

ZIGZAG

By Robert D. San Souci

Kindergarten

Outcome:

Students will use a story map to identify the three parts of a story, list details, sequence story events, and extend vocabulary by identifying characters, setting, problem, and resolution.

Materials:

Two Story Maps Provided

- Zigzag—Story Map “Retell Zigzag’s Story”
- Zigzag—Story Map “Beginning—Middle—End”

Picture to Word Match worksheet

Introductory Activity:

- Teacher draws three boxes from left to right on the board and informs students that all stories can be divided into three parts.
 - Ask the children if they know the names of the three parts.
 - Beginning, Middle, and End
 - Use these names to label the boxes.
- Instruct students to listen carefully for details to place in each of these boxes.
- Use the story supplied below or create one.

When my alarm clock went off this morning I got out of bed and headed into the bathroom. I realized I had overslept by 10 minutes. I quickly brushed my teeth, washed my face and put on my makeup. What was I going to wear? When I picked out my outfit and finished getting ready, I went to the kitchen and poured a bowl of cereal for breakfast. Of course I put a banana on top. It was delicious! After finishing my cereal, I headed out the door, got in my car and drove to school. Fortunately, I only live three miles from school, so I am able to make it to work on time.

- Ask students to supply story details and to choose the best box for these details.
 - Words, pictures or diagrams can be used to illustrate the three parts of the story and details.
 - Discuss how to choose if a detail occurs in the beginning, middle, or end of a story.
- Introduce the vocabulary words **setting**, **main characters**, **problem**, and **resolution**.
 - What was the setting for this story? Do all stories have the same setting? List different settings for a story.
 - Who were the main characters? What is the difference between a main character and the other characters in the story?
 - What was the problem?
 - Was the problem solved? How? Who solved the problem?

Teacher Reading of Story:

Teacher encourages students to visualize a beginning, middle and end as they listen to Zigzag. Identifying a beginning, middle and end helps students organize their thoughts sequentially, thereby facilitating improved recall. Ask students to listen for main characters, setting, problems and resolutions.

ZIGZAG

By Robert D. San Souci

Kindergarten

BUILDING COMPREHENSION

Predicting Outcomes:

- Does Zigzag look like the other dolls? How is he different? How is he the same? Can you predict what type of story this will be?
- Why do you think the author only created one of Zigzag's character and multiples of the other dolls?
- Did the other dolls like Zigzag?
- When do you think Zigzag first felt important and demonstrated self-confidence? Can you think of two examples?
- Now that he has found a home, how do you think his life will change?
- Can you predict what type of lessons the little girl might learn from Zigzag?
- What will happen to Zigzag next?

Checking Comprehension:

- What is Zigzag?
- Why is he named Zigzag?
- Do the other dolls like Zigzag? Why or why not?
- Where did Zigzag end up after he was pushed off the shelf?
- Who is the first animal that Zigzag encounters on his journey?

Characterization:

The first time we see Zigzag, he appears to have a sad look on his face. Is he sad because he has an unhappy face? How does he feel about himself? Is he happy with himself? Explain. Follow Zigzag's journey and discuss how his facial expression changes with the changes in his environment or setting.

Drawing Conclusions:

- If the author asked you to rename Zigzag, what name would you give him?
- Who was the most important person that Zigzag met during his journey? Explain.
- Could the author have chosen another doll as the main character and delivered the same message?
- Why were the mice willing to look beyond Zigzag's appearance and offer him help?
- Do you think Zigzag will ever treat others unkindly?
- What does respect mean? Who treats Zigzag with respect?

Sequencing:

Zigzag faces a series of problems and resolutions throughout the story.

- Students complete "Retell Zigzag's Story" to review story sequence.
- List in sequential order the problems he encounters and their associated resolutions.
- What do you think the author expects us to learn from Zigzag's sequence of problems?

ZIGZAG

By Robert D. San Souci

Kindergarten

Follow Up Activity:

Discussion

- How did Zigzag feel throughout the story?
- Did his feeling change as the story progressed? How?
- How did he feel in the beginning, middle, and end of the book?
 - Use describing words to identify how he felt in the beginning, middle and end.
 - Highlight synonyms and antonyms.
- Did his physical emotion change? Where in the book did this change occur? (smile, last page.)

Students illustrate a story map detailing the beginning, middle, and end events while including the story elements of characterization, setting, problem and resolution.

- Provide an opportunity for students to share their story maps with the class and retell the story of Zigzag.

Extension Activities/Centers:

- Provide additional fabric shapes for the students to use for sorting and classifying. Fabric pieces can be sorted by shape and size.
- Illustrate pictures using only the shapes that were found in the book.
- Graph the characters in the story: dolls (lion, penguin, elephant, bunnies), toys (teapots), and the animals (owl, mice).
- Provide a phonemic awareness center and have students make a variety of CVC words using the endings –ig and –ag. Magnetic letters and cookie sheets work well for this type of activity. Students can record the new words that they make on a piece of paper.
- Are you a good friend? What makes you a good friend? List the qualities that make you a good friend, or write a story illustrating how you are a good friend.
- Use the “Picture to Word Match” worksheet to match the animal name with the corresponding doll.

ZIGZAG

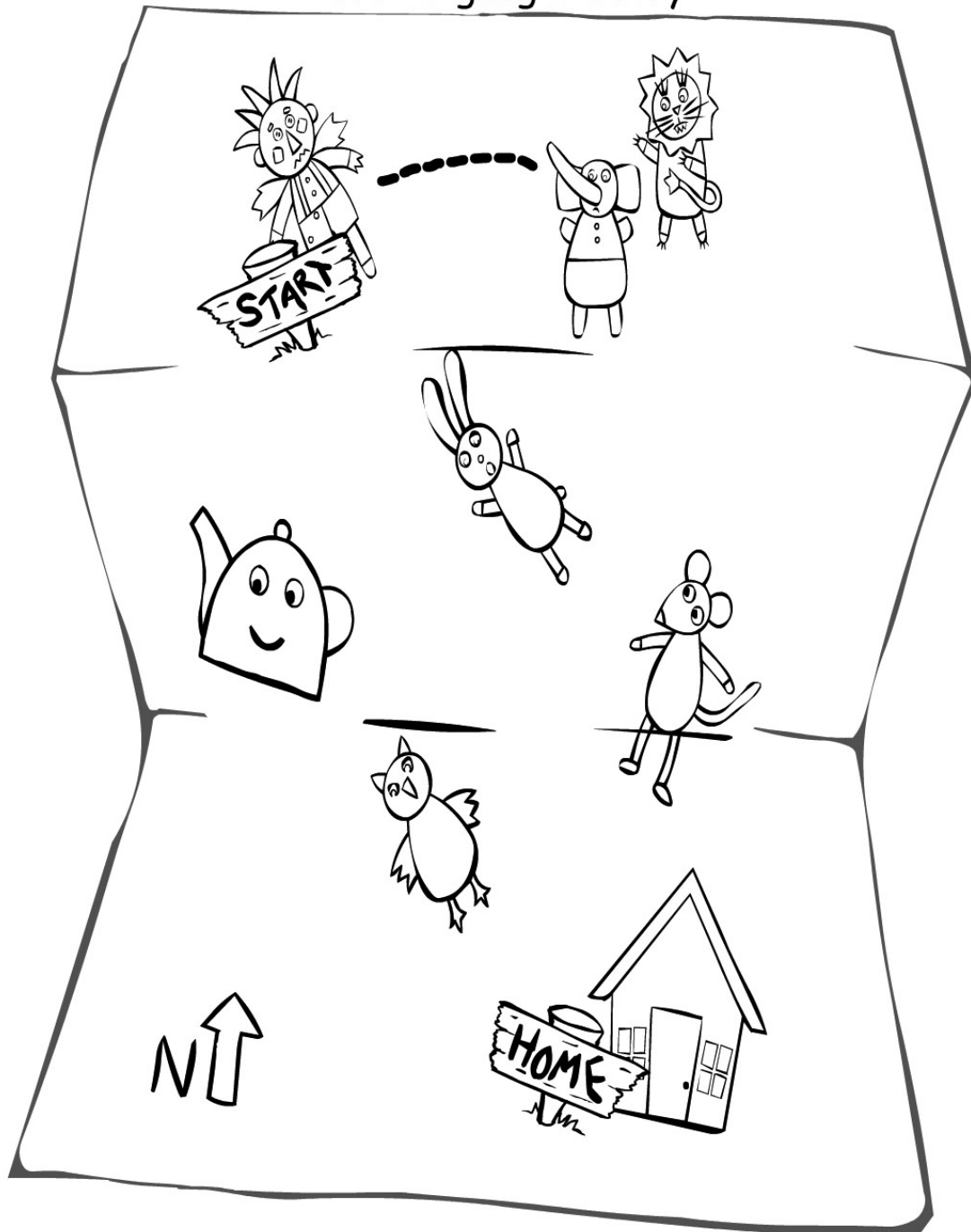
By Robert D. San Souci

Kindergarten

Name _____ Date _____

Zigzag—Story Map

Retell Zigzag's Story



ZIGZAG

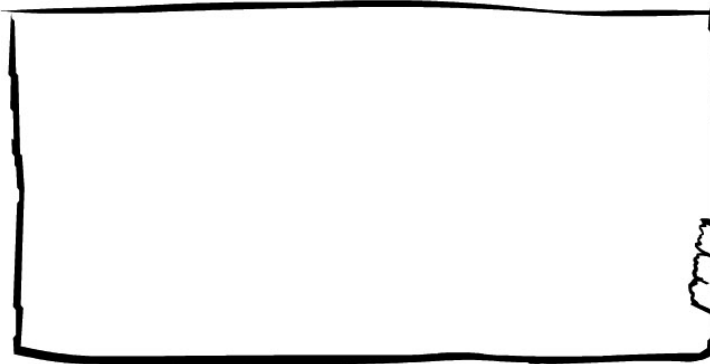
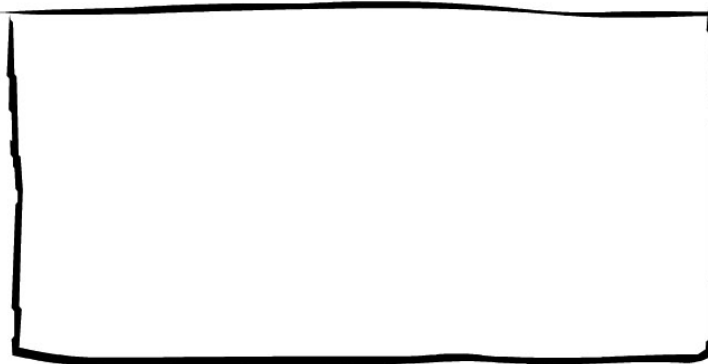
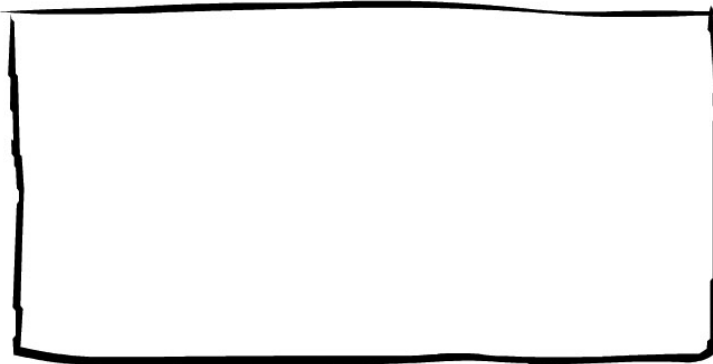
By Robert D. San Souci

Kindergarten

Name _____ Date _____

Zigzag—Story Map

Beginning—Middle—End



ZIGZAG

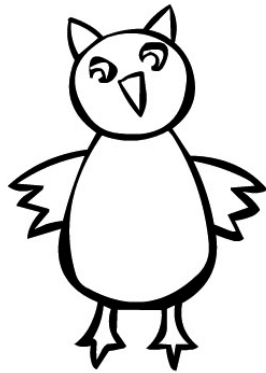
By Robert D. San Souci

Kindergarten

Name _____ Date _____

Picture to Word Match

Match the word to the animal shape.



owl
mouse
elephant
lion
bunny

