

Mapping Plot

Grade: 9 or 10		Subject: English	
Materials: Plot Curve handouts, Plot Mapping ppt, The Emperor's New Clothes handout		Technology Needed: PPT	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
Standard(s) CCSS.ELA-LITERACY.RL.9-10.1 <i>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i> CCSS.ELA-LITERACY.RL.9-10.5 <i>Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</i>		Differentiation Below Proficiency: This lesson is catered to freshmen/sophomores who are below proficiency to teach them how to read and understand short stories/novels. I will refer back to these plot curves for every reading that we do to help them touch base. Above Proficiency: Students who are above proficiency will be able to review elements of plot. Later in the unit, they will be able to assist their classmates in completing these charts. Approaching/Emerging Proficiency: Students who struggle with reading short stories/novels will be able to learn how to approach narratives. They will be able to practice identifying elements of narratives. Modalities/Learning Preferences: This activity is primarily for visual learners and independent workers.	
Objective(s) TLW <i>identify</i> elements of a story using textual evidence and inferences. TLW <i>analyze</i> elements/events of a story to determine how they fit into the structure of the story as a whole. Bloom's Taxonomy Cognitive Level: Understand and Analyze		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) I will be attentive to students' activity while they work so that I am ready to address any issues that arise before they escalate. If students get talkative, I will use proximity and ask them if they have any questions for me.	
Classroom Management- (grouping(s), movement/transitions, etc.) Students will work independently. If time, they will be able to break into groups to review and compare answers.			
Minutes	Procedures		
	Set-up/Prep: Have ppt ready, documents shared, and example ready to go.		
0-5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Students' opening question is: What is one book or movie that you've enjoyed? In one sentence, explain what you liked about it.		
5-10	Explain: (concepts, procedures, vocabulary, etc.) Go through Mapping the Plot PowerPoint. Explain each element of the plot using Goldilocks as an example. Allow students to participate in determining elements of plot.		
10-20	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Students will read "The Emperor's New Clothes" keeping <i>reading tips</i> in mind. They should pay attention to the storyline, not the specific language of the story. They should also be looking for the turning point of the story. As they read, they can fill out their 6 elements of the plot curve on a piece of notebook paper (since I cannot pass out handouts online). If they have questions, they can send messages in the chat to me or their classmates. They can also ask out loud if it is a question they think everyone will have.		
20-?	Review (wrap up and transition to next activity): Depending on how much time we have, we will break into groups to discuss answers. We will then have a full-group discussion, with designated "group leaders" speaking for their entire group. Students will hand in their completed plot maps so I can review them after class to determine how well they understand the material.		
Formative Assessment: (linked to objectives, during learning) • Progress monitoring throughout lesson (how can you document your student's learning?)			

Mapping Plot

I will collect their plot maps to determine how they are doing after this first lesson. I will also use them to determine what aspects of plot we need to look into deeper to enhance understanding.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

The explain portion of the lesson ran longer than I anticipated, but overall, it seemed like my students understood the content and were able to apply it. It should be easier to use in an in-person situation where they can write directly on the template and I can collect their finished products to gauge how well they understood the activity. In my classroom, I may choose to use a different example story—most likely something simple we covered in class. I will also use the strategy of asking a student to summarize the instructions back to me rather than repeating myself.