

Lesson Plan Template

Grade: 3rd	Subject: Language Arts
Materials: "Beginning, Middle, and End" worksheet (20 copies), projector, markers, "Car with bananas" image example (for instructor)	Technology Needed: Projector
Instructional Strategies: <ul style="list-style-type: none"> <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) <ul style="list-style-type: none"> <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 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <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) Hands-on <ul style="list-style-type: none"> <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic Explain:
Standard(s) <p>CCSS.ELA-LITERACY.3.3- "Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences."</p> <p>CCSS.ELA-LITERACY.W.3.3.A- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>National Core Arts Standards: Creating: Anchor Standard #3: Refine and complete artistic work.</p>	Differentiation <p>Below Proficiency: Students will not be able to formulate a story that has a beginning, middle, and end.</p> <p>Above Proficiency: Students will create a story based on the scenery that they create with descriptive detail and rich vocabulary in the midst of the story.</p> <p>"Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences." - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Creating: Anchor Standard #3: Refine and complete artistic work</p> <p>Approaching/Emerging Proficiency: "Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences." - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Creating: Anchor Standard #3: Refine and complete artistic work.</p>
Objective(s) <p>Students will be able to identify characters, expression, and the basic plot/potential plot of an image and create a story based off of the image. Students will organize and create the beginning, middle, and end of a story based off of the given image. Student will draw a scene and write a beginning, middle, and end to the story.</p>	<p>Modalities/Learning Preferences: Visual, Auditory, Kinesthetic</p>
Bloom's Taxonomy Cognitive Level: Synthesis	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>Students will work as a whole class for the guided instruction. Students will be cold called during guided instruction to help with the story- those also that are sitting nicely and respectfully are more likely to be picked on.</p> <p>Once students have completed guided instruction with teacher, they will be working independently on coloring worksheet then writing a story about that image. Students will have about 5-8 minutes to draw a picture for the story, or else they will not have enough time to complete the written portion.</p>	<p>Students are encouraged to participate during the guided instruction portion of the activity. Once students have completed the story with teacher, they will be working independently on their drawing and story.</p>

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Minutes	Procedures
	<p>Set-up/Prep: Make sure projector is working, banana car example is ready, as well as a paper to create the story- have three separate colors to show the differences between the beginning, middle, and end of the story. Papers for formative assessment should also be ready.</p>
	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <p>1. Discuss Story Telling (1-2 minutes)-</p> <ul style="list-style-type: none"> ▪ Students will remember how the beginning, middle, and climax of stories go; they will remember this based on prior knowledge from reading, hearing fairy tales or story telling. <p style="text-align: center;">Reflective Questions: (Questions asked to help students process or reflect upon content)</p> <p style="text-align: center;"><u>“What are characteristics of the beginning, middle, and climax of a story?”</u></p> <p style="text-align: center;">-Students will use metacognition in checking what they already know about beginning, middle, and end (2-3 minutes)</p> <p style="text-align: center;"><u>“What can we tell through facial expressions or actions in a picture?”</u></p> <p style="text-align: center;">(1-2 minutes)</p>
	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <p>2. Projector Worksheet (Beginning, Middle, End) (7-8 minutes)</p> <ul style="list-style-type: none"> ▪ Students will follow along with visual aid of “Beginning, Middle, and End” lecture. Instructor will keep the project page for instruction clear and fill in blanks as lecture goes forward ▪ For “Beginning” of a story, the questions to think about are “Who are the characters?” What is the setting? ▪ For the “Middle” of a story, what happens to the characters? (For clarification, what events occur that are different than normal for the characters)? ▪ For the “End” of a story, how are the characters different than they were at the beginning of the story because of what took place in the story?
	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <p>3. “Car With Bananas” Image (10 minutes)</p> <ul style="list-style-type: none"> ▪ Students will look at image displayed and before speaking, brainstorm in their heads a potential story that could have caused this image to happen. Students will volunteer to talk about possibilities for the story of the image. ▪ Instructor will ask three students what happened at the beginning of the story, the middle of the story, and the end of the story. (If students are struggling to come up with ideas, instructor will suggest potential causes) <p>4. Writing the Story for “Car with Bananas” (6-8 minutes)</p> <ul style="list-style-type: none"> ▪ Instructor will write out story for “Car with Bananas” image on the projector with help from student volunteers (verbally). Instructor will write everything on sheet on projector to keep the lesson moving. Together, students will put together a story with beginning, middle, and end. This lesson will be carried out with other activities in the next two lessons
	<p>Review (wrap up and transition to next activity): For our next activity, because now you 3rd graders are experts at beginning middle, and end (and also drawing). I want you to draw me a picture of a scene from a story- it can be something you make up in your mind or it can be something from story that you have read recently. You will have about 6-8 minutes to draw your picture, then I want you to tell me about your amazing picture! What do you think your story will need to have ? (beginning, middle, and end).</p>

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<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</p> <p>For formative assessment in between, move around the room to make sure that students are filling out their flow chart with you. This will help them have something to follow along with.</p> <p>Students will complete their drawing and story with beginning, middle, and end. They will be handing them in once completed. During the lesson, make sure students are getting help with spelling words or formulating sentences.</p> <p>Consideration for Back-up Plan: Have an differentiated formative plan for students in class that struggle to write- have them draw a picture of a story given out.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Not at the end of the lesson</p> <p>If applicable- overall unit, chapter, concept, etc.: At the end of the unit, after about three days, students will take a quiz online (using chromebooks on sequential order (beginning middle and end) with transition words).</p> <p>http://www.softschools.com/quizzes/language_arts/story_sequence/quiz1984.html</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>Overall, I felt very satisfied with how this lesson went for the first time running through with it. I think that my transitions and involvement in class discussion was vital to keeping the 45-minute lecture going. Such a bizarre picture enthralled the students; even though the lesson panned out much longer than expected, the students stayed engaged because of the image they were asked to write about. For a lesson so long, I think it could have gone a lot better if there was more movement and a better way into transitioning into the next subject.</p> <p>I think it is easier on my behalf and better for the student's plasticity and memory if the lessons connect. Now reflecting on this lesson and how to move forward with it, I plan to find closure with the story that the students created- many of them left with open-ended thoughts and ideas for more to the story. We didn't finish with an end to the story, so having the students fill the rest of the story in will help for completion in thought for them. Overall, I'm excited to see what I can do to connect this lesson with the next one.</p> <p>Looking back on the lesson after a few semesters, I feel that it needs a lot more of a chance for formative and summative assessment. It is definitely a great lesson plan to engage learners, but there needed to be more student involvement during direct instruction and it needed to be integrated with art to keep the students interested and to create a greater bind in the standards.</p>	

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