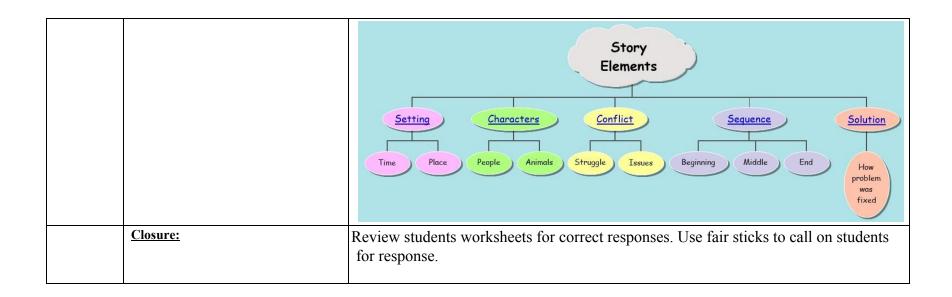
		NameMelissa Guill	
	Lesson Plan Tem	plate	
Lesson Segment FocusStory	Elements	Lesson1of3	
Course & topic addressedRe	Course & topic addressedReading and Story Elements Date9/2/2019 Grade1st		
<b>Student Outcomes</b>			
this lesson.	udents will be able to identify and understa	and story elements.	
previous lessons. (Prior knowledge of students this builds upon)	revious lessons. (Prior knowledge		
Knowledge of students background (personal, cultural, or community assets)	udents have prior knowledge of books thro	ough 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, setti details.	ing, and major events in a story, using key	
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?			
Key Vocabulary			
What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	element, character, setting, conflict, solu	ntion	

## 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 <b>this lesson</b> .	circle chart worksheet provided by the teacher, pencil

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

t of Time	ng & Learning Activities	e what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	Introduction:	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.
	Instruction:	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.



## **Accommodations/Modifications**

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

#### Differentiation:

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

## Assessments: Formative and/or Summative

Describe the tools/procedures that will be	$\square$ Formative $/\square$ Summative	Formative, this idea will be continued in future lessons
used in this lesson to monitor students'	☐ Formative /☐ Summative	
learning of the lesson objective/s (include	☐ Formative /☐ Summative	
type of assessment & what is assessed).		

#### Research/Theory

Identify theories or research that supports	
the approach you used.	

#### Lesson Reflection/Evaluation

What went well?	TO BE FILLED IN AFTER TEACHING
What changes should be made?	
How will I use assessment data for next	
steps?	

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.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx;https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf;

https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf; https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf;

https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx; https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx; https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx