**Task A-2**
**Lesson Plan**

**Intern Name:**  
**Date:** 9/27/11  
**Cycle:**  
**# of Students:** 5  
**# of IEP Students:** 5  
**# of GSSP Students:**  
**# of LEP Students:**  
**Age/Grade Level:** 6-8  
**Subject:** Reading  
**Major Content:** Guided Reading  
**Unit Title:** Reading  
**Lesson Title:** Story Elements

**Context**
- Identify the unit topic and the unit objective(s) addressed by this lesson:
  The unit is Story Elements. This is a review of story elements for students to use and incorporate during their own readings.
- Describe the students’ prior knowledge or the focus of the previous lesson:
  Students have discussed story elements in prior years. Prior knowledge includes story elements: characters, setting, problem and solution.
- Describe generally any critical student characteristics or attributes that will affect student learning:
  There is one student who has social/pragmatic skill issues that must be taken into consideration during group work/individual work.

**Lesson Objective(s)**
State what students will demonstrate as a result of this lesson. Objective(s) must be student-centered, observable and measurable.

<table>
<thead>
<tr>
<th>Standard</th>
<th>CC.7.RS.L.3 Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot).</th>
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<tbody>
<tr>
<td>Deconstructed Learning Targets</td>
<td>Knowledge</td>
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<td>Reasoning</td>
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<td>Student Friendly Learning Targets</td>
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<td>Products</td>
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**I Can Statement**
I can identify the elements of my reading story using a story map.

**Connections**
Connect your goals and lesson objective(s) to appropriate Kentucky Core Content and/or Program of Studies. Use no more than two or three connections, and if not obvious, explain how each objective is related to the Program of Studies and/or Core Content.

**CC.7.RS.L.3** Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot).

**Assessment Plan**
Using the tabular format below, describe how each lesson objective will be assessed formatively to determine student progress and modify instruction if needed. Describe any summative assessment to be used if it is a part of this lesson. Include copies of any assessment instruments and scoring criteria or rubrics if applicable to the lesson.

**Objective/Assessment Plan Organizer**

<table>
<thead>
<tr>
<th>Objective Number</th>
<th>Type of Assessment</th>
<th>Description of Assessment</th>
<th>Depth of Knowledge Level</th>
<th>Adaptations and/or Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Formative</td>
<td>Students will use a story map</td>
<td>2</td>
<td>Have worksheets</td>
</tr>
</tbody>
</table>
worksheet. They will fill these out for the stories they have chosen for the reading buddies.

**Resources, media and technology**

List the specific materials and equipment needed for the lesson. Attach copies of printed materials to be used with the students.

If appropriate, list technology resources for the lesson including hardware, software and Internet URLs, and be sure to cite the sources used to develop this lesson. (If your committee thinks the technology observed in the lessons does not fairly represent your use of technology, provide additional documentation in your Component 1 exhibits. See Standard 6.)

- Children's short story: Aesop's Fable - "The Lion and the Mouse"
- Story Elements Worksheet with Notes
- Story Elements Blank Worksheet
- Powerpoints: story, story elements

**Procedures**

Describe the strategies and activities you will use to involve students and accomplish your objectives including how you will trigger prior knowledge and how you will adapt strategies to meet individual student needs and the diversity in your classroom.

1. Ask the students, "what makes a good story?" Have an open discussion. Direct and prompt students to explain thoughts.
2. Ask the students if all books are the same? Ask the students what make the stories different.
3. Tell students that although stories are different, there are certain parts that every story has. These are called the story elements. (have the list of story elements on the board: setting, characters, conflict, solution, theme).
5. Ask students what is the setting tell the reader.
6. Ask what does characters mean.
7. Ask students what is the story's plot.
8. Ask how do we find the theme.
9. Put up slide with story map and definitions. Review the terms and their meanings
10. Say, "Now together we are going to read a story, and fill out a story map." A story map is a way to organize the story. It includes all the elements. Show blank story map on screen. (Have another blank story map drawn on one board).
11. Read "The Lion and the Mouse". As you read remind students that we will be going back to our story map, so to think about the elements.
12. After finishing reading the short story, go to large story map.
13. Ask the students how each specific element was shown in the story. For example, ask, "What was the setting of this story? How did you know?" Have the students who answered write on the board.
14. Say, Now that we filled out our story map, we have a much better understanding of the story and have a clear way to remember the story using our story map.
15. Tell each student that they will be using a story map with the book that they have selected for reading buddies. Provide each student with two story maps, one blank and one with the definitions of the elements of the story.
16. Review the definitions of a story element one more time.