

Story Pyramid

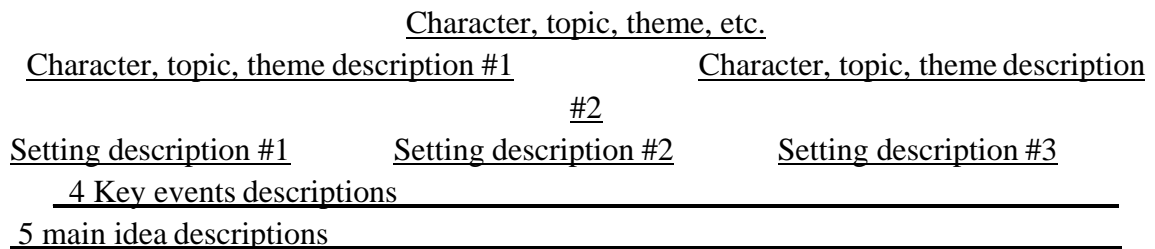
Overview:

Story Pyramid teaches students to determine the main idea, identify details, and use details

Procedure:

Introduce a new reading. Depending on ability level, the reading can range from a short story to chapter book.

- ❖ Use various strategies to introduce the book and create predictions: picture walk, title, key words, etc.
 - a. Tell students the goal: we will look for the character, descriptions of the character, the setting, events, and the main idea. Further goals may be added, as appropriate.
- ❖ After completing the introduction procedure, begin reading:
 - a. After each page, re-study the pictures (if no pictures, share what the illustration might look like), summarize the events, identify details, character, etc. Go through the above questions with the students: Do we know the character, setting, etc.? If so, discuss. If not, make predictions, based on current information.
- ❖ Summarize the reading, answer questions
 - a. Review answers to the given questions
 - b. Discuss further questions the students would like answered
- ❖ Model how the pyramid is to be completed:



- ❖ This is a draft—it is to be shaped like a pyramid. Give students an outline to create their own pyramids.

ASOL Covered in this Activity:

3E-CF 1b: The student will identify characters and settings in a familiar story.

Extension idea: Through whole group, individual, or literature discussions, students will be able to identify the character to complete the pyramid. If students are unable to participate in a verbal discussion, they may use pictures.

3E-CF 1d: The student will retell familiar stories from diverse cultures, including two or more elements from different parts of the story.

Extension idea: This activity can be adapted for various stories. The pyramid can include various details to label, such as the story’s country of origin, descriptions of the country, etc.

3E-CF 1f: The student will determine the beginning, middle, and ending of a story

Extension idea: The pyramid can be completed using the top to introduce the beginning, the middle to describe and sequence events, and the bottom to describe the ending.

3E-CF 1i: The student will identify parts of illustrations that depict a particular mood, setting, or character

Extension idea: The pyramid can be completed using the picture, picture descriptions, and other relevant questions.

4E-CF 1a: The student will use details from the text to retell what the text says

Extension idea: By correctly completing the pyramid, students will be able to demonstrate this knowledge. May use photos, pictures, whiteboard, or other means to share the information.

4E-CF 1b: The student will determine the main idea of a fictional text

Extension idea: By correctly completing the pyramid, students will be able to demonstrate this knowledge. If necessary depending on student ability, student may choose from several “main ideas.”

4E-CF 1c: The student will use details from a fictional text to describe a character in a story

Extension idea: By correctly completing the pyramid, students will be able to demonstrate this knowledge. See above.

6E-CF 1b: The student will determine the theme or central idea of a familiar story and identify details that relate to it

Extension idea: Students will use the top of the pyramid to write the theme (or use pictures or graphics to identify) and the supporting details throughout the remainder of the pyramid.

6E-CF 1d: The student will identify the progression of a key individual, event, or idea throughout a fictional text

Extension idea: Students can begin the pyramid with the name of the event, individual, or idea. They can use the middle of the pyramid to describe the significant changing

factors or events. The bottom of the pyramid can be used to describe the final result of the progression.

Materials Needed:

Pyramid organizer
Story of appropriate levels
Pictures, graphics, photos (optional)
Whiteboard (optional)
Paper, writing tools

Instructional Setting:

Classroom

Community Connections and/or Peer Interaction:

Students can either be instructed in a small group setting, with various ability levels, or individually with a teacher. Students can share their independently completed pyramids with peers and compare answers.

Functional Activity/Routine:

Students will practice using the following terms: character, details, events, setting, and main idea. Students can generalize these skills to further readings. Skills can also be generalized to describing food, clothes, and other personal needs.

Strategies to Collect Evidence:

Use of data sheets to document each skill as well as generalization of skills, use of pyramid, audio/video/photo examples

Specific Options for Differentiating this Activity:

Provide objects, pictures, photographs, or line drawings and allow students to make choices when answering the questions.

Use programmed augmentative communication devices for discussion.

Provide an audiobook for students who cannot read the hard copy of the book, or who need the additional assistance with a hard copy.

Provide numerals to help with story sequencing (#1 = beginning, #2 = middle, #3 = ending); add based on student's ability level.

Provide a pyramid template for student to complete on an interactive whiteboard, or using Velcro® objects or pictures.