

Stuck Story Lesson Plan

Lesson Components:	Outcomes:	Assessment:	Materials Required:
<p>1) Introduce stuck stories: When a character or object becomes stuck, there are at least two unsuccessful attempts to free the character or object. The final attempt is usually successful. Example: Aaron Ralston – arm stuck in boulder – attempts to free his arm and is eventually successful</p> <p>2) Activate prior knowledge: Can you think of any stories or any situations in real life where someone or something has been stuck and has attempted to become free? (think/pair/share)</p> <p style="text-align: right;">5 min.</p>	<p>Use prior knowledge combine personal experiences and the knowledge and skills gained through previous experiences with oral, print and other media texts to understand new ideas and information</p>	<p>Formative: observation</p>	
<p>1) Show Anne of Green Gables clip – Anne stuck in boat in the river</p> <p>2) Fill in outline based on the clip (Who/what is stuck? Where/how? Act of God, trick, disaster, force – will be explained as outline is filled in), How did the character/object become freed?)</p> <p>3) Read short story “Many Moons” and repeat step 2</p> <p style="text-align: right;">30 min.</p>	<p>Record information use outlines, thought webs and summaries to show the relationships among ideas and information and to clarify meaning</p>	<p>Formative: observation</p>	<p>Anne of Green Gables youtube clip</p> <p>Many Moons</p> <p>Outline on poster paper: Who/What is stuck? How did the character/object become freed?</p>
<p>1) Generate ideas for stuck stories with the class: hand out picture prompts to groups of 2-3 students. Allow them time to generate ideas and record ideas on sticky notes.</p> <p>2) As a whole class, record ideas on the chart paper</p> <p style="text-align: right;">15 min.</p>	<p>Combine ideas use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding</p>	<p>Formative: observation</p>	<p>Picture prompts</p> <p>Sticky notes</p> <p>Chart paper</p>

<p>1) Let students know that we will begin to outline our own story beginnings now. We will practice by doing one together as a class, and then doing one independently.</p> <p>2) Show poster outline on the board. Ask class to pick a stuck idea from the chart where their ideas were generated. Use class input to create an outline for the beginning of the story (setting, character, motive, how does the character or object become stuck?)</p> <p>3) Hand out student outlines. Allow them time to create their own outline using the generated ideas and picture prompts</p> <p>15 min.</p>	<p>Record information use outlines, thought webs and summaries to show the relationships among ideas and information and to clarify meaning</p>	<p>Formative: observation/feedback</p>	<p>Stuck story poster outline Student outlines</p>
<p>1) When outlines are finished, review narrative leads: action, dialogue, or thinking. Show examples on Smartboard and use class input to create the beginning of the modeled story using one of the leads. Write the beginning of the story on chart paper so students can reference when writing their own stories</p> <p>2) Students will then choose how they want to begin their story and using their outline, create their own narrative lead</p> <p>25 min.</p>	<p>Appreciate the artistry of texts discuss how detail is used to enhance character, setting, action and mood in oral, print and other media texts</p>	<p>Formative: observation/feedback</p>	<p>Narrative lead examples on Smartboard (action, dialogue, thinking) Chart paper</p>
<p>1) Students will share the beginning of their stories with a partner and give one positive comment and one suggestion to improve the beginning</p> <p>5 min.</p>	<p>Appraise own and others' work work collaboratively to revise and enhance oral, print and other media texts</p>	<p>Formative: peer feedback</p>	<p>Student story beginnings</p>