**DI Lesson Planning Template**

**Teacher Name: Kristi Gordon**

**Subject Area: Reading**

**Date: 12/02/14**

**State Standards/Benchmarks:**

**2.8 The student will read and demonstrate comprehension of fictional texts.**

**e) Describe characters, setting, and important events in fiction and poetry.**

**f) Identify the problem and solution.**

**g) Identify the main idea.**

**Lesson Essential Question: What are the 5 parts to a short story? (characters, setting, plot, conflict (problem), theme (main idea )**

**Time Required: 4 weeks**

**What will I differentiate?**

* **Content – I will differentiate with grouping and direct instruction**
* **Process –I included songs, videos, and story map to help differentiation the process.**
* **Product – Differentiation is included with the students choice board. They can choose how to demonstrate their knowledge at the end of the unit. Final product will be graded with a rubric.**

**How will I differentiate?**

* **For Readiness- included a survey to determine what students already know about story elements so that pace can be quickened or slowed.**
* **Interest- The choice board at the end allows for different interests to be utilized. The survey which will be taken at the beginning and end of unit also includes several interest questions so I can get a feel for kids who are less enthusiastic about reading.**
* **Learning- Will take place in small groups that will change daily**
* **Affect/Learning Environment- Students will complete activities with partners that will encourage cooperation and encouragement.**
* **Combination**

**As a result of this lesson/unit students will:**

**Understand:** *The 5 parts of a short story*

**Know:** *Setting ,Characters, Plot, Theme ,Conflict*

**Do (Skills):** Activities with index cards will include: defining and matching vocabulary, classification with concept map, analysis with completing the choice board activity

**Pre-Assessment: survey at :** [**http://www.instant.ly/s/oeKbJ**](http://www.instant.ly/s/oeKbJ)

**Steps in the Lesson**: 1. Students will take presassessment survey above

For three weeks, the teacher will instruct what the 5 parts of a short story are.

Instruction will include direct instruction, videos, and songs. A blendspace was created to keep all the resources together. The link to the blendspace: <http://blnds.co/1t52rwd>

3 At the end of week one, the teacher will have students break into groups and the groups will be given 5 index cards with the 5 words- character, setting, theme, conflict, plot already written on them. In a group they will share what they think the words mean and then write a short definition on the back. They will come back together as a class and each child will share one card from the group.

4. At the end of week 2, the students will be randomly given an index card. Some will have definitions and some will be vocab words like plot, character, setting. They will have to pair themselves with the person who has their definition. Then they will have to present themselves to the class.

4. At the end of three weeks, exit slips will be given out and collected privately before leaving so teacher can assess individual understanding of the 5 parts of a short story. This will be used as a tool to see what might need to be repeated , or retaught.

**Closure Activity/Wrap up:** Students will listen to the weeks reading story on audio on Monday. On Tuesday, the students will listen to the story read by the teacher. Then they will be given a choice board. They will be required to pick one activity off the choice board and complete within 5 days. A rubric will be given. A copy of the rubric follows the lesson plan.

**CHOICE BOARD IS FOUND ON BLENDSPACE:** <http://blnds.co/1t52rwd>

**POST ASSESSMENT:** The students will retake the survey they took at the beginning of the unit. The data will be used to determine if the same questions were missed a lot. If so, then I would rethink how I could reteach that or find a different tool to use.

**Integrated Instructional Technologies and Resources Utilized:**

Rubistar for evaluating the final product

Blendspace- for teacher materials to be contained

Brainpop Jr. videos for supporting the direct instruction in the classroom

Istant.ly for creating a survey

**Weebly Link:** <http://welcome2myclass.weebly.com>

Rubric Below:

|  |  |
| --- | --- |
| |  | | --- | | **Story Elements Project** | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **4** | **3** | **2** | **1** |
| **Neatness** | Finished product is exceptionally neat. | Finished product is neat. | Finished product is mostly neat. | Finished product is messy and hard to read. |
| **Creativity** | Finished product shows exceptional creativity. | Finished product shows good creativity. | Finished product contains some creativity. | Finished product contains little or no creativity. |
| **Information** | Information is 95-100% % accurate. | Information is 80-94% accurate. | Information is 79-60%% accurate. | Information is less than 60% accurate. |
| **Graphics** | Finished product includes a detailed graphic representation and plenty of color. | Finished product contains a graphic representation and some color. | Finished product contains very little graphics or color. | Finished product contains no graphics or no color. |
| **Making it your own** | It is very evident that student put information in their own words. | The student put most of information in their own words. | The student seemed to retell mostly from notes or memorized vocabulary. | The student did not put the information into their words. |
| **Following Directions** | The student followed all the directions. | The student followed most of the directions. | The student missed more than 2 steps of the directions. | The student did not follow the directions. |

Date Created: **November 25, 2014**