

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

Georgia Performance Standards Framework for English Language Arts-Grade K

Instructional/Learning Activity Task Template:

Overview

Unit Title: Narrative

Annotation: In this task, the students will become familiar with story elements (characters and setting). They will also learn to incorporate drawing/diagrams to scaffold their thinking to help them better understand the story elements.

Grade, Subject, Topic, and Author: Kindergarten, Reading, Story Elements, Ashley Gallagher

Special Notes To Teacher:

- Teaching story elements to kindergarteners is a year-long process. It is suggested that you begin teaching one or two elements at a time. Identifying the characters and setting of a story are probably the most basic elements and can be taught at the beginning of the year. As the year progresses, you can teach additional story elements such as problem, events and resolution.

Standards

Focus Standard/Element(s):

ELAKR6 The student gains meaning from orally presented text. The student:
c) Asks and answers questions about essential narrative elements (e.g. beginning-middle-end, setting, characters, problem, events, resolution) of a read aloud text.

Complementary Standard/Element(s):

ELAKR6 The student gains meaning from orally presented text. The student:
a) Listens to and reads a variety of literary (e.g., short stories, poems) and informational texts and materials to gain knowledge and for pleasure.

Learning Goals

Essential Question(s):

What are story elements?

What is a setting?

What are examples of a setting?

What is a character?

What are examples of a character?

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Knowledge: The student should know that every narrative story has a character (who the story is about) and a setting (where the story takes place).

Skills: The students will be able to identify the character and setting in a narrative read aloud.

Balanced Assessment for Task

Assessment Method/Type:

Teacher observation/ questioning

Student work samples

Description/Directions for Assessment: The teacher will circulate the room during the worktime, asking students to identify the character and setting of their chosen book. The teacher will use her checklist to note whether or not individuals understood the day's task. ***Student Work Samples (optional):***

Procedures, Directions, and Resources

Procedures/Directions (Detailed Steps) with Approximate Duration of Each Step:

Opening: The teacher begins the mini-lesson by stating the standard, *ELAKR6 The student gains meaning from orally presented text, c) asks and answers questions about essential narrative elements (e.g. beginning-middle-end, setting, characters, problem, events, resolution) of a read aloud text.* The teacher then explains that they will learn what a character and setting are so they will be able to identify both story elements in a read aloud. The teacher will discuss the attributes of both elements and write their definitions on the chart paper (*see attached*). The teacher will then read aloud the big book Corduroy, by Don Freeman and prompt students when these story elements become apparent (stop and ask students which element was just mentioned in the story). Together the teacher and students will list characters' names and the setting in which the story takes place (*see attached*) and the teacher may decide to sketch a quick drawing of both the character and the setting.

Worktime: Next, the students will select a familiar text from a basket of books that has been read aloud by the teacher. The students will take the books to their independent areas to read and explore the characters and setting of the text. Each student will be given construction paper (or the attached worksheet), and then the students will write the title of their book, label and draw the character(s), and label and draw the setting. The teacher will circulate the room and offer assistance when needed and also make notes on her teacher checklist.

Closing: Students will gather back on the carpet for closing. The teacher will have a few students share their product with the class. Because the texts are familiar read-alouds, students on the carpet should recognize many of the characters and settings of the books discussed. As the students share, the teacher will begin a new chart (*see attached*) and list the titles of the stories, and the elements students identified. This chart can be used in another lesson or posted on the wall as a classroom artifact so that students will be able to refer to it often.

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Resources, Materials, and Equipment:

Big book read aloud, Corduroy, Don Freeman

Chart paper

Markers

Basket of familiar books for students to read

Characters / setting story map (*attached*)

Characters / setting story map – Corduroy (*attached*)

Teacher checklist (*attached*)

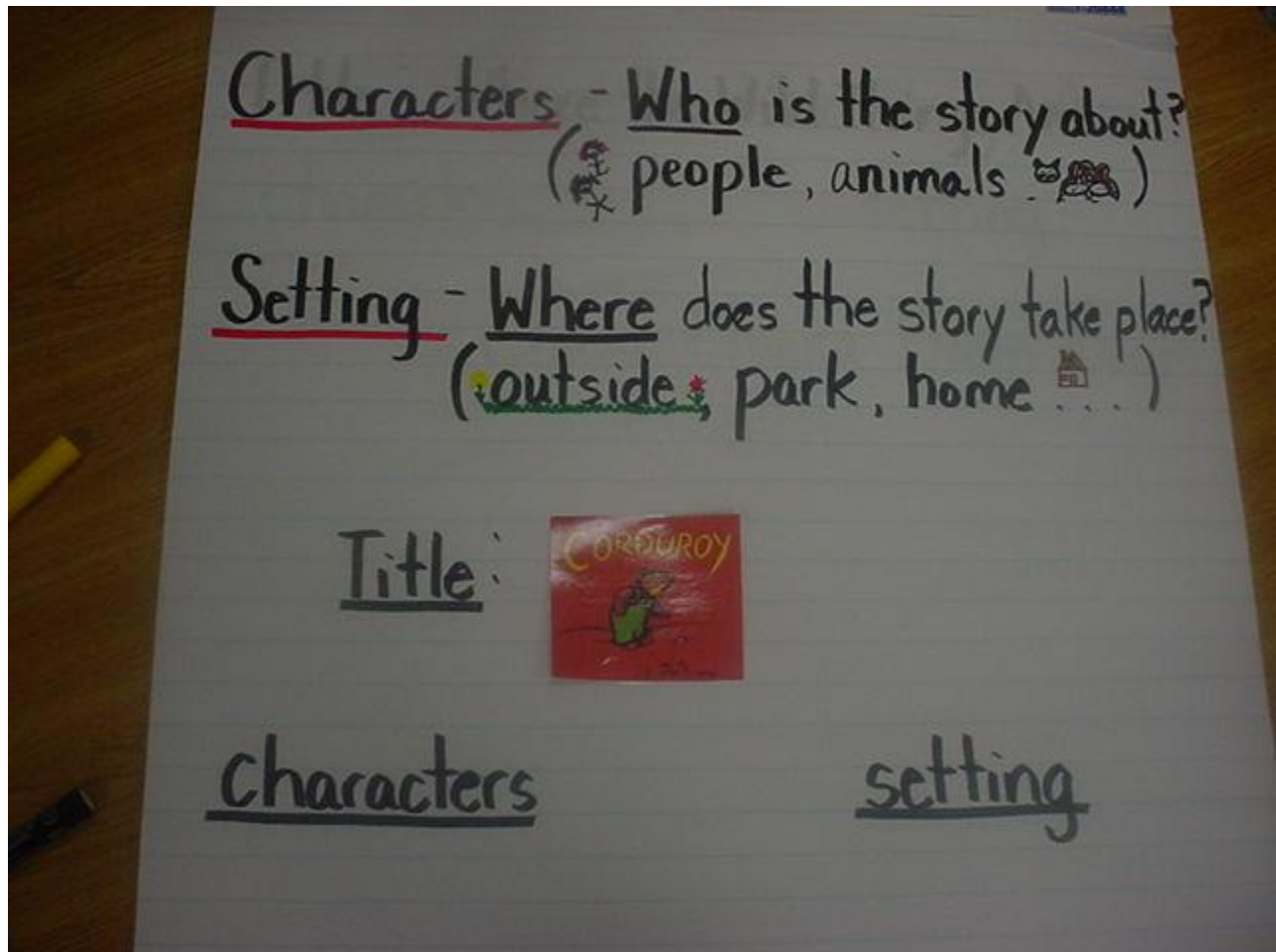
Differentiation for Content, Procedures, Process, and/or Learning Environment:

Remediation: Pair students with peers for assistance when trying to locate story elements. Complete the story-map for Corduroy (*attached*).

Extension/Enrichment: The teacher can work with individuals in a small group setting to discuss and identify additional story elements within Corduroy (problem, events, and resolution).

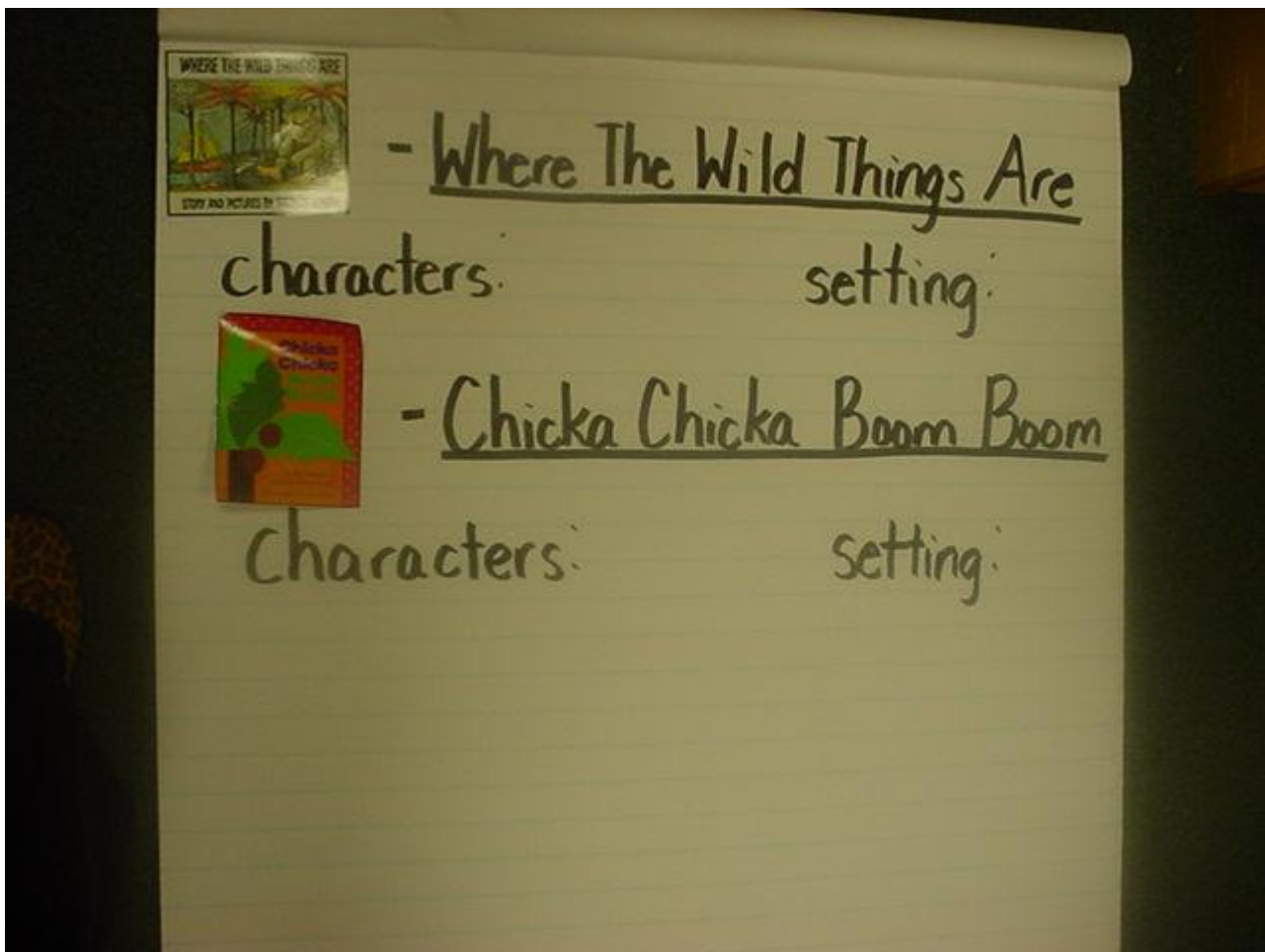
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*The chart below could be made with the students during the mini-lesson. Posting pictures help our non-readers have a visual of the words our illustrations represent. Story elements (character and setting) should be filled in after the students have identified each.



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*During the closing portion of Reader's Workshop, you may allow a few students to share the story in which they read during the worktime. You might list the title of the book and have the students identify the character(s) and the setting. Chart their responses.



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Name _____

Date _____

Title of book:

Characters:

Setting:

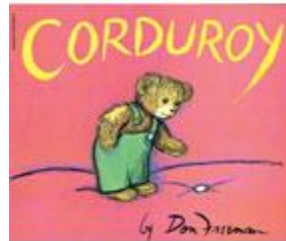
*Draw and write about each.

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Name _____

Date _____

Corduroy



Characters:

Setting:

*Draw and write about each.

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ASSESSMENT: STORY ELEMENTS

Student Name	Identifies Characters in a Story	Identifies Setting of a Story

* Place a (+) or (-) in each box indicating whether or not the student was able to identify the character and/or setting of each story.