

Name: Alison Morales **Subject:** Reading **Grade Level:** Fourth Grade **Topic:** Elements of a Story

Objective(s)

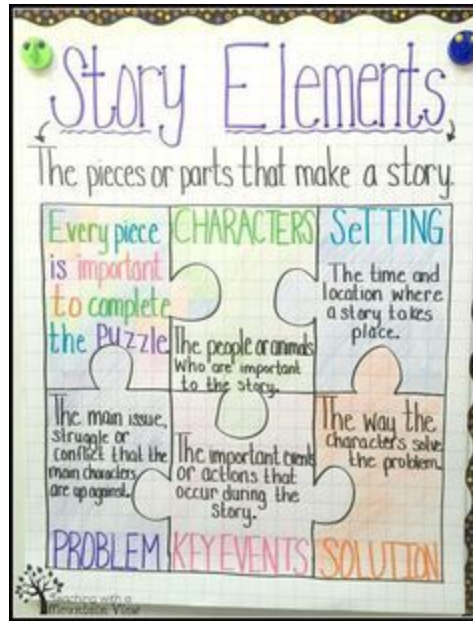
- Student will be able to
 - Identify four common elements of a story (characters, setting, problem, and solution) using either *Pete the Cat I Love My White Shoes*, *Click, Clack, Moo Cows That Type*, or *Giggle, Giggle, Quack* (whichever one she picks out). They will also be able to summarize the story read.
- TEKS
 - §110.15. ELAR, Grade 4: (6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: (A) sequence and summarize the plot's main events and explain their influence on future events.

Introduction

- Entry/Daily Review/Anticipatory Set
 - I will read to her a short passage that will have a character, setting, problem, and solution and I will write down which one they are. I will also tell her she will be reading a book to me (like I already did) and she should be able to write down the common elements of a story and in the end be able to summarize what she read.
- Lesson Rationale
 - I will tell her that it is important to understand the elements of a story because later on it will help with answering questions other teachers may ask, they are the meat of the story and have to be learned how to spot quickly in order to comprehend the material easily. Summarizing is important because it is easier for students to read the information once and pick out important details in order to digest information easier, rather than going back every time you second guess yourself to reread.

Body

- Input/Presentation/Modeling
 - I will make an anchor chart that will show the elements of a story just as a refresher before she starts reading the book she will pick out.



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- I will then ask her to tell me those elements from a common story that she has already read (ex. Little Red Riding Hood or Three Little Pigs, I will ask her who the characters are, where it is located, etc). I will pull out the books and ask her to pick one. I will then show her the cover and ask her to make predictions about the story based on the cover (ie. Pete is a cat, cats are pets, they don't wear shoes, etc).
- Guided practice/Monitoring and Adjusting/Checking Understanding
 - I will read a short passage out loud and have a chart (similar to the one that she will have for independent practice) to fill out with the elements of a story. Then, I will ask her to summarize what we read together
 - The Passage: Sally wanted to go to the school dance with her friends. She was at home and already picked out the dress, shoe, and flowers she would wear to go but her mom told her she would not be able to go because her room was messy. Sally cleaned her room and was allowed to go to the dance after showing her mom the room.
- Independent Practice/Opportunities for Practice
 - I will have her read the choice of the three books to read and give her a piece of paper for her to write down notes as she reads. When she finishes reading, I will ask her to use those notes to write down the characters, setting, problem, solution on the chart. When she is finished filling out the chart, I will ask her to summarize the story verbally using what she previously wrote down as a guide.
- Modifications for Learners with Exceptionalities

Conclusion

- Assessment of Learning
 - To assess if she learned the lesson, I will ask her to explain to me what the elements of a story are (Character, Setting, Problem, Solution) and what summarization is.
- Extension
 - An extension of this lesson is to have my student make her own simple story using all elements of a story and then put a summary of their story on the back of the book they made (a synopsis).
- Closure
 - I will go back to the anchor chart and remind her what the important aspects of the story are and how these elements and summarizing will make whatever story they will read in the future easier to understand.

Materials Needed

- Worksheet of elements of a story
- Anchor chart
- Extra paper (for her notes and for us to use during guided practice)
- *Click, Clack, Moo Cows That Type*
- *Giggle, Giggle, Quack*
- *Pete the Cat, I Love My White Shoes*

Name: _____

Date: _____

Elements of a Story: Circle Chart

