

Student Teacher Candidate: Lexi Callander
 Lesson Subject(s)/Title: 10/28/2019
 Lesson Date(s): Flipped Classroom – Intro to Story Elements
 Course & Grade(s): 1st Grade - Reading

Multiple Intelligences:

- Visual
- Interpersonal
- Intrapersonal
- Linguistic

Multiple Exposures:

- Verbal
- Visualization

INSTRUCTIONAL MATERIALS:

Brainpop Jr. Character Video
[\(https://jr.brainpop.com/readingandwriting/storyelements/character/\)](https://jr.brainpop.com/readingandwriting/storyelements/character/)
 Brainpop Jr. Setting Video (<https://jr.brainpop.com/readingandwriting/storyelements/setting/>)
 Station 1-4 Worksheets and Closure Game

ESSENTIAL QUESTIONS/ SUBSIDIARY QUESTIONS:

Who are the different characters in the story and how can we describe them?
 Where and when does the story occur (setting)?
 How will you create your own setting or characters to tell a story?

PURPOSE: Students will be able to identify and describe characters and setting in a story. They will be able to read texts on their level and complete activities that help them better understand a story's setting and characters.

SPECIFIC LEARNING OBJECTIVES: (clear, observable)

1. After listening to the read aloud and videos, students will be able to identify characters and setting and why they are important to the story.
2. After listening to the videos on brainpop jr., the students will be able to create their own setting and character to show their understanding of what both of these elements consist of.
3. After listening to the videos on brainpop jr., students will be able to describe a setting based on pictures or visuals to show their understanding of the components of setting.
4. After listening to the videos on brainpop jr., students will be able to read a story and list character traits and descriptions to ensure understanding.

STANDARDS:

Subject Area: English Language Arts

Eligible Content: Setting, Character Introduction

Standard - CC.1.3.1.C: Describe characters, settings, and major events in a story, using key details.

DIFFERENTIATION STRATEGIES:

Teacher can use newELA for station 1 so students on different levels can still check worksheets with others and retain the same information.

Students with visual needs can have the painting blown up to the proper size.

ANTICIPATORY SET: The day before the students complete stations and go home to watch the instructional videos, the teacher will introduce character and setting and what they mean. She will read a read aloud of "The Rainbow Fish" by Marcus Pfister at the end of the day. The students will identify the characters and setting as "WE DO" with the teacher.

INPUT/ ACQUIRE NEW KNOWLEDGE: This section requires students to watch two brain pop jr. videos at home. These videos are under "Reading" then "Setting" and "Character" in the story element option on brain pop jr. The students will learn what a character is, how they change in a

Sensory Register	STM	LTM
Attention Recognition Perception	Focus Organization Rehearsal Visualization	Connections Elaborations Meaning

Facets of Understanding

1. Explanation
2. Interpretation
3. Application
4. Perspective
5. Empathy
6. Self-Knowledge

Multiple Intelligences

1. Linguistic [words]
2. Visual [pictures]
3. Mathematical [numbers & reasoning]
4. Kinesthetic [hands-on]
5. Musical [music]
6. Interpersonal [social]
7. Intrapersonal [self]
8. Naturalist [nature]

Multiple Exposures [4 x 2]

1. Dramatization
2. Visualization
3. Verbal

Complex Interactions

1. Discussion
2. Argumentation

Bloom's Taxonomy

1. Knowledge [Verbatim]
2. Comprehension [Own Words]
3. Application [Problem-Solving]
4. Analysis [Identify components]
5. Synthesis [Combine information]
6. Evaluation [Decisions]

Aspects of the Topic

1. Facts
2. Compare
3. Cause/Effect
4. Characteristics
5. Examples
6. Relationships

9 Effective Strategies

1. Similarities and Differences
2. Summarization and Note Taking
3. Reinforcing Effort and Providing Recognition
4. Homework and Practice
5. Nonlinguistic Representations
6. Cooperative Learning
7. Setting Objectives and Providing Feedback
8. Generating and Testing Hypotheses
9. Questions, Cues, and Advanced Organizers

story, what character traits are, and how to chart character traits. The students will also learn what a setting is, how the setting affects the story, how the setting can change in a story, and how to figure out what the setting of the story is.

and/or

APPLY/ DEEPEN NEW KNOWLEDGE:

Chunk 1: Posters for “Setting” and “Character” will be at the front of the classroom. These posters will include three main ideas from each video bulleted underneath each heading. When students walk in, they will each be handed a sticky note that has vocabulary/definitions/information which would go underneath either “Character” or “Setting”. The students will put their sticky note on the correct poster. The teacher will then go over the two posters before the students start the stations.

Chunk 2: The students will go through four different stations the day after they watch the videos at home. Two of the stations will be based on setting and two of the stations will be based on characters in a story. Students will be split up into groups of 4-5. Students are split up based on ability/level readers.

Station 1: In this station, students will popcorn read with one another and fill out a worksheet. The worksheet is a character trait chart. The students will first read the book “The Boy Who Cried Wolf” and then they will fill out the chart with one another.

Station 2 (Creative Writing Incorporation): Students are given a worksheet that says “My Character”. They are required to think about character traits and what a character looks like and create their own. They will record the traits and information about their character on the back. If they don’t want to make a person and want to make their character a dog, object, insect, etc., they can flip to the back. They are creating this character to use in future creative writing. They will be creating setting at another station as well.

Station 3: Students are going to sit at the table with a different painting for each seat. The student will look at their painting and analyze the setting. They will make up a short story based on the setting. Once they have made up the story, they will go around the circle and tell their stories to one another and ensure to include the setting.

Station 4 (Creative Writing Incorporation): Students are given a worksheet where they can create their own setting. They will create their own setting to use in future creative writing. Remind students that station 2 and 4 go together. They will need to include time, place, weather, real/magical, etc. and write this on the worksheet.

CLOSURE/ASSESSMENT: The teacher will allow a student from each group to come to the front of the classroom and showcase their work for a certain station. The teacher will go over the answers to station 1 and station 3 with the students as a whole group. Afterwards the students will have five minutes to partner up and play “Halloween Roll a Story”. This activity introduces the students to the next step in analyzing a story which is the “Problem” in a story. The activity is pasted below.

HOMEWORK: (Purpose- Preparation, Practice, Expansion)

N/A

EVALUATION/ASSESSMENT OF STUDENTS:

The students are evaluated through their worksheets completed at stations as well as sharing at the end. The teacher walks around during the stations and facilitates to make sure students are on task.

The students are also evaluated during share time at the end of the station rotations.

INSTRUCTIONAL PROCEDURES:

Time:

<p>The teacher will:</p> <ol style="list-style-type: none">1. Read a read aloud of "Rainbow Fish" to introduce the topic of setting and character to the students.2. Instruct the students that they will watch brainpop jr. videos on character and setting at home and that they will be doing stations on this tomorrow.3. Divide the students into groups based on ability level and put them on a rotation through the stations listed above.4. Allow students to present their answers to stations 1 and 3. Representatives for each group will answer/get to share about a station.5. Explain "Roll a Story" game to the students and pair them up to play the game to introduce "Problem" in the story.	<p>The students will:</p> <ol style="list-style-type: none">1. Listen to the read aloud of "Rainbow Fish" and help the teacher identify the characters and setting in the story.2. Watch the instructional videos at home. If you need to watch multiple times you can.3. Stay in your group and go through the stations one at a time that are listed above.4. Share with the class if you are a representative for the group you were in. Have an answer prepared for the station you are going to share about.5. Play the Roll a Story game afterwards and ask questions if needed.
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Station 1:

 Name: _____

Character Traits

<i>Who?</i>	<i>Character Trait</i>	<i>Evidence from the text</i>
I know...	is...	because in the text...

Station 2:

My Character

Name _____ Age _____ Lives _____

Likes _____

This is what my character looks like:



Station 3:



Station 4:

Name _____ Setting Details

The Setting for

title

Time

Past
Present
Future








Place

Real
Magical

Details

Closure Activity (Roll a Story) Halloween Version:

ROLL A SPOOKY STORY!

						
Main Character	The Wicked Witch of the West	Casper the Friendly Ghost	A Magical Talking Pumpkin	A White, Snowy Owl	A Scarecrow	A Mummy
Setting	A Graveyard	A Haunted House	The Pumpkin Patch	A Corn-Maze	A creaky old attic	In a spooky forest
Problem	Somebody sees a ghost!	Somebody is lost in the corn-maze!	Somebody loses their magical pumpkin!	Somebody needs to solve a mystery!	Somebody is affected by a flock of bats!	Somebody casts an evil spell!