

SJNY LESSON PLAN

NAME OF STUDENT: Eva McCarthy

SCHOOL: Remsenburg Speonk Elementary

CHILD STUDY COURSE: CS414

DATE OF LESSON: 3/6/25

COOPERATING TEACHER: Ms. Allison Alvarado **GRADE:** 1st **GROUP SIZE:** 22

SPECIFIC LESSON: Describe characters, settings, and major events in a story

CURRICULUM AREA: ELA

Context for Learning:

This classroom is a first-grade classroom with 22 students, a general education teacher, and a special education teacher. There are five students with IEP plans. Two students are in a self-contained classroom. One of these students pushes in for specials, arrival, dismissal, and varied periods throughout the day. The second student only pushes in for specials, arrival, and dismissal. Students are pulled out of the class during various periods of the day for speech, occupational therapy, counseling, and reading. During this lesson, I will utilize ability grouping when pairing students in small groups to ensure diverse learning needs are met. If needed, students with IEPs will receive extra scaffolding, assistance, or small group assistance from the special education teacher. In the past, students were able to identify characters in a text. During this lesson, students will be able to identify and describe characters, settings, and major events in different texts and stories using graphic organizers and anchor charts. In the future, students will be able to make inferences and predictions about the characters, settings, and events of texts through text connections.

NYS Next Generation Learning Standards:

1R3: Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)

Learning Objectives:

Students will be able to describe characters, settings, and major events in a story.

Materials:

- SMARTBoard
- Laptop
- Canva Account/Access
- Willems, M. (2006). *Knuffle bunny*. Weston Woods Studios.

- Chart Paper
- Sharpie Markers
- Expo Markers
- YouTube 10 Minute timer for kids: <https://www.youtube.com/watch?v=XtrcshSdspw>
- Independent Reading Books (various)

- Presentation:
https://www.canva.com/design/DAGgTttnsVY/XF4zti5qBN_IvuYSyrqRuw/edit?utm_content=DAGgTttnsVY&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
- Exit Ticket:
https://www.canva.com/design/DAGgUbv4kDk/ewNdk0YuSsnABnjDWnKlkQ/edit?utm_content=DAGgUbv4kDk&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
- Independent Station Activity:
https://www.canva.com/design/DAGgT1s1XvY/_CDRPQmEaRGkGVilQ-vbXQ/edit?utm_content=DAGgT1s1XvY&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
- Re-engagement:
https://www.canva.com/design/DAGgnJXGkRU/WS6l2l_4V1csUOKU0nlh6g/edit?utm_content=DAGgnJXGkRU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
- Pencils
- Red, Blue, and Pink Crayons
- Loose leaf paper
- Clipboards

Body of lesson:

Introduction/Motivation (activation of prior knowledge):

1. To introduce this lesson, I will display a presentation on the SMARTBoard. Students will sit at their desks for this portion of the lesson.
2. First, I will display the objective for this lesson. I will read the objective to the students once, then I will ask them to read it with me. Then, I will explain that we will go over some of these aspects, like the terms “character”, “setting” and “major events”
3. Next, I will click on slide 2 of the presentation, which displays the term “character” as well as its definition. I will read the term to them, then ask them to repeat it back to me. I will also read the definition to them, and then ask them to read it with me the second time. After reading the term and definition together, I will provide pictures of examples of characters the students have seen in their books before. I will ask students if they remember these characters from their books, and if they are all examples of characters.
4. Next, I will click on slide 3 of the presentation, which displays the term “setting” and the definition. I will read the term to them, then ask them to repeat it back to me. I will also read the definition to them, and then ask them to read it along with me the second time. After reading the term and definition together, I will provide some pictures of examples of settings. “Here are some examples of settings: school, home, and the playground.

Maybe looking at some of these examples of settings, we can think about books we have read that take place in any of these settings.”

5. Next, I will click on slide 4 of the presentation, which displays the term “major event” and its definition. I will read the term to them, then ask them to repeat it back to me. I will also read the definition to them, then ask them to read it along with me the second time. After reading the term and definition together, I will provide a picture of an example of a major event. I will ask students to draw on their prior knowledge of the book “I Am Invited to a Party” to identify the major event. “Boys and girls, based on what we know and what we’ve read in ‘I Am Invited to a Party’, what could we say is the major event in this story? Look at this picture, what is happening here? Could this be a major event?”
6. Next, I will click on slide 5 of the presentation, which displays a story. I will explain this to students by telling them that I will be reading them a story, and that they should be thinking about who the characters are, what the setting is, and what the major event is while I read it aloud to them. After reading the short story to the students, I will ask them questions about the characters, setting, and major event. “After reading this story together, who could we say are some of the characters? What about the setting? What is something that happened in the story that could be considered a main event?” After students participate and offer examples of characters, setting, and the major event, I will circle each of these story elements in a different color on the SMARTBoard.
7. After completing the story elements identification introduction, I will tell students that we will complete something similar with a book they have already read: Knuffle Bunny. “Today, we are going to be completing something similar with the book Knuffle Bunny.”
8. Next, I will transition students to the carpet for the whole-group portion of the lesson.
9. For the transition, I will say “hands on top” which students will respond with “everybody stop”, and I will give students to walk to their floor spots on the carpet quickly and quietly, and that I will be looking for students to give a reward to (table points) for a quick and quiet transition to the carpet.

Instructional Strategies/Activities:

1. First, I will read the title of the anchor chart to the students and then ask them to repeat it with me.
2. Next, I will introduce the poster, explaining that “Who,” “where,” and “what happened ” refer to the characters, the setting, and the major events.
3. After introducing the chart, I will explain the next portion of the lesson to students. “Now, we are not going to read through the entire book “Knuffle Bunny” since we already have read it and are familiar with it. For this lesson, I need you to use your background knowledge of what we already know about “Knuffle Bunny” to answer some questions.”

4. After explaining the activity to the students, I will prompt them to use the turn-and-talk method of communication to discuss the characters. “Boys and girls, who are the characters in this story? Please turn to your study buddy and discuss who the characters are in ‘Knuffle Bunny.’”
5. I will give the students 30 seconds-1 minute to discuss the characters in the book.
6. I will then transition them to turn their attention back to the chart. “Turn back up here in 3..2..1...”
7. When I have the attention of all the students, I will ask for participation from the students to share the characters. As they explain the characters, I will list them on the chart.
8. I will repeat steps 4-7 for the setting and major events section of the chart, allowing them to converse in their groups, then allowing them to share their ideas from their groups to be recorded on the chart.
9. Next, I will engage students by asking them to relate the main events and characters to something that may have happened in their own lives. “Boys and girls, would anyone like to share a time where they lost something, and maybe that made them feel sad?”
10. After completing the anchor chart with the students, I will transition them back to their seats. First, I will give them a quick brain break using “simon says”. After their brief brain break, I will explain the next portion of the lesson.
11. I will present slide 6 of the presentation on the smartboard. I will explain the directions of the station portion of the lesson. “Boys and girls, now we are going to do a station or centers activity. On the board, I have the members of each group, the group you are in, and the directions. I will explain them to you now (I will read the directions off of the presentation slide). Does anybody have any questions? Those in station 1 please meet at the carpet, those at station 2 please go back to your desks, and those at station 3 please stay at the back table where you are.
12. For the station portion of the lesson, I will supervise station 1, and I will prompt students to switch after 10 minutes at each center. To help students who have difficulty with transitions, I will put a 10 minute timer on the board. Students at station 3 will complete all stations at the back table to avoid being videotaped.
13. While the students at station 1 create their stories, I will record each story on the presentation slides (slides 7,8, and 9) while students write the story on individual paper.
14. After each group of students completes each station, I will transition them back to the carpet for the closure portion of the lesson.

Incorporating Technology:

- In this lesson, various aspects of technology will be used. For instance, a computer was used to make the Canva presentation, and all worksheets/activities for this lesson. A SMARTBoard was used to display the material. YouTube was utilized to present a calming 10-minute timer to manage the length of each station.

Differentiation:

- **For students with ADD/ADHD**, if they become too distracted or overstimulated during the assignment, they will have the opportunity to take a brain break and go sit back at their seat. They can also be provided with a checklist version of their responsibilities during the assignment to self-monitor their progress and ensure they are staying on task. Additionally, they can utilize differentiated seating with different pads and bolsters while sitting on the carpet or at their seats.
- **For English Language Learners**, I will pre-teach the academic language used in the lesson as well as any other language that relates to the lesson or learning objective. I will also provide them with additional supports, such as laminated pictures of characters, settings, and main events, complete with the terms on the back of them. These pictures will serve as a manipulative to help students continue and succeed with the lesson.
- **For students with intellectual disabilities**, I will provide a printed copy of the presentation for the student to have before, during, and after the lesson. Having this copy will allow the students to mark it as they please throughout the lesson, while also writing any important details that we come up with in class. Additionally, I can also give students a multiple choice option for the exit ticket instead of having to identify each story element. For the independent station activity, I can put sticky notes in their books of which pages describe the characters, setting, or major events to provide scaffolding so they can complete the rest of the activity successfully.

Academic Language:

Language function:

- **Identify:** Students will use identification to further describe story elements such as characters, setting, and major events.
- **Describe:** Students will be able to use descriptive language to elaborate further on characters, setting, and major events in a story.

Academic Vocabulary:

- **Domain Specific:** Describe, Identify, Characters, Setting, Major Events, Text, Story
- **General Vocabulary:** Explain, Describe, self-assessment

Syntax:

- Students will use sentence structure to construct their responses on their story elements activity.
- Students will utilize questioning among their study buddies to answer prompts.

Discourse:

- Students will engage in conversations with their study buddies to discuss the ideas presented during the lesson
- Students will engage in conversations using the turn-and-talk method to discuss text elements

- Students will engage in conversations with their group members to construct a story that includes the story elements: character, setting, and major events.

Closure:

1. Next, I will explain to students how we will complete the next portion of the lesson. “Now that we have completed more work on characters, setting, and major events in different stories, we will be looking at the stories that you came up with in your groups and we will be identifying the characters, setting, and major events in those stories!”
2. Next, I will put the story that group 1 came up with on the board. I will read the story out loud to the class. Then I will ask them to identify the characters, setting, and major events in the story. As I ask the students to participate, I will circle the characters, setting, and main events in different colors.
3. I will repeat step 18 for each of the station’s stories.
4. To end the lesson, the students will be prompted to complete an exit ticket at their desks. I will present the exit ticket on the board, and explain the task to them. “For your exit ticket today, you will circle the characters, setting, and main events in this story. Please circle the characters in red crayon, circle the setting in blue crayon, and the main event in pink crayon. I will read the story to you first, then you will independently circle the aspects we talked about. Please put your self-assessment on the back of your paper, and once you are finished, you may put it in the ‘in-bin.’” After explaining the directions to the students on the carpet, I will hand out the exit tickets and tell them that once they receive one, they may go back to their seats to complete it.
5. As the students complete the exit ticket at their desks, I will walk around and informally assess students through observation. After the students complete the exit ticket, I will ask them to put their completed work in the “in bin”.

Evaluation/Assessment:

Informal Assessment: For informal assessment during this lesson, I will utilize observation through students' conversations during the turn-and-talk portion, while asking for participation, and when the students curate their stories in their stations. During the closure portion of the lesson, I can also use observation to monitor students while they complete their exit ticket. Lastly, I can also use informal assessment through students' self-assessment at the back of their exit ticket.

Formal Assessment: For the formal assessment during this lesson, I will use the exit-ticket to assess students' level of comprehension. Completing an exit ticket that is aligned with the standards will help me understand how well the students have responded to my teaching during the lesson. Additionally, the students will be asked to complete the exit ticket without any help from peers or teachers, so the assessment results will be

accurate. I will use the exit ticket to determine if students met the learning objective, and if they did not, students will engage in the re-engagement portion of the lesson.

Re-engagement:

- For students who did not meet the learning objective, they will participate in the re-engagement portion of the lesson. The teacher will pull a small group of students to the back table to complete this part of the lesson.
- For this portion, students will be tasked with matching different objects to their correct column, based on if the picture is either a character, setting, or major event.
- A teacher can provide scaffolding to students if they are struggling with the re-engagement.

Anchor Chart:

