



Lesson Plan Template

Teacher Candidate: Lauren Penney		Date: November 21/2024	Title: Elements of a Story
Grade: 3	Subject: ELA	Unit: Reading	Lesson #: 1
Core Competency: Critical thinking and Reflective Thinking by analyzing and critiquing.		Profile: I can use evidence to make simple judgements. I can ask questions and consider options. I can use my observations, experience, and imagination to draw conclusions and make judgments.	
Big Idea: Stories and other texts help us learn about ourselves, our families, and our communities.		Content: Elements of a story	
Essential Question: How will the students demonstrate an understanding of elements in a story by using their critical thinking and analyzations using a story element chart?			
Curricular Competencies: Recognize the structure and elements of the story			
Indigenous Perspectives and FPPL: Learning is embedded in memory, history, and story.			
Learning Intention: To understand the elements of a story			
Materials: The book "Alexander and the Terrible, Horrible, Good, Very Bad Day" by Judith Viorst, Story Element diagram, reflection worksheet, book text handout			

Introduction - Activate and Engage: Is the intention clear to the class? How can I hook students into the topic? e.g. relate the lesson to their lives, connect to prior learning, video clip, reading, hands on activity? Include Teacher AND Student Activities.

Body - Explore and Discover: What SPECIFIC strategies or tactics will I use to ensure there are opportunities for students to acquire new information (e.g., mini lesson, cooperative learning, reading and responding, research, viewing and discussing)? Are there multiple ways for students to acquire and practice new learning? What questions can I ask to discover how learning is going (formative assessment)? Include Teacher AND Student Activities.

Approx Time 40 Minutes	<ul style="list-style-type: none"> - The teacher hands out book text. - The teacher reads the book out loud to students while the students follow along with their own paper (book text). - Pause once and a while to ask the students how Alexander may feel in that moment and make students turn to a partner to let them say to a classmate if they have ever experienced the same thing or something similar. - Once you finish the book, Teacher goes over elements in a story. - Character: Main character in the story. Ask students who would be the main character (it would be Alexander), and maybe even the secondary characters in the book (his family). - Setting: The different locations that were in the story. Talk about the various locations in Alexander's day (school, home, etc). - Conflict: The struggle that the protagonist goes through. Identifying Alexander's main problem (having a bad day with the series of frustrating events). - Plot: Events that happened in the story. Teacher asks what are some events that took place (talk about the unfortunate events that took place). Also talk about how Alexander woke up, school, and when he went to bed. - Theme: Is the underlying message, or big idea in the story. Guide students to discover the theme by asking questions like "what did Alexander learn by the end of his day?" - The teacher then discusses how everyone has bad days and that it's okay. - If students are at the carpet send them back to their desk and hand out Story Element worksheet. Students can decide to complete in pairs or by themselves.
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Closure - Organize and Integrate: How will students "cement" their learning? What techniques will help them reflect, personalize and stretch their thinking? How will I tie back into the outcomes and learning intentions? How will I summarize or review? How will I know they have demonstrated the intention? Include Teacher AND Student Activities.

Approx Time 10 Minutes	<ul style="list-style-type: none"> - Teacher will handout Diagram of Elements in a Story - Students will draw on their reflection sheets and they can share at the end. - Students on the reflection sheet that they draw on will circle the one (plot, setting, theme, conflict, character) that they found the hardest to understand.
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Approx Time 10 Minutes	<ul style="list-style-type: none"> - Teacher brings students to the carpet (if they still use a carpet in grade 3 if not, make students sit at their desks). - Teacher asks the students "have any of you ever had a bad day where nothing seemed to go right?" - Teacher then says, "turn to a friend and say if you have ever wanted to restart the day." - Teacher then says, "turn to the same friend and say what kinds of things have made your day rough?" - Show the book cover of "Alexander and the Terrible, No Good, Very Bad Day" by Judith Viorst. - Teacher tells the students that we are going to meet a character named Alexander who is having one of those "terrible, horrible, no good, very bad days." - Students then make predictions about what might happen in Alexander's Day based off the title and the picture on the cover page.
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Adaptations/Modifications:

- Provide visual aids around the classroom
- When talking about the elements of a story, write the definitions on the white board before you read the story so you can reference them.
- When talk about the elements in a story and relating it back to Alexander, get students to write down the class discussion so it is easier for students at the end when students complete Reflection sheets
- When students are completing reflection sheets, allow them to reflect on Alexanders story or their own story.

Extensions:

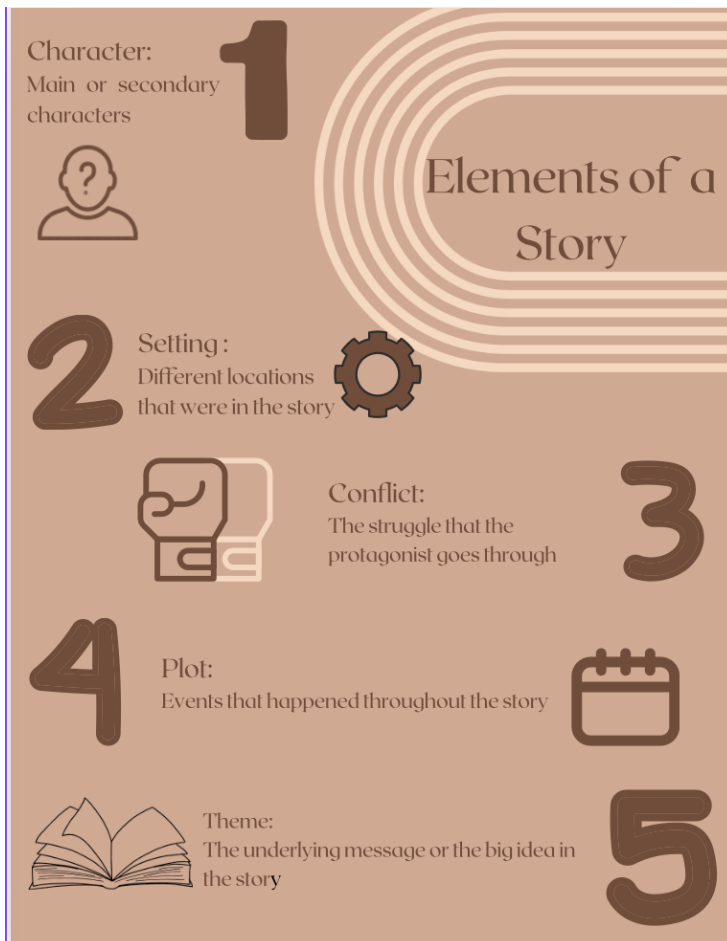
- Class discussion on emotions.
- Make students create a comic strip.
- Students can write about a day when nothing went right or when they felt like Alexander.

Assessment Plan:

- Reflective sheet
- How engaged students are/participation

Lesson Notes/Reflection:

Diagram of element in a story:



Book Text:

Alexander's Terrible, Horrible, No Good, Very Bad Day

By Judith Viorst

I went to sleep with gum in my mouth and now there's gum in my hair and when I got out of bed this morning I tripped on the skateboard and by mistake I dropped my sweater in the sink while the water was running and I could tell it was going to be a terrible, horrible, no good, very bad day.

At breakfast Anthony found a Corvette Sting Ray car kit in his breakfast cereal box and Nick found a Junior Undercover Agent code ring in his breakfast cereal box but in my breakfast cereal box all I found was breakfast cereal.

I think I'll move to Australia.

In the car pool Mrs. Gibson let Becky have a seat by the window. Audrey and Elliott got seats by the window too. I said I was being scrunched. I said I was being smushed. I said, if I don't get a seat by the window I am going to be carsick. No one even answered.

I could tell it was going to be a terrible, horrible, no good, very bad day.

At school Mrs. Dickens liked Paul's picture of the sailboat better than my picture of the invisible castle.

At singing time she said I sang too loud. At counting time she said I left out sixteen. Who needs sixteen?

I could tell it was going to be a terrible, horrible, no good, very bad day.

I could tell because Paul said I wasn't his best friend anymore. He said that Philip Parker was his best friend and that Albert Moyo was his next best friend and that I was only his third best friend.

I hope you sit on a tack, I said to Paul. I hope the next time you get a double-decker strawberry ice-cream cone the ice cream part falls off the cone part and lands in Australia.

There were two cupcakes in Philip Parker's lunch bag and Albert got a Hershey bar with almonds and Paul's mother gave him a piece of jelly roll that had little coconut sprinkles on the top. Guess whose mother forgot to put in dessert?

It was a terrible, horrible, no good, very bad day.

That's what it was, because after school my mom took us all to the dentist and Dr. Fields found a cavity just in me. Come back next week and I'll fix it, said Dr. Fields.

Next week, I said, I'm going to Australia.

On the way downstairs the elevator door closed on my foot and while we were waiting for my mom to get to the car

Anthony made me fall where it was muddy and then when I started crying because of the mud Nick said I was a crybaby and

while I was punching Nick for saying crybaby my mom came back with the car and scolded me for being muddy and fighting.

I am having a terrible, horrible, no good, very bad day, I told everybody. No one even answered.

So then we went to the shoestore to buy some sneakers. Anthony chose white ones with blue stripes. Nick chose red ones with white stripes. I chose blue ones with red stripes but then the shoe man said, We're all sold out. They made me buy plain old white ones, but they can't make me wear them.

When we picked up dad at his office he said I couldn't play with his copying machine, but I forgot. He also said to watch out for the books on his desk, and I was careful as could be except for my elbow. He also said don't fool around with his phone, but I think I called Australia. My dad said please don't pick him up anymore.

It was a terrible, horrible, no good, very bad day.

There were lima beans for dinner and I hate limas.

There was kissing on TV and I hate kissing.

My bath was too hot, I got soap in my eyes, my marble went down the drain,
and I had to wear my railroad-train pajamas. I hate my railroad-train pajamas.

When I went to bed Nick took back the pillow he said I could keep and the Mickey Mouse night light burned out and I bit my tongue.
The cat wants to sleep with Anthony, not me.
It has been a terrible, horrible, no good, very bad day.
My mom says some days are like that.

Even in Australia.

Reflection Worksheet

1. Pick to do your own reflection (your experience that is similar to Alexander's) or Alexander's personal Experience/reflection
2. Fill in the sheet by either drawing a picture or writing the answer (can be point form)
3. Circle which element you thought was hardest

Name: _____

Character

Setting

Conflict

Plot

Theme