

Writing Trait: Voice and Organization

Learning Intention: establish a clear understanding of problem and solution story elements

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By Eric Drachman

Before Reading

Learning Outcomes: A2, A3, A4, A9, B5,

Tell students that stories almost always contain a problem and a solution. Ask students to use the picture and title to predict what the problem might be in this story.

Explain that the learning intention for this lesson is to examine the relationship between problem and solution in this story and others. Share the ***Somebody, Wanted, But, So*** graphic organizer on the next page.

During Reading

Learning Outcomes: B6, B11

As the story is read, ask students to listen carefully for:

Somebody: the main characters

Wanted: what did one of the characters want?

But: what got in the way—this is the problem

So: this is the solution

This strategy not only prepares students to write stories that make sense, it is also a determining importance strategy.

After Reading

Learning Outcomes: B7, B11, C5

After listening to *A Frog Thing*, ask students to turn and talk about the ***Somebody, Wanted, But So*** elements of this story. Compare responses. Expect answers that are slightly different from one another because everyone adds their own thinking. Variations are to be expected and celebrated.

In the library, have students choose a picture book and read it alone or with a partner. When finished, students can use a double sided copy of this organizer to record their thinking. When two stories are read and responses are completed, fast finishers can simply read other picture books and think about this story structure in their head.

Grade two students need stories chosen for them, at their reading level. The Nelson Literacy, What a Story kit, available from the LRC, has a collection of just right stories to use with the SWBS organizer.

Story Framework

Name: _____ Date: _____

Name of Book: _____

somebody

wanted

but

so...

Story Framework

Name: _____ Date: _____

Name of Book:

somebody

wanted

but

so...