



**Materials Needed:**

- Stackable Caddy Organizers (DEF29003)
- And/or Rotating Carousel Organizers (DEF3901CR)
- Classic Image® Sign Holder (DEF69201) or Superior Image® Black Border Frame (DEF69775)
- Wet Erase Markers (assorted colors DEFSMA510-V4 & white DEFSMA510-V4-WT)
- 3 x 5 index cards

**LEARNING OBJECTIVE**

At the end of these lessons students will be able to describe and acknowledge structure of story, recall key details and examine and analyze plot, characters and setting. Older students will be able to compare and contrast literary elements and evaluate multiple dimensions of literary characters.

**LESSON SUMMARY**

Using the Stackable Caddy and Rotating Carousel Organizers, students create reports, projects and presentations for a variety of literacy activities. Students work individually or in teams to organize and build up the canisters to represent literature elements in stories and books for display and presentations.

**GUIDING QUESTIONS**

- What is the problem and solution to a story?
- What events lead to the problem in the story?
- How do we get to know characters in a story?
- What events lead to the solution in the story?

**LET'S GET READY!**

Hold up the prepared organizer "All About Me-The Teacher!" *Sometimes it's fun to learn different things about people we spend a lot of time with; things we might not ever expect!* Pull an item from one canister and share why you chose that item to represent yourself. Give students time to ask questions. Continue sharing the other items from the canisters. Ask students, *"If you could only put one item in a canister to represent yourself, what would it be and why?"* Give students time to consider the question then share their responses with a group or a neighbor.



DEF29003  
(2 Units shown)



DEF3901CR

**Grade Level**

- Pre-K - 3rd Grade



## Language Arts: The “All About!” Lesson

### Materials (Cont.):

- Prepare a colorful “All About \_\_\_\_!” (fill in blank to match project) sign and display in the Classic Image® Sign Holder
- Prepare a Stackable Caddy or Rotating Carousel Organizer ahead of time to use in “Let’s Get Ready!” to share “All About Me - The Teacher!” with the students. Put an item to share about yourself in each canister.

### LET’S GET SET!

There are multiple options for using the Stackable Caddy and Rotating Carousel Organizers for “All About!” projects and presentations. First things first—choose the project! Read ahead to the “Let’s Go!” section and make a selection or create one of your own. The direct instruction part of this lesson will depend on the topic for the project and what skill/concept is to be highlighted. For story and book “All About” projects, instruct on the structure of a story and explain how the beginning of a story introduces the problem and the ending of the story reveals the solution and concludes the action. For older students introduce and/or expand terms such as plot, setting, characters, theme, etc. For science and social studies projects, use the “All About!” project as a culminating activity at the conclusion of a unit of study. Use the Wet Erase Markers to label the different canisters to represent the relevant terms/skills/concepts to be covered in the project. Create a center to display the “All About!” projects with the Classic Image® Sign Holder or Superior Image® Black Border Frame. Once the students have been instructed on the specific skills/concepts for the project it’s time to fill those canisters with knowledge!



DEFSMA510-V4

### LET’S GO!

#### READING AND LITERATURE ACTIVITIES

- “All About the Book!” Book report and “Book Talk” projects. Individual student book selections or student groups reading the same book, fill the containers with objects, drawings and written comments on index cards to reflect the label for each canister. Each canister is labeled to represent a literary element such as problem, solution, plot, setting, characters, rising action, falling action, resolution, etc. Literary terms should be grade-level appropriate. Be sure to label one canister “Book Review!” so students can give their thumbs up or down on the story/book and reasons why. Students can conduct more in-depth author studies by comparing and contrasting multiple books by the same author. On presentation day, each group member is responsible to speak about the contents of one canister and share knowledge.



DEFSMA510-V4-WT



**NATIONAL EDUCATIONAL STANDARDS**

Common Core Standards for Reading: Literature

- CCSS.ELA-LITERACY.RL.K.3—With prompting and support, identify characters, settings, and major events in a story.
- CCSS.ELA-LITERACY.RL.2.5—Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

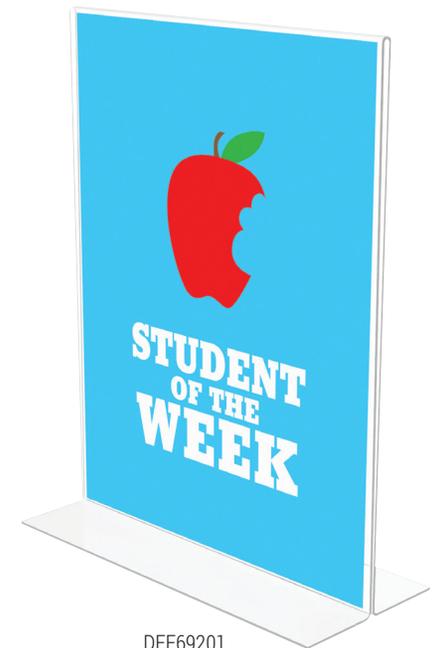
Common Core Standards for Reading: Speaking and Listening

- CCSS.ELA-LITERACY.SL.1.2—Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- CCSS.ELA-LITERACY.SL.3.2—Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

- “All About the Author!” Individuals and/or groups conduct author spotlight studies. Get to know authors by labeling canisters such as: “As a kid”, “Idea for the story”, “Author Favs” and “Author Tips” in order to learn about the author. Students fill the canisters with pictures/words/summaries on index cards, printed pictures from the internet, and objects that may relate to the topic for each canister.
- “All About Characters!” Students work in teams or individually to analyze and examine the characters in a story or book. For stories and books with multiple characters label each canister with the name of a character. Students describe and identify personality qualities of the character by writing/drawing notes on cards and/or contributing a related item representing the character. For stories with one or two characters, divide the canisters into different aspects for character study such as “Physical Description”, “Favorites”, “Point of View”, and “Talents”. Or, use one caddy or carousel organizer per character to dig deeper into character analysis.

**SPEAKING AND LISTENING ACTIVITIES**

- “All About Me!” Use the caddy or carousel organizers for the “Student of the Week” display and sharing. Featured students take the organizer home on Friday and return Monday with the canisters full of objects that reflect and represent the student. Label the canisters with the Wet Erase Markers using headers such as: My Family, Favorite Food, Favorite Movie, Favorite Book, Goals, I am proud of ..., etc. For objects that are too large to fit in a canister students can write a word or draw a picture of the object on an index card. Make a colorful “Student of the week” sign for the Classic Image® Sign Holder and create a display area.



DEF69201



**ADDITIONAL RESOURCES**

- *The Plot Thickens* by Mary Jane and Herb Auch (Holiday House)
- *Chester's Masterpiece* by Melanie Watt (Kids Can Press)
- Elementary level video on understanding "Who, What, Where" in a story: <http://www.pbslearningmedia.org/resource/vt107.la.rv.text.who-what-where/>

- "All About \_\_\_\_!" Group Presentation Projects. Use the caddy or carousel organizers for group presentations across the curriculum.
  - Social Studies: Studies about careers, multicultural celebrations, communities, Native American tribes, state projects, country studies, geography, etc. Label each canister with the Wet Erase Marker to break down different aspects of the study. Student teams gather information based on research then write/draw important facts on cards, gather relevant objects (student created, artifacts, drawings, photos, etc.) and place in respective canisters. On presentation day each group member is responsible to speak about the contents of one canister and share knowledge. For older students, utilize two organizers per group in order to dive deeper into topics. For example, on a country study include canisters for civics, currency, commerce, education, etc.
  - Science: Follow the same plan as the Social Studies model but use as a culminating activity for hands-on experiments and inquiry projects. For example, after a study on magnets, organize the canisters into different focus points such as "Push-Repel", "Pull-Attract", "Magnetic", "Not-Magnetic", etc. Students are responsible for one canister to speak about and demonstrate the magnetic concepts they have learned.



DEF69775