

Standards Aligned System Lesson Plan Format

In order to help assist in the adaptability of this lesson to many types of educational experiences we have provided this lesson in two modes in several of the sections below.

“Student Friendly/Geared” language is in **RED text**

“Teacher Friendly/Geared” language is in **BLACK text**

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| Topic | Story Trail Tales |
| Subject Content Area | Writing and Illustration |
| Grade Level | Grades 4-7 |
| IN Standards | <p>Teacher Geared:</p> <p>Write narrative compositions in a variety of forms that</p> <ul style="list-style-type: none"> ● Develop the exposition (e.g., describe the setting, establish the situation, introducing the narrator and/or characters). ● Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions. ● Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. ● Use precise and expressive vocabulary and figurative language for effect. ● Provide an ending that follows from the narrated experiences or events. Use editing to finish the narrative composition using a good writing process. |
| Assessment Anchors | |
| Eligible Content | |
| Big Idea | <p>Students Geared: Create a story about Jeffrey using one or more of the sculptures that are in Downtown Jeffersonville. Some great ideas I could write about include what Jeffrey is doing in the sculptures or why he left the Ohio River!</p> <p>Teacher Geared: I will entertain readers with narrative writing. This lesson will help you understand the genre, the different parts of a story, and elements such as character, setting, and conflict. One of these stories may be the next featured Story Trail Tale or be published on line with other stories!</p> |
| Concept | <p>Student Geared: Can I get the story just the way I want it, so my reader can really enjoy it?</p> <p>Teacher Geared: Can I use editing to finish my composition well?</p> |
| Competencies | <p>Can I approach my work creatively? Note: We encourage illustrations to be part of your Rubric Scale.</p> |

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| Objectives | <p>Student Geared: I will write a “Story Tale” that gives the WHO, WHAT, WHERE, and WHY about Jeffrey. I will entertain readers with my creative writing. I will use all my senses to support my story: smell, touch, taste, hearing & sight. I will put together the different parts of a story, and elements such as character, setting, and conflict. I may choose to add artwork to my story.</p> <p>Teacher Geared: I will engage in creative writing by writing a Story Tale. I will write using an introduction, action and conclusion. I will be able to describe the main parts of my story’s plot. I will demonstrate an understanding of the terms of writing. I may choose to Illustrate my story.</p> | | | | | | | | | | | | | | |
| Essential Question | <p>How will I write a Story Tale that’s one of my best? Will I remember to use the outlines of the guidelines?</p> | | | | | | | | | | | | | | |
| Duration | <p>Check on-line for deadlines</p> | | | | | | | | | | | | | | |
| Vocabulary | <table border="0"> <tr> <td>Narrative</td> <td>Creativity</td> </tr> <tr> <td>Character</td> <td>Setting</td> </tr> <tr> <td>Theme</td> <td>Conclusion</td> </tr> <tr> <td>Introduction</td> <td>Illustration</td> </tr> <tr> <td>Plot</td> <td>Resolution</td> </tr> <tr> <td>Conflict</td> <td>Dialogue</td> </tr> <tr> <td>Rising Action</td> <td></td> </tr> </table> | Narrative | Creativity | Character | Setting | Theme | Conclusion | Introduction | Illustration | Plot | Resolution | Conflict | Dialogue | Rising Action | |
| Narrative | Creativity | | | | | | | | | | | | | | |
| Character | Setting | | | | | | | | | | | | | | |
| Theme | Conclusion | | | | | | | | | | | | | | |
| Introduction | Illustration | | | | | | | | | | | | | | |
| Plot | Resolution | | | | | | | | | | | | | | |
| Conflict | Dialogue | | | | | | | | | | | | | | |
| Rising Action | | | | | | | | | | | | | | | |
| Materials | <p>Your tablet and possibly paper, pencil and some various art supplies for Illustration. You may use the attached worksheets to advance knowledge.</p> | | | | | | | | | | | | | | |
| Instructional Strategies | <p>I will: review the attached resources learn the fundamental vocabulary of writing a story work to create a Story Tale go through the editing process to finalize my Story.</p> | | | | | | | | | | | | | | |
| Instructional Procedures | <p>Suggested Rubric: Elements of a creative narrative (Character development, story line, conclusion) Consider Illustration Edit, check spelling and “polish” the story. Submit Story for review and revision Write a brief Intro. for my finished story that talks about where I found inspiration</p> | | | | | | | | | | | | | | |

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| Adaptations and Accommodations | The story could be recorded instead of written. The story could be illustrated and not necessarily written. |
| Formative Assessment | Through a reviewing and self-editing process, I will fulfill the rubric and have my story ready to be reviewed on the Story Trail website. |
| Self-Reflection | Students will write a brief introduction to their Story tale that talks about how they found inspiration for their story. |