Differentiated Story Map Predict-O-Grams

__Content Objectives__: Students will predict the elements and structure of a story before reading.

Students will review their predictions to monitor their comprehension.

__Language Objectives__: Students will tell their story predictions to a partner.

Students will write their predictions on the story map.

Students will listen to a read-aloud and retell the story to a partner based on their comprehension.

__Instructions for use__: The Story Map Predict-O-Gram is used as a pre-reading activity and is a modification from the Predict-O-Gram activity reported in Blachowicz (1986)[1]. In this adaptation of Blachowicz' Predict-O-Gram, students have an opportunity to predict the story (*i.e.*, *Peppe the Lamplighter* by Elisa Bartone[2]) by sorting the key terms (plot events, characters, important vocabulary, etc.) into the story map below the terms (i.e., chart with setting, characters, etc.). This activity allows students to predict elements of the story by using the four modalities of language – reading, writing, speaking, and listening. Before the teacher reads *Peppe the Lamplighter* aloud, she reviews the key terms that will appear in the story. Then students can work with peers to complete their story map predictions. In a less scaffolded version of this activity, students sort by writing the terms. The more scaffolded version includes pictures to help explain each term. Students might even cut and paste the terms and sort them into the categories of setting, characters, problem, and solution (without gluing). Once students have sorted the terms, they can tell their predictions to a partner. Later, after the read-aloud, teachers can check for comprehension by having the students resort the terms, glue them to the appropriate categories, and retell the story to a partner, using the picture clues.

The Predict-O-Gram allows students to use learning strategies such as making predictions and self-monitoring comprehension. It also allows teachers to preview vocabulary and find out what students know before they begin a unit or a reading activity. Once students are exposed to the terms they will hear in the story, they can monitor their listening for comprehension. Students also have the opportunity to practice their academic speaking skills by telling their predictions and retelling the story to a partner. A follow-up writing activity where students are asked to write the events of the story or summarize the story, ensures that the activity includes all four language domains: reading terms, writing sentences, speaking to a partner, and listening to the teacher. There are also a lot of opportunities to build in higher order thinking skills, relating the story to the Social Studies and English Language Arts curriculum. While *Peppe the Lamplighter* is a narrative text, this activity can be modified for most kinds of text structures by swapping the story map with another kind of graphic organizer (*i.e.*, Venn Diagram, Sequence Chain, etc.).

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[1] Blachowicz, C. (1986). Making connections: Alternatives to the vocabulary notebook. *Journal of Reading* 29 (2), 643-649.

[2] Bartone, E. (1993). *Peppe the Lamplighter*. New York: Harper Collins.

Story Map Predict-O-Gram: More Scaffolded Version

Peppe the Lamplighter by Elisa Bartone

Name_____ Date_____

All of the words in the boxes are part of the plot of *Peppe the Lamplighter*. Decide if the words are part of the setting, characters, problem, or solution of the story. Write the words on the lines below. You may have more than one word in a square.

tenement	poor	Peppe	Little Italy
no electricity	scared of the dark	happy	Papa
Mulberry Street	sad	sisters	light the lamps

Setting	Characters	Problem	Solution
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Story Map Predict-O-Gram: Less Scaffolded Version

Peppe the Lamplighter by Elisa Bartone

Name_____ Date_____

Write these words on a square on the Predict-O-Gram chart (story map below). You may have more than one word in a square. You might have an empty square.

- Little Italy
- no electricity
- Peppe's sisters (Filomena, Assunta, Giulia, Mercucia, Nicolina, Adelina)
- poor
- Mulberry Street
- Tenement
- Peppe
- Papa

- angry
- job as a lamp lighter
- dark streets
- best job
- bad job
- joyful
- felt sad
- light the street lamps
- afraid of the dark

Setting	Characters	Problem
Action	**Solution**	**Other Things**