Houston Baptist University

**College of Education and Behavioral Sciences**

**Lesson Plan Format**

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**Subject**: Reading **Grade Level**: Kindergarten **Time Estimate**: 45 minutes

**Unit**: Recall and Retell/Components of a Story **Topic**: Story Elements

**Goal(s)**:

The students will learn about character, setting, theme, and plot.

The students will understand the differences between the story elements.

**Objective(s)**:

From memory, the students will recognize and discuss the elements of a story, including setting, character, theme, and main events/plot.

The students will derive pleasure from reading, listening, and viewing the story and will demonstrate good listening skills.

The students will understand simple story structure and demonstrate this through oral communication.

With the book as an aid, the students will make predictions about the text, including what will happen, who the characters are, and where/when the story takes place.

**TEKS**: K.1.F, K.1.G, K.4.A, K.4.B, K.6.A, K.8.A, K.8.B, K.21.A, Figure: 19 TAC.A, B, C, D, E

**Materials/Resources/Technology needs**:

Textbook (pages 129-163), white board, Expo markers, chart, paper, markers, Raccoons and Ripe Corn, chart paper folded into four parts

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**Instructional Procedures**

* **Focusing Event**:

Activate prior knowledge and check for comprehension level by asking students about setting, character, theme, and main events of a story. Explain what each is.

* **Teaching/Learning Procedures**:
1. Before reading, ask students about what the cover tells them, what they think will happen in the story, etc. Tell the students to pay extra attention to setting, characters, and main events in the story.
2. Read Raccoons and Ripe Corn.
3. Create a chart with four columns labeled “Setting,” “Characters,” “Theme,” and “Main Events.” Ask students what each label means/includes. Have the students help you fill it out. Ask for evidence based on the text.
* **Formative Check (ongoing or specific):**

Ask students what each label on the four-column chart means/includes. Have the students help you fill it out. Ask for evidence based on the text.

Ask probing questions:

 How do you know where this story takes place? What details help you know this?

 Are the characters animals or people?

 What are the most important parts of the story?

Check for class participation and try to get each student involved in the discussion.

* **Reteach (alternative used as needed)**:
1. If students are having trouble understanding the differences/identifying the story elements, miss class, or have special needs (GT, ESL learners, students who need intervention, or special education), the students can work in partners and look at the pictures in the book. They can talk about the how the pictures tell you the setting and characters.
2. Another option is for students to read books on their reading level and tell you the story elements in the book. This simplifies it and allows them to build up this identification skill to do this for harder books.
* **Closure**:

Ask questions about the different story elements. Allow students to look at the chart if needed.

 What is a setting? How can you figure out the setting of a story?

 Why is it important to know the main characters?

 What does a plot always include?

 What is a theme? How can we figure out the theme of a story? Can there be more than one theme?

Students will be dismissed to their desks and get out their folders and pencils for the next activity.

* **Assessment/Summative Evaluation**:

Later in the unit (days six-ten), the students will be creating a “My Story” booklet that includes each element of a story. Each element will have an illustration and phrases. The students get to plan the elements for their own story.

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**Modifications/Notes**:

ESL- Students can view the illustrations and tell you the setting of the book and how they know it. They can also tell you characters that they see in the pictures.

GT- Students can cut out magazine pictures that show a setting and write a story about the picture that includes the elements of a story.

SE- Provide a flipbook that contains helpful images and words/short phrases about each story element for the students to use throughout this portion of the unit.