans and many animals, the bare bones, or skeleton, is the structure that keeps the body together. Likewise, plot structure serves as a skeleton for keeping a story together.

**Teacher Tip**
To help students remember the four elements of plot structure, create a poster with the plot diagram, omitting the labels. Have students add, as labels, index cards with the four plot element names. Then students can fill in the chart with examples of each element as they read the stories in the chapter.
**Targeted Strategies for Special Education Students**

**Literary Skills**
Understand plot structure and development of time and sequence.

**Teacher Tip**
Write the terms on the board as students discuss how authors use time and sequencing techniques.

**Teacher Tip**
Ask volunteers to think of an exciting story they have read or movie they have seen. Invite them to identify the conflict and tell how it was resolved.

**Elements of Literature: Plot**

**Reteach the Key Idea**

**Review Plot** Remind students that a plot is a series of related events that tell a story. The plot is fueled by a conflict, either internal or external, that the main character must face. Review the four steps of a story’s framework, drawing the chart from student book page 3 on the board and adding the following information:

- The *exposition*, or basic situation, is when we meet the characters and learn about the conflict.
- The *complication* shows what the character does to face the conflict and to try to resolve it. Sometimes the character uncovers more problems and conflicts that need to be dealt with.
- In the *climax*, an author puts the character in the most exciting, emotional, or important moment of the story. This key moment reveals the outcome of the conflict.
- In the *denouement*, or resolution, the conflict is resolved or settled, any loose ends are tied up, and the story ends.

**Alternative Activity**

**Reinforce the Concept** Remind students that most stories are told in chronological, or time, order. Explain that once the author has established the plot structure, the story can be enhanced by interrupting the flow and timing of events. Use the following prompts to help students name the ways an author can arrange timing in a story:

1. What is it called when an author interrupts a story with an episode from the past? *(flashback)*
2. Which device interrupts the story with a scene in the future? *(flash-forward)*
3. When a story presents details that hint at what is to come in a story, what is the author trying to accomplish? *(foreshadowing)*

**Alternative Assessment**

**Review Plot Order** Choose a familiar story and write the main events on index cards or sentence strips. Have students choose an event and read the text aloud. As a class, decide whether the event might be exposition, a complication, a climax, or a resolution. Once the story has been placed in order, have a student read the story to the class.