

Lesson 11: Story Mapping

By the end of the lesson, students will be able to

- ✓ Reflect on the elements of a story
- ✓ Reimagine the story and create alternate stories from it
- ✓ Think of alternate ways of storytelling using Scratch

Things to do before the class

- ✓ Arrange for a spacious room such as the library to conduct this lesson. Students will need empty desks to write and draw on. They won't need computers in this lesson.
- ✓ Select a short children's story that can be read in 5 to 10 minutes. Get multiple copies of the book from the school library. You can get free access to many wonderful stories for children in diverse languages at [Let's Read's website](#).
- ✓ Carefully read the lesson plan and prepare for your class. Practice reading aloud the story and engage with the story mapping activities that students will do in the class.

The activities used in this lesson plan were designed by Srijanalaya as a collaboration between Karkhana Samuha and Srijanalaya for project entitled CoDES. The copyright of this portion of the lesson plans remains with Srijanalaya.

o. Elements of a story (For the teacher)

Stories are part of children's everyday lives. People around us are telling stories all the time - recounting, sharing, explaining, or just to make each other laugh. These days, television, youtube channels, and social media platforms have been added as places where we tell stories. Every story has a way it begins, unfolds (middle), and has an end - this sequence of what happens is called the **plot**. Every story has **characters** that are the subjects of the plot. The **setting** is the context, place, time, and climate of the story. The plot, characters, and setting are the elements of a story.

Before starting the lesson, you can briefly talk to students about their prior experience with stories. Ask these questions:

- ✓ What is a story? What type of stories have you listened to or read?
- ✓ What makes up a good story for you?
- ✓ Think about some of your favorite stories. What was the most interesting part of the story?

Note: The activities in this lesson are designed by Srijanalaya to provide support for students as they develop their own stories. The purpose is to enhance comprehension of a story from an illustrated story book and encourage students to engage deeply with the stories by imagining their own stories. The activities here are based on visual literacy techniques.

1. Engaging with the story (30 mins)

Make sure you are located in a place where every student can see and hear you as well as see the picture book. Make sure you are comfortable.

Predicting the story (5 mins)

Begin with the cover and the title of the story book. Ask these questions to get students thinking.

- ✓ What do you see? Who do they think are the main characters in the story?
- ✓ Where is the story set? What do they think will happen in the story?

Reading the story (15 mins)

Ensure that all the students are aware that when you read the story, they listen quietly. If they have a question they can raise their hand. Show the images as you read the story so that every student can get a good look at the images.

Quick discussion (10 mins)

Ask a few questions to get students thinking. This is also a good time to clarify any things that were new for the students or parts of the story you want to emphasize. To see how much the students have grasped the plot, characters, and the setting, you can ask such questions:

- ✓ How was the story the same or different from what you thought in the beginning?
- ✓ What happens in the story? What was your favorite part of the story and why?
- ✓ Who was a character you identified with?

Use this discussion to get students familiar with plot, characters and setting of the story.

Note: Sometimes there are specific contexts that need to be understood by everyone. Read the story beforehand and think about the clarifications your students might need.

3. Understanding the story (30 mins)

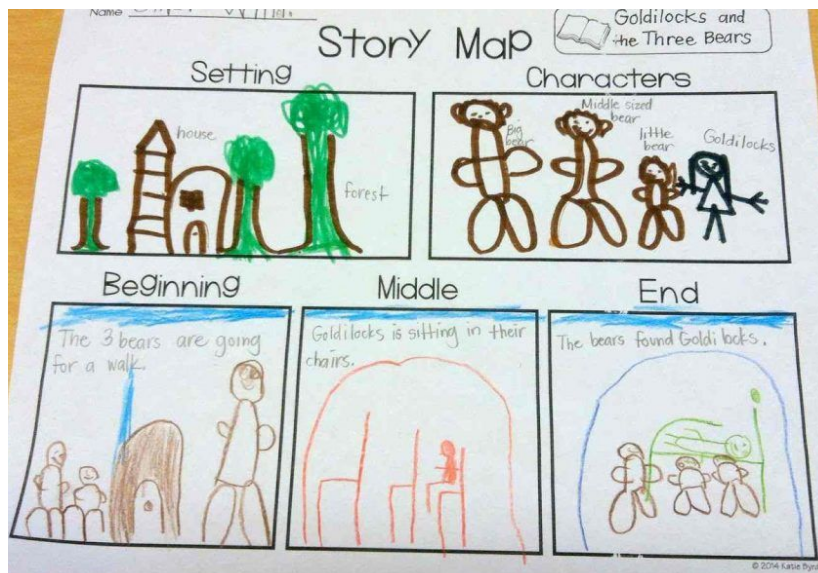
After completing the Read Aloud, engage in activities that help the students dive deeper into the storytelling process and revisit the story. This will help them structure their own stories in the future.

Use the Story Mapping worksheet (given at the end of this document) to ask the students to illustrate and/or write what they remember as the setting, characters, and the beginning, middle and end of the story (plot).

Provide the worksheet with sign pens (or any other drawing medium). It would be advisable to discuss each component and give the students five minutes to complete the box. It is important to remind them that each of them may pick a different way to describe or illustrate each of these.

Note: Students can use this worksheet to map out their own stories as a way to brainstorm before they write it out.

If you are unable to print the worksheet ask students to draw 5 boxes as indicated in the worksheet.



An example of a story mapping worksheet illustrated by a student

4. Reimagine the story (30 mins)

This section will help children in giving agency to their own imagination and creating safer spaces to try out new stories. Use the story mapping worksheet to think of a variant of the story in the book. Give one of the prompts below.

- ✓ Ask students to choose a certain point in the story and complete it in any way they would like. This allows them to change the ending if they would like.
- ✓ Choose one of the characters and make up a separate story about them. It is helpful to go to a particular image in the story and try to write a story based on the image - what got the character to that point and continues after that image.
- ✓ Write a prequel to the story.
- ✓ Write a sequel to the story.

After using the story mapping sheet, each student can write out their story and share with a partner.

Note: **Collect their worksheets and keep it safe for their reference in the next classes.**

Story mapping worksheet

Make sketches and write in the boxes below to help you map out the story you just read.

Setting: Where does the story take place? What is the time frame of the story?	Characters: Who are the characters in the story?
Empty space for drawing and writing	Empty space for drawing and writing

Beginning	Middle	End
Empty space for drawing and writing	Empty space for drawing and writing	Empty space for drawing and writing

Upcoming classes

The remaining classes in this course will be for students to build their projects based on the story they created and mapped in today's lesson.

- ✓ The number of classes depends on how much time students need and how much you or the school can provide.
- ✓ These classes won't have any specific structure or guide.
- ✓ The students will work on their project throughout the duration of the classes.
- ✓ They can always refer to lessons from the student guide if they need help.