Sample Lesson Plan for Station Co-teaching

Lesson on Plot Diagram

Time frame: 1 hour

In this lesson, students will learn how to make a plot diagram. The plot diagram will be used as an organizational tool to map the events in a story. This mapping of plot structure allows readers and writers to visualize the key features of stories. The students will create a plot diagram in order to learn how the sequence of events in a story creates a plot structure.

CCSS.ELALiteracy.RL.6.3 (grade 6): Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Formative Assessment: Students will complete a brief informal pre-assessment to determine their level of understanding of a plot diagram and the terminology that accompanies it. Students will be drawing a plot structure and labeling the parts they can remember from previous learning experiences. The students will be shown an example of a plot structure with the correct labeling of all parts on the interactive Smart Board: exposition,
rising action, climax, falling action and resolution. The students will volunteer to come up to the Smart Board and drag and drop the terms into the correct places on the plot structure diagram. A "thumbs up, thumbs down" assessment will be used to evaluate their work. This assessment will guide teacher groupings for the station activities so that teachers can differentiate the questions and tasks for the various groupings. Students will be asked questions by the teacher as they work with their small groups to create a plot structure from a story with which they all are familiar. In doing so, the teacher will be able to observe their comprehension levels and ability to understand plot progression.

Summative Assessment: The students' final product of a plot diagram will be assessed. The diagram will have to show correct progression of plot along with proper labeling of the exposition, rising action, climax, falling action, and resolution.

Materials and Supplies:

- Copies of plot structure diagram filled in with correct terminology
- Blank copies of plot structure diagram
- Copies of plot structure diagram example
- ReadWriteThink.com plot structure diagram interactive
- Flocabulary Video: Plot Elements
- "All Summer in a Day" text
- Smart Board plot diagram interactive file created by teacher
- Consensogram

Teacher: 10 minutes	Teacher: 10 minutes	Independent Station (s) 10 minutes
Activity(ies): An example plot structure diagram will be reviewed with the students on the Smart Board. The teacher will choose a story read previously in the school year and complete a plot diagram for it so students can see the process done correctly. Students will also be provided with a hard and digital copy of the example as well. Within their small groups, students will choose a story that they are all familiar with from Elementary school and create a plot diagram. To create the plot diagram, students can use the digital interactive on the "Read, Write, Think" website or fill in a handout of a plot diagram. Teacher will ask questions to check for understanding and provide feedback. (Examples of possible stories: Little Red Riding Hood, Three Little Pigs, Goldie Locks and the Three Bears, The Very Hungry Caterpillar, etc.)	Activity(ies): An example plot structure diagram will be reviewed with the students. The teacher will choose a story read previously in the school year. The teacher will model how to complete a plot diagram so that students can see the process. Within the small group students will work together with sentence strips to match elements of the plot with the details of another story. Teacher will ask questions to check for understanding and provide feedback.	Activity(ies): The students will watch a short video from flocabulary.com on Teacher Tube titled "Plot Elements." This will give students a digital, visual, and audio/musical representation of the elements of plot. The dialogue of the song is provided in captions at the bottom of the screen. Once the video is over, students will complete a sort activity on elements of plot. Students will work together to match elements of the plot with details from a story they have previously read. *As a scaffold, provide an outline or student work product from the previously read story.

Whole Group:
Teachers and students debrief the stations. Students will be given a supplementary short story titled, "All Summer in a Day," by Ray Bradbury. After teachers prepare students for the reading, students can choose which version of the text they would like to use for the first read. The text will be provided on audio, hard copy, and digitally. After the students read the short story, they will create a plot structure diagram correctly showing the sequence of significant events in the story. Each of the parts of the plot structure diagram should be included (exposition, rising action, climax, falling action, and resolution). Students will go back to their goals for the lesson and evaluate their ability to correctly fill in a plot structure diagram. As an exit ticket, students will place a dot on a consensogram displaying their understanding of a plot structure diagram. The categories will be: "I can do this on my own and can explain how to do it," "I can do this on my own," or "I can do this if I get help or see an example."

Station Co-Teaching Support Guide

Benchmark/Objectives:

Essential questions:

Skills and Knowledge:

Student's IEP goals and accommodations:

Review of Student Data for Groupings:

Teacher:	Teacher:	Student-Led Station (s):
Objective(s):	**Objective(s):**	**Objective(s):**
Activity(ies):	**Activity(ies):**	**Activity(ies):**
Material(s):	**Material(s):**	**Material(s):**
Evaluation:	**Evaluation:**	**Evaluation:**
Time at station:	**Time at station:**	**Time at station:**