

Story Elements and Reading Stations



Standards-Focused Classroom Series

The *Standards-Focused Classroom* series was created to provide educators with actual classroom examples of lessons that target 21st century learning standards.

Pre-viewing Discussion Prompt

1. How do you facilitate student-driven learning in your classroom?

Lesson Evaluation

Rate the lesson's effectiveness (1 = not effective; 5 = very effective), and use your results to facilitate discussion and reflection.

1. Student learning targets were clearly communicated.
1 2 3 4 5
2. Instructional activities led students toward meeting the objectives.
1 2 3 4 5
3. Students were actively engaged.
1 2 3 4 5
4. Teacher differentiated instruction.
1 2 3 4 5
5. Assessments effectively monitored student progress.
1 2 3 4 5

About this Segment

In Ms. Betsy Gaither's 4th grade class at North Newton Elementary in Newton, North Carolina, students identify and compare conflicts in literary texts and review vocabulary and comprehension in reading stations.

Post-viewing Discussion Prompts

1. If you were the instructional coach observing this classroom, what 2-3 strengths in this lesson could you help the teacher identify?
2. What evidence of critical thinking and problem solving did the students demonstrate?
3. What constructive feedback could you give this teacher?

Reflection Questions

After watching the video, participants can answer the following questions to reflect on new learning:

1. How do you differentiate questioning to accommodate each student's needs in your classroom?
2. What creative strategies do you currently use or could you use in future lessons to motivate your students to practice reading comprehension and fluency?
3. What structures or protocols do you use for small-group interactions? What improvements, if any, could you make to increase the effectiveness of these small-group activities?

Teacher Lesson Plan

Teacher: Betsy Gaither		School Name: North Newton Elementary		Location: Newton, North Carolina
Grade Level: 4	Content Area: ELA	Lesson Duration: 90 min., part 1 of 1		Lesson Date: November 1, 2013
Summary/ Overview	Students will review the story element of conflict/solution, create and discuss questions with Bloom’s Taxonomy cards, then work in reading stations to practice using context clues for comprehension and reading fluency. Students will also compare and contrast texts using a Venn diagram and create fairytales using Toontastic.			
Skill-Based Objectives & Deliverables	<ul style="list-style-type: none">• Students will be able to use context to check understanding of fourth grade text.• Students will be able to refer to specific story elements (conflict) when writing or talking about a piece of fiction.• Students will be able to design a Venn diagram that compares and contrasts conflicts between texts.• Students will be able to create a fairy tale that includes the following story elements: character, conflict, theme, and setting.			
Standard(s) Addressed	<ul style="list-style-type: none">• Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).• Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.• Read grade-level text with purpose and understanding.• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
Materials & Resources	iPads, Chromebooks, leveled fairy tale texts, Nearpod presentation (conflict/solution), Edmodo, word study activities (rocks, silly bands, stamp pad, letters, etc...), <i>Flocabulary – Five Things (Elements of a Short Story)</i> http://www.youtube.com/watch?v=c6l24S72Jps			
Differentiating the Learning	Students are grouped based on their reading mastery and complete word study activities using words based on their spelling inventories. The students who need additional support will be given appropriate questions and the students who are ready for increased rigor will have more challenging questions.			
Procedures	<p>1. <u>Activator (Whole group)</u>: Students will review story elements (primarily conflict) and share examples from the books they’ve read as a class. They will also sing along with a video song to review elements – <i>Flocabulary – Five Things (Elements of a Short Story)</i> (not included in video segment due to resource limitations).</p> <p>2. <u>Partner Questioning</u> (not included in video segment due to time constraints): Students will use their revised Bloom’s Taxonomy question cards to create questions for their partners to answer. Some of these will be shared and discussed with the class as a whole.</p> <p>3. <u>Reading Stations</u> (independent work in groups/partners, and station with teacher):</p> <ol style="list-style-type: none">1) Ms. Gaither’s Guided Reading Station – Students will review their text’s vocabulary using iPads. They will sign in to Nearpod to examine multiple sentences and/or photos and will use their vocabulary to fill in the blanks. Students will also read parts of a fairy tale and identify the story’s conflicts. They will create Venn diagrams to compare and contrast the conflict between texts. They will then be asked to find the solution to the conflict in the story, and they will discuss how the solution helps resolve the problem.2) Edmodo Station – In pairs, students will read their leveled fairy tale text, then answer questions on their “Fairy Tale: Story Elements” assignment on Edmodo. The questions will be short answer so students can develop detailed and elaborate responses. They will ask students to analyze their texts, and will challenge them to find different elements within their story.3) Toontastic Station – In pairs, students will create a fairy tale using the Toontastic app on the iPads. Students will use their fairy tale outline, including story elements: character, setting, conflict, and theme.4) Words Their Way Station – students will use their weekly words to complete different word study activities, including forming words out of rocks, forming words out of silly bands, stamping out their spelling words, and creating words out of playdough. <p>4. <u>Closure</u>: Partner and class discussion to share things learned for the day; sing story elements song again.</p>			
Assessment	Students will peer assess their neighbor’s understanding of the story elements of a fairy tale. All students will be given a rubric for the Toontastic activity in creating a fairy tale and for their reading responses on Edmodo.			

Resources from School Improvement Network

3rd Grade: Exploring theme and character in fiction. Edviate. <http://www.pd360.com/-resources/videos/7514>

4th Grade: Analyzing a character in prose, poetry, and drama. Edviate. <http://www.pd360.com/-resources/videos/5495>

Resources for Classroom Practice

Pearson Education, Inc. (n.d.) Story elements. Retrieved February 2, 2015, from

<https://www.teachervision.com/skill-builder/reading-comprehension/48783.html>

IRA/NCTE. (n.d.) Using picture books to teach plot development and conflict resolution. Retrieved February 2, 2015, from

<http://www.readwritethink.org/classroom-resources/lesson-plans/using-picture-books-teach-b-803.html?tab=4-tabs>