This Really Good Stuff® product includes:
• Plot Diagram Banner
• This Really Good Stuff® Activity Guide

Congratulations on your purchase of this Really Good Stuff® Plot Diagram Banner—an exciting visual resource that takes students on a roller coaster ride through the elements of plot structure.

Meeting Common Core State Standards
This Really Good Stuff® Plot Diagram Banner is aligned with the following Common Core State Standards for English Language Arts:

Key Ideas and Details
RL.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RL.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Range of Reading and Level of Text Complexity
RL.10 Read and comprehend complex literary and informational texts independently and proficiently.

Displaying the Plot Diagram Banner
Before displaying the Plot Diagram Banner, make copies of this Really Good Stuff® Activity Guide and file the pages for future use. Or, download another copy of it from our Web site at www.reallygoodstuff.com. Hang the Banner where students will be able to see it easily.

Introducing the Plot Diagram Banner
Tell students to raise their hands if they have ever ridden a roller coaster. Call on a few students with their hands raised and ask them which part of the roller coaster they liked best. If students have trouble answering this question, guide them by being more specific. For example: Is it more fun when the coaster is climbing a hill, or is it better when it races down a hill? Continue until you have a variety of responses. Acknowledge that there are many parts of a roller coaster ride, and point out how those parts all work together to create the full experience of the ride. Climbing the hill helps build anticipation and makes the perch at the top exciting. If the roller coaster ride ended at the top of the hill, riders would be disappointed because it would feel like the ride was incomplete. Direct the students’ attention to the Plot Diagram Banner. Point out that, much like a roller coaster, a story must have a beginning, middle, and an end to give readers a complete experience. Tell students that this series of events in a story is known as the plot.

Plot Parts
Make copies of the Plot Parts Cards Reproducible and use scissors to cut out each of the five plot element sections. (For repeated use, consider using poster stock when making the copy and laminate each plot element section.) Choose a story that students have read recently and know well. Tell students that they will be using the Plot Diagram Banner to practice identifying the different parts of that story. Divide students into five groups and tell each group that it will be responsible for presenting one plot element of the story to the class. Assign each group one of the following plot elements: exposition, rising action, climax, falling action, and resolution, and give each
group the corresponding Plot Parts card. Allow groups five to ten minutes to discuss their plot element and develop answers to the questions on their card. Assign, or have groups elect, a presentation person for their group. Upon completion of group discussion time, have the five presenters take turns pointing out their assigned plot parts on the Banner and summarizing their groups’ answers. Consider having groups write their answers on sticky notes that the presenter, or an assistant, can place on the Banner in the corresponding plot element location.

**Sequence Scramble**

Write the following five sentences on five different index cards: *On a sunny spring day, our teacher told us that we would be going on a field trip to an amusement park. Our class had fun making a calendar and counting down the days to our trip. When the day finally arrived, it was a fun challenge to see how many rides we could squeeze into one trip. On the way home, we sang songs on the school bus and talked about our favorite rides. Back in the classroom, we each wrote stories about our adventures at the amusement park. You may want to photocopy the cards onto poster stock to create several story “decks”. Arrange the class into groups of three to five students. Shuffle the cards and present a set to each group. Have students take turns reading their cards aloud in the group. Tell students to determine which cards represent the exposition, rising action, climax, falling action, and resolution. Have students arrange their “decks” in the appropriate sequence. Collect the card sets and check for proper sequence.*

Consider having students create their own Sequence Scramble decks. Give each student five index cards and tell him or her to pick a well-known story. For example, *The Three Little Pigs*, or a story that the class previously read together would work well. Tell students to write five sentences that summarize the plot of the story. Have them write one sentence on each card, shuffle their five cards, and exchange with a partner. Let students take turns trying to unscramble their classmates’ scrambled stories.

**Plot Practice**

Make copies of the *Plot Practice Reproducible* and distribute one to each student. Assign a story for students to read independently. Tell students that identifying the basic plot parts in a story will help them understand it. Explain to students that they will read a story on their own and complete the Plot Practice sheet as they read. Upon completion, select students to share their responses with the class.

**Writing Extension**

Use the *Plot Practice Reproducible* sheet as a prewriting graphic organizer when assigning narrative writing assignments. Explain to students that drafting out a basic plot structure for their story prior to writing helps them ensure that all parts of a plot will be represented in their story.
**EXPOSITION**

- The beginning of the story that introduces background information on characters, setting, and initial action.
  - Where and when does the story take place?
  - What characters are introduced?
  - Who is the protagonist (main character)?
  - Who is the antagonist?

**RISING ACTION**

- The problem is introduced.
  - What is the problem?
  - Which characters, or groups of characters, are involved in the problem?
  - What details further complicate the problem?

**CLIMAX**

- The turning point in the story that determines its outcome.
  - What event is the turning point of the story?
  - In what way does this event impact the outcome of the story?

**FALLING ACTION**

- The problem is solved.
  - Explain how the solution is carried out.
  - What is different after the climax of the story has taken place?

**RESOLUTION**

- The ending of the story when the problem is resolved and the outcome is clear.
  - How was the problem handled?
  - Which characters are happy at the end of the story?
  - Which characters are not happy at the end of the story?