

Grade 3 Playlist: Parts of Stories, Dramas and Poems

Aligns with *CCSS.ELA-LITERACY.RL.3.5*:

- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Welcome

A story can be told in many different formats. Perhaps the most common way to hear or read a story is a book. But, other forms of writing tell stories also. Poems and plays also tell stories, just in a different way. No matter how the story is told, it usually needs to be broken up into smaller pieces to make it easier for the audience to understand.

Objectives

In this playlist, students will learn how to:

- examine the different parts of poems, prose and drama.
- describe how each successive part of a text builds upon earlier sections.

Review

Key Terms

- A **chapter** is a section of a book. Many **paragraphs** make up a chapter.
- An **act** is a section of a play. Two or more **scenes** make up an act. **Lines** are spoken in a play to make up each scene.
- A **stanza** is a section of a poem. Several **lines** make up a stanza.

Exploring the Standard – Books

Books are often quite long and need to be split up into smaller portions to make it easier for readers. A chapter is sometimes given a number, and sometimes given a title. Chapter titles can help readers by giving them a clue about what the chapter's plot will be. They help the plot unfold in a structured way. Usually, the first chapter of a book will help introduce the reader to the characters and setting. Typically, the last chapter of a book will show readers how the characters solved the problem and bring the book to a close. Chapters are always made up of descriptive paragraphs and dialogue, and sometimes can include pictures as well.



Read!

Read the first chapter from Hugh Lofting's *Doctor Dolittle* about a doctor who prefers animals to people. While reading, think about the following questions:

1. Does the chapter have a title?
2. What characters are introduced?
3. Does it describe the setting?
4. How many paragraphs are in the first chapter?

PUDDLEBY

¹ONCE upon a time, many years ago when our grandfathers were little children—there was a doctor; and his name was Dolittle—John Dolittle, M.D. “M.D.” means that he was a proper doctor and knew a whole lot.

²He lived in a little town called, Puddleby-on-the-Marsh. All the folks, young and old, knew him well by sight. And whenever he walked down the street in his high hat everyone would say, “There goes the Doctor!—He’s a clever man.” And the dogs and the children would all run up and follow behind him; and even the crows that lived in the church-tower would caw and nod their heads.

³The house he lived in, on the edge of the town, was quite small; but his garden was very large and had a wide lawn and stone seats and weeping-willows hanging over. His sister, Sarah Dolittle, was housekeeper for him; but the Doctor looked after the garden himself.

⁴He was very fond of animals and kept many kinds of pets. Besides the gold-fish in the pond at the bottom of his garden, he had rabbits in the pantry, white mice in his piano, a squirrel in the linen closet and a hedgehog in the cellar. He had a cow with a calf too, and an old lame horse—twenty-five years of age—and chickens, and pigeons, and two lambs, and many other animals. But his favorite pets were Dab-Dab the duck, Jip the dog, Gub-Gub the baby pig, Polynesia the parrot, and the owl Too-Too.

⁵His sister used to grumble about all these animals and said they made the house untidy. And one day when an old lady with rheumatism came to see the Doctor, she sat on the hedgehog who was sleeping on the sofa and never came to see him any more, but drove every Saturday all the way to Oxenthorpe, another town ten miles off, to see a different doctor.

⁶Then his sister, Sarah Dolittle, came to him and said,

⁷“John, how can you expect sick people to come and see you when you keep all these animals in the house? It’s a fine doctor would have his parlor full of hedgehogs and mice! That’s the fourth personage these animals have driven away. Squire Jenkins and the Parson say they wouldn’t come near your house again—no matter how sick they are. We are getting poorer every day. If you go on like this, none of the best people will have you for a doctor.”

⁸“But I like the animals better than the ‘best people,’” said the Doctor.

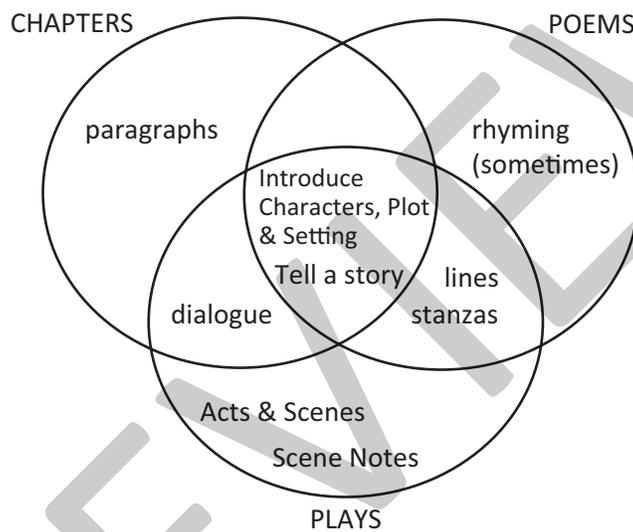


Teaching Notes: Parts of Stories, Dramas and Poems

The goal of RL.3.5 is for students to recognize different parts of stories, dramas, and poems. Students also are expected to understand and describe how each successive part builds upon earlier sections. The following information contains ideas that teachers can incorporate into their classrooms as well as additional resources to peruse and integrate into instruction as appropriate.

Activities

1. Direct students to make a Venn diagram of the similarities and differences between books, poems, and plays, such as the example below.



2. Select a grade-appropriate fictional text. Instruct students to explain the sequence of events using structure keywords, such as chapter, paragraph, etc. Then, ask students to think about what would happen if one of the important details were missing. Consider taking it a bit further and discuss what would happen if the entire chapter/stanza/scene were missing.

