

Bachelor of Education (Elementary) & Bachelor of Education (Secondary) STEM Lesson Plan

Lesson Title: How Does The Story End? Lesson # 1 Date: November 22, 2024
 Name: Stephen McCaugherty Subject: English Language Arts Grade(s): 6

Rationale:

By coming up with their own ending to a story, students will practice their creative writing skills, as well as their critical thinking, reflection abilities, and story-telling.

Core Competencies:

Communication	Thinking	Personal & Social
Focusing on intent and purpose. They understand that communication can influence, entertain, teach, inspire, and help us make sense of the world and our experiences	Reflecting and assessing. Students apply critical, metacognitive, and reflective thinking in given situations	

Big Ideas (Understand)

Exploring and sharing multiple perspectives extends our thinking.
 Stories and other texts help us understand ourselves and others.

Learning Standards

(DO)	(KNOW)
Learning Standards - Curricular Competencies	Learning Standards - Content
<ul style="list-style-type: none"> Comprehend and connect: Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts Create and communicate: Exchange ideas and viewpoints to build shared understanding and extend thinking 	<ul style="list-style-type: none"> Literary elements: narrative structures, characterization, and setting Experiment with story-telling

Instructional Objectives & Assessment

Instructional Objectives (students will be able to...)	Assessment
<ul style="list-style-type: none"> Students will be able to creatively engage with text by imagining how a story can conclude Students will be able to apply elements of storytelling (setting, plot, characters) to write a creative and cohesive paragraph. Students will be able to show an understanding of plot structure by constructing an original story ending. 	<ul style="list-style-type: none"> Understanding of story (writing a cohesive ending) Participate in writing a creative paragraph Technical writing abilities (sentence structure, grammar, spelling, punctuation, etc.)

Prerequisite Concepts and Skills:

Students should know how to construct a paragraph and have experience in creative writing.

Indigenous Connections/ First Peoples Principles of Learning:

Learning is embedded in memory, history, and story.

Universal Design for Learning (UDL):

Engage auditory learners by having the story read aloud. Engage visual learners by having the story play on the smartboard. The story will be read aloud slowly and with expression.

Differentiate Instruction (DI):

Students can absorb the story in different ways (listening or reading it on the smart board).

Materials and Resources

YouTube link: *Creepy Carrots* by Aaron Reynolds
<https://youtu.be/wokAWc-3EVM?si=DJthfzaIMB7oBaW->
 Smartboard
 Paragraph worksheet (30 copies)
 A pencil and eraser for every student

Lesson Activities:

Teacher Activities	Student Activities	Time
<p>Introduction:</p> <p>Explain the activity for the lesson: focusing on the end of a story. Discuss why endings to stories are important</p> <ul style="list-style-type: none"> - Provide closure - Resolve conflict - Satisfy readers <p>Explain that students will listen to the first part of <i>Creepy Carrots!</i> by Aaron Reynolds and then use their creativity to write their own ending.</p> <p>Play the YouTube read-aloud of <i>Creepy Carrots</i> until the 5:01 mark.</p>	<p>Students will sit at their tables, participate in the class discussion, and then watch the story on the smartboard.</p>	<p>5 min</p> <p>5 min</p>
<p>Body:</p> <p>When the video stops, ask students to briefly share their thoughts on what might happen to end the story.</p> <p>Ask questions:</p> <ul style="list-style-type: none"> - What do you think is causing the carrots to follow Jasper? - What should Jasper do? - How do you think the story will end? 	<p>Students share their thoughts while at their tables.</p>	<p>5 min</p>

<p>Begin writing activity:</p> <p>Students will write their own ending to the story in one paragraph. They'll be asked to consider the following elements when creating their ending:</p> <ul style="list-style-type: none"> - Resolution: How will <i>Creepy Carrots</i> end? - Character motivation: How does Jasper feel and what does he do to resolve the conflict with the carrots? - Surprise: Can you add an unexpected twist or surprise to the story? <p>Students are encouraged to use proper technical writing skills, including punctuation and capitalization.</p> <p>Students will receive a handout on which to write their response, and it'll include a starting sentence: "Jasper Rabbit had had enough of the creepy carrots. So, he decided to..."</p>	<p>Students work on the activity at their tables.</p>	<p>30 min</p>
<p>Closure:</p> <p>Peer sharing: Students will share their endings with their table partners.</p> <p>Class sharing: A few students can share their ending with the entire class (if time permits)</p> <p>Learning points review:</p> <ul style="list-style-type: none"> - Reiterate why endings are important. 	<p>Students remain at their tables and talk with their table partners.</p>	<p>10 min</p> <p>2 min</p>

Organizational Strategies:

Students will sit at their tables for this activity. They will communicate by raising their hand and being called on by the teacher.

Proactive, Positive Classroom Learning Environment Strategies:

Students will be given an opportunity to share their stories in a positive, cohesive way. Creative writing is subjective, so different takes are likely and encouraged. Students will have ample time to write in silence so they can focus.

Extensions:

Students can use this sort of lesson to further delve into creative writing. They can write the endings of different books in different genres, like non-fiction. They can also focus on different parts of the story, like writing the beginning after reading only the middle and ending. Ultimately, students can work toward writing their own short stories.

Reflections (if necessary, continue on separate sheet):

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