

edTPA: Reading Lesson Plans

Grade Level: First

Subject/Content area: Literacy

Unit of Study: Story elements

Lesson Title: Day 1, intro to story elements and story circles

Central Focus for the learning segment: Identify the main character, setting, problem/solution, and ending using the circle story structure that is common to many folk tales.		
Content Standard(s): CCSS.ELA-LITERACY.RL.1.3 Describe characters, settings, and major events in a story, using key details.		
Learning Objective: I will be able to identify major events in a story using the story circle structure.		
Instructional Resources and Materials: <i>Just a Minute</i> book, chart paper, markers, and story cut outs		
Instructional Strategies and Learning Tasks: that support diverse student needs. (Include what you and students will be doing.): Students will be using the story circle structure as a tool for comprehension and for predicting elements of story. I have incorporated repetition of vocabulary, story element hand signals, and visual aids.		
Differentiation and planned universal supports: I have included story visuals for students to match on the story circle poster and have built-in a variety of visual aids for students to use as tools.		
Language Function students will develop: Students will be able to describe major events and key details in a story.		
Additional language demands and language supports: Students will be supported to develop their ability to use language functions and demands through teacher modeling and anchor charts.		
Academic language demands: Students will gain an understanding of using the words, main character, setting, problem, and solution to describe the major events of a story.		
Type of Student Assessments and what is being assessed: <ul style="list-style-type: none">• Formative Assessment: I will be making notes across the 3 days on the comprehension checklist to measure students' progress with describing and identifying story elements• Student Voice: Students will be given a self-evaluation chart to track their growth over the 3-day lessons		
Lesson Timeline: Day 1: 4-25-16		
Time	Activity	Description
10 min 9:25-9:35	Introduction to story elements and circle stories	I will introduce story elements by using an anchor chart with the

		students. Together we will create definitions for each element of story. I will explain circle stories and we will discuss why they are important for helping our understanding of story. Brain dance break before reading the story
15 minutes 9:35-9:45	Read <i>Just a Minute</i> book	I will ask students to make predictions along the way and I will circle back to their predictions. I will remind students to pay close attention to the story elements they are seeing and hearing and to decide if the story we read was a circle story. I will stop along the way to ask students clarifying questions.
10 min 9:45-9:55	Creating story circle chart	Together the class and I will create a story circle chart to record the story elements that were in the story. Students will each have an opportunity to pick a story cut out to paste in the correct section of the story circle. I will be asking students to voice what happened in each section and record their thinking.
5 min 9:55-10:00	Overview and conclusion	We will wrap up what we learned and how we can apply the story circle strategy when reading
5 min 10:00-10:05	Self-reflection	Students will chart their progress on their daily progress sheets

Lesson Title: Lesson 2, Day 2 4-26-16

Instructional Resources and Materials: *Is Your Mamma a Llama?* book, chart paper, markers, story cut outs, story circle worksheets

Instructional Strategies and Learning Tasks that support diverse student needs. (Include what you and students will be doing.): Students will be using the story circle structure as a tool for comprehension and for predicting elements of story. I have incorporated repetition of vocabulary, story element hand signals, and visual aids.

Differentiation and planned universal supports: I have included story visuals for students and have built-in a variety of visual aids for students to use as tools. I will provide a model example for students to refer to if they need additional support.

Language Function students will develop. Additional language demands and language supports: Students will be able to describe major events and key details in a story.

Additional language demands and language supports: Students will be supported to develop their ability to use language functions and demands through teacher modeling and anchor charts.

Academic language demands: Students will gain an understanding of using the words, main character, setting, problem, and solution to describe the major events of a story.

Type of Student Assessments and what is being assessed:

- **Informal Assessment:** Students will be creating their own story circles and charting the story elements from *Is Your Momma a Llama?* This will serve as evidence as to which students are meeting standard and those who are still moving towards standard. In addition I will be making notes across the 3 days on the comprehension checklist to measure students' progress with describing and identifying story elements.
- **Student Voice:** Students will be given a self-evaluation chart to track their growth over the 3-day lessons.

Lesson Timeline: Day 2: 4-26-16

Time	Activity	Description
10 min 9:25-9:35	Review story elements and class discussion	Revisit anchor chart and add the new story elements from the previous day I will chart student thinking when they are asked, "why are story elements important to the reader?"
15 min 9:35-9:45	Read <i>Is Your Mamma a Llama</i> book	I will ask students to make predictions along the way and I will circle back to their predications. I will remind students to pay close attention to the story elements they are seeing and hearing and to decide if the story we read was a circle story.

		I will stop along the way to ask students clarifying questions.
10 min 9:45-9:55	Students create individual circle stories	Students will be given a blank circle story worksheet to fill in the story elements described in the story. Students will share their work and describe a section of the circle story
5 min 9:55-10:00	Debrief	We will highlight what we learned
5 min 10:00-10:05	Self-reflection	Students will chart their progress on their daily progress sheets

Lesson Title: Lesson 3, Day 3

<p>Instructional Resources and Materials to engage students in learning: Anchor chart, story element popsicle sticks, <i>Franklin in the Dark</i> book, post-assessments</p>
<p>Instructional Strategies and Learning Tasks that support diverse student needs. (Include what you and students will be doing.): Movement and involvement through story element game. Post-assessment will be read aloud</p>
<p>Differentiation and planned universal supports: Students will be read the post-assessment orally, sentence strips and/or pictures will be available if needed</p>
<p>Language Function students will develop. Additional language demands and language supports: Students will be able to describe major events and key details in a story.</p> <p>Additional language demands and language supports: Students will be supported to develop their ability to use language functions and demands through teacher modeling and anchor charts.</p> <p>Academic language demands: Students will gain an understanding of using the words, main character, setting, problem, and solution to describe the major events of a story.</p>
<p>Type of Student Assessments and what is being assessed:</p> <ul style="list-style-type: none"> • Informal Assessment: I will be making notes across the 3 days on the comprehension checklist to measure students' progress with describing and identifying story elements. • Formal Assessment: Postassessment measuring student ability to describe the story elements present in <i>Franklin in the Dark</i> • Student Voice: Students will be given a self-evaluation chart to track their growth over the 3-day lessons • Modifications to the Assessments: I will orally read the assessment. Additional supports will be provided if needed: sentence strips and/or visual aids

Evaluation Criteria: Students' ability to describe the elements of the story, the main character, setting, problem, solution, and ending.

Lesson Timeline: Day 3: 4-27-16

Time	Activity	Description
10 min 9:25- 9:35	Review the past days	We will discuss what we have learned and its importance to us as readers
8 min 9:35-9:43	Story element game with popsicle sticks	Each student will get a set of story element popsicle sticks. I will show a story element card of stories that we have read and that students are familiar with, they will hold up the story element stick that describes what picture is being shown. For example, I may hold up a picture of the vet's office, then students will hold up the setting stick.
15 min 9:43-9:58	Read <i>Franklin in the Dark</i>	I will ask students to make predictions along the way and I will circle back to their predications. I will remind students to pay close attention to the story elements they are seeing and hearing.
10 min 9:58-10:08	Post-assessment	I will read aloud the post-assessment
5 min	Self-reflection	Students will chart their progress on their daily progress sheets and look at their growth over the past days

Story



Circle

Character

She stayed home



Grandma Beetle



Señor Calavera



House

Stalling



Problem
Took too long!



How do Story Elements help the reader?



To read it

To entertain

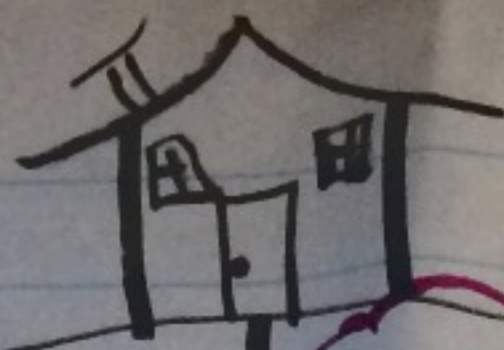
To be cool and scary

To help us read

To help us learn

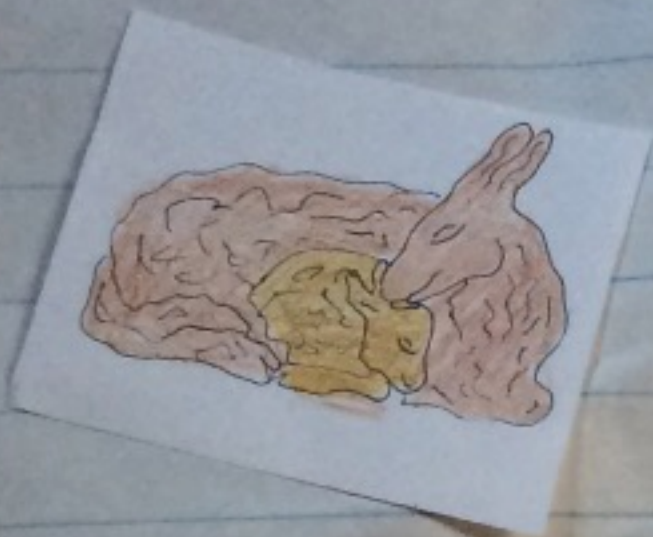
Circle

Story



Character

Ending



Setting



Solution

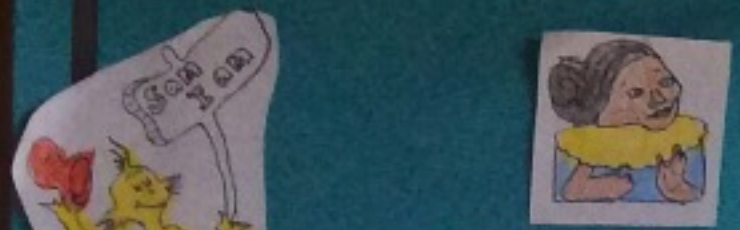
Problem



Story Elements

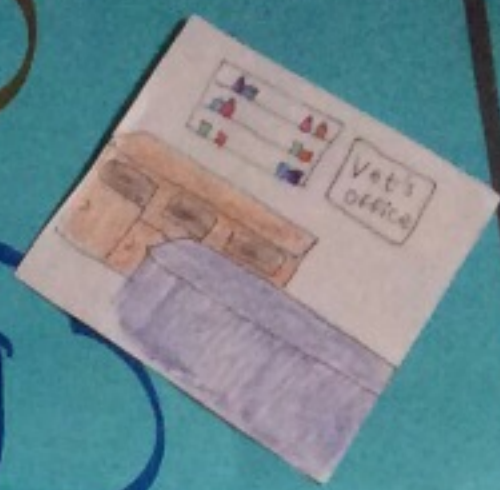
Main Character

The person or animal or monster or bug who the story is about.



Setting

Where you are in the story.



Problem

Something bad that happens to the character

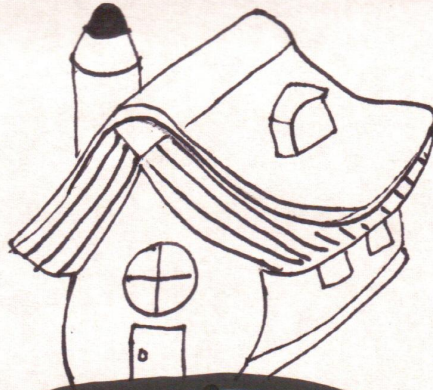


Solution

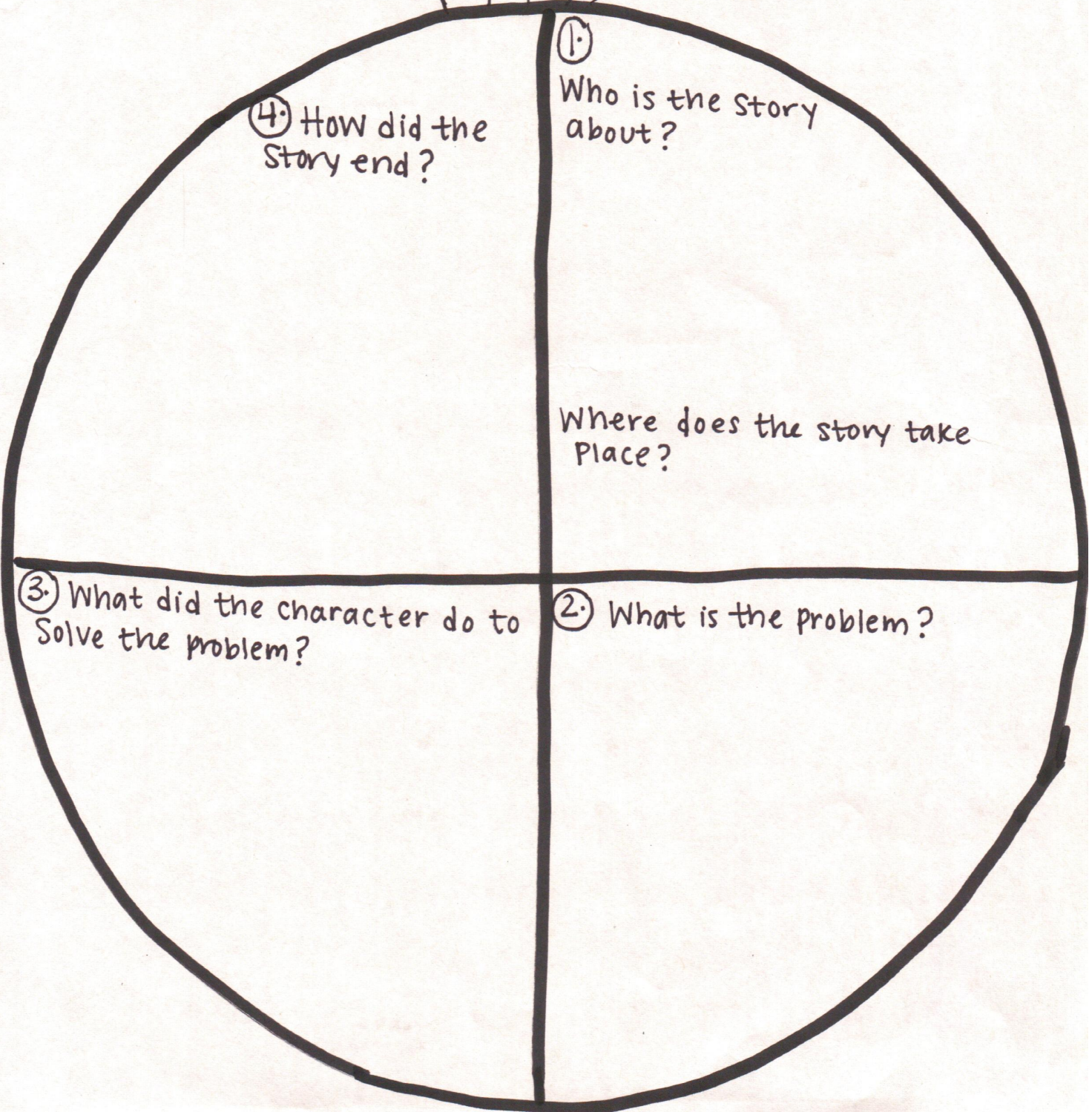
Steps to solve the problem



Story



Circle



Comprehension Checklist

Setting	Student 1	Student 2	Student 3
The student recalls the setting	Unassisted/Assisted	Unassisted/Assisted	Unassisted/Assisted
The student describes the setting			
Characters			
The student recalls the main character	Unassisted/Assisted	Unassisted/Assisted	Unassisted/Assisted
The student describes the main character			
Problem			
The student recounts the problem that occurs	Unassisted/Assisted	Unassisted/Assisted	Unassisted/Assisted
Solution			
The student recounts what the character did to solve the problem	Unassisted/Assisted	Unassisted/Assisted	Unassisted/Assisted

Level of Comprehension:

- Full & Detailed
- Partial
- Fragmentary

- Full & Detailed
- Partial
- Fragmentary

- Full & Detailed
- Partial
- Fragmentary