

Lesson Title: Plot Structure in a Text

By Kevin Fleming

Overview:

Describing and analyzing elements of plot structure based on *What Does Raven Feed Her Babies, Anyway?*, by Keema Waterfield.

Gradual release: Lesson will begin with activating students' prior knowledge of plot structure through station rotation. Formative verbal assessment will be conducted based on student responses in station rotation activity (filling gaps as necessary). Personal narrative will then be read aloud; teacher will give context of story and ask guided questions to check student understanding of story. Students will be released to work with a table partner to develop poster for Gallery Walk activity (to occur in following lesson) based on elements of plot structure.

Essential Question:

What are the elements of plot structure in a story?
How do the elements of plot structure affect our interpretation of a story?

Objectives:

Students will know vocabulary associated with plot structure (exposition, rising action, climax, falling action, denouement)
Students will be able to identify elements of plot structure.
Students will be able to identify elements of plot
Students will be able to describe the purpose of elements of plot structure in a story.

Spark:

Getting them out of their seats; place-based learning through a text

Culturally Responsive/Best Practices:

- Structuring heterogeneous and cooperative groups for learning
- Acknowledging all *students'* comments, responses, questions, and contributions
- Seeking multiple perspectives
- Using multiple approaches to consistently monitor students' understanding of instruction, directions, procedures, processes, questions, and content

Adaptations:

Class is wide range of needs, instructional content will need to be slowed down, more scaffolded, and reiterated in various ways
Students may need to be provided pencil and/or paper—tools should be made available in the classroom

Activities:

Time	What will the teacher be doing during this lesson?	What will the students be doing during this lesson? How will the students be ACTIVELY engaged with the material?
5 min	Greeting students, giving students instructions for bell ringer activity, describing how this lesson connects to previous lessons, describing how this lesson applies to their lives outside of the classroom, numbering them off so they can complete the bell ringer.	Following along
15 min	Administering Bell-Ringer activity. Facilitating student rotation through stations. Periodically checking individual/group understanding at stations.	(There will be posters with plot structure—exposition, rising action, etc. numbered up to 5.) Students, after being numbered off, will join students with the same number at their respective poster. Students will then, for 2 minutes at each station, brainstorm together and write on poster all pieces associated with their term. After the 2 minutes are up, students will move to the next poster. Task continues until students complete for all posters.
2 min	Instruction, then lengthy transition—teacher will ask students to get out writing utensil and paper. Teacher will be moving all posters to front of room, next to whiteboard.	Students will be moving back to their seats and getting out writing utensil and notebook paper

7 min	Instructing students to write down what teacher writes down,creating a list based on what the students wrote on each poster.	Copying notes down on notebook paper
2 min	Handing out text, instructing students that teacher will read text aloud and they will annotate text	Waiting for copies to come to them, listening to teacher.
5 min	Reading text aloud	Students follow along and annotate
15 min	Teacher will instruct students to take notes as needed on conversation. Teacher will recap story, describing background/context and asking students leading questions. (i.e., what do you think the genre is?; what can you tell me about the characterizations of these people?; how does geography play a role?; why the focus on Alaska?; etc.)—all to assist students with understanding of text for background in their assessment (poster presentation).	Students will listen and answer questions asked by teacher. Students will take notes as needed.
5 min	<p>Passing out poster paper, giving instructions: With just their table partner, students will be segmenting their papers into 5 (based on vocabulary terms) and drawing each plot structure term as it occurs in the excerpt. Teacher will model expectations of poster outcomes on whiteboard or poster paper (as desired).</p> <p>Gallery walk (as a form of assessment) will occur with posters in following lesson.</p> <p>(Students may work in groups of</p>	Listening to teacher

	3 if necessary.)	
30 min	Circulating, assisting students as needed; ensuring students are on correct track with expected outcomes of assignment.	Completing poster with table partner; posters will be kept in classroom for use in Gallery Walk in following lesson. Additional work time for poster may be granted in following lesson as needed. Gallery Walk presentation and poster quality (i.e., did it meet expectations) is assessment of understanding.

Materials Needed:

Writing utensil for paper, paper (text, notebook paper, poster paper), paper markers, whiteboard markers
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