

East Tennessee State University
LESSON PLAN TEMPLATE

Name: Brittney Quillen

Date: March 21, 2013

Lesson Title: Components of a Story

Grade/Level: 5th grade Language Arts

Program: MAT

Curriculum Standards	Focus Question/Big Idea/Goal	Rationale/Theoretical Reasoning
<p>SPI 0501.3.13 Complete a graphic organizer (i.e. clustering, listing, mapping, webbing) to group ideas for writing.</p> <p>SPI 0501.5.4 Determine the conflict in a text and recognize a solution.</p> <p>SPI 0501.8.1 Identify characters, setting, plot, and theme.</p>	<p>What components make up a story?</p>	
Lesson Objective(s)		
<ol style="list-style-type: none"> 1. I can identify the characters, setting, plot, and theme in a variety of short stories. 2. I can complete a story map from the story, <u>Gleam and Glow</u>, which includes characters, setting, plot, and theme. 3. I can complete a graphic organizer of possible characters, settings, problems, and solutions from a list of words. 4. I can create a short story with characters, a setting, a problem, and a solution. 5. I can identify the characters, setting, problem, and solution in the story, <u>Leah's Pony</u>. 		
Academic Language		
<p>character, setting, plot, theme, problem, solution, story map, graphic organizer</p>		
Assessment/Evaluation		
<ol style="list-style-type: none"> 1. Students will complete a DEA Probe about characters, setting, plot, and theme at the computers. 2. Students will complete a story map about the book, <u>Gleam and Glow</u>, with Ms. Weems. 3. Students will complete a graphic organizer titled: <i>Building Meaning One Word at a Time</i> that includes: character, setting, problem, and solution. 4. Students will write their own short story based off of the graphic organizer. 5. Students will be orally assess on character, setting, problem, and solution 		

from Leah's Pony.

Instruction

Set/Motivator: Students will do independent reading until 8:45 to get settled down and ready to work.

Instructional Procedures/Learning Tasks:

1. Review the three stations that students will be working at, and review the “I can” statements for each station. (3 min)
 - a. Computers: Students will be given an access code to sign into DEA Probe. They will read a series of short stories and answer questions regarding the setting, characters, plot, and theme. If students finish the DEA Probe early, they may work on research for their Social Studies projects.
 - b. Ms. Weems: Ms. Weems will read the book, Gleam and Glow, to the students as a group. The students will then complete a story map about the book. The story map includes characters, setting, plot, and theme.
 - c. Ms. Quillen: Students will complete a graphic organizer, write a short story, and read a picture book. All activities will be related to setting, characters, problems, and solutions.

Ask the students if they have any questions about what they are supposed to be doing. When they understand, dismiss the students to their stations.
2. At my station, I will hand out all materials, and review the meaning of the words: character, setting, problem, and solution. (2 min)
3. Students will then take the list of words that I have given them and place them in the box in which they think the word belongs. If a student does not know a certain word, they will place the word in the “unknown” box. Model this for students using several examples. (5 min)
4. Have a couple of volunteers explain what is on their paper. (1 min)
5. Have the students write a short story using the graphic organizer they just completed. (9 min)
6. Have a couple of volunteers share their stories. (2 min)
7. Make a list of the words that the students placed in the “unknown” box. (1 min)
8. Read the story, Leah's Pony. When I come to a word that is on the “unknown” list, I will have the students try and figure out the meaning of the word using context clues. Have students write the meaning of the word beside of it in the “unknown” box.(10 min)
9. Read the authors note at the back of the book. Talk to students about how this related to what they have been learning about in Social Studies. Talk about penny auctions and why they were used. Talk about Leah's pony in the story and what significance the pony actually played. Ask students what their favorite item is, and how would they use it to help their family like Leah did. (5 min)

<p>Questions and/or activities for higher order thinking:</p> <p>What time period do you think this story was set in? What does it mean by, “The year the corn grew no taller than a man’s thumb...”? Why did Leah’s family have to have an auction? Why did the neighbors bid so low for the items at the auction? Why did Mr. B give Leah her pony back?</p> <p>Closure: Discuss character, setting, problem, and solution from <u>Leah’s Pony</u>.</p> <p>Material/Resources: computers, “I can” statements, graphic organizer, <u>Leah’s Pony</u>, story map, <u>Gleam and Glow</u>, clipboards, pencil, plain sheet of paper</p>	
<p>Adaptations to Meet Individual Needs: There are no students who need adaptations for this lesson.</p> <p>Management/Safety Issues: Students should be gentle with the picture books so that they do not damage them. Students need to be careful with the clipboards so that they do not smash their fingers.</p>	
<p>Reflections/Future Modifications: The next day, the groups will rotate until each student has visited each station.</p>	