**SINGLE SUBJECT DAILY LESSON DESIGN FORMAT**

**FOR RESOURCES ON HOW TO COMPLETE THIS FORM, SEE** [**https://sites.google.com/site/lessondesignresources/home**](https://sites.google.com/site/lessondesignresources/home)

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| TITLE OF LESSON: Understanding Plot Structure to Use in Short Story  | CURRICULUM AREA & GRADE LEVEL: 8th Grade Humanities | DATE OF LESSON: Wednesday December 4th  |
|  CA CONTENT STANDARD(S) ADDRESSED:2.1 Write biographies, autobiographies, short stories, or narratives:c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).  | CA ELD STANDARD(S) ADDRESSED:Bridging, A. Structuring Cohesive Texts, 1. Understanding text structure Apply understanding of the  organizational structure of different text types (e.g., how narratives are organized by an event sequence that unfolds naturally versus how arguments are organized around reasons and evidence) to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives.  Objective: After seeing how to properly fill in a plot diagram, the student will be able to identify the different narrative techniques used in a plot line and identify and organize the techniques by filling in their own plot diagram  |
| BIG IDEA ADDRESSED: (Enduring Understanding: WHY this material is important; how it fits in with the unit or theme)Students have studied immigration for the last four weeks and will be writing a short story about the immigration experience. This short story will demonstrate what the students have learned from the project, how they individually perceive the immigration process, and how they synthesized the material from the project.  | ESSENTIAL QUESTIONS ADDRESSED:1. What are the different devices used in a short story? Why do we need to use them?
2. How will students use these writing devices in their own short stories?
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| OBJECTIVE(S) OR LEARNING GOAL(S):—*choose type(s) as appropriate* * (Conative) After observing the model of a plot diagram presented by the teacher, students will be able to organize and design their own plot for their short stories and share out individual makers of their plots with the class by filling out their own plot structure diagram organizer.
 | ASSESSMENT(S)—*choose type(s) as appropriate* * Progressive Monitoring: Assessment will be informal as the teacher gives a certain amount of time for each section of the diagram, asking students to share their section with the class. This will allow the teacher to redirect if need and give the class examples of proper plot markers as well.
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| PREDICTION OF LIKELY DIFFICULTIES STUDENTS MAY ENCOUNTER WITH THIS MATERIAL: *(possible misconceptions or assumptions)*Students might become overwhelmed with the wording of the plot structure graphic organizer. There are several literary devices on the sheet, if a student doesn’t understand one—or more, they might mentally shut down. Also the background knowledge concerning this content might not be at the level I assumed it to be at.  |
| INSTRUCTIONAL STRATEGIES: *What the teacher does to help students cope with the difficulties in order to succeed*

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| STEPS (Fill in each box with specific information) | LEARNING STYLE(S) ADDRESSED | REASONS/RATIONALES |
| Anticipatory Set: (“Into”)Teacher will ask if students remember anything about a plot. The following questions will be asked:What makes a story exciting? What makes you want to read a story?Two volunteers will be called on for each question. Teacher will write answers on the board. (5 minutes)  | Visual, linguistic, and audible.  | This gets the class thinking about what makes a story exciting, what makes them want to read a story—so they can apply these to their own short story. Along with seeing the plot structure in their favorite stories and how they’ll need to be in their short stories.  |
| Instruction: (“Through”)The teacher will move to discuss the plot diagram the students will be filling out. Before letting students work on the diagram on their own, the teacher will share a model of what the diagram should look like when completed. The teacher will cover:1. Characters
2. Setting
3. Conflict
4. Resolution
5. Turning Point
6. Rising Action
7. Falling Action
8. Theme

 As the teach goes through the model plot makers, each plot marker will be explained. The teacher should make the example available online to refer back to. A document with what each marker is should also be available online and paper copies as well. (7 minutes)  |  Visual, linguistic, and audible.  | The teacher gives the students an example to follow by sharing the model plot diagram. It sets up expectations for the class—along with helping them understand what they are to do during the class period. Having the model online will give the students the ability to revisit the material as well. Going over the different devices refreshes their mind while giving them a copy of the devices and what they are will allow them to visit them whenever they feel they could learn more about them.  |
| Guided Practice: (“Through”)During student work time, the teacher will bring the class back together to discuss each marker. The teacher will also ask for two students to share out with the rest of the class. The following times will be given: 1. Characters (5 minutes)
2. Setting (5 minutes)
3. Conflict (5 minutes)
4. Resolution (5 minutes)
5. Turning Point (5 minutes)
6. Rising Action (5 minutes)
7. Falling Action (5 minutes)
8. Theme (5 minutes)

(40 minutes)  | Linguistic, visual and audible. Those that enjoy working independently or sharing with the class.  | By giving students time to complete the plot diagram, the teacher is letting the students work at their individual pace and giving those who need assistance a chance to speak with the teachers in the room. By coming back together to get an example of each device, the teacher is given an opportunity to assess student progress to the learning goals and redirect behaviors if needed.  |
| Independent Practice: (“Through”)Students will work independently to complete their plot diagrams. The volume level should me a low medium. The teacher will facilitate student work time by checking in with students, allowing for questions to be asked (40 minutes)  | Linguistic, visual and audible. Those that enjoy working independently or sharing with the class.  | By giving students time to complete the plot diagram, the teacher is letting the students work at their individual pace and giving those who need assistance a chance to speak with the teachers in the room. By coming back together to get an example of each device, the teacher is given an opportunity to assess student progress to the learning goals and redirect behaviors if needed. |
| Closure: *(summarize; make meaning of the lesson)*Before leaving class, the teacher will bring the class back together and discuss the plot diagram. The teacher will inform students that this will make writing their short story easier. If students do not finish the diagram it will be homework. (3 minutes)  | Audible, vocal, and visual.  | The teacher is letting the students know why the activity was completed and how it will make writing the short story easier for the students.  |
| Transfer: (“Beyond”) *(opportunities to apply the learning)*Students will be able to use the plot structure diagram to write their story. It will allow them to set up makers for their short story and make the writing process easier. The plot diagram will also help students tie down their ideas and allow more detail to be given.  |  |  |

 | STUDENT ACTIVITIES: *What the students do*

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| STEPS (Fill in each box with specific information) | LEARNING STYLE(S) ADDRESSED | REASONS/RATIONALES |
| Anticipatory Set: (“Into”)Students will think about the questions posed by the teacher:  What makes a story exciting? What makes you want to read a story?Student will answer these questions internally and share with the class. (5 minutes)  | Visual, linguistic, and audible.  | This gets the class thinking about what makes a story exciting, what makes them want to read a story—so they can apply these to their own short story. Along with seeing the plot structure in their favorite stories and how they’ll need to be in their short stories.  |
| Instruction: (“Through”)Students will listen as the teacher goes over the model plot structure example, understanding what their plot diagram should entail and look like. They will also listen to the explanation of the plot devices, noting that all these resources are available online. (7 minutes)  | Visual, linguistic, and audible.  | The teacher gives the students an example to follow by sharing the model plot diagram. It sets up expectations for the class—along with helping them understand what they are to do during the class period. Having the model online will give the students the ability to revisit the material as well. Going over the different devices refreshes their mind while giving them a copy of the devices and what they are will allow them to visit them whenever they feel they could learn more about them. he less.  |
| Guided Practice: (“Through”)Students will work to complete their own individual plot structure diagrams. They will be given an opportunity to share with the class the individual plot devices of their own stories. (40 minutes)  |  Visual, linguistic, and audible.  | By giving students time to complete the plot diagram, the teacher is letting the students work at their individual pace and giving those who need assistance a chance to speak with the teachers in the room. By coming back together to get an example of each device, the teacher is given an opportunity to assess student progress to the learning goals and redirect behaviors if needed. |
| Independent Practice: (“Through”)Students will work to complete their own individual plot structure diagrams. They will be given an opportunity to share with the class the individual plot devices of their own stories. (40 minutes)  | Linguistic, visual and audible. Those that enjoy working independently or sharing with the class.  | By giving students time to complete the plot diagram, the teacher is letting the students work at their individual pace and giving those who need assistance a chance to speak with the teachers in the room. By coming back together to get an example of each device, the teacher is given an opportunity to assess student progress to the learning goals and redirect behaviors if needed.  |
| Closure: *(summarize; make meaning of the lesson)*Students will understand that they can use this diagram for their own short stories, making the process easier. They will also be informed that any part of the worksheet not finished in class is homework. (3 minutes)  | Audible, vocal, and visual. | The teacher is letting the students know why the activity was completed and how it will make writing the short story easier for the students. |
| Transfer: (“Beyond”) *(opportunities to apply the learning)*Students will be able to use the plot structure diagram to write their story. It will allow them to set up makers for their short story and make the writing process easier. The plot diagram will also help students tie down their ideas and allow more detail to be given.  |  |  |

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| INFO ABOUT ENGLISH LANGUAGE LEARNERS: *Consider students individually and as a group* One ELL Student, female. Farcy. * Readiness level: Comprehension, reading, writing, and evaluation is expanding, if not bridging.
* Learning profile: Motivated, isn’t afraid to ask for assistance when needed. Not distracted easily, stays on task. Does have some issues hearing, using hearing aids.
* Interests—academic and/or personal: Loves fashion, very organized, and enjoys family and friend time.
 | INFO ABOUT STUDENTS W/ SPECIAL NEEDS (include gifted students) : *Consider students individually & collectively*Twelve Students. * Readiness level & Learning profile: Most have difficulty with paying attention and staying on task. Also students have issues with comprehension and producing a text.
* Interests—academic and/or personal: Various interests. Sports and hanging out with friends. Some students enjoy video games too.
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| DIFFERENTIATION FOR ENGLISH LANGUAGE LEARNERS—*choose area(s) as necessary based on information above** Content (***what*** *material—including key vocabulary—is learned*): Plot devices are revisited, creating individual plot structures for their own short stories—along with the importance of a plot.
* Process (***how*** *the material is learned*): The student will have access to a modified plot structure graphic organizer if needed. Also a microphone will be worn by the teacher during instruction and the plot devices’ definitions will also be available on paper and online. Instructions will be posted on the board, along with the model plot structure graphic organizer.
* Product (*how the learning is* ***demonstrated***): During student work time, the teacher will check work. The class will also come back together for each device to see how student is achieving the learning goal and if more assistance is needed. The student will complete the plot structure diagram.
 | DIFFERENTIATION FOR STUDENTS WITH SPECIAL NEEDS— *choose area(s) as necessary based on information above** Content (***what*** *material—including key vocabulary—is learned*): Plot devices are revisited, creating individual plot structures for their own short stories—along with the importance of a plot.
* Process (***how*** *the material is learned*): There are several points in the lesson where material is revisited, helping students that might have zoned out. The directions will be on the board, along with the resources available on paper and online. A modified graphic organizer will be available for students who feel overwhelmed by complex graphic organizers with several terms.
* Product (*how the learning is* ***demonstrated***): During student work time, the teacher will check work. The class will also come back together for each device to see how student is achieving the learning goal and if more assistance is needed. The student will complete the plot structure diagram.
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| RESOURCES (*Attach materials needed to implement the lesson—e.g., power point presentation, text, graphic organizer)** Plot structure diagram worksheet
* Modified plot structure diagram worksheet
* Example modified plot structure diagram worksheet
* Sheet with plot device terms explained
 | REFLECTION (*Questions to consider after the lesson:* What went well? Why? What evidence do I have that shows the extent to which the lesson was effective? What problems do students still have? How will I deal with the students whose understanding of the material is weak? How will I remediate? What changes will I make to enhance learning the next time I teach this lesson? Why?)\*Lesson has yet to be taught  |

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| Student  | EL | SPED | READINESS LEVEL |
| One | No Info Available | ADD. Clear directions needed, non-verbal cues for attention checks, allow space for independent work and check in with. Extra time when needed. | Student is really open, very talkative, and likes to doodle. The student cannot be placed in the same class or work with Student Six. |
| Two | No Info Available | Autism. Needs extra time for work when needed, should repeat directions and lessons for understanding. Visual props encouraged, alternative test formats, and positive reinforcement.  | Loves basketball and working individually. When in a group seems to contribute but prefers working independently.  |
| Three | No Info Available | Aspergers. Check for understanding, promote socialization with others, and extra time for work.  | Loves Horton Hears a Who. Knows a bit of Japanese and likes to practice it.  |
| Four | No Info Available | ADHD, SLD. Preferential seating. More time for tests, projects, and homework, graphic organizers for language arts. | Typing improves writing skills, loves comic books, dogs and leisure reading.  |
| Five | No Info Available | Orthopedic Impairment (Cerebral Palsy). Seat near front of the class, movement breaks, extra time on assignments, access to notes, leaves class early to avoid crowded hallways. | Enjoys basketball and reading, will be vocal with needs and accommodations.  |
| Six | No Info Available | ADD, High Anxiety, OCD. Prompts for class interaction, positive feedback, clear directions, and check-ins for work progress.  | Excels in math and writing. Self-motivated. Should not be in a room with Student One.  |
| Seven | Spanish | Speech and Language Impairment. Restate directions, pair visual with verbal, copies of notes, follow figurative language with literal for comprehension.  | Self-motivated for revisions and math and volunteers to participation.  |
| Eight | No Info Available | SLD because of working memory & ability to process information. Prompts for attention to task, graphic organizer for assignments, alternative ways to demonstrate knowledge, access to study guides and class notes.  | Participates in class discussions and projects, creative ideas, push thinking of peers, likes to ready fantasy/science fiction, and thinks outside the “norm.”  |
| Nine | No Info Available | SLD Auditory Processing and Dyslexia. Seated near the front, away from distractions, accommodations for assignments and tests, breaks, and visual checklist and cues.  | Creative in writing, great social skills, compassionate for others, and self-advocate.  |
| Ten | Farsi | Hard of Hearings, SLD, Speech/Language Impairment. Wears hearing aids, written instructions, small group work encourage, graphic organizer, revisit when needed.  | Strong memorization, creative, highly motivated, social and respectful. Speaks up for herself.  |
| Eleven  | No Info Available | SLD, ADD, Dyslexia. Word process for written assignments, extra time for assignments and tests, access to quiet work space, check-ins for class notes.  | Works well in groups and enjoys going to school.  |
| Twelve | No Info Available | No Info Available | No Info Available |

**Collectively:**  There are fifty-five students in the class; twelve of them need accommodations; that is a little over fifth—or about 21%. The class interactive with each other well and there doesn’t seem to be any issues between students, yet.