

# Lesson 1: Unlocking the Secrets of a Great Story

## Lesson Overview

**Target Age:** 10 years old (Sarah)

**Format:** Online (40 minutes)

**Subject:** English Language Arts / Narrative Writing

## Learning Objectives

By the end of this lesson, Sarah will be able to:

- Identify the five key features of a narrative (Character, Setting, Plot, Conflict, and Resolution).
- Label the parts of a "Story Mountain" (Introduction, Rising Action, Climax, Falling Action, Resolution).
- Recognize narrative features within a short mentor text.

## Materials Needed

- Shared digital document or virtual whiteboard (e.g., Google Docs, Miro, or Zoom Whiteboard).
- A short narrative excerpt (provided in the lesson).
- Highlighter tools (digital).
- "Story Mountain" graphic organizer (drawn on screen).

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## Lesson Plan (40 Minutes)

### 1. The Hook & Objectives (5 Minutes)

- **The Mystery Box:** Ask Sarah: "If you were to open a 'Story Box,' what five ingredients must be inside to make it a real story and not just a list of facts?"
- **Goal Setting:** Explain that today we are becoming "Story Detectives" to find the hidden blueprint that all great authors use.

### 2. I Do: The Story Blueprint (10 Minutes)

- **Modeling:** Use the virtual whiteboard to draw a "Story Mountain." Explain the five stages of a story:
  1. **Introduction:** Meeting the characters and seeing the setting.
  2. **Rising Action:** The "uh-oh" moments where the problem starts.
  3. **Climax:** The most exciting or scariest part!
  4. **Falling Action:** Things starting to get better.
  5. **Resolution:** The ending where the problem is solved.
- **The 5 Elements:** Briefly define Character, Setting, Conflict (the problem), Plot (the action), and Theme (the lesson).

### 3. We Do: Reading & Identifying (10 Minutes)

- **Shared Reading:** Read a 2-paragraph story about a girl named Maya who finds a glowing key in her backyard but realizes it belongs to a door that hasn't been opened in 100 years.
- **Collaborative Highlighting:** Using different colors on the shared screen, work with Sarah to highlight:
  - **Blue:** Characters and Setting.
  - **Red:** The Conflict (The Problem).
  - **Green:** The Climax (The moment she puts the key in the lock).

### 4. You Do: The Story Detective Challenge (10 Minutes)

- **Independent Practice:** Provide Sarah with a new 1-paragraph story snippet.
- **Task:** Sarah must plot the story onto a blank "Story Mountain" on the whiteboard. She needs to write one sentence for the Introduction, one for the Climax, and one for the Resolution.
- **Check for Understanding:** Ask Sarah to explain why she chose that specific moment as the "Climax."

### 5. Conclusion & Recap (5 Minutes)

- **Summary:** Ask Sarah to name the "big five" ingredients of a story without looking at her notes.
- **Takeaway:** Reinforce that every book she reads from now on follows this mountain shape!

## Success Criteria

- Sarah can correctly identify the climax of a short story.
- Sarah can define "conflict" in her own words.
- The Story Mountain is completed with logical sequence.

## Differentiation

- **Support:** Provide a word bank for the Story Mountain stages.
- **Extension:** Ask Sarah to brainstorm a "Plot Twist" that would change the Falling Action of the story we read.

# Lesson 2: The Archeologist's Discovery

## Lesson Overview

**Target Age:** 10 years old (Sarah)

**Format:** Online (40 minutes)

**Subject:** Creative Writing (Character & Setting)

## Learning Objectives

By the end of this lesson, Sarah will be able to:

- Use sensory details (sight, sound, smell, touch) to describe an ancient setting.
- Apply "Show, Don't Tell" techniques to describe a character's traits and emotions.
- Write a descriptive opening for a discovery-themed story.

## Materials Needed

- Shared digital document.
  - "Sensory Word Bank" (provided in lesson).
  - Archeology-themed writing prompt.
  - A digital "Discovery Log" template.
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## Lesson Plan (40 Minutes)

### 1. The Hook: The Hidden Chamber (5 Minutes)

- **Scenario:** "Sarah, imagine you are standing in front of a heavy stone door that hasn't been opened for 2,000 years. You are the lead archeologist. When the door creaks open, what is the very first thing you smell? The first thing you see?"
- **Objective:** Explain that today we are building the world and the hero for an adventure story.

### 2. I Do: Show, Don't Tell (8 Minutes)

- **The Secret of Good Writing:** Explain that instead of saying "The archeologist was nervous," we should describe what "nervous" looks like.
- **Modeling:**
  - *Telling:* Dr. Jones was an old archeologist who had been working hard.
  - *Showing:* Dr. Jones wiped the thick dust from his spectacles, his calloused fingers trembling as he gripped his worn leather journal.

### 3. We Do: Sensory World-Building (12 Minutes)

- **Brainstorming:** Create a "Sensory Map" on the screen for an ancient underground tomb.
  - **Sight:** Golden masks, flickering torchlight, dancing shadows.
  - **Sound:** Echoing footsteps, crumbling stone, whistling wind.
  - **Smell:** Damp earth, ancient dust, metallic scent of old coins.
  - **Touch:** Rough sandstone, cold air, sticky spiderwebs.
- **Character Creation:** Together, give the archeologist a name, one tool they always carry, and one secret reason why they want to find this treasure.

### 4. You Do: The Discovery Log (12 Minutes)

- **Writing Task:** Sarah will write a "Discovery Log Entry."
    - **Paragraph 1:** Describe the archeologist's appearance and feelings as they arrive (using Show, Don't Tell).
    - **Paragraph 2:** Describe the setting they have just discovered using at least three different senses.
  - **Guidance:** Encourage Sarah to use words from our Sensory Map.
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## 5. Conclusion & Feedback (3 Minutes)

- **Share:** Sarah reads her favorite sentence aloud.
- **Recap:** Remind Sarah that good writers make the reader feel like they are standing right next to the character.

## Success Criteria

- The writing includes at least three sensory details.
- The writing uses "Show, Don't Tell" (e.g., describing sweat or shaking hands instead of saying "he was scared").
- The character has a clear name and personality trait.

## Differentiation

- **Support:** Provide sentence starters (e.g., "As I stepped into the chamber, the air smelled like...")
- **Extension:** Challenge Sarah to include a "Cliffhanger" at the end of her Discovery Log entry.