



Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: Elements of Story Lesson # 1 Date: Sept.26/2021
 Name: Carly Sutherland Subject: English Language Arts Grade(s): 3

Rationale:

This lesson is important because students need to know the elements of a story to understand what is happening throughout a story.

Core Competencies:

Communication	Thinking	Personal & Social
Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives.	Students think critically to develop ideas.	Students build and maintain diverse, positive peer and intergenerational relationships.

Big Ideas (Understand)

- Language and story can be a source of creativity and joy.
- Stories and other texts help us learn about ourselves, our families, and our communities.
- Stories can be understood from different perspectives.
- Using language in creative and playful ways helps us understand how language works.
- Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Learning Standards

(DO)

(KNOW)

Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> • Using oral, written, visual, and digital texts, students are expected to individually and collaboratively to be able to recognize the structure and elements of story. 	<ul style="list-style-type: none"> • Students are expected to know the elements of story.

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> • The students will be able to list the elements of a story. • The students will be able to identify the characters in a story. • The students will be able to identify the setting in a story. • The students will be able to identify the problem in a story. • The students will be able to identify the solution in a story. 	<ul style="list-style-type: none"> • Elements of a story worksheet. • Exit slip. • Observational assessment.

Prerequisite Concepts and Skills:

- Students need to be able to listen quietly to the story reader without disrupting the classmates.
- Students need to be able to quietly work independently.
- Students need to be able to write simple sentences.

Indigenous Connections/ First Peoples Principles of Learning:

- Learning involves patience and time.
- Learning is embedded in memory, history, and story.

Universal Design for Learning (UDL):

Differentiate Instruction (DI):

Materials and Resources

A copy of "Thunder Cake" by Patricia Polacco.
 Elements of a story worksheet (20 copies).
 Exit Slips (20 copies).
 Pencil and eraser.
 Pen.

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction (anticipatory set – "HOOK"):</p> <p>Tell students that today we are going to identify the elements that make up a story.</p> <p>Tell students that every fiction story has the same key elements: characters, setting, problem, and solution.</p> <p>Explain to the students/write on whiteboard the definition of the key elements. Characters (who): the people or animals the story is about. Setting: when and where the story takes place. Problem: the conflict that the character's face. Solution: the resolution to the problem.</p> <p>Hook: Walk around the room and show students the cover/title/author of the book and ask them to make predictions on what they think the book will be about. Ask the students what they think a thunder cake could be.</p>	<p>The students make predictions on what they think the book will be about.</p>	<p>10 minutes</p>
<p>Body: Read to the students the short story "Thunder Cake" by Patricia Polacco at the reading carpet.</p> <p>Ask the students to go back to their desk.</p> <p>Hand out the Elements of a Story worksheet to each student.</p> <p>Tell the students to individually fill out the elements of a story worksheet based on "Thunder Cake" by Patricia Polacco.</p>	<p>The students will listen to the story and then fill out the elements of a story worksheet.</p>	<p>20 minutes</p>

<p>Closure: Collect the finished Elements of story worksheet. Tell the students to turn to the person sitting next to them and tell them 2 things they learned today.</p> <p>Ask the students if anyone would like to share what they told their partner and have a class discussion.</p> <p>Hand out the exit slips.</p> <p>Ask the students to individually fill out the exit slip to reflect on what they learned.</p> <p>Collect the finished exit slips.</p>	<p>The students will tell the person sitting next to them 2 things they learned from today.</p> <p>The students may share with the class what they told their partner.</p> <p>The students will fill out the exit slip.</p>	<p>10 minutes</p>
---	---	-------------------

Organizational Strategies:

To get the student's attention, I will stand in front of the class and say "clap once if you can hear me" and then I'll say "clap twice if you can hear me" and then I'll say "clap three times if you can hear me" and by this point all the students should be repeating the clap and I will have the attention of my students.

Ask the student who is the helper of the day to hand out the worksheet to the other students.

When the students are filling in the worksheet, I will take frequent laps around the room to check on the students and see if any of the student's needs help.

When the students are discussing with their partner about what they learned today, I will take frequent laps around the room to make sure the students are staying on topic.

At the end of the lesson, ask the student who is the helper of the day to collect the worksheets and hand them in and hand out the exit slips.

When the students are filling out the exit slips, I will take frequent laps around the room to check on the students and then I will collect the exit slips.

Proactive, Positive Classroom Learning Environment Strategies:

I will greet my students at the door at the start of the day with a big smile and a high-five.

I will regularly check in with my students.

I will build relationships and trust with my students.

If necessary, I will separate students who continue to distract each other.

At the beginning of the school year, myself and my students will co-create guidelines to ensure the classroom runs smoothly with less distractions and these guidelines will be displayed in the classroom all year as a reminder.

Extensions:

Reflections (if necessary, continue on separate sheet):

Reference

Elements of a Story. (2020, April 15). *Education.com*. Retrieved September 26, 2021, from <https://www.education.com/lesson-plan/elements-of-a-story/>.