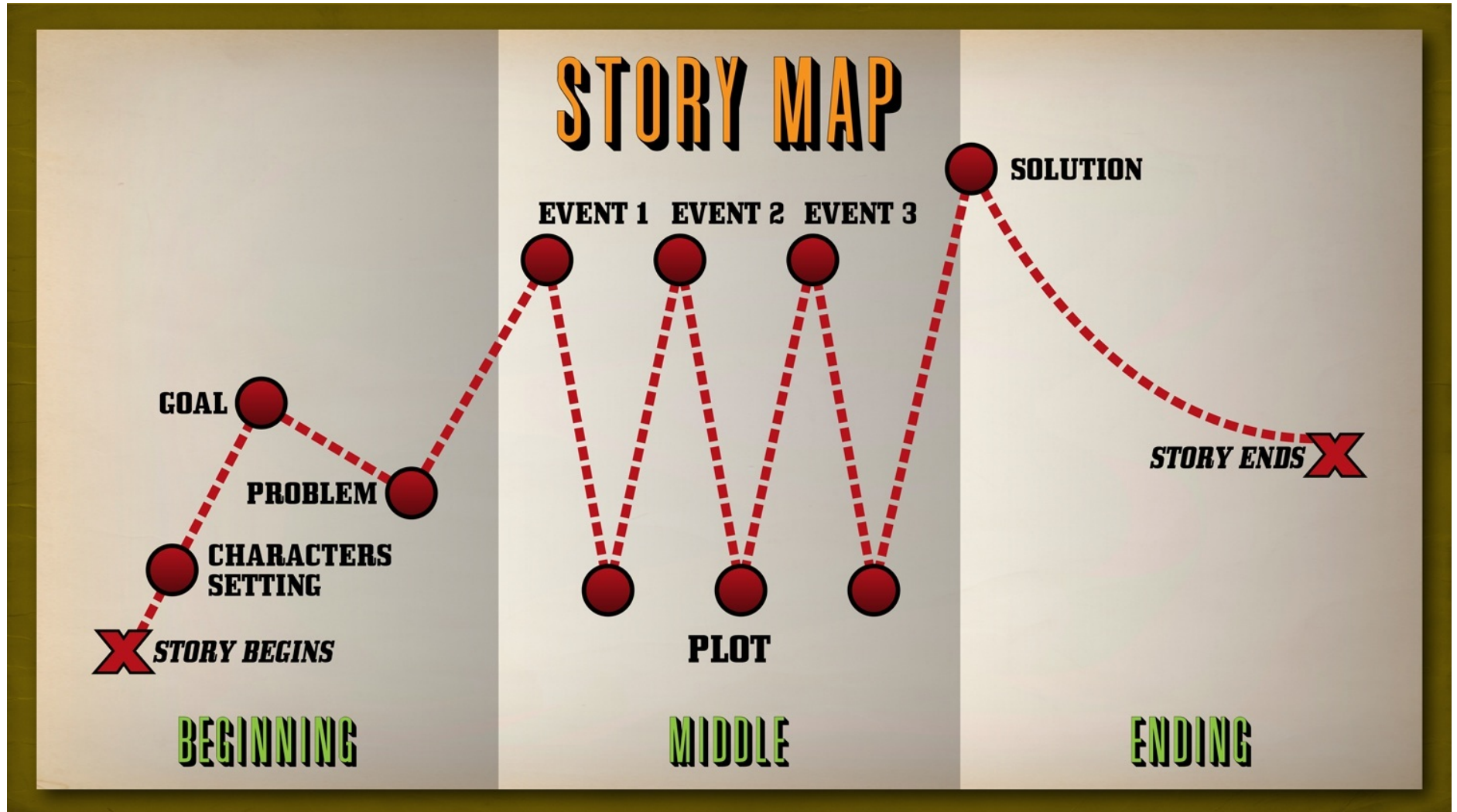




STORY MAP

Video: Grunge: The Making of an Adventure
Narrative Story Structure
(*story map*)



THINKING ON MY OWN

Grunge: The Making of an Adventure

Narrative Story Structure (*story map*)

Jake was checking out websites that allow young authors to publish their pieces for others to read. He came across one site that had hundreds of published pieces. He hoped he would get new ideas for his own writing as well as determine if he wanted to publish his writing on the site too! He scanned lots of titles looking for something that caught his eye when he came across **Skateboarding School**. When he clicked the link and began reading through the story he noticed it was a great example of narrative story structure.

Now it's **Your Turn!** Read **Skateboarding School**. Create your own *Think Aloud* and Graphic Organizer.

Then compare your thinking with **Jake's Think Aloud and Graphic Organizer**.



THINKING ON MY OWN

Video: Grunge: The Making of an Adventure

Narrative Story Structure
(story map)

Before You Read:

Think about what you may already know about skateboards and earning money. Think about what you've learned about story elements. Then, jot your ideas.

While You Read:

As you read this story, ask yourself, "Am I making sense?" Thinking about the story elements that authors use within the framework of Narrative Story Structure. You may want to highlight elements as you are read. (You may use any color available to you.)

After You Read:

- Now it's time to try Thinking Aloud on your own. Ask yourself this question, "What are the key story elements in *Skateboarding School*?"
- Use the information you've read in this story and Narrative Story Structure to determine the characters, setting, goal, problem, events, and solution.

The Story: *Skateboarding School* appears on page 2.



Skateboarding School

Chase spotted the skateboard and its price tag in the store window.

"Wow!" he said. "The deck on my skateboard is worn out, and the wheels need replacing, too. I could do a lot more tricks with a skateboard like that."

At home, Chase emptied and counted the money in his bank. "Not even close," he said. "Maybe there's a way I can earn the money."



Later, Chase did his math homework. In one of the story problems, two kids had a dog-walking business.

"What a great idea!" Chase said. "I'll start walking dogs. Then I'll have enough money to buy the skateboard."

Chase and his parents told their neighbors about the dog-walking business and soon Chase had five customers. On his first day of his job, Chase snapped on the dogs' leashes and started down the sidewalk

"ACHOOO!" sneezed Chase, as he rubbed his now watery eyes. "ACHOO! ACHOO! ACHOO!"

"Sorry, Chase, but it looks like you might actually be allergic to your furry friends," said Chase's dad.

"Allergic?" sniffled Chase. "Well, I'll think of another way to earn the money for the skateboard."

On his way home from school, Chase remembered a kid having a lemonade stand in his old neighborhood. "That's what I'll do!" he said.

That weekend, Chase set up a lemonade stand in his yard. But the chilly, fall wind blew, as Chase shivered and waited for customers.

By the end of the day, the only customers who showed up at his stand were his mom and dad. "Maybe summer is a better time for lemonade than fall," he said.

Then, Chase's little cousin Henry and Aunt Trudy came to visit. As Chase made block towers with Henry and read him his favorite books, he brainstormed a new plan.

"I've got it!" he said. "I could be a babysitter!"

Chase asked Aunt Trudy about babysitting Henry.

"You're really good with him," said Aunt Trudy. "In fact, I most certainly would hire you when you're a teenager."

"A teenager? Oh, okay," said Chase, disappointed.

After Aunt Trudy and Henry had gone home, Chase scooped up his old skateboard. He headed to the park to practice his kick-flips.

"I tried a dog walking business, but I'm allergic to dogs. I set up a lemonade stand, but it was the wrong season. Now I just found out I'm too young to babysit," said Chase. "How am I supposed to earn money?"

Just then, a younger boy shakily skateboarded over to Chase. "I don't know any tricks. I was wondering if you could show me how to do the kick-flip?" he asked.



"Sure!" said Chase.

Chase broke down the kick-flip trick into simple steps. Then he watched the boy practice, and gave advice. After several attempts, he did his first kick-flip.

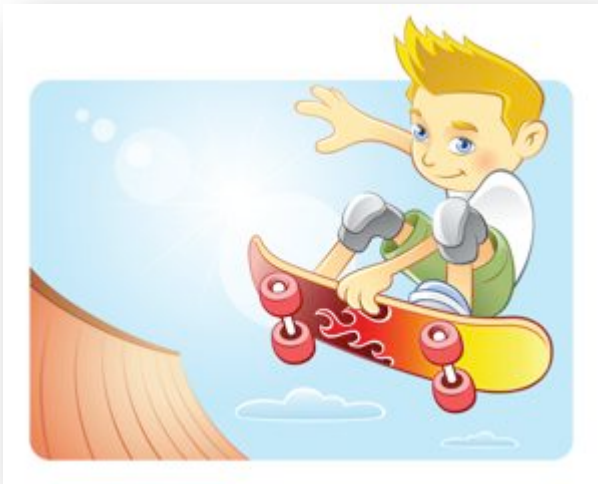
"Hey, you're a good teacher!" said the boy. "You should give skateboarding lessons."

"Skateboarding lessons?" said Chase, grinning. "THAT'S IT!"

Chase hurried home and told his mom and dad about his newest business plan. Together, they worked on fliers to pass out in the neighborhood. That Saturday, Chase's driveway was filled with kids on skateboards, wanting to learn. They came back, too, week after week.

Chase counted the money he was earning. Soon, it was enough!

Then one Saturday, Chase had two surprises he wanted to show his students. Brand new tricks and his brand new skateboard!





THINKING ON MY OWN

Video: Grunge: The Making of an Adventure

Narrative Story Structure
(story map)

Create a Graphic Organizer:

After you have determined the key story elements for *Skateboarding School*, create a graphic organizer below to represent your thinking and to help you remember the important elements of the story.



THINKING ON MY OWN

Video: Grunge: The Making of an Adventure

Narrative Story Structure (story map)

Compare your Think Aloud with Jake's Think Aloud:

Jake's Think Aloud: After previewing the passage, I'm thinking that I'm going to be reading a story because the illustrations are drawn in a cartoon style, and cartoons are not real. To help me identify and remember the elements of the story I will need to create a story map graphic organizer.

The very first word in the story is Chase. I know that Chase is usually a boy's name, so I am thinking that he must be the main character in the story. On my story map I will write, *Chase*, next to the word *character* to indicate who the story is about. As I continue reading I noticed that Chase spotted a skateboard in a store window. Since I know that stores are places I am thinking this must be the *setting* of the story. Next to the word *setting* I will write, in front of the store window on my story map.

After reading the second paragraph I understand Chase wants the skateboard because he says, "The deck on my skateboard is worn out, and the wheels need replacing, too" and "I could do a lot more tricks with a skateboard like that." These reasons help me know this is his goal. On my story map I will write *buy new skateboard* next to the word *goal* to show that this is what Chase wants. In paragraph three I learn that Chase didn't have enough money in his bank at home to purchase the skateboard because after counting his money he says, "Not even close." I know that when I want something and cannot afford it, I consider it a problem. This helps me know that Chase's problem is not having the money to buy the skateboard. On my story I will write *not enough money to buy the skateboard* next to the word *problem*.

When I read, "Maybe there's a way I can earn the money," I'm thinking that Chase is going to look for ways to solve his problem. In the fifth paragraph when I read, "What a great idea," and "I'll start walking dogs," I understand this is Chase's way of getting money for his skateboard. On my story map I will write *walk dogs* next to the first event. As I continue to read paragraphs seven and eight, I learn that Chase is allergic to dogs because he was sneezing, rubbing his watery eyes, and his dad said, "it looks like you might be allergic to your furry friends." I'm thinking if Chase can't walk the dogs for money,

he won't be able to buy his skateboard. This is confirmed when I read, "I'll think of another way to earn the money." On my story map I will show that Chase is back to the level of his original problem.

When I read, "Chase remembered a kid having a lemonade stand" and "That's what I'll do!" I understood that Chase's next attempt at fixing his problem is selling lemonade. On my story map I will write *sell lemonade* next to the second event to show Chase's idea. As I continue reading it says, "*the chilly fall wind blew*" and "*the only customers who showed up at his stand were his mom and dad,*" and "*summer is a better time for lemonade than fall.*" When I read this I'm thinking that his lemonade plan was unsuccessful. When I read, "he brainstormed a new plan," my thought was confirmed. On my graphic organizer I will show that Chase is once again back to the level of his original problem.

As I continue reading, I'm thinking he will come up with another idea to make money because he wants the skateboard. When I read, "I've got it" and "I could be a babysitter," my thinking is confirmed. On my story map I will write *be a babysitter* next to the third event. When I read, "I most certainly would hire you when you're a teenager." I understand that his plan to become a babysitter is not going to be successful. On my story map I will show that Chase is back to the level of his original problem.

When I read, "...you're a good teacher"..."you should give skateboarding lessons" I'm thinking that Chase is going to give lessons to earn money for his skateboard. When I read, "skateboarding lessons," "That's IT!" and "They worked on fliers to pass out in the neighborhood," I understand that Chase is making another attempt towards reaching his goal. When I read, "*That Saturday his driveway was filled with kids on skateboards*", *They came back, too, week after week,*" "*Chase counted the money*" and "*Soon it was enough!*" I understand that Chase has solved his problem, since his idea was successful! On my story map I will write *gives skateboarding lessons* next to the word *solution*.

Even though Chase solved his problem the text continues. When I read, "*his brand new skateboard,*" I understand that his goal was met!



Skateboarding School

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"A teenager? Oh, okay," said Chase, disappointed.

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"I tried a dog walking business, but I'm allergic to dogs. I set up a lemonade stand, but it was the wrong season. Now I just found out I'm too young to babysit," said Chase. "How am I supposed to earn money?"

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"Sure!" said Chase.

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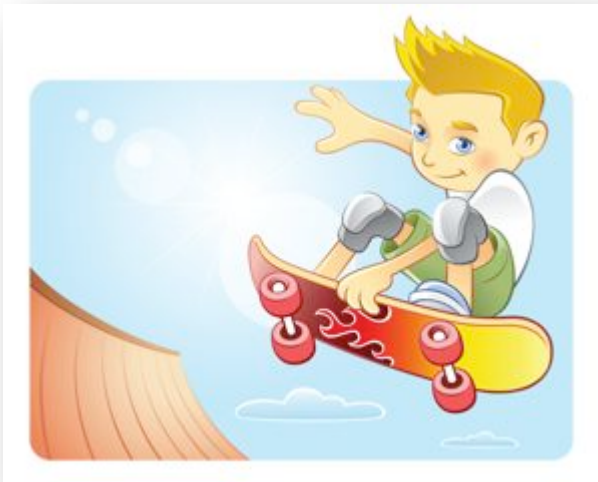
"Hey, you're a good teacher!" said the boy. **"You should give skateboarding lessons."**

"Skateboarding lessons?" said Chase, grinning. **"THAT'S IT!"**

Chase hurried home and told his mom and dad about his newest business plan. Together, **they worked on fliers to pass out in the neighborhood.** That **Saturday, Chase's driveway was filled with kids on skateboards,** wanting to learn. **They came back, too, week after week.**

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THINKING ON MY OWN

Video: Grunge: The Making of an Adventure

Narrative Story Structure
(story map)

Compare your Graphic Organizer with Jake's Graphic Organizer:

Jake's Graphic Organizer: "Because this story uses narrative story structure, I will use a story map graphic organizer."

Questions to Think About:

- How does the *Story Map* help Jake determine the elements of the story?
- How does *story structure* help you retell the story?
- Why might this process help you make sense of a story?
- When might this process be useful?

