



Lesson Plan Template

Teacher Candidate: Mya Robinson		Date: Nov. 19	Title: Writing a story
Grade: 4	Subject: ELA	Unit: Writing	Lesson #: ____
Core Competency: creative thinking – creating and innovating		Profile: I can think “outside the box” to get innovative ideas and persevere to develop them. I can get new ideas that are innovative, may not have been seen before, and have an impact on my peers or in my community. I have interests and passions that I pursue over time. I look for new perspectives, new problems, or new approaches. I am willing to take significant risks in my thinking in order to generate lots of ideas. I am willing to accept ambiguity, setbacks, and failure, and I use them to advance the development of my ideas.	
Big Idea: Using language in creative and playful ways helps us understand how language works.		Content: Literary elements theme, character, setting, plot, conflict, and purpose	
Essential Question: Are students able to: <ul style="list-style-type: none">- Create a story (no page count requirement: min.3 max 10)- Follows a consistent theme- Has a consistent setting – time and place- Has at least 3 characters- Plot follows the typical beginning, climax, and ending- has at least one point of conflict that occurs at an appropriate point in the story (doesn't immediately start with conflict, no cliff hangers)			
Curricular Competencies: Create stories and other texts to deepen awareness of self, family, and community			
Indigenous Perspectives and FPPL: talk with students about the importance of story telling in FP culture. Challenge ALL students to choose an indigenous character from a FP legend to utilize as a character in their story. Explain that this will take a little extra research, as they are expected to maintain that character's personality (Maybe read a FP story to give them ideas and talk about an example of “following the characters personality” vs. “not following characters personality” (ie. Raven as the trickster)			

Learning Intention: Students will have a story that follow a consistent theme and a reasonable plot

Materials: Computers for typing up story. Paper if students would prefer to hand write these lessons Library for research. Story planning worksheets.

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.

Approx Time 10 min – parts of a story. 10 min – reading story 30 min – writing and reviewing story planning worksheet 50 min	<ul style="list-style-type: none">- present to them the 5 major parts of a story – Theme, setting (time and place), characters, plot, conflict- read a story (a FP legend would be good here) and have them fill out the story planning work sheet. – review this before moving on to the next portion to ensure they all have a good understanding of the parts of a story- explain to them that they will now be creating their own story...
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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 2 hours split up between 2 -3 days	<p>Writing the story</p> <ul style="list-style-type: none">- Go over expectations for story: your story must have: theme, setting, characters (3+), plot (3 parts), and conflict (1+).- Explain expectations around incorporating character from FP story- Have all students do a brain storm for their story (review this before going onto next part)- Have students fill out story planning worksheet in reference to brainstorm they already did (review before they move on)- Students will type up their stories.- Have peers review each others stories – verbally communicate what they liked what they'd add/do different and do any spelling/grammar checks- Students can hand write stories if they prefer and if typing is going to be too distracting
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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	<ul style="list-style-type: none">- Students who finish early can add illustrations- Students can choose to read their stories to the class but this will not be a requirement.- Review students stories, come up with written feedback, and then review this feedback one-on-one with each student
Adaptations/Modifications: <ul style="list-style-type: none">- Speech-to-text	Extensions: <ul style="list-style-type: none">- Add illustrations
Assessment Plan: Review Read and review each student's story to ensure they got the 5 major parts of a story incorporated. Return students work and review with each student one-on-one	
Lesson Notes/Reflection: Did all students grasp the idea of the 5 elements of a story? Were students able to come up with a story and story elements easily, or was there some struggle? Could you provide more resources? Would this work as a group project?	

Name: _____

Title: _____

Author: _____

Setting

Where: _____

When: _____

Characters

Main Characters: _____

Other Characters: _____

Main Problem

Solution to the Main Problem
