

**FORM I**

CT's Initials when approved \_\_\_\_\_

**Francis Marion University Lesson Plan Components**

You must submit typed lesson plans, along with copies of ALL ASSESSMENTS AND HANDOUTS, to your Cooperating Teacher the week PRIOR to implementing the plan. Plans must receive CT approval (as noted by their initials/signature) BEFORE teaching. Failure to follow this policy will result in a candidate NOT being allowed to teach. See *Clinical Handbook* for other lesson plan policies and all REQUIRED daily lesson plan components.

- **State standards, objectives, instructional procedures and assessment strategies should be clearly aligned and/or fully explained.**

**Teacher Candidate:** Sasha Wilson    **Date:** 2/16/10

**Cooperating Teacher:** K. Williams    **School:** T. Lester Elementary School

**Subject:** ELA    **Topic:** Pumpkin Fiesta    **Lesson time:** 10:30am to 11:30am

**Standard(s) and/or Indicator(s) (Targeted for Mastery in this lesson)**

(You may need to list the standard, too, but the indicator is required as the foundation for your lesson objective(s). If the entire standard/indicator cannot be fully addressed in the lesson, please highlight the portion of the standard/indicator that will be fully addressed in this lesson.)

2-1.5 Analyze a narrative text to identify characters, setting, and plot.

**Additional comments, special accommodations/adjustments and/or additional explanations (optional):**

(In this section, you can address special accommodations that you will make to address the unique needs of your students. You can also include teacher notes and other information that may be helpful here.)

<b>Objective(s):</b>	<b>Method(s):</b>	<b>Assessment(s)</b>
<p>(Written in behavioral terms, Clearly aligned to the standards/indicators listed above and/or an explanation provided)</p> <p>Students will be able to identify characters, the setting, and the plot by using a story map.</p> <p>This is part of analyzing a narrative text to identify characters, setting, and plot.</p>	<p><b>Introduction</b> (To include all of the following: Introduction to today's Objective, Lesson Overview, Purpose for learning, Relevance to the students, Connections to Prior Knowledge, Learning and Behavioral Expectations, and an Attention Getter):</p> <p style="padding-left: 40px;"><b>A.</b> Attention-Getter Initial Accessing of Prior Knowledge: Have students take out writing journals and reflect on the following questions: Who are the characters in the story? What is the setting of the story? What is the plot of the story?</p> <p style="padding-left: 40px;"><b>B.</b> Overview of Instruction: I'll say: today, we will be reading <i>Pumpkin Fiesta</i> :</p> <p>1. Read <i>Pumpkin Fiesta</i>.</p>	<p>(Clearly aligned to EACH objective, includes criteria, assessments attached)</p> <p>Students will be assessed and evaluated as follows:</p> <p>Identifying characters, the setting, and the plot of a story.</p> <p><u>Informal Assessment</u> Students will complete a story map</p> <p><u>Formal Assessment</u> Teacher created assessment</p> <p><u>Evaluation</u> See performance and mastery levels</p>

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	<p>2. Define character, plot, and setting. 3. Identify the characters, plot, and setting.</p> <p><b>C.</b> Expectations of Students (Related to Character Development): <i>I will state: Today, I expect you to be active participants in your learning experience. I want to hear something from every student in here and I will be keeping track of who I have heard from and who I have not heard from. I expect you to respect me as your teacher and each other as learners. That includes raising your hands before shouting out answers and listening when someone is talking. If you cannot follow the rules and procedures, you will move a card. Do your best work because this is information that will help you develop better reading comprehension skills. <b>Purpose:</b> When you have good reading comprehension skills you can get to read more stories that you like. <b>Relevance:</b> The better reader you are, the more you will understand about life. Reading is used in everything so if you want to be doctor, you will use reading to find out about your patients and how to treat them.</i></p> <p><b>Lesson Development</b> (To include all of the following: Step-by-step procedures to include student and teacher actions, questions asked, attention to learning styles, ability levels, rate of learning, special needs/accommodations, whole class/small group/individual instructional activities, etc.) :</p> <p><b><u>Teacher Modeling/Guided Practice</u></b></p> <p><b>1A. Read aloud <i>Pumpkin Fiesta</i>. Ask students:</b>  -“Who is talking in this part? Who are they talking to? Where are they? What is happening?”</p> <p><b>1B. Write those same questions on the SMARTboard for the students to copy and answer as well.</b></p> <p><b>1C. Allow 3 students to look up the words character, plot, and setting to</b></p>	<p>on assessment(s)</p>
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	<p>inform the whole class of the meaning of each word.</p> <p><b>1D.</b> Point out the connection between the words and the responses to the questions you asked while reading aloud Pumpkin Fiesta. For example, “the setting is where the story takes place. When we asked where are they in the beginning of the story, it told us the setting.</p> <p><b><u>Independent Practice</u></b></p> <p><b>1E .</b> Allow students to complete a story map using the information gathered while reading the story.</p> <p><b>Closure</b> (To include all of the following: Summary of the day’s lesson/learning and connections to future lessons and/or subjects) :</p> <p>Ok, who would like to share with the class? (Thank students for participation and praise student work.) Now that you know how to identify characters, the plot, and setting, you can use that knowledge to help you have a better understanding of what you are reading. They allow you to recognize who the main people in the story are and what is happening.</p>	
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**Materials** (To include all student and teacher materials; websites or other resources, handouts/PowerPoints/assessments should be attached and provided when submitted to CT for review):

SMARTboard

paper

pencil

literature textbook

**Lesson-Related Information**

**Students with Disabilities**

- 1.) Students who have disabilities such as autism have to be kept on task often, so they have to be placed where they will not be easily distracted.
- 2.) Students with visual impairments are seated where they are facing the board and are in close proximity to the board.

**Francis Marion University Lesson Plan Components**Students with Behavioral Issues

3.) Students who have behavioral issues such as excessive talking, interrupting others, or unnecessary movement are seated where everyone can obtain the maximum learning opportunity. They are not seated in groups.

Learning Styles and Multiple Intelligences

4.) For kinesthetic, interpersonal, and tactile learners, the SMARTboard is used with interactive, writing is used to reflect on their thoughts, and movement to demonstrate some of the content.

ADEPT Standard

APS 9: Managing the Classroom

An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines, and essential non instructional tasks.

*I will do this by following through with the proper consequences for actions. I will use the timer to ensure that the students are staying on task.*

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**Story Map**

Title of Story \_\_\_\_\_

Name \_\_\_\_\_ Date \_\_\_\_\_

Characters
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Setting
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Problem
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Event 1
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Event 2
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Event 3
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Solution
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