

## Story Elements

<b>Grade:</b> 3 <sup>rd</sup>		<b>Subject:</b> Language arts	
<b>Materials:</b> top secret envelopes, worksheets, poster, anchor chart		<b>Technology Needed:</b> smartboard	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		<input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
<b>Standard(s)</b> <ul style="list-style-type: none"> <li>RL.5.3 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</li> </ul>		<b>Differentiation</b> <b>Below Proficiency:</b> Students will be given a fill in the blank story map and a list of all the clues in their envelope.  <b>Above Proficiency:</b> Students will be asked to find more than 3 events happening in the story. Students will be asked to write a short answer about who they think did the crime.  <b>Approaching/Emerging Proficiency:</b> Students will be able to use the anchor chart for help in filling out the story map  <b>Modalities/Learning Preferences:</b> visual	
<b>Objective(s)</b> <ul style="list-style-type: none"> <li>By the end of the lesson students will be able to identify story elements in a mystery case by creating a story map based off text and given clues.</li> </ul>			
<b>Bloom's Taxonomy Cognitive Level:</b> Apply			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>  Students will be working independently with their story map. Students will be moving around the room to different posters. Students will transition from their table to the rug in a quiet manner. Students will transition from the rug to the posters around the room.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>  Students will be expected to have level 0 voices at the rug. When moving around the room the student may use a level 1 voice. Students will be expected to use their story map in an appropriate manner. Students will be expected to help others they see needing help once they are finished.	
<b>Minutes</b>	<b>Procedures</b>		
5	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>Create folders</li> <li>Put posters around the room</li> <li>Create and hang story elements poster</li> </ul>		
3	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>Ring the bells to signal the students to come to the rug quietly and sit in their thinking partner spots.</li> <li>“What do we remember about story elements? Can you turn and talk with your partner about the 5 parts of story elements?” Give students time to turn and talk. Have 2 groups share out their ideas to the rest of the class.</li> <li>Show the story elements anchor chart</li> <li>Explain each portion of the anchor chart and engage in discussion about each part.</li> <li>Characters, setting, problem, key events, solution</li> </ul>		
5	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>“Today we are going to become detectives and help solve a case. To help solve the case we will be writing notes in our story map. In our story map we will write our story elements.” “you must use the story and the clues to help you fill out your story map.” Show the students the top secret envelopes</li> <li>“First we will read the short story of information we were given”</li> <li>Read the short story</li> <li>“In these envelopes there is a story map and two sticky notes. One sticky note has a clue on it and the other one is blank. When you get your top secret envelope read your clue and post it on the poster that matches the right character”</li> <li>“Once you placed your clue you must go around the room to look at the other clues that are posted. Use that information to fill out your story map.”</li> <li>“In the story map you will fill out the characters in the story, the setting of where the story is taking place, the problem of the story, 3 events that happened, and the solution to the problem.”</li> <li>“When you have completed your story map use the blank sticky note to write who you think stole the muffins.”</li> </ul>		

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	<ul style="list-style-type: none"> <li>• “Place the story map and sticky note back in your top secret folder and give it to me.”</li> <li>• “While you are going around looking at the clues please use a level 1 voice.” Ask students to show what a level 1 voice is. Remind the students that if they cannot maintain a level 1 voice they will be asked to go to their desk until they are ready to participate in the right manner.</li> </ul> <p><b>Pictures of story map and short story is attached</b></p>
10	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>• Students will independently place their sticky notes on the correct poster</li> <li>• Students will fill out the story map using their story element knowledge. Students may use anchor chart poster for help.</li> <li>• Once students have finished they bring their envelope back to the teacher.</li> </ul>
2	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>• Have students sit at their desk once they are finished</li> <li>• Have students talk to their table about who they think stole the muffins and what information helped them get that answer.</li> <li>• Ask two groups to share</li> <li>• Ask students if real detectives would use characters and setting to help them solve a crime.</li> </ul>
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student’s learning?)</b></li> <li>• When students are filling out story maps ask what information they are finding about the suspects.</li> <li>• Ask students to give examples of the events that are taking place in the story.</li> </ul>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <ul style="list-style-type: none"> <li>• Worksheet/story map the students fill out will be given back to the teacher to check for understanding of the information.</li> </ul>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>	