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| Approx Time  30 minutes | -Ask each student to choose a term poster to stand or sit in front of, ask students again if they would like clarification or more examples for the term they are sitting under  -Teacher explains to students that starting with the first term moving towards the last, each student takes a turn adding a sentence to the story. Teacher discusses with students the flow and direction of stories and how plots develop to intrigue readers. If needed, share the example below with class:  -EXAMPLE: (1st term is atmosphere) 1st student says “It was a dark and stormy night in a small seaside village”. (2nd term is exposition) 2nd student says “For years, this town had been abandoned after the fishing industry dried up.” (3rd term is antagonist) 3rd student says “But things went from bad to worse when the man in the white trench coat appeared in town on this foggy night”.  -The last student to go delivers the conclusion to the story |

# Lesson Plan Template

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| **Teacher Candidate:** Graham Smith | | **Date: Oct. 22** | **Title:** Terminology story circle |
| **Grade:** 7 | **Subject:** ELA | **Unit:** writing | **Lesson #:** |
| **Core Competency:** Communicating | | **Profile:** 4 |  |
| **Big Idea:** Exploring [stories](https://curriculum.gov.bc.ca/curriculum/english-language-arts/7/core#;) and other [texts](https://curriculum.gov.bc.ca/curriculum/english-language-arts/7/core#;) helps us understand ourselves and make connections to others and to the world. | | **Content:** Story/text, Strategies and processes |  |
| **Essential Question:** Can students demonstrate their understanding of literary terms through one-word stories? | |  |  |
| **Curricular Competencies:** Use and experiment with [oral storytelling processes](https://curriculum.gov.bc.ca/curriculum/english-language-arts/7/core)/ Understand [how literary elements, techniques, and devices enhance and shape meaning](https://curriculum.gov.bc.ca/curriculum/english-language-arts/7/core) | |  |  |
| **Indigenous Perspectives and FPPL:** Learning is embedded in memory, history, and story (FPPL) | |  |  |
| **Learning Intention:** To understand how literary terms and plot stages work together to tell a story | |  |  |
| **Materials:** posters, each printed with one literary term or plot stage and a definition and example underneath (one per student), tape, chairs | |  |  |

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| Approx Time  15 minutes | -Introduce the idea of collaboratively making a story, ask: “has anyone played one word story or mad libs?”, give funny examples to build interest  -Tape literary term posters to wall (in order of story arc position, with general literary terms interspersed) around classroom in a circle, review any literary terms from previous years with class  -Introduce the new literary terms included in this exercise and familiarize students with them  -Before starting the story circle, ask students which terms they would like clarification or more examples of |

# Lesson Plan Template

**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.

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| Approx Time  10 minutes | -After class returns to their spots, ask everyone to write down 5 of the terms that were new to them from today and quickly write or sketch what each term means to them (including students name)  -Teacher collects these papers for assessment | |
| **Adaptations/Modifications:**  -students can sit or stand to participate  -students can quickly pre-write and then read out their sentences if needed for confidence  -students can write out sentence and have a classmate read out loud | | **Extensions:**  -students can “double up” and think of an extra term to work into their sentence  -Example: a student that chooses rising action could also work a metaphor into their sentence |
| **Assessment Plan:**  **-**Formative assessment occurs in both the final step of the introduction and in the first step of the activity  -Teacher assesses each of the collected papers with the following criteria:  1. Developing: Student wrote down less than 5 of the new terms, did not pair them with clear and relevant definitions, has not demonstrated accurate understanding yet  2. Meeting: Student wrote down 5 of the new terms, provided correct definitions for them that demonstrated accurate understanding  3. Exceeding: Student wrote down 5 or more of the new terms, provided creative and definitions that demonstrated deep understanding | |  |
| **Lesson Notes/Reflection:** | | |