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Lesson Plan Template

Lesson Segment Focus Story Elements

Lesson 1 of 3

Course & topic addressed Reading and Story Elements

Date 9/2/2019 Grade 1st

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to identify and understand story elements.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will learn the definition of each element and how to recognize each element in a story.
Knowledge of students background (personal, cultural, or community assets)	Students have prior knowledge of books through read alouds.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	RL 1.3 Describe characters, setting, and major events in a story, using key details.
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	element, character, setting, conflict, solution
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Materials

Materials needed by teacher for this lesson.	Elements of a Story: Circle Chart, The Frog Prince books, Inspiration 9 software, computer, smart board, Jack and the Beanstalk book
Materials needed by students for this lesson.	circle chart worksheet provided by the teacher, pencil

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Time	Instructional Strategies & Learning Activities	What YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	<u>Introduction:</u>	Tell students that today we are going to identify the elements that make up a story. Explain that an element is an essential part of something and every fiction story has the same key elements: characters, setting, problem, and solution.
	<u>Instruction:</u>	Read the story “Jack and the Beanstalk” to the students. Display the Elements of a Story: Circle Chart. Display graphic organizer created from Inspiration 9 on smartboard. In the section labeled characters, write “Who?” and explain that the characters are the people or animals the story is about. Then ask students to name the main characters in the story and record their answers on the chart. Explain that setting is when and where the story takes place. Write “when & where” in the section labeled setting, then have students describe the setting ex: at the house. Repeat with conflict and solution.. Hand out a copy of the story "The Frog Prince" and a blank Elements of a Story: Circle Chart to each student. Instruct students to read the story and fill out the circle chart independently. Walk around and offer support as needed.

		<pre> graph TD SE((Story Elements)) --> S((Setting)) SE --> C((Characters)) SE --> Co((Conflict)) SE --> Seq((Sequence)) SE --> Sol((Solution)) S --> T((Time)) S --> Pl((Place)) C --> P((People)) C --> A((Animals)) Co --> Str((Struggle)) Co --> I((Issues)) Seq --> B((Beginning)) Seq --> M((Middle)) Seq --> E((End)) Sol --> H((How problem was fixed)) </pre>
	Closure:	Review students worksheets for correct responses. Use fair sticks to call on students for response.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Provide a partially completed worksheet for students. Allow students to draw pictures in each section rather than writing.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Show videos instead of reading aloud. Offer various types of worksheets or activities to reinforce the lesson.
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Formative, this idea will be continued in future lessons..
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from:

<http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us;>
[http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx;](http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx)
<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>;
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