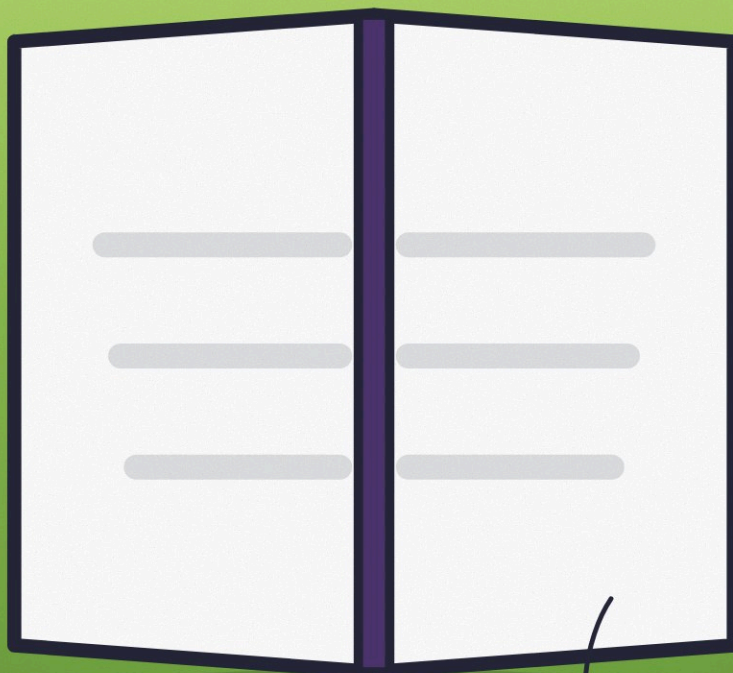
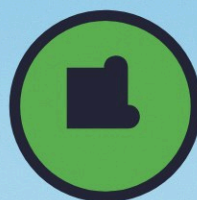


Story Elements Worksheets

SETTING · CHARACTERS · PROBLEM · RESOLUTION



• 23 pages · 4 story parts · 3 page types



A story-elements kit built so a child always knows what is being asked: read and name the four parts, sort them, then invent a missing one.

THREE STEPS

- 1 **Look at the Helper together**
Page 6 shows the four story parts side by side: setting, characters, problem and resolution. Read the four cards with the child before the first practice page.
- 2 **Pick a page type and a set**
Three page types, easiest to hardest: Read and Find, then Sort, then Write Your Own. The chart says which page for which child.
- 3 **Check it, record it, send it home**
The answer keys are pages 14 and 15. Date each page on the tracker (page 16), and send the home page (page 18). A filled example is on page 19.

WHICH PAGE, WHEN

WHEN...	USE...
Learning the four story parts	Helper, page 6
Can read and name the parts in a story	Read and Find, pages 7, 8, 9
Ready to sort and categorize	Sort the Story Parts, pages 10 and 11
Ready to compose an original part	Write Your Own, pages 12 and 13

Everything inside (23 pages)

- **8 student pages** in 3 page types plus a Helper, 1 dot to 3 dots
- **3 invented short stories** (Read and Find) with all four parts stated in the text
- **24 sort cards** across 2 cut-and-sort pages, 4 bins (Setting, Characters, Problem, Resolution)
- **4 Write Your Own items**, each missing a different story part
- **2 answer keys** with every item's real answer, generated from the same banks as the pages
- **1 tracker, 1 team note, 1 home page, 1 filled example, 1 phrase bank**
- **1 back page**

What makes it different

Every story in this pack states its setting, characters, problem and resolution outright, so a child never has to infer a part the text never names.



My name: _____

Date

.....

**Setting**

Where and when the story happens.

A park on a sunny afternoon.**Characters**

Who the story is about.

Maya and her dog, Buddy.**Problem**

Something that goes wrong.

Maya's ball rolled into the pond.**Resolution**

How the problem gets fixed.

A jogger used a stick to get the ball.

Every story has these four parts

Read the four cards above. Every story in this pack tells you all four parts in plain words — you never have to guess.



READ AND FIND THE STORY PARTS



My name: _____ Date: _____



Read the story. Write each story part.

Maya and her dog, Buddy, played at the park on a sunny afternoon. Maya kicked her red ball too hard, and it rolled into the pond. Maya felt sad because she could not reach it. A jogger running by used a long stick to pull the ball out of the water, and Maya said thank you.

Setting

Where and when does the story happen?

.....

.....

Characters

Who is in the story?

.....

.....

Problem

What goes wrong?

.....

.....

Resolution

How does it get fixed?

.....

.....





My name: _____

Date _____



Cut out the cards. Glue each one in the right bin.

Setting

Characters

Problem

Resolution

Cut on the dashed lines.

The twins, Ava and Mia.

He forgot his lunchbox at home.

A sunny playground after lunch.

A girl named Priya and her baby brother.

The bike had a flat tire.

A quiet library in the afternoon.

Dad patched the tire so they could ride again.

Someone helped her look until she found it.

She lost her favorite shoe at recess.

Two best friends, Liam and Noah.

His mom brought his lunchbox to school at noon.

A rainy kitchen on Saturday morning.





My name: _____

Date _____



Read the story parts you have. Write the missing one.

Setting: The park, on a sunny afternoon.**Characters:** Leo and his sister Nina.**Resolution:** Leo's dad helped them fix it, and they kept playing.**PROBLEM**

Write the problem for this story.

.....

.....

.....

.....

Setting: The kitchen, on a rainy day.**Characters:** Grandma and her granddaughter Aya.**Problem:** They ran out of flour halfway through baking cookies.**RESOLUTION**

Write the resolution for this story.

.....

.....

.....

.....

There is no one right answer — just make sure your part matches the parts you were given.





Read and Find the Story Parts, pages 7, 8, 9. Any answer that matches the idea below counts, even if the child's wording differs.

Set A

"Maya and her dog, Buddy, played at the park on a sunny afternoon. Maya kicked her red ball too hard, and it rolled into the pond. Maya felt sad because she could not reach it. A jogger running by used a long stick to pull the ball out of the water, and Maya said thank you."

PART	ANSWER (SET A)
Setting	The park, on a sunny afternoon.
Characters	Maya, her dog Buddy, and a jogger.
Problem	Maya's red ball rolled into the pond and she could not reach it.
Resolution	A jogger used a long stick to pull the ball out of the water.

Set B

"Jayden and his little sister, Ella, built a sandcastle at the beach. A big wave knocked over their tower, and Jayden felt upset because they had worked on it all morning. Ella found a large seashell, and the two of them used it to build the tower back up, even taller than before."

PART	ANSWER (SET B)
Setting	The beach.
Characters	Jayden and his little sister, Ella.
Problem	A wave knocked over their sandcastle tower.
Resolution	Ella found a seashell, and they rebuilt the tower taller than before.

Set C

"Mrs. Lopez's class planted seeds in the school garden on a spring morning. Oliver tripped and spilled his whole cup of seeds onto the ground. Oliver worried he would not have enough seeds left to plant. His classmate Zoe shared half of her seeds with him, and the two of them finished planting together."

PART	ANSWER (SET C)
Setting	The school garden, on a spring morning.
Characters	Oliver, his classmate Zoe, and Mrs. Lopez's class.
Problem	Oliver spilled his cup of seeds on the ground.
Resolution	Zoe shared half of her seeds with Oliver so they could finish planting.

How to use this key

Checking done — mark the tracker (page 16). A filled example is on page 19.



Use this page between team meetings, or to send home, without writing a note from scratch. Everything below is observable, with room for your own wording and numbers from the tracker (page 16).

CLINICIAN / TEACHER

STUDENT

MARKING PERIOD

What we worked on this week

What went well

Next focus

Anything else for the team meeting

A filled-in line, for reference

"This week we practiced Read and Find, Set A and B. Correctly named 3 of 4 parts in Set A and 4 of 4 in Set B. Next focus: Sort the Story Parts, page 1." That is the level of detail this page is built for — every blank is a number or a word your team already uses, never a label.

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE, IF YOUR SCHOOL ASKS





Starters for a session note, a progress update, or the questions to ask before the pencil moves. Each one is an observation with a blank for the number or the word — the count comes off the tracker or the page itself, never from memory.

Describing accuracy

- Correctly named ____ of ____ story parts (setting, characters, problem, resolution).
- Correctly sorted ____ of ____ cards into the right bin.
- Invented a missing story part that matched the given parts on ____ of ____ items.
- Checked work against the answer key with ____ of ____ correct on the first try.

Describing what the student did

- Needed [visual cue / hand-over-hand / a model] to sort a card.
- Pointed back to the text to find the answer before writing it.
- Explained in their own words why a card belonged in a bin.
- Re-read the story before answering, without being asked to.

For next steps

- Ready to move to [Sort the Story Parts / Write Your Own].
- Needs more practice finding story parts in text before inventing one.
- Can now use this skill when reading a book on their own.
- Showed this skill outside of the lesson on ____.
- Ready for a new set (A, B or C) of the same page type.

Talk-first questions, any page

- Where and when does this story happen?
- Who is the story about?
- What goes wrong?
- How does the problem get fixed?

For the Write Your Own page

- Invented a ____ that named ____.
- Used a sentence starter (The story happens in, The problem was) without being asked.
- Needed a model sentence read aloud before writing their own.
- Explained how their invented part connected to the parts given.

