

Story Elements Lesson Plan- Individual Assessment

Grade level: **First Grade**

Lesson title Group Book Creation-Review Lesson

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.1.2 Retell Stories including key details and demonstrate understanding of their central message or lesson.</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><i>Performance task—What will students do to show what they have learned?</i> <i>Performance criteria—How good is good enough to meet standards?</i></p> <ol style="list-style-type: none"> 1. Children will work as a group to create a story in the Picture book app on the iPad. The teacher will guide the experience to allow the children by mirroring the creator app onto a screen with either Airserver or Apple TV. 2. The story must include all of the elements taught in the unit. 3. The children will make a story map at the end of the story creation to be sure all elements are included in the story.
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. Review all story element posters. 2. The class will use a story creation application to create a story including plot, characters, and setting as a group. 3. At the completion of the class story, the students will complete an individual story map to be certain all elements were included in the class story.
Step 4—Reflection
<p><i>What happened during my lesson? What did my students learn? How do I know?</i> <i>What did I learn? How will I improve my lesson next time?</i></p>
Accommodations/Modifications
<p><i>Child A will:</i></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. Child will utilize a sit disk or wiggle ball at their seat to maintain focus.

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