Lesson Plan Model[1]

Lesson Title/#: Narrative Story Elements

Grade Level: 1st

Learning Central Focus

Central Focus What is the central focus for the content in the learning segment?	The central focus for the content in this learning segment is to improve students' ability to describe characters, settings, and major events in a story, using key details, or to give a narrative of a story.
Content Standard What standard(s) are most relevant to the learning goals?	RL 1.2 and RL 1.3
Student Learning Goal(s)/ Objective(s) **Skills/procedures** What are the specific learning goal(s) for student in this lesson? **Concepts and reasoning/problem solving/thinking/strategies[2]** What are the specific learning goal(s) for students in this lesson?	The specific learning goals for students in this lesson will be to teach them to pay attention to what they read in fiction books and organize the narrative in order to be able to retell it in their own words. In addition, students will be able to describe character traits, settings, and major events or ideas in the story.
Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do **these** students have that are necessary to support the learning of the skills and concepts for this lesson?	Students must know what a character is, what the setting of a story entails, and what the "main idea" of a story is. They must also be able to identify the beginning, middle, and ending of a story, and retell significant events in the plot, in chronological order. Students must also know how to use their Chromebooks and work the basics of the program Inspiration.

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[1] *The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts*

[2] *The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.*

Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings What are common errors or misunderstandings of students related to the central focus of this lesson? How will you address them for **this group** of students?	

Instructional Strategies and Learning Tasks
Description of what the teacher (you) will be doing and/or what the students will be doing.

Launch __5_____ Minutes How will you start the lesson to engage and motivate students in learning?	I will start the lesson by reading aloud to the class the book, *Thank You, Mr. Falker* by Patricia Palacco.
Instruction ____5____ Minutes What will you do to engage students in developing understanding of the lesson objective(s)? How will you link the new content (skills and concepts) to students' prior academic learning and their	I will start by discussing the book's events with the students. I will call on students and ask questions about what happened in the beginning of the story, the middle of the story, and the ending of the story, and the significant details in these events that make the story special. I will ask questions about significant characters in the book and their character traits. We will discuss what the term "character trait" means—it is what makes the character who they are. Students will tell me what they remember about each character—physical attributes, role in the story, personality attribute, etc. Then, I will ask questions about what students think the story means. I will ask questions such as, "Why do you think the author wrote this book?" "What do you think the point or main idea of the story is?" Students' ability to answer all of these questions will help me determine whether or not they understand the concepts being taught.

personal/cultural and community assets? What will you say and do? What questions will you ask? How will you engage students to help them understand the concepts? What will students do? How will you determine if students are meeting the intended learning objectives?	
Structured Practice and Application ____15____ Minutes How will you give students the opportunity to practice so you can provide feedback? How will students apply what they have learned? How will you determine if students are meeting the intended learning objectives?	I will explain to students that we are going to make a story map of Thank You, Mr. Falker using Inspiration. I will send them to their Chromebooks and pull up Inspiration on my Smart Board to guide students in making their story map. They will create a Web that details the Setting, Main Events (organized as Beginning, Middle, and End), Characters, and Main Idea. They may add their own personal touches to the Web that connect to the story and the story details. They will then submit this back to me via Google Classroom.

Closure _____5_____ Minutes How will you end the lesson?	I will close the lesson by having them submit their Inspiration projects to me, and I will use one or two as examples to discuss in order to reinforce the lesson.
Differentiation/ Planned Support How will you provide students access to learning based on individual and group needs? How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?	_Whole Class_: _Groups of students with similar needs_: _Individual students_: _Students with IEP's or 504 plans_: _Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings_:
Student Interactions How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?	Students will be able to work together and brainstorm as they are answering questions and as they are creating their Inspiration projects. I will seat them so that each student has a partner or a small group with which they may brainstorm and consult on their story map.

What Ifs What might not go as planned and how can you be ready to make adjustment?	My students may not immediately understand the concept of the elements of the story. If so, we will take special, extra time to go back and reinforce the ideas of narrative elements. In addition to this, if Inspiration or our Chromebooks malfunction, we will make story maps by hand. I will have some pre-printed ones ready, as well as paper and pencils in case we need to hand-draw our story maps or brainstorm for them.
Theoretical Principles and/or Research–Based Best Practices Why are the learning tasks for this lesson appropriate for your students?	
Materials What materials does the teacher need for **this lesson?** What materials do the students need for **this lesson?**	• *Thank You, Mr. Falker* by Patricia Palacco • Inspiration program for Chromebook and Windows • Chromebook • Smart Board • Story Map printouts for entire class • Paper and pencils

Academic Language Demand(s):

What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?	
What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson	

What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?	
What are your students' abilities with regard to the oral and written language associated with this lesson?	
How will you **support** students so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?	

Assessments:

*Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.*

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching
To be completed after the lesson has be taught

What worked? What didn't? For whom?	
Adjustments What instructional changes do you need to make as you prepare for the lesson tomorrow?	
Proposed Changes. If you could teach this lesson again to this group of students what changes would you make to your **instruction**?	*Whole class*: *Groups of students*: *Individual students*:
Justification Why will these changes improve student learning? What research/ theory supports these changes?	

Resources:

Attach each assessment and associated evaluation criteria/rubric.