

Story Elements Lesson Plan- Introductory Lesson

Grade level: First Grade

Lesson title An Introduction to Story Elements-Plot, Characters, Setting

Step 1—Desired Results
<p style="text-align: center;">Common Core Reading and Language Arts Standards:</p> <ul style="list-style-type: none"> ✓ <i>RL.1.3 Describe characters, setting, and major events in a story using key details.</i> ✓ <i>RL.1.7 Use illustrations and details in a story to describe characters, setting, and or events.</i> ✓ <i>RL.1.7-Use illustrations and details in a story to describe characters, setting, and or events.</i>
Step 2—Assessment Evidence
<p>Performance task—<i>The students will participate in a discussion based on the presentation of story elements. The students will sing along with the story elements son/video.</i></p> <p>Performance criteria—<i>As it is an introductory lesson, sharing, engaging, and singing will meet the criteria for assessment.</i></p> <p>Students will be evaluated through observations of participation and sharing in the group activity and discussion.</p>
Step 3—Learning Plan
<p><i>Learning activities (step by step from start to finish, detailed enough for another teacher to follow)</i></p> <ol style="list-style-type: none"> 1. Teacher will introduce the topic of story elements. 2. Video-Parts of the story song-Students will listen to and sing along with the song about story parts. 3. The teacher will present the story elements of characters with a poster that describes the basic idea of characters. 4. The teacher will present the story elements of characters with a poster that describes the basic idea of setting. 5. The teacher will present the story elements of characters with a poster that describes the basic idea of plot (beginning, middle, and end). 6. The teacher will review the elements with the students and work as group to complete a poster about the elements. 7. The group will close by enjoying the song/video one last time.
Step 4—Reflection
<p><i>What happened during my lesson? What did my students learn? How do I know? What did I learn? How will I improve my lesson next time?</i></p>
Accommodations/Modifications
<p>Child A will:</p> <ol style="list-style-type: none"> 1. Sit in proximity to the teacher 2. Receive verbal and visual clues to aid in self regulation of behaviors 3. Child will sit on a carpet square to designate personal space. 4. Movement to the songs/video will be incorporated to allow for movement periodically.

Adapted from Tomlinson and McTighe, *Integrating Differentiated Instruction + Understanding by Design*, ASCD, 2006.

Tools for Assessment

Written	Oral	Visual	Kinesthetic
Advertisement	Audiotape	Advertisement	Community outreach
Biography	Balagtasán	Banner	Dramatization
Book report	Debate	Brochure	Field trips
Book review	Discussion	Campaign flyer	Letter writing
Brochure	Dramatization	Cartoon	Oral interviews
Campaign speech	Haiku	Chart	Play
Crossword puzzle	Interview	Collage	Presentation
Editorial	Newscast	Collection	Service learning
Essay	Oral presentation	Computer graphic	Simulations
Experiment record	Oral report	Construction	Role play
Game	Poetry reading	Data display	Skit
Journal	Rap	Design	Scavenger hunt
Lab report	Reader's Theater	Diagram	
Letter	Role play	Display	
Log	Skit	Diorama/shoebox	
Magazine article	Speech	Drawing	
Memo	Song	Graph	
Newspaper article	Teach a lesson	Graphic Organizer	
Poem		Map	
Portfolio		Mobile	
Position paper		Model	
Proposal		Painting	
Questionnaire		Photograph	
Research report		Portfolio	
Script		Poster	
Story		Scrapbook	
Test		Sculpture	
Yearbook		Slide show	
		Storyboard	
		Venn Diagram	
		Videotape	