

		Act: 8R7
Grade: 8	Strand: Reading	Concept: Identifying relationships between elements of a story
Description of Task:	Using a visual organizer, students demonstrate how two elements of a story are interrelated (e.g. how are the setting and the plot development support one another). They use the organizer to write a paragraph explaining the connections between these two elements.	
Expectations:	8e27 • explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience; 8e31 • explain how the various elements in a story function in relation to each other; 8e33 • make judgments and draw conclusions about ideas in written materials on the basis of evidence;	
Software Type:	Desktop Publishing	
Computer Skills Prerequisite	Students must be able to: <ul style="list-style-type: none"> • Access and run the program • Use the drawing tools to create shapes and lines. • Enter text into shapes and on lines. 	
Student Instructions: (for teacher)	<ol style="list-style-type: none"> 1. Review with students the various elements of a story, by selecting a well-known or current story and identifying the plot, setting, theme and characters. 2. Ask students to look for connections between the elements. For example, how does the setting of the story relate to certain events in the plot? How does the personality of a character affect the events of the story? Does the setting affect the decisions made by the characters? 3. Once this information has been elicited, display a copy of the visual organizer, <i>"Relating the Elements of a Story"</i>, (on the board, on an overhead projector, or using an LCD projector). Complete the organizer with the information obtained during the whole class discussion. 4. Tell students that they will now complete their own visual organizer, in response to a story they have read. (see Teacher Notes) 	
Teacher Notes:	<p>This activity could be used as one in a series of reader response activities to a longer selection such as a novel or completed as a group as part of a literature circle. The group could use a classroom computer to record its information.</p> <p>This activity could also be used as a summative assessment piece at the end of a unit of study. In this case, students will need to work individually.</p> <p>To assist students, you may identify the two elements (e.g. plot and setting), and ask students to record how they are related.</p> <p>Related offline activities:</p> <ul style="list-style-type: none"> • Students could write paragraphs at their desks. • Students could complete other reading response activities. 	
	Activity Template File: Y <input checked="" type="checkbox"/> N <input type="checkbox"/> Student Instruction BLM: Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	
Assessment:	<p>Is the student able to identify the various elements of a story (plot, setting, character, theme)? (curriculum)</p> <p>Does the student identify relevant relationships between elements of the story? (curriculum)</p> <p>Does the student effectively support his/her judgments and opinions with evidence from the text? (curriculum)</p> <p>Is the student able to use the program's tools to create an appropriate visual organizer? (ICT)</p>	