

Lesson Plan Template

Teacher Candidate: Josie Mackie		Date: Sept. 24/24	Title: card-drawn story writing
Grade: 3	Subject: English Language Arts	Unit: Story Writing	Lesson #: 3
Core Competency: Creative Thinking		Profile: 2 – “I can get new ideas or build on or combine other people’s ideas to create new things within the constraints of a form, a problem, or materials.”	
Big Idea: Language and story can be a source of creativity and joy Using language in creative and playful ways helps us understand how language works		Content: Elements of story – character, plot, setting, conflict, and theme Writing processes – revising, editing, considering audience	
Essential Question: How can one use creative thinking skills and writing skills to create a fiction story?			
Curricular Competencies: Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation. Create stories and other texts to deepen awareness of self, family, and community.			
Indigenous Perspectives and FPPL: Learning is embedded in memory, history, and story.			
Learning Intention: For students to use creative thinking skills, in conjunction with proper grammar, spelling, sentence construction, and story elements to demonstrate their knowledge.			
Materials: Character, setting, and event cards. Story plan sheet.			

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.	Review the importance of story telling from an Indigenous perspective – stories are embedded in history. Have students partner share their favourite stories (from real life and fiction books). Group discuss what all of the stories have in common – characters, setting, plot/event, beginning/middle/end. Have these posted around the room for students to make connections to. Review parts of a story – show video below. Have students actively engage by
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	<p>singing the important features (beginning, middle, end, characters, setting, main idea), and doing hand signals. Demonstrate as the video goes so students understand the actions.</p> <p>Beginning – point at floor</p> <p>Middle – point mid room</p> <p>End – point at roof</p> <p>→ representing scaffolding and building of the plot</p> <p>Characters – point to self/other people</p> <p>Setting – signal to surrounding areas</p> <p>Main idea/event – jump up signalling surprise/climax</p> <p>https://www.youtube.com/watch?v=-nePjWXecQ</p>
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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.*

<p>Approx Time</p> <p>45 min.</p>	<ul style="list-style-type: none"> - Have students draw 1 of card from each of the three piles (yellow – character, red – setting, blue – event → main idea). - Talk about what each colour card means, and how to incorporate them into the story - Share expectations (1 – 2 page story, including but not limited to cards they drew, story must have beginning, middle and end). Students can, and should be as creative as they want – the story does not have to be realistic, does not have to be done with a rough and good draft, this is planned to be more of an exercise, if it is legible it is good. Use and explain writing coaching cards to support. - Students briefly plan their story. - Students complete planning sheet, have it checked by an adult and start to write their story. Have tables for each part of this project for students to check-in at to avoid long line-ups and wait time. - Students complete write their story.
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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.*

<p>Approx Time</p> <p>10 min</p>	<ul style="list-style-type: none"> - Review what good feedback look like and how to be a good partner. - Students get a sharing partner and share their ideas for their story. Partner can give any constructive feedback. Use writing coaching cards to support positive feedback.
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<p>Tier 2/Tier 3: (Adaptations/Modifications)</p> <p>Students who struggle with their printing skills can use talk to text features on a device, have</p>	<p>Extensions:</p> <p>Can be connected to the arts by creating an illustration of their story (including all important</p>
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an EA scribe for them (in full or take turns), or draw a picture timeline of events.	events and features). Could be connected to technology by creating an animation of their story.
Assessment Plan: Qualitative assessment of students planning, thinking, and working in partners. Quantitative assessment of students final story and their ability to use proper grammar, sentence construction, and creative thinking ideas.	
Lesson Notes/Reflection: Use safeshare to show the youtube video – avoid ads and pop-ups. All needed resources are attached at the end of this document (attached photo of the cards, actual cards in plastic container in desk drawer). Qualitative assessments can be done on any paper, and will later be transferred to students overall assessment sheet with quantitative data.	

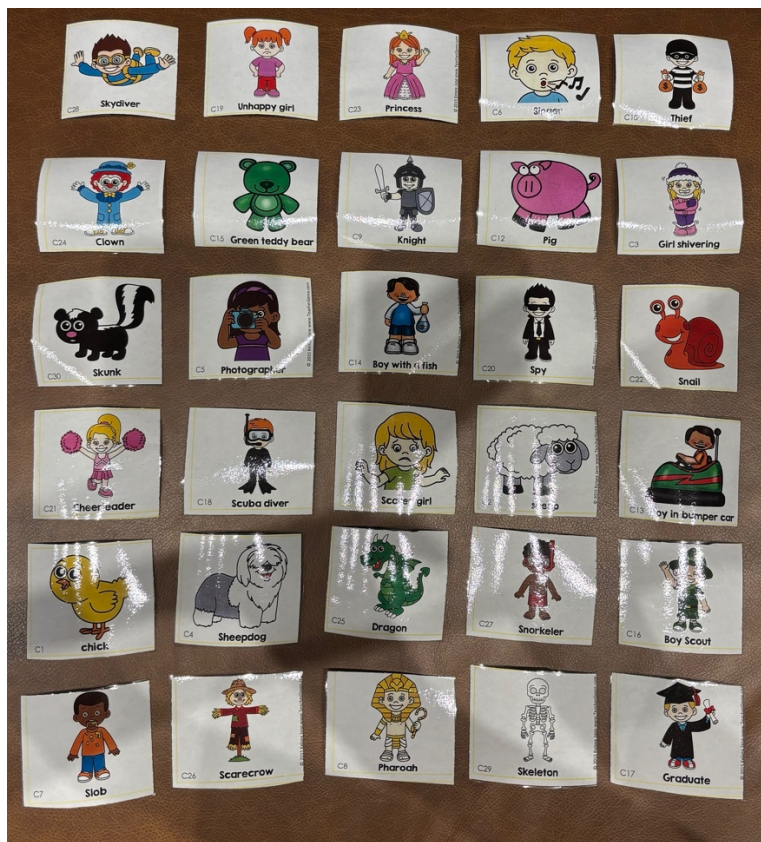
Creative Story Planning Sheet

<u>Character</u>	<u>Setting</u>	<u>Event/Big Idea</u>
<u>Beginning</u>	<u>Middle</u>	<u>End</u>

Setting Cards:



Character Cards:



Event Cards:

