



Topic: Choose Your Own Adventure Story

Grade: 4 to adult

An integrated lesson plan covering five sessions of approximately 50 minutes each.

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Lesson-Planning Approach

Some learners perceive their “world” as a whole, where all things are interconnected and dependent upon each other. These “integrated” students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in a linear fashion without the necessity of integration into meaningful context. Integrated students are at-risk of failing as they attempt to grasp information in ways that do not match their experience. Among large populations of at-risk students are many from Native American and similar cultures who do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklists, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

- ❖ Integration of technology
- ❖ Story telling/anecdotal information
- ❖ Non-competitive group and team work
- ❖ Performance-based assessment and rubrics
- ❖ Visual presentations and practice through technology and other means
- ❖ Project-based assignments that integrate family and community
- ❖ Activities appealing to multiple intelligences (Gardner)

Lesson Overview

This lesson is designed to guide students through the process of writing a “choose your own adventure” story. This type of story is interactive as it allows the reader to make choices for the characters. The format of this text would generally consist of a page of events in which characters come to a point that they can make a choice as to what to do next (i.e. which door to go through, continue or go back, open a chest or leave it alone...). In this type of story, the reader makes the choice for the characters by turning to the appropriate page. For example, to go through the blue door turn to page 29; to go through the red door turn to page 17. In this way, the

reader is interacting with the text. This type of story has a variety of endings; the ending that is read depends on the choices that the reader makes for the characters.

In this lesson, students will be exposed to this type of story first, then they will go through the steps of writing one of their own. Of course, this story can be printed out and set up similar to a printed book. However, using Microsoft Word, the pages can be hyperlinked, which creates the added thrill of reading the story on the computer.

Lesson Objectives (Project and other measurable outcomes.)

Name of Project: Choose Your Own Adventure Story

Project Objectives: When students complete this project, they will be able to

- **Write an interactive story**
- **Hyperlink documents in Word**

Integration of Other Functional/Academic Skills: (Critical thinking is required throughout the lesson.) Students will be able to...

Reading	Students will read, or be read to from, a choose your own adventure story. In addition, students will constantly be reading their writing and the writing of others working with the specific targets of plot and character development in a narrative text.
Writing	Students will write a narrative text that includes a plot that has several different options. Students will use correct grammar, spelling, and style for their writing.
Technology	Students will use Word to hyperlink documents.

State/National Standards

Reading and Writing Standards

- Standard 1: Students read and understand a variety of materials.
- Standard 2: Students write for a variety of purposes such as telling stories.
- Standard 3: Students write using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.

Websites

Suggested:

Choose Your Own Adventure

<http://hillside.coled.umn.edu/class1/Buzz/Story.html>

Theodore Tugboat: Interactive Stories

<http://www.cochran.com/theodore/noframe/stories.html>

Pre-requisites (Skills required to process project)

Students will need to be able to do the following:

- **Read at a 4th grade level**
- **Write narrative texts**
- **Hyperlink documents in Word (some explanation of this will be provided)**

Required Materials

The following materials will aid in the students finding the needed information:

Examples of interactive text

Internet sites (see web site section)

Handouts (Refer to these in Lesson Plan) Include all Handouts!

Interactive story map

How to hyperlink in Word

Required Equipment/Technology

A computer for each group of students

Microsoft Word

Internet Access

THE LESSON

Note: Students do not learn from what you do but from what you have them do.

Preparation

Activity	Instructor Notes	ET
Read a section from a Choose Your Own Adventure Story.	Either the students can be given texts to read, or you can read a section to them. It doesn't take very long before they understand the concept of an interactive text. Click here to be taken to a list of some interactive texts. Check your library – most of them have some.	20 min.
Talk about some familiar stories and how the endings would have been different had the characters made other choices.	For example: What would have happened if Shrek hadn't rescued the princess? What if Cinderella hadn't gone to the ball?	15 min.

Presentation

Activity	Instructor Notes	ET
Divide students into small groups.	This activity could be completed by individual students; however, group work will provide different points of view. This type of story is dependant upon different points of view in order to diversify the plot options.	
Complete the Interactive Story Map	This story map differs from others in the way that it organizes a narrative text with plot options. Click here for the story map.	50 min.
Teach students to hyperlink in Word.	A guide to creating hyperlinks is included in the technology checklists.	50 min.

Performance and Practice

Instructions for students	Teacher notes	ET
Write the story from the story map.	Emphasize that the plot must flow together regardless of what choices are made. The story map should help – as long as they follow it.	50 min.
Type the story into Word using hyperlinks.	See technology checklist for guidelines to creating hyperlinks in Word.	Depends on typing speed.
Print story and save on disk.	Guidelines are not provided for these steps, some students may need your assistance.	

Lesson Assessment Strategy (Formative – As the lesson progresses)

Preparation, Presentation and Overall Implementation (Instructor)

Was the story map clear enough to the students? (To be evaluated by teacher observation.)

Did the students learn to hyperlink properly? (To be assessed by the presence of active hyperlinks in student writing.)

Performance and Practice (Student)

Was the story map followed in the narrative text?

Did the story flow together through the choices?

(The above is to be evaluated by collecting story maps and writings.)

Technology

Did the hyperlinks work for the students?

Handout

Please use following link to Story Map handout. The handout is in landscape format.

[Story Map Handout](#)

Activity Checklist for Students

Activity	Check when finished.
1. Completed story map with different choices and endings	
2. Experimented with hyperlinks in Word	
3. Wrote story with all sections and endings	
4. Typed story into Word with hyperlinks	
5. Printed story and saved it on a disk	

Technology Checklist

Creating hyperlinks in Word:

Directions	Check when completed
<p>1. Type a page of text into Word. When you come to the point where choices are presented type the choices.</p> <p>Example: To enter the blue door, turn to page 29. To enter the red door, turn to page 17.</p>	
<p>2. To create the first hyperlink, highlight the words that indicate what page to turn to (ex: page 29). Right click on the highlighted words.</p>	
<p>3. Select Hyperlink</p>	
<p>4. In the Hyperlink box you will see the text that was highlighted designated as "Text to display". This is fine, no changes needed. Below that you will see the directions to "Type the file or web page name". Enter the file name of the document to link to. (It may be easiest to save the pages by their number. For example page 29 would be saved as Page 29.doc).</p>	
<p>5. Click the 'OK' button. This should complete the creation of the hyperlink. You can check if it works by clicking on the hyperlink and seeing if it takes you to the appropriate page.</p>	
<p>6. Repeat above steps for each choice on the page.</p>	

Lesson Rubric

1	2	3	4
The story map has significant parts left unfinished, which creates a disjointed story.	The story map has some uncompleted parts, which creates confusion and gaps in the story.	The story map is completed fully, but has some confusion as the story moves through the choices and endings.	The story map is completed fully with a plot that flows through all the choices and endings.
Writing is hard to understand because of major errors in spelling and/or grammar.	Writing contains many errors that interfere with the reader's understanding.	Writing is done with only a few spelling or grammar errors that don't interfere with understanding.	Written components follow all grammar and spelling rules.
More than 6 hyperlinks do not work correctly.	All but 4 to 6 hyperlinks work properly.	All but 2 or 3 hyperlinks work properly.	All of the hyperlinks are inserted correctly and link to the appropriate document.