



Teacher Name: Lisa Beebe

Subject/Grade Level: 7th Grade Language Arts

PART I: LESSON PREVIEW

Unit: Weaving a Good Story

Conceptual Lense: Structure – specifically narrative structure

Short Story: Seventh Grade

Big Idea for the Week (Personal Connection) How do you make a good impression?

- Right or wrong ways to make an impression
- The need to live up to the impression that was created

Lesson duration (How many class periods): 6 class periods

Summary/description of lesson: Students will read and examine story elements for the short story Seventh Grade using The Interactive Reader. Students will create story diagrams and use them to write summaries of the story. The story element of setting and the reading strategy of making connections will be focal points. Additionally, students will ponder the big idea for the week: How do you make a good impression? I

PART II: LESSON BACKGROUND

Primary Objectives:

SOL 7.5 TSW read and demonstrate comprehension of a variety of fictional texts (short story)

SOL 7.5a Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.

Secondary Objectives:

SOL 7.5f Use prior and background knowledge as a context for new learning

SOL 7.5i Summarize text

SOL 7.7 TSW write in a variety of forms 7.7a Identify intended audience 7.7c organize writing structure (letter format)

SOL 7.7b Use a variety of prewriting strategies including graphic organizers to generate and organize ideas

SOL 7.4 TSW read to determine the meanings and pronunciations of unfamiliar words and phrases within authentic texts.

- **separate and recombine known word parts to predict the meaning of unfamiliar words**
- **use common Greek or Latin affixes and roots to predict the meaning of unfamiliar words and make connections with word families**
- **use context as a clue to the meaning of a word or phrase**

Pre-Assessment(s) (Identify/describe the tool(s) used):

The following activities are more of an assessing prior knowledge of some ideas that will be covered in the short story in an effort to engage students as well as to help them comprehend what they are about to read better:

Day 1 Quickwrite: Think about a time when you've attempted to make a good impression. Think-Pair-Share

Also, Write a letter to a parent or a friend not in this class telling how your first week of 7th grade went.

Day1 Vocabulary activity (teacher-created, attachment) where students will predict the meanings of the story vocabulary

****This is probably the true pre-assessment that is being asked for here -- SmartBoard review game to review what each part of the plot diagram does (Teacher-created)**

Formative assessments (Identify/describe the tools used):

Those who had a difficult time with the pre-assessment will be given a blank plot diagram and information from *Seventh Grade* that goes at each stage. Students will be asked to place the story information in the appropriate location on the plot diagram. (Teacher-created)

All other students will work with partners to create a plot diagram of *Seventh Grade* on own.

All students will use whatever plot diagram they completed above to write a summary of *Seventh Grade*.

Students will throw the Elements of Fiction review ball around before the test to review all the story element terms as well as how they apply to *Seventh Grade*.

Summative assessment (Identify/describe the tool used):

Formal test on *Seventh Grade*

PART II: LEARNING TARGETS (ALL STUDENTS)

Know	Understand	Be Able to Do

PART III: LEARNING TIERS

<i>Identification of tiers based on pre-assessment data (describe what you will do to help students master content objectives for each tier)</i>		
Tier 1 (Enhanced) Students will work with partners to create a plot diagram on chart paper	Tier 2 (Target) Students will work with partners to create a plot diagram on chart paper	Tier 3 (Prerequisite) Students will be given a blank plot diagram and information from <i>Seventh</i>

for the short story <i>Seventh Grade</i> .	for the short story <i>Seventh Grade</i> .	Grade that goes at each stage. Students will be asked to place the story information in the appropriate location on the plot diagram. (Teacher-created)
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PART IV: INSTRUCTIONAL AND ENGAGEMENT STRATEGIES

Instructional Strategies (Check All That Apply)	Qualities of Engaging Work (Check All That Apply)
<input type="checkbox"/> Identify similarities and differences Describe Activity: <input checked="" type="checkbox"/> Summarizing and note-taking Describe Activity: Students will use plot diagrams to write a summary of the story. <input type="checkbox"/> Reinforcing effort and providing recognition Describe Activity: <input checked="" type="checkbox"/> Homework and practice Describe Activity: This is practice, not homework, since students rarely do homework these days. Students will use the Interactive Reader to practice identifying the various story elements and stages of plot development. This workbook makes students stop and answer plot questions along the way. Practice again: Matching story details to correct placement on a prepared plot diagram. Practice again: Creating a plot diagram on chart paper. Practice again: Story Element Review Ball <input type="checkbox"/> Nonlinguistic representations Describe Activity: <input checked="" type="checkbox"/> Cooperative learning Describe Activity: Students will either match story details to a prepared plot diagram or create their own on	<input checked="" type="checkbox"/> Personal response Describe Activity: Day 1 Quickwrite: Think of a time when you've attempted to make a good impression. Discuss both successful and disastrous attempts. Day 1 Quickwrite: Write a letter to a parent or a friend telling how your first day of seventh grade went. Day 2 Quickwrite: In the story, Victor is finally able to impress Teresa. Do you think it matters that this impression is based on something that isn't true? Day 5 Quickwrite: At the end of the story, when Teresa tells Victor she didn't know he knew French and then she went on to compliment him, put yourself in Victor's place. What would you have done at this point? Can you ever think of a time when you were in a situation where you could have come clean, but didn't? <input checked="" type="checkbox"/> Clear/modeled expectations Describe Activity: The introductory Walk-About activity clearly spelled out how a plot diagram was to be completed. I will write a letter telling students how my first week went with them. I will show on the Elmo so students can see my use of correct letter format. <input checked="" type="checkbox"/> Emotional/intellectual safety Describe Activity: I have a lot of sharing of work the first few weeks of school so that students get used to everybody sharing without fear of people making fun of them. Everybody must share so we're all in this together is the attitude I try to establish the first weeks of school. I even do so sometimes purposely embarrassing myself

chart paper. Both of these are partner activities.

☐ Setting objectives and providing feedback
Describe Activity:

☒ Generating and testing hypotheses
Describe Activity: I think my introductory vocabulary activity may be this. Students have to predict for instance if a person who is portly, fat or skinny?

☐ Cues, questions, and advance organizers
Describe Activity:

so students know that it is okay not to be perfect and know everything. I tell embarrassing stories about myself. I share the good and the bad.

☒ Learning with others
Describe Activity: Study buddy with vocabulary words

☒ Sense of audience
Describe Activity: Write a letter to a parent or friend telling how your first week of 7th grade went.

☐ Choice
Describe Activity:

☒ Novelty and variety
Describe Activity: Students will role-play either Victor and a friend or Teresa and a friend having a conversation on their way home from the first day of school.

☒ Authenticity
Describe Activity: Write a letter to a parent or a friend telling how your first week of 7th grade went.

PART V: PROCEDURES

	Teacher Actions	Student Actions	Materials/Resources (including technology)	Time
Warm up/Activating Prior Knowledge/Emotional Hook	Before students read their letters I will read my letter about my first week with them. I will clearly model the correct letter format since I will be having	Quickwrite: Write a letter to a friend or parent telling how your first week of 7 th grade went? Also, discuss a time when you tried to	Elmo to project my letter to show correct letter format	Allow 20 minutes for letter Allow another 10 minutes

	them use the correct format all year in their reading journals.	make a good impression. Discuss both successful and disastrous attempts. (Text-to-Self)		for good impression sharing
Teacher Input	*Review of plot diagram and story element terms using the Power Notes for <i>Seventh Grade</i> . This also has a video trailer to preview the story	*Before sharing the Power Notes, I will have students play my review game on the SmartBoard	*SmartBoard *Teacher-created game on story element terms and five stages of plot development *Power Notes	15 minutes
	*Vocabulary introduction	*Students will predict meanings of new vocabulary using the teacher-created worksheet.	*Teacher-created vocabulary introduction worksheet	10 minutes
Guided Student Practice	The Interactive Reader with its various stops provides the guided practice so I am saying it is guided and independent at the same time	Students will read the short story (partner read) using the Interactive Reader answering all the plot and connection questions along the way	Interactive Readers	
Independent Student Practice	Same as above	Same as above		
Lesson Synthesis through Review (with opportunity to Analyze, Evaluate, and Create)	Students having difficulty will get more scaffolding from me on the plot diagram. Instead of creating their own, I will have them match story details I've Xeroxed to a blank plot diagram	Students will create plot diagrams of the short story and will then use the completed graphic organizer to write a story summary	Chart paper, markers, colored pencils Teacher-created materials for the prepared plot diagram	45 minutes

PART VI: PRE-PLANNED GUIDING QUESTIONS

Bloom's Level	Question Exemplars (Specific to Unit)	Acceptable Student Responses (Must Match Level of Questioning)
Remembering	What are the basic elements of narrative structure? -What is meant by setting? -What is conflict?	Setting, character development, plot structure, theme, and conflict -The time period, place, and duration of story -A conflict is a struggle between opposing forces. Almost every story has a main conflict -- a conflict that is the story's focus and

	<p>-What is an external conflict?</p> <p>-What is an internal conflict?</p> <p>-What are the five stages of plot development?</p>	<p>moves the plot along.</p> <p>-An external conflict involves a character who struggles against a force outside himself or herself</p> <p>Individual vs individual Individual vs nature Individual vs society Individual vs supernatural Individual vs technology</p> <p>-An internal conflict is one that occurs within a character</p> <p>-1. Exposition (setting, introduces characters, may provide background information, has initiating event which introduces main conflict)</p> <p>2. Rising Action (main events of the story unfolding in chronological order; complications)</p> <p>3. Climax (most intense moment in story – usually the conflict is resolved for better or worse here)</p> <p>4. Falling Action (stage of plot where the story begins to draw to a close –events in the falling action show the results of the important decision or action that happened at the climax)</p> <p>5. Resolution (The final outcome of the story is finally worked out)</p>
Understanding		
Applying		
Analyzing		
Evaluating	<p>In the story, Victor is finally able to impress Teresa. Do you think it matters that this impression is based on something that isn't true? Explain. (Text-to-Self)(Day 3 Quickwrite)</p> <p>Put yourself in Victor's place at the end of the story when Teresa tells Victor she didn't know he knew French and then she went on to compliment him. What would you have done at this point? Can you ever think of a time when you were in a situation where you could have come clean, but didn't?</p>	



Creating		
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PART VII: TEACHER SELF-EVALUATION AND REFLECTION ON LESSON PLANNING AND DELIVERY

Strengths of Lesson	Opportunities for Growth
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