

# STUPENDOUS **STORY** elements



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# A QUICK NOTE

I have compiled many different graphic organizers, worksheets, and other activities into one fun packet! I hope you find them to be useful in your classroom. Many of the activities were created for different ability levels.

The last few pages are writing templates. It is up to you how you choose to use them!

Enjoy!

# story **ELEMENTS** organizer

**characters**



**Setting**



**Problem**



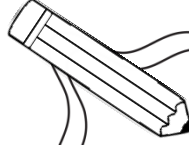
**Solution**



# CHARACTER Chat!

This is what the character looks like:

Words to Describe the Character:



Character's Name

What happens to the character?

Do you like the character?



Character  
**EXPERT!**



**WHERE** is  
**THE** setting?

# PROBLEM detective!



# Solution **DETECTIVE!**





**see** the **SETTING!**

Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid).

# PROBLEM and SOLUTION

BOOK TITLE: \_\_\_\_\_

PROBLEM

EVENT 1

EVENT 2

EVENT 3

SOLUTION

# Problem **AND** Solution

## **PROBLEM**

What is the problem in the story?

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## **EVENTS**

Steps to solving the problem:

1.

2.

3.

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## **SOLUTION**

How is the problem solved?

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# Write **YOUR** own **SOLUTION!**

Think about what the problem was in the story. Write your own solution to the problem. Illustrate.



Handwriting practice lines consisting of multiple sets of three horizontal lines: a solid top line, a dashed middle line, and a solid bottom line.

# my PROBLEM and SOLUTION!

Write about a time you faced a problem and tell what you did to solve your problem. Illustrate.

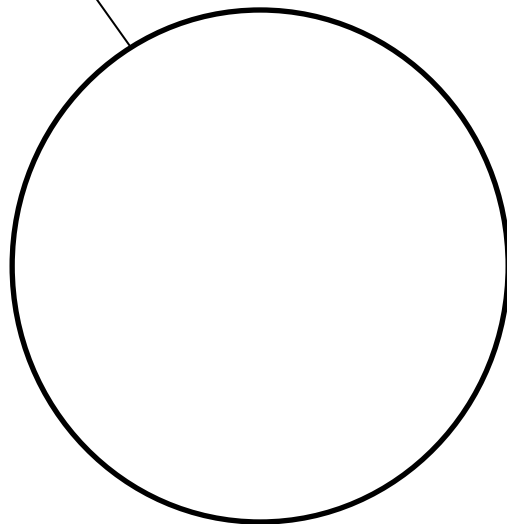
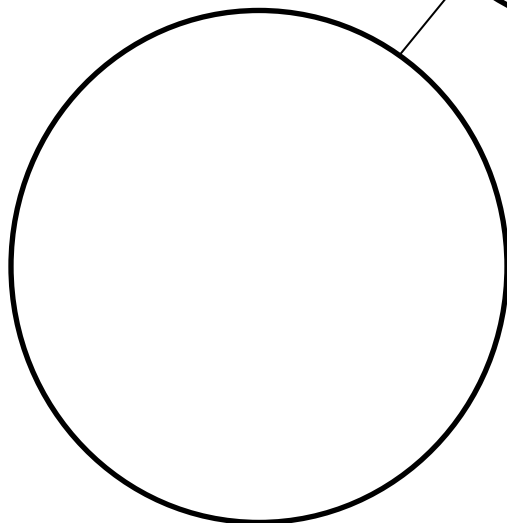
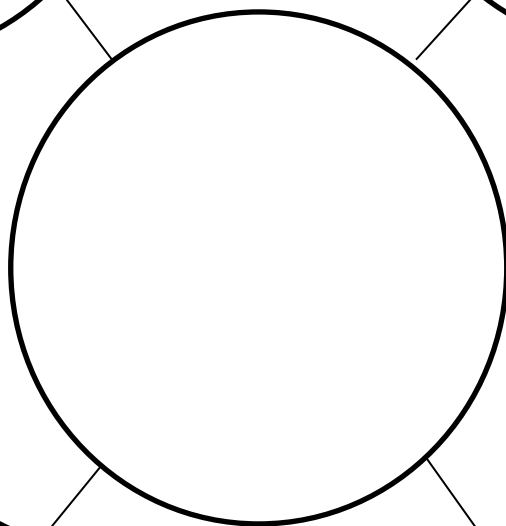
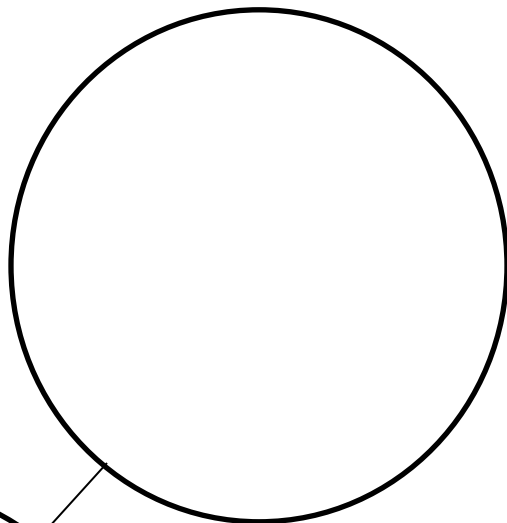
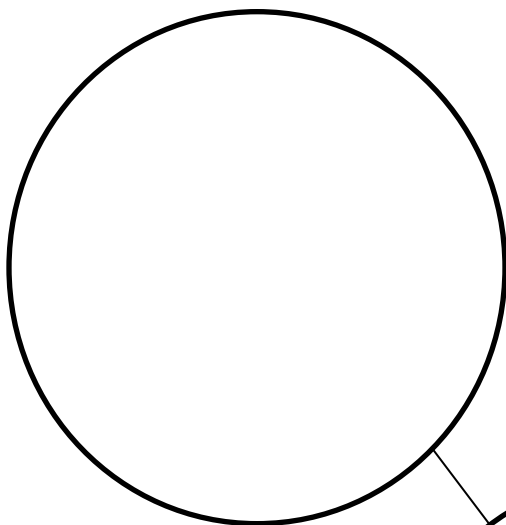


Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are ten sets of these lines for writing the story.

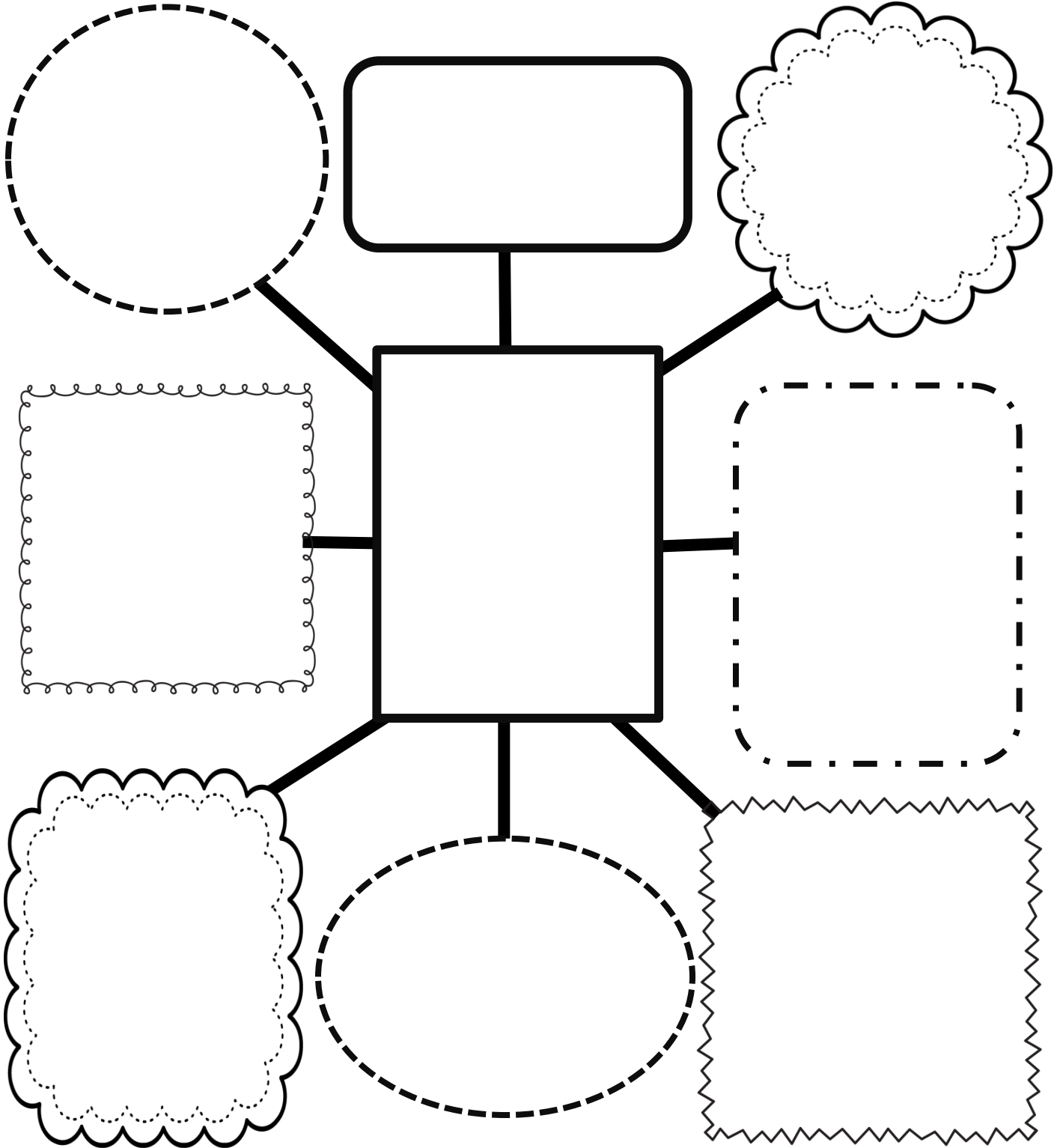
Name: \_\_\_\_\_

# Character Zone

Identifying Character Traits



# ALL ABOUT \_\_\_\_\_



# SNACK AND CHAT!

Read a story to the whole class. Then, have groups of 2-4 students sit together. Bring in a snack for your class and separate the snack into Ziploc baggies (cereal, ChexMix, or pretzels work best!). Print off the "Snack and Chat" cards for each group. Then, have each student flip over a "Snack and Chat" card and answer questions in their discussion groups.



# SNACK AND CHAT!

What were the characters like in the story?

Where did the story take place (setting)?

Was there a problem in the story? What was it? Was the problem solved? How?

What was your favorite part of the story? Why?

Did this story remind you of:

- another story?
- a movie?
- something in real life?

Would you recommend this story to a friend? Yes or no? Why?

You really want to play basketball on the playground, but there is only one ball and other kids are already using it.

You are sad because you feel like you never have a chance to use the ball.

**What is the problem?**

**What are some different ways to solve the problem?**

Mom bought you the coolest new toy for your birthday. You are so excited to play with it. You open the box and find out it is broken. You begin to cry.

**What is the problem?**

**What are some different ways to solve the problem?**

A student at school invites everyone to her birthday party except two students. You know they feel sad and not included.

**What is the problem?**

**What are some different ways to solve the problem?**

snack and chat with problem/solution cards.  
(depending on your grade level, you may want to do this as a whole class)

You forgot your lunchbox at home, and now you are so hungry your belly is aching.

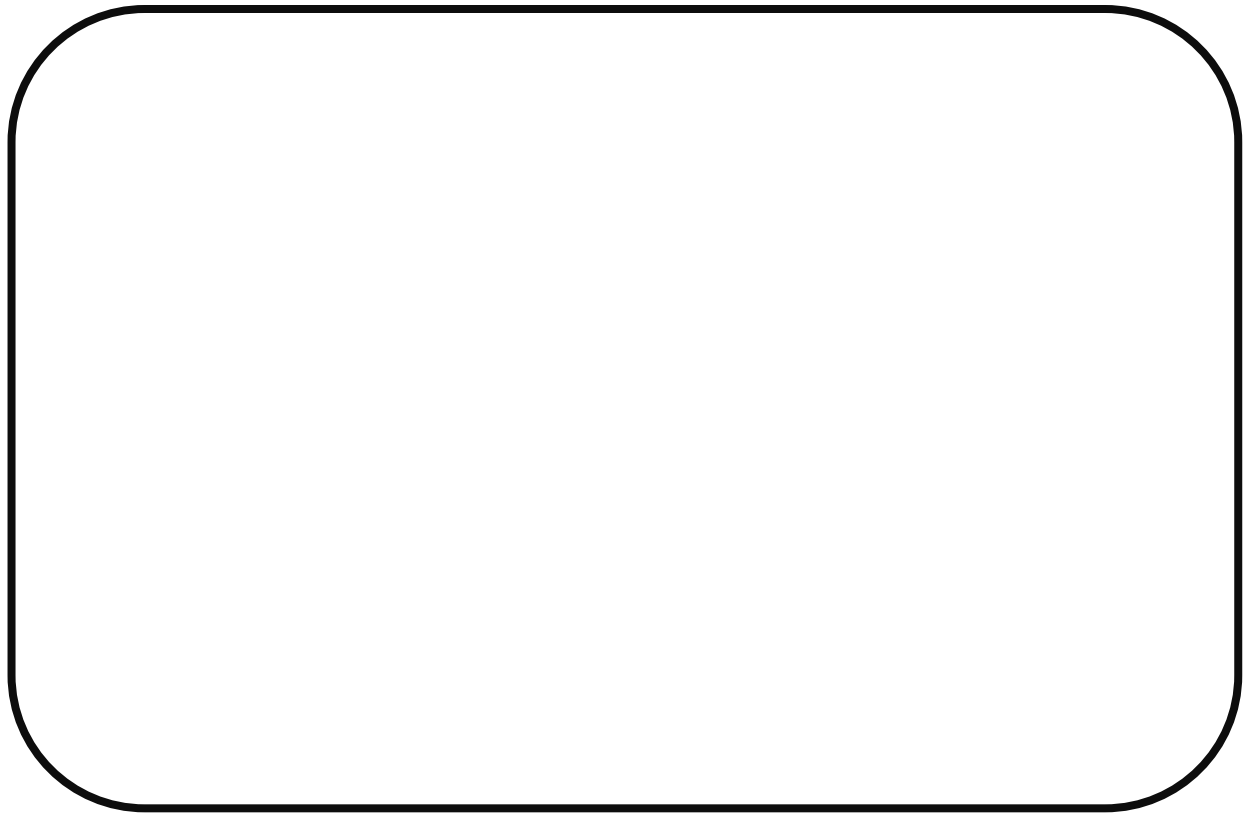
What is the problem?  
What are some different  
ways to solve the problem?

A new student just moved to your school. You hear him ask another classmate, "Can I sit with you at lunch?" The classmate answers, "No way!"

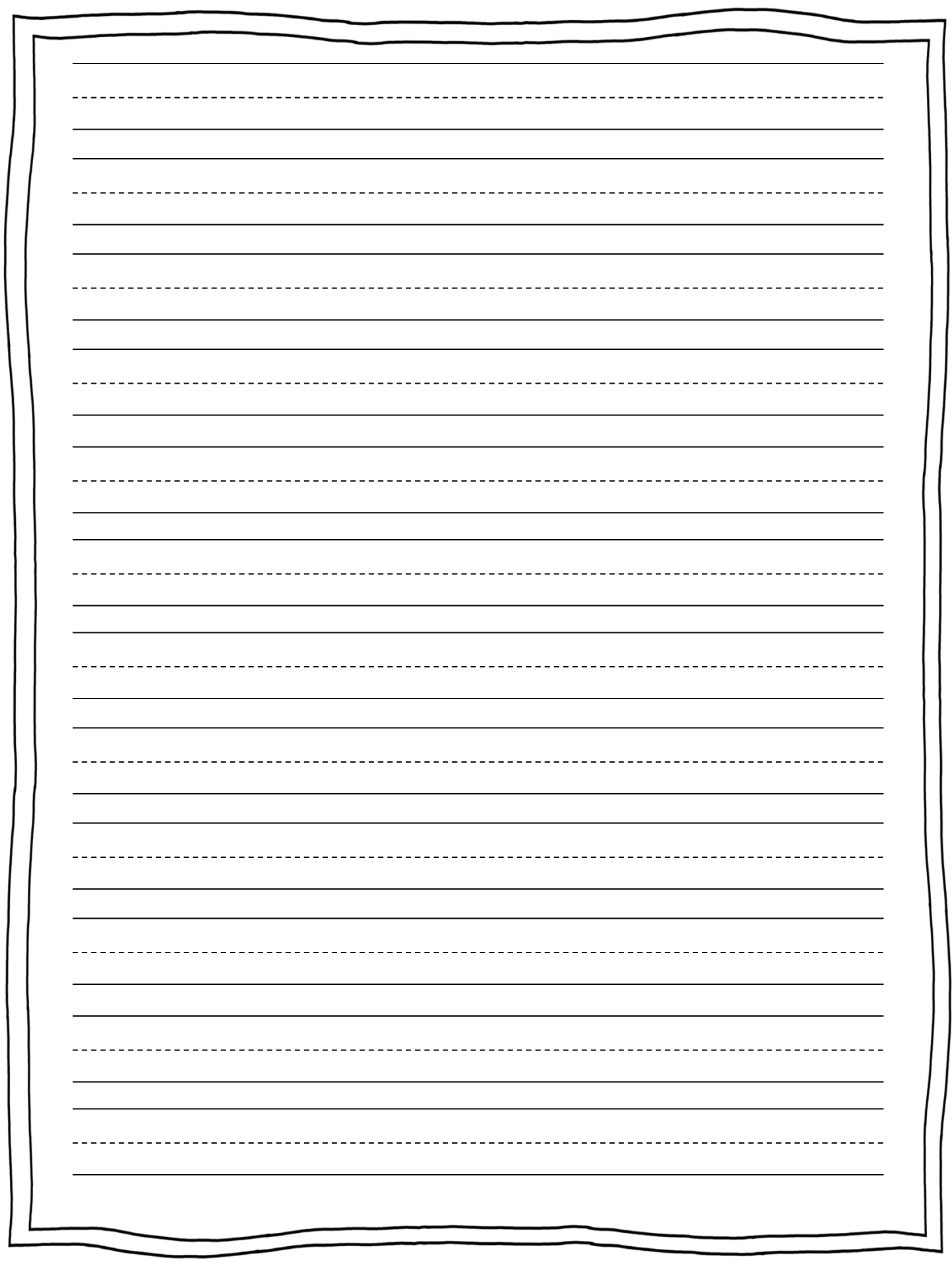
What is the problem?  
What are some different  
ways to solve the problem?

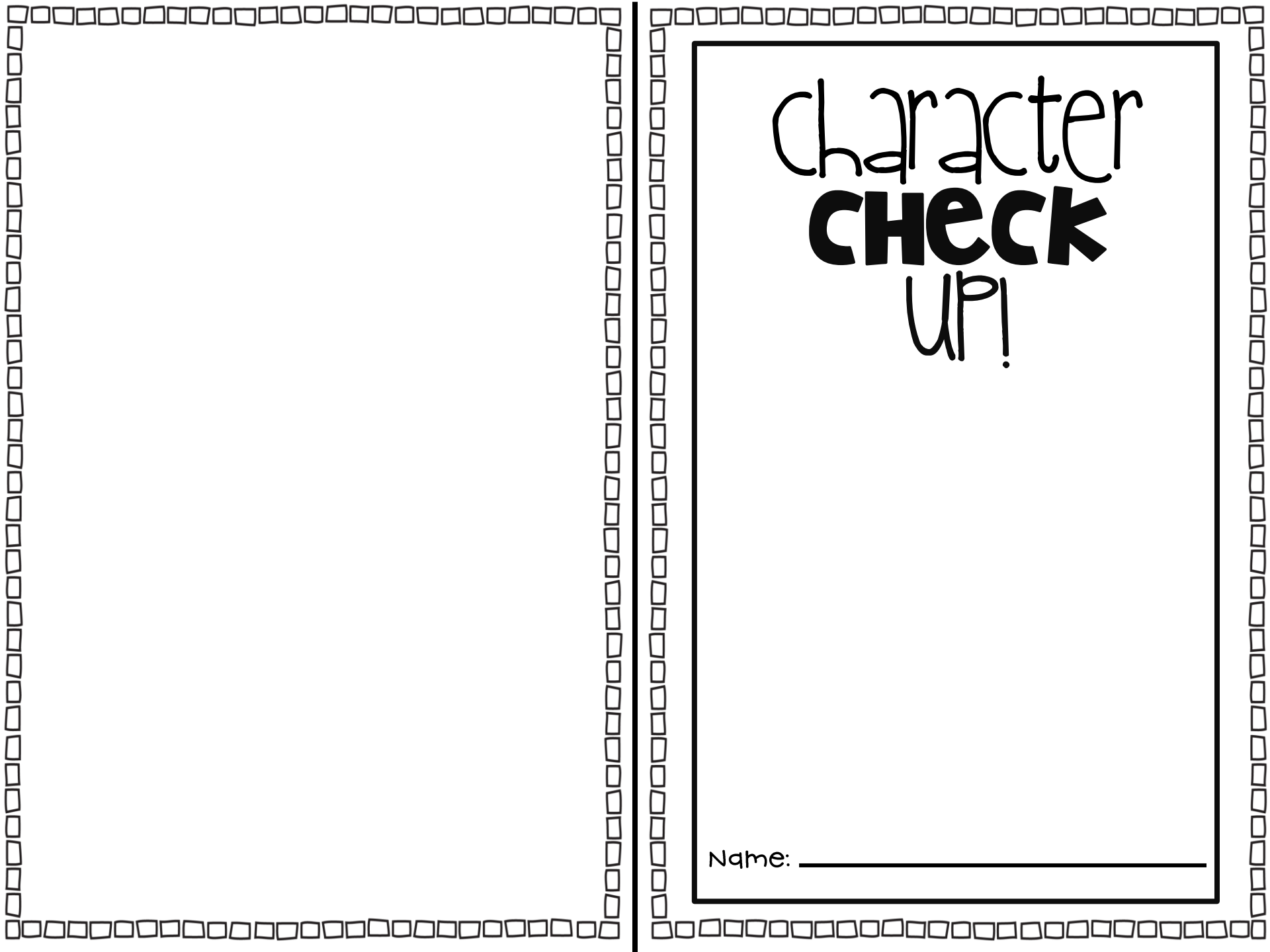
You and your best friend are so excited for your special sleepover tonight. You and your friend talk about it in front of another classmate. The classmate says, "Oh wow, that sounds like fun!" You can tell he/she feels left out.

What is the problem?  
What are some different  
ways to solve the problem?



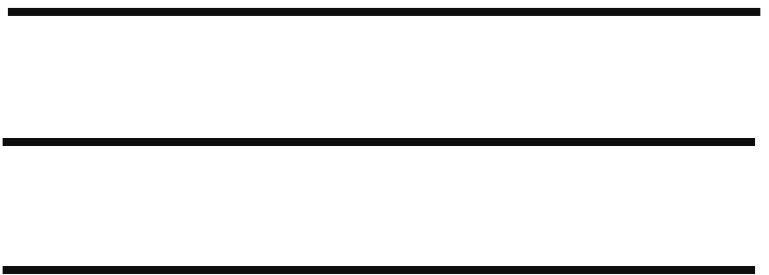
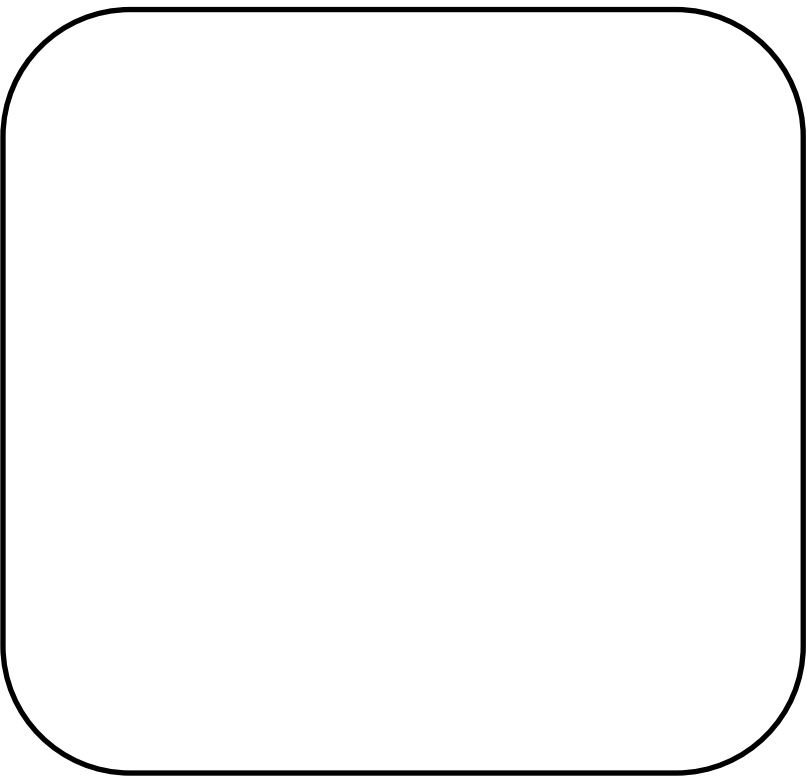
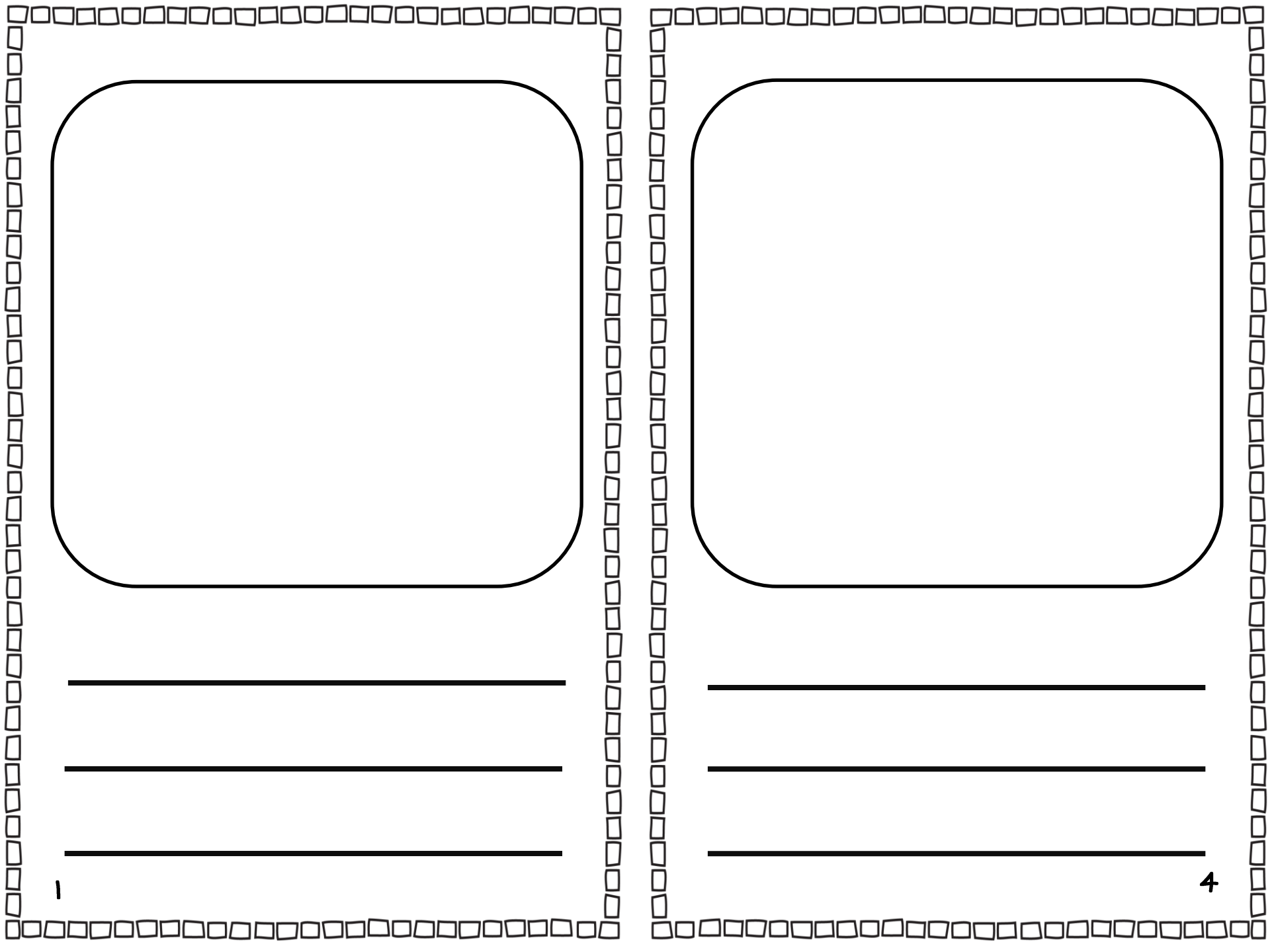
Handwriting practice lines consisting of multiple rows. Each row includes a solid top line, a dashed midline, and a solid bottom line, providing a guide for letter height and placement.



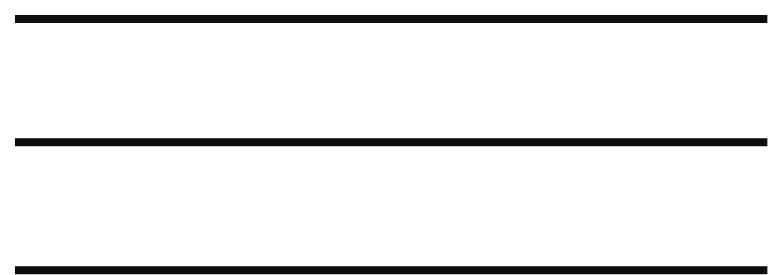
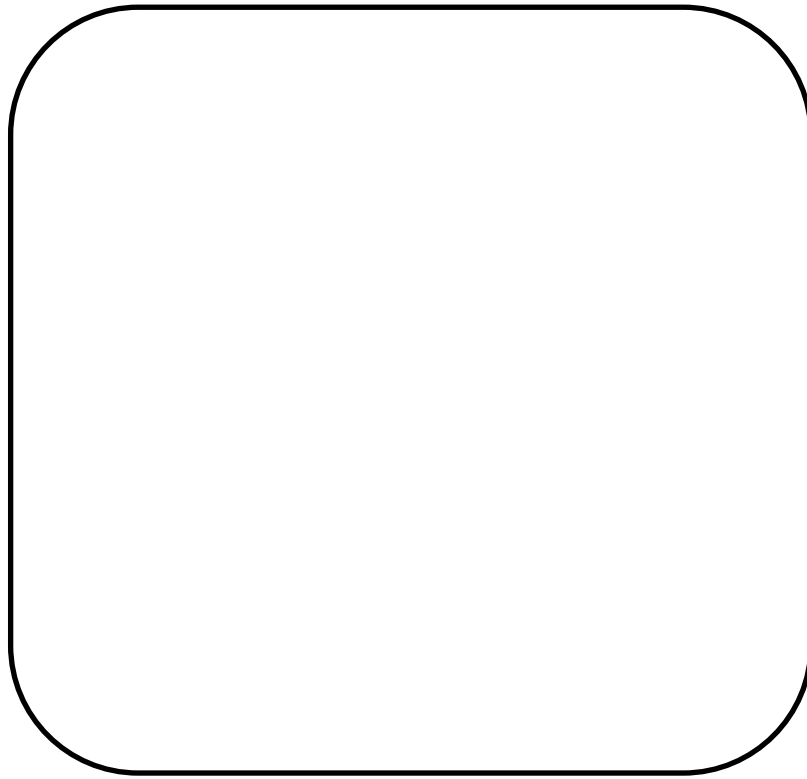


# Character **CHECK** UP!

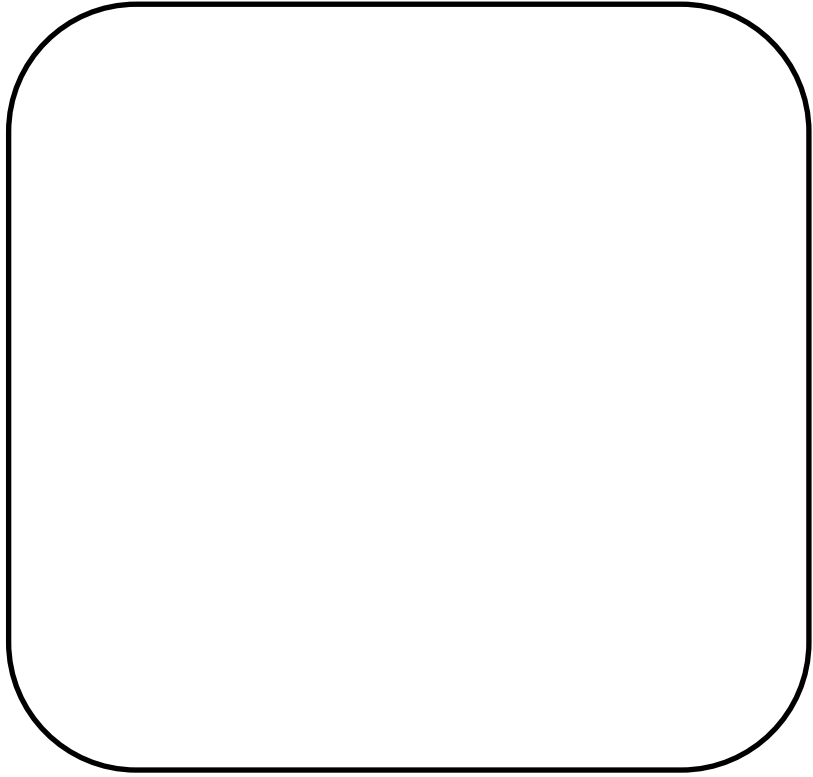
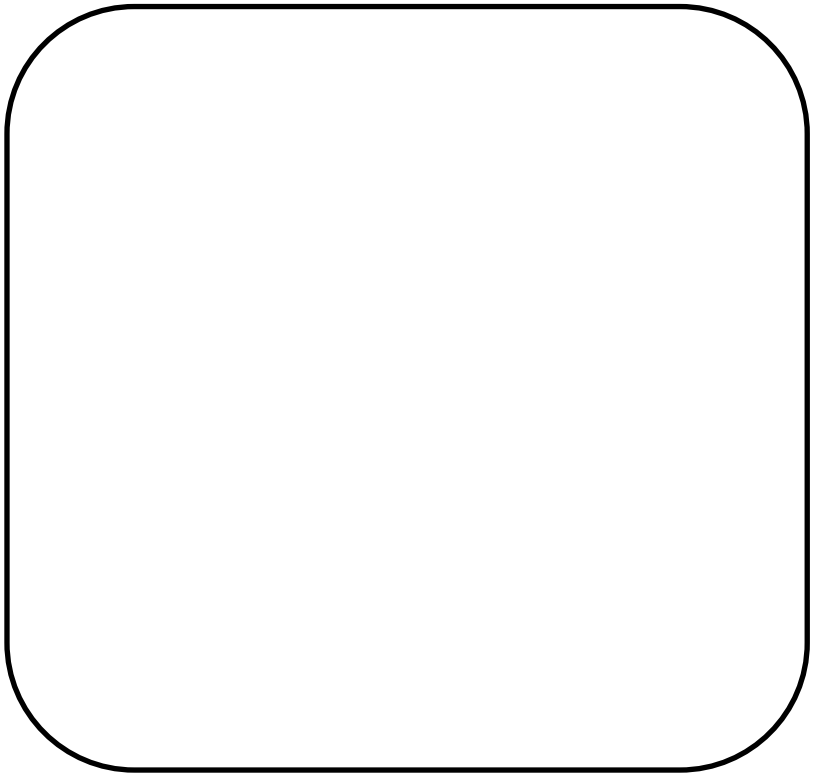
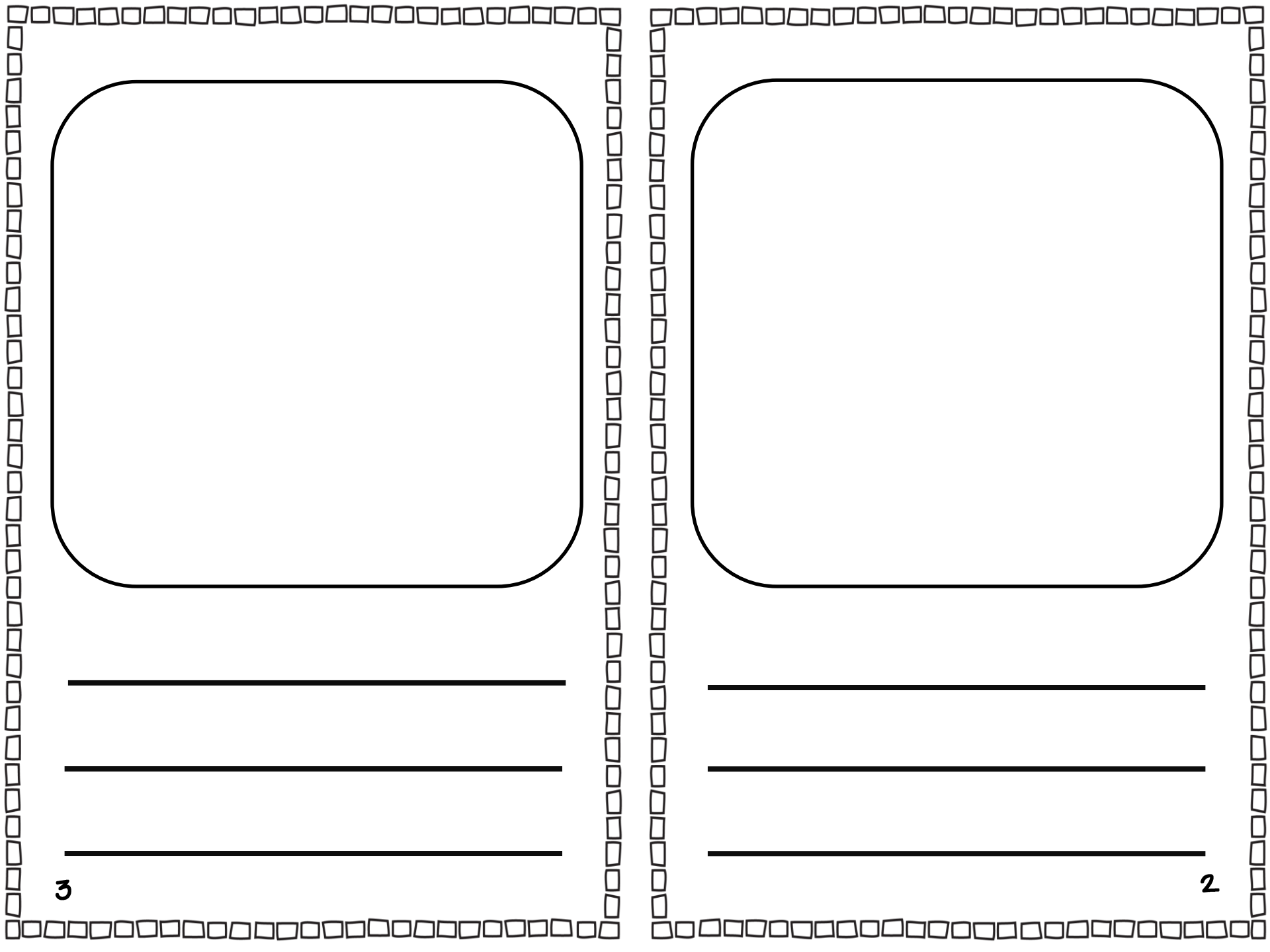
Name: \_\_\_\_\_



1



4



3

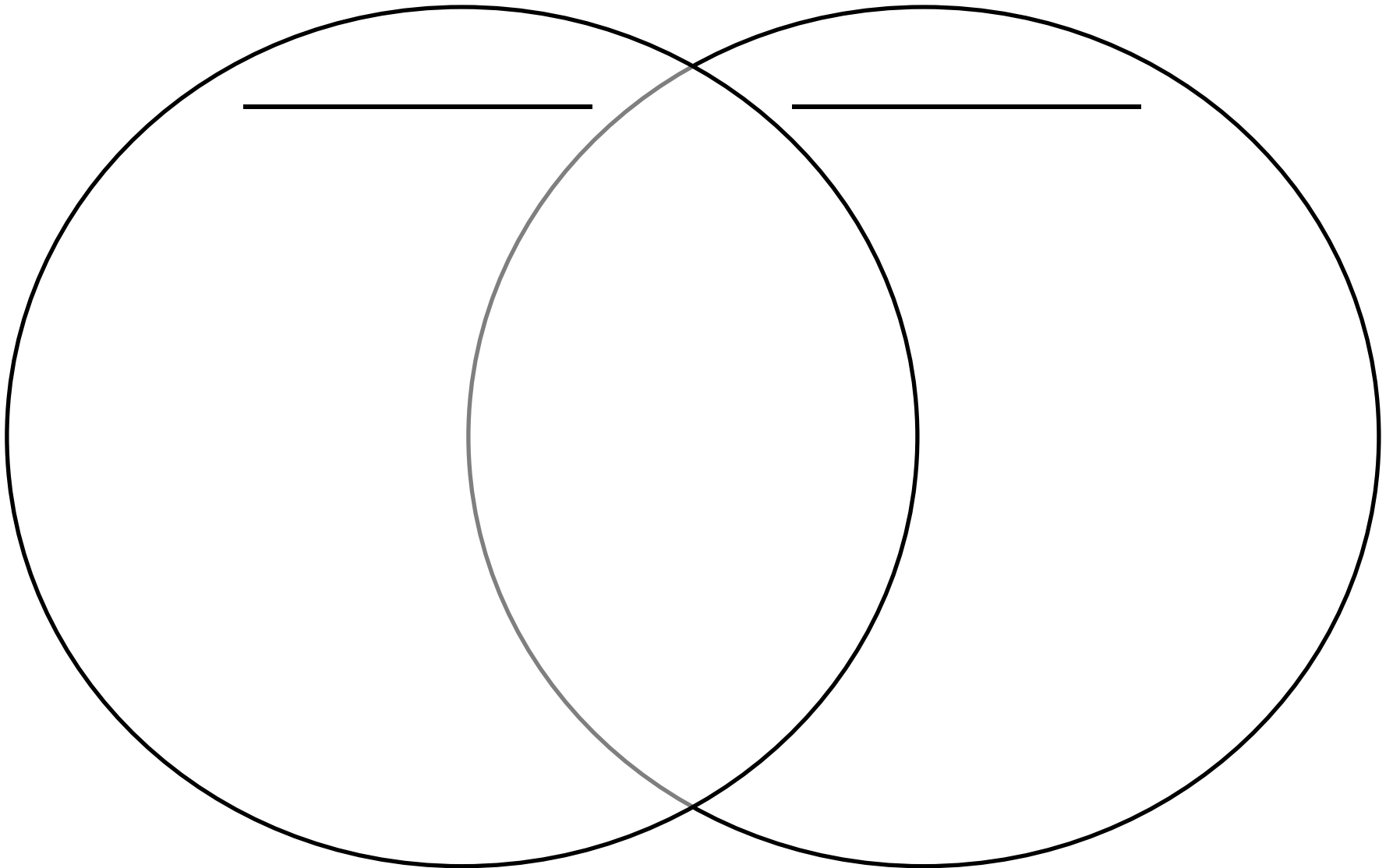
2



Name: \_\_\_\_\_

# Compare and Contrast

Using a Venn Diagram



# Title of Story

Blank box for writing the title of the story.

## Beginning

Blank box for writing the beginning of the story, containing seven horizontal lines.

## Middle

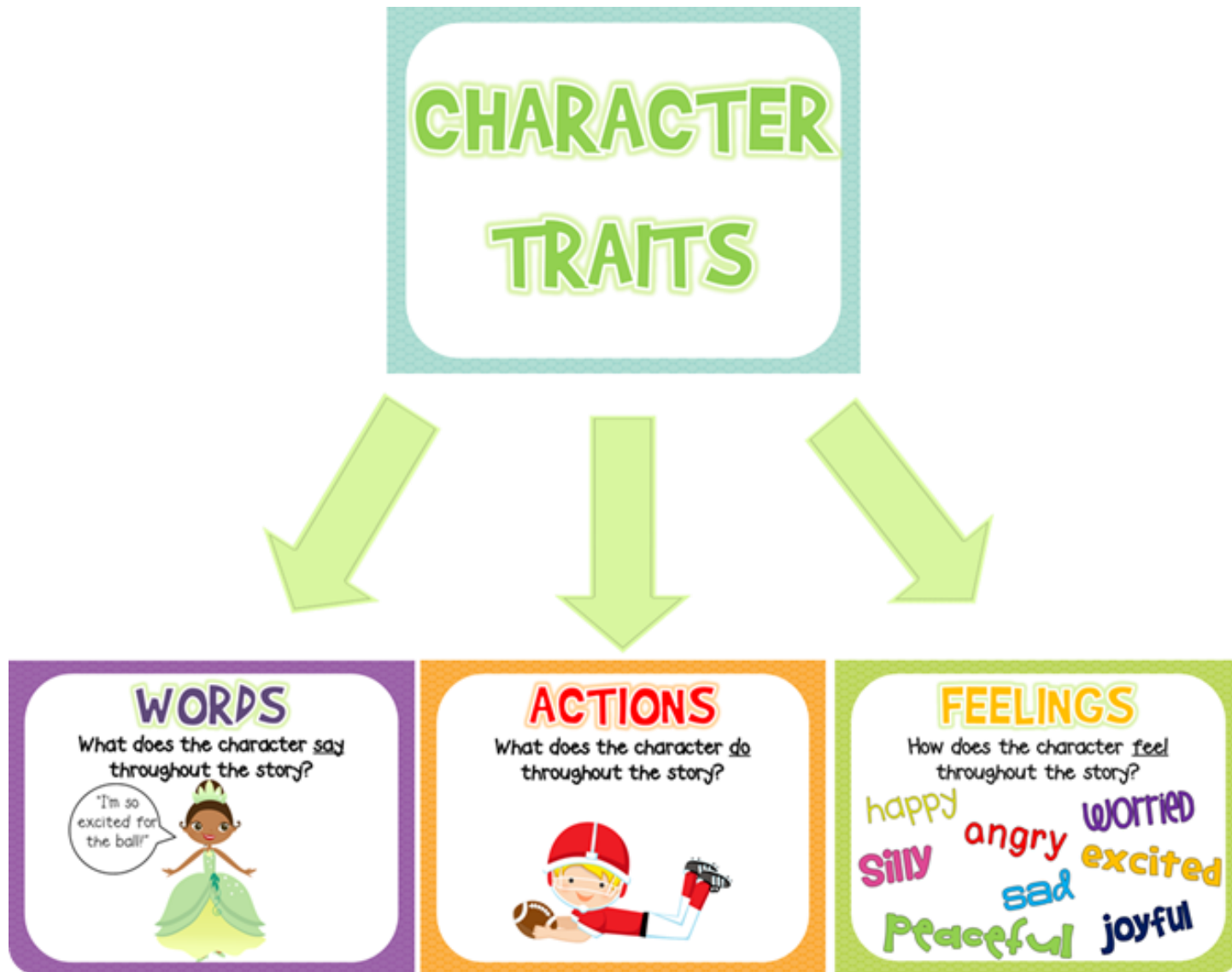
Blank box for writing the middle of the story, containing seven horizontal lines.

## End

Blank box for writing the end of the story, containing seven horizontal lines.

Name: \_\_\_\_\_

You can also grab these free character trait posters. Here is how I set up my flow chart in my classroom.



**CHARACTER**

**TRAITS**

# WORDS

What does the character say throughout the story?

"I'm so excited for the ball!"



# ACTIONS

What does the character do  
throughout the story?



# FEELINGS

How does the character feel throughout the story?

happy

Silly

Peaceful

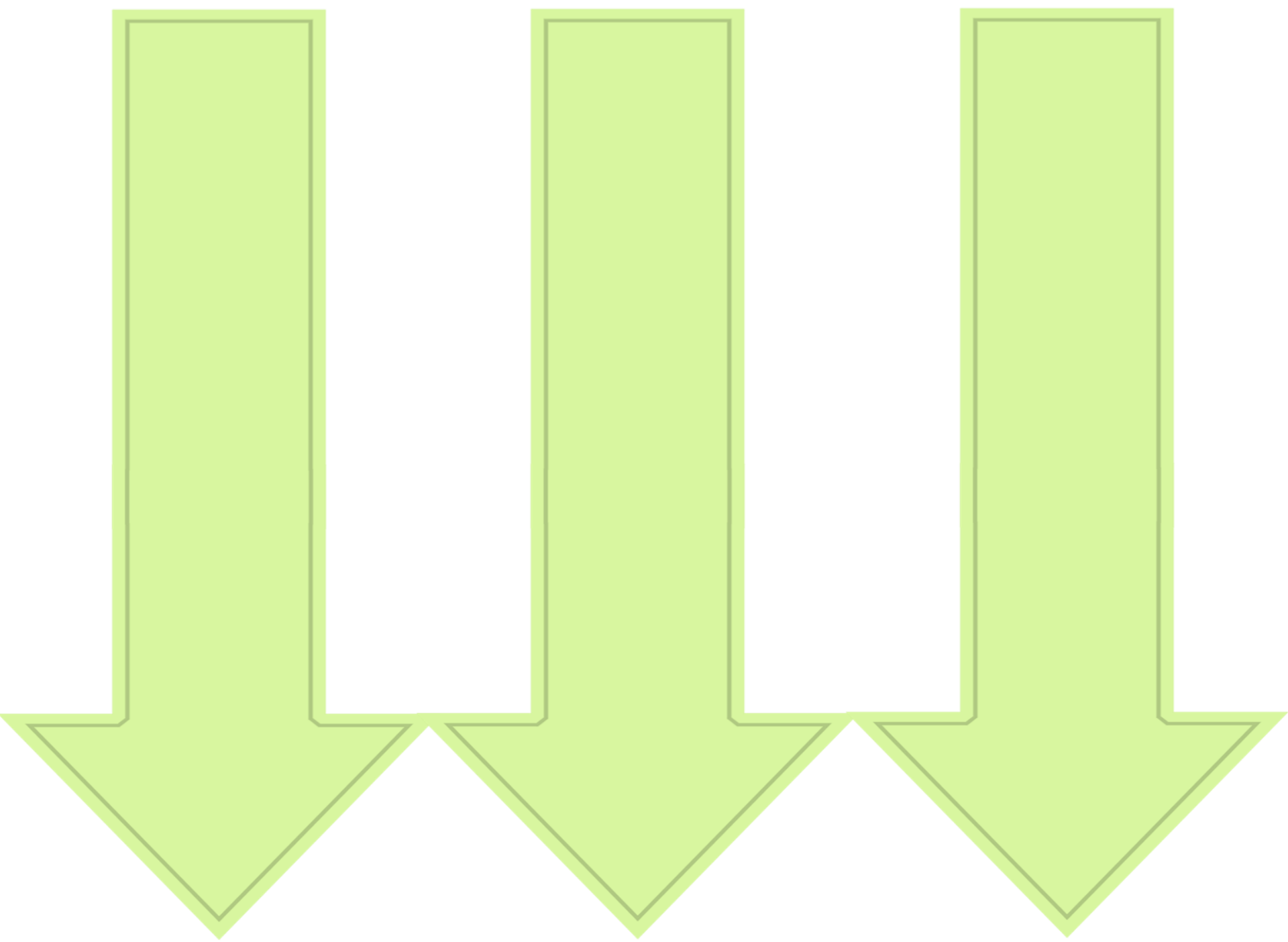
angry

sad

worried

excited

joyful





# ACKNOWLEDGEMENTS

Please check out the following sites where my graphics and fonts came from. They are amazing. Thank you!



Teaching in a small town

# Thank YOU!

Thank you so much for downloading this packet! I will be happy to answer any questions or concerns you have regarding this packet.

Please e-mail me at  
[lyndseykuster@gmail.com](mailto:lyndseykuster@gmail.com)

I will respond within 48 hours (though usually sooner!)

For free printables and teaching ideas, please visit my blog @  
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