# Story Elements
# Unit

Instructional Design Fall 2013

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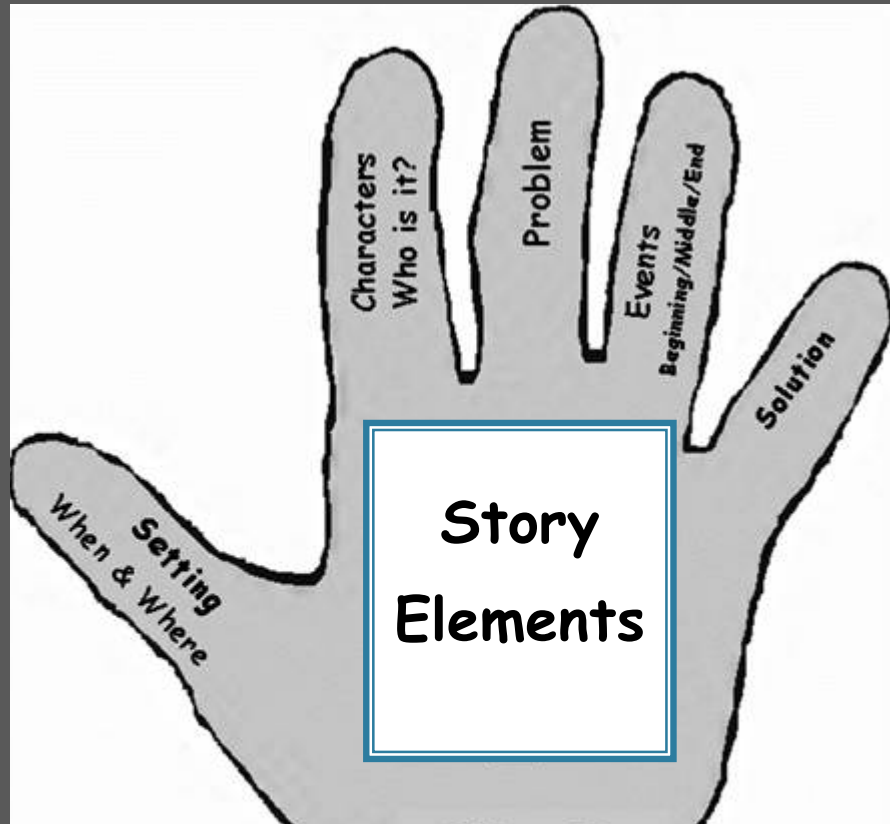
# 1ST GRADE STORY ELEMENTS

## Backwards Design: The Model

The Backwards design model originated in the early 2000's and is explained in the book Understanding by Design by the authors Grant Wiggins and Jay McTighe. The fundamental goal of the backwards design model is to begin with the end in mind. It delays the planning of teaching and learning experiences until the goals of the instruction have been determined and the assessment activity has been determined and created.  It allows teachers to keep the main goals, or what they want the students to know or do at the forefront of their instruction.

It has three stages:

| Stage 1: Identify Desired Results |
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| Stage 2: Determine Assessment Evidence |
| Stage 3: Plan Learning Experiences and Instruction |

**Adapted from the following:**

*Understanding by design and Understanding by design: Professional development workbook* (Wiggins & McTighe, 1998, 2004).

http://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf

## Backwards Design: A Design Choice

Choosing backwards design for our unit plan was deliberate based on the end goals of the learning. Because primary teaching is now very strongly driven by

Common Core standards we felt that the backwards design model would be the most appropriate choice in the current educational climate. This field is currently intensely focused on outcomes, performance, and assessment.  It is required and imperative that teaching and learning be grounded in and guided by the standards in the district and state in which we teach. The district we are teaching in required these standards and encourages a backwards design model and lesson plan format from its teachers. We chose to instruct based on the standards from the Common Core that address story elements at the first grade level.  These three goals are as follows:

- ✓ *RL.1.3 Describe characters, setting, and major events in a story using key details.*
- ✓ *RL.1.2 Retell Stories including key details and demonstrate understanding of their central message or lesson.*
- ✓ *RL.1.7 Use illustrations and details in a story to describe characters, setting, and or events.*

# The 8 Steps of Backwards Design: Our Approach

Step 1:  Analyze state standards and benchmarks.

Step 2: Develop the assessment task.

Step 3: Development of a scoring guide

Step 4: Design of curriculum.

Step 5: Planning of  instructional strategies

Step 6: Delivery of instruction

Step 7: Administration of Assessment

Step 8: Evaluate or Refine the steps (post teaching)

We began our unit by selecting standards from the first grade standards required by the state of Pennsylvania and the districts in which we work. In selecting the standards for first grade story elements, we completed **step 1**. For **step 2,** we

determined that a performance-based assessment would best demonstrate understanding of each story element and how they are used in stories. In order to demonstrate this, students will create their own book at the end of the unit that incorporates the story elements as key components in the story. **Step 3** involved creating a rubric for the student created stories. In **Step four**, we began to determine the exact topics that would need to be covered in lesson form in order to reach the common core standards. **Step 5,** planning lessons for each story element and the best way to introduce each story element occurred. For **step 6**, we choose to introduce the main story elements based on the common core for first grade students using the same story in order to connect each element. Considering grade level, we choose to check for understanding with guided as well as independent activities for each story element for **step 7**, will be implemented as an overall assessment for the unit. **Step 8** will occur following the teaching of the unit for future use with reflective changes to the plan after implementation.

## Diverse Learners: Planning for Individual Needs

In planning our unit, we had to take into consideration that not all children learn in the same ways and that some students may have special needs and individualized education plans. For this unit, each lesson plan contains a section that addresses the needs of these learners for the activity being presented. Our population contains learners who are not only academically diverse, but may also have behavioral barriers

to learning that needed to be addressed for the type of instruction or activity being completed. This was also considered in the evaluation activities to ensure students every opportunity to demonstrate their knowledge in the area of story elements throughout the unit and at its conclusion.

## Technology: Rationale and Instructional Activities

One of the hot topics in education today remains the integration of technology into lessons for young students.  Despite pushback from some critics, we decided to incorporate technology to help achieve our goals and objectives for our overall unit. The purpose of the unit is to instruct students on the various elements of a story, and any technology implemented into our lessons focus on the overall goal of the unit to assist student learning.

The use of technology can be implementing through Lesson Three: Elements of a Story through the use of a Smartboard. Through having the students use multi-sensory tools such as kinesthetic, auditory, visual and oral types of learning, a student will inquire, learn and develop "beginning, middle, end" pertaining to the story, "The Tortoise and the Hare" at a quicker pace. Technology will be the catalyst the learning process in this lesson plan. In addition to this thought, the technology aspect will incorporate all learners such as students with disabilities. By using different learning aspects such as kinesthetic all learners will be included in the activity.  While

technology was not specific to the individual lesson on setting, the element is reviewed using technology with the ipad in the introductory and review lessons

Technology will also be used in the introductory, review lesson, and is optional in the final assessment for the students. A music video will be used in the introduction lesson as well as posters that can be printed or displayed on a Smartboard The students will also use the music video in the review lesson, followed by the use of an iPad to create a story that incorporates all elements of the story as a group. The iPad will be projected via Airserver technology onto the Smartboard while students get individual turns to add to the story ensuring all elements are incorporated. The class will then complete the story map as a group by writing and sharing ideas on the Smartboard template. In the assessment, students will have the option to create their own story using the iPad application or they may choose to complete it in paper format.

## Assessment: How will learning be assessed and built upon through the year

Each lesson has a small evaluative piece such as group discussions, activities, or observations. For example in Lesson Three: Plot, the students will be assessed through formative and summative assessments. The teacher through the lesson will formatively assess students through observations and the use of worksheets. At the end of the

lesson, the teacher will have a summative assessment in the form of an independent assignment for each student. After the lesson, students will apply their skills of storytelling by incorporating their own stories and knowledge of beginning, middle and end through technology. Students will use the Plot Diagram tool to map out the beginning, middle, and end of each story. Through the plot diagram, the teacher will be able to summative assess each student on their full understanding of the lesson. The unit itself also has a culminating assessment in which students will create a story that incorporates all elements that were taught to students.

Through out the school year, these elements will be discussed as the class continues to read, enjoy, and evaluate literature. These items will be critical as the students grow from a read-a-loud format to an independent reading level. These items will spiral back through as the year progresses to be revisited in other stories and genres.

# Rational, Unit Plan, and Lesson Plan References:

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