Bachelor of Education (Elementary)   Lesson Plan

Lesson Title: Learning about Plot   **Lesson #**   5   **Date:** Nov 22

Name: Bridget Teichroeb   Subject: Language Arts   Grade(s):   6/7

Rationale:

This lesson is important because it teaches students how to unpack a story and analyse the pieces to better understand the writing and storytelling process starting with the plot. This will help them in the future as they create and understand stories.

Core Competencies:

Communication	Thinking	Personal & Social
Students can communicate with intent and purpose. They can adapt and create stories to fit their audience.	Reflecting and assessing. Students will use what they have learned to help improve their practice and add to what they already know.	Understanding relationships and cultural context. Students will learn more about themselves in relation to others around them and the world.

Big Ideas (Understand)

Exploring stories and texts help us understand ourselves and make connections to others and our world.

Learning Standards

| | (DO) | (KNOW) |

Learning Standards - Curricular Competencies	Learning Standards - Content
Think critically to explore ideas within, between, and beyond text Recognize the range of text structures and how they contribute to meaning·	**Students are expected to know the literary element of plot and how it is used in a story** **Students are expected to add plot into their own stories·**

Instructional Objectives & Assessment

Instructional Objectives (students will be able to…)	Assessment
- Describe and identify the plot in their own stories - Write their own stories from a prompt that contains all elements of plot	- Students will fill out the plot diagram for their own stories based on the prompts - Students will evaluate their peers stories using two stars and a wish - Students will draw a scene from their story

Prerequisite Concepts and Skills:

- Students must be able to fill out a plot diagram - Students must be able to write and illustrate a scene from a story prompt

Indigenous Connections/ First Peoples Principles of Learning:

Learning is embedded in memory, history and story

We will be using story to learn story elements

Universal Design for Learning (UDL):

I will be using slides, video, hand outs, and discussion to teach

I will be utilising choice when students choose their story prompt

Differentiate Instruction (DI):

This lesson could also be adapted for students who are unable to write by allowing them to complete their writing using chrome books and voice to text. They can give their opinions on others by using the text to audio option to listen to others stories

Materials and Resources

- Power point
- Two stars and a wish sheet
- Pencils and Erasers
- Plot sheet
- Paper for drawing

Lesson Activities:

Teacher Activities	Student Activities	Time
Introduction (anticipatory set – "HOOK"): - Play the review of plot music video - Remind students of the elements of plot - Ask students to tell their table groups the plot of their favourite story - Ask a couple students to share with the class	- Listen to plot music video - Listen to plot elements - Tell their table partners the plot of their favourite story - Share with the class if they choose - Listen to peers share their stories	

Body: - Share the two story starters and ask students to pick one to respond to - Tell students that they need to fill out a plot chart for their own story following one of the prompts - Allow students to share ideas and talk with table groups while filling out the chart to get ideas - Once they complete their plot diagram they can write their story using their chromebooks quietly and independently - Once they complete their stories they can swap with another student who is finished and read their story - After reading their peers story they should fill out the two stars and a wish form for their peers as feedback - Once they receive their feedback they can edit their stories - If they complete their stories they can draw a scene from their story	- Pick a story starter from the board - Fill out the plot chart with their own story based on the prompt - Write their story using chromebooks and the outline created by the student - Swap stories with a friend and read their story - Give their friend feedback using the two stars and a wish page - Edit their story based on peers feedback - Draw a scene from their story	
Closure: - Call the class to attention and review what was accomplished through the day - Instruct students on where to put their forms - Allow some students to share their story if there's time - Dismiss students	- Listen to teacher summary - Put forms away - Share their story with the class	

Organisational Strategies:

Echo Clap to get attention

Allow students extra time to get settled after transitions

Have clear instructions about volume expectations and when peer collaboration is appropriate.

Have task instructions displayed during the task

Move distracting students after warning or write their name on the board as a warning

Proactive, Positive Classroom Learning Environment Strategies:

Use peer sharing when appropriate to help students think of more story ideas

Encourage appropriate creativity

Give ideas for how students could use the prompts if they are stuck

Extensions:

You can use this lesson as a part of a unit on editing

You can create a class book and self publish

You can write stories for little buddies

Reflections (if necessary, continue on separate sheet):