**Direct Instruction Lesson Plan Template**

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| **General Information** | |
| **Lesson Title:** Crafting Great Narrative Endings in Writing | |
| **Subject(s):**Language Arts | |
| **Grade/Level/Setting: 4th** | |
| **Prerequisite Skills/Prior Knowledge:**  *What do your students already know or need to know about the selected topic to participate in the lesson successfully?*  Learners should comprehend the structure of a plot, containing a beginning, middle, and end.  The learner should be able to a story draft and understand the importance of a narrative resolution. | |
| **Standards and Objectives** | |
| **State/National Academic Standard(s):**  **CCSS.ELA-LITERACY.W.4.3. E**: Provide a conclusion that follows from the narrated experiences or events. | |
| **Learning Objective(s):**  *Identify what students will accomplish by the end of the lesson; it needs to align with the state or Common Core State Standards and needs to be measurable (condition, behavior, and criterion).*  By the end of the lesson, students will be able to:   1. Recognize and analyze different story-ending forms using guided texts. (Behavior; recognize and analyze, Condition; Using mentor texts, Criterion: Demonstrate understanding through discussion and graphic organizers.) 2. Review a weak narrative ending and change it into an engaging one using guided strategies. (Behavior; Review, Condition; Using guided strategies, Criterion; Improved ending assessed through a rubric.) | |
| **Materials** | **Technology** |
| *What materials will the teacher and the students need to complete the lesson?*   1. Guide texts with strong narrative endings (The Tale of Despereaux, Charlotte’s Web, The Giver by Lois Lowry) 2. Chart paper 3. Markers 4. Graphic organizers Checklist | *How will you use technology to enhance teaching and learning? (Optional: Use the* [*SAMR model*](http://www.schrockguide.net/samr.html) *to explain the technology integration strategies you plan to use.)*     1. Smartboard or projector 2. Use Google Docs for collaborative editing 3. Padlet for learners to share and analyze narrative conclusions |
| **Language Demands**  *Specific ways that* ***academic language*** *(vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their understanding.* | |
| **Language Function(s):**  *The content and language focus of the learning task represented by the active verbs within the learning outcomes. Common language functions include identifying main ideas and details; analyzing and interpreting characters or events; arguing a position or point of view; or predicting, recording, and evaluating data. Common language functions in math include predicting from models and data, recording multiple ways to solve problems, justifying conclusions, evaluating data and explaining how or why certain strategies work.*  Language function   1. Compare diverse types of narrative endings (e.g., surprise twist, resolution and circular ending). 2. Review narrative conclusions to strengthen emotional impact, coherence, and thematic alignment. 3. Justify the revisions using textual evidence. | |
| **Vocabulary:**  *Includes words and phrases that are used within disciplines including: (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table); (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and (3) subject-specific words defined for use in the discipline.*   1. A resolution represents the part of a narrative where every conflict reaches its conclusion. 2. A cliffhanger represents an ending that makes readers stay in suspense about unresolved questions. 3. A circular ending connects events from the first section to the final sections of a story. 4. Theme is the central message or lesson of a story. | |
| **Discourse and/or Syntax:** *Discourse includes the structures of written and oral language, as well as how discipline members talk, write, and participate in knowledge construction. Syntax refers to the set of conventions for organizing symbols, words, and phrases together into structures (e.g., sentences, graphs, tables).*   1. At the end of the narrative the author presents events that strengthen both the theme of "\_\_\_\_" and "\_\_\_\_" 2. A modification of \_\_\_\_ in my narrative ending accomplished a desired effect of making the reader experience \_\_\_\_ feeling. | |
| **Planned Language Supports:**  *The scaffolds, representations, and pedagogical strategies teachers intentionally provide to help learners understand and use the concepts of language they need to learn within disciplines.*   1. A set of sentence starters exists to explain the process of revising specific areas. 2. Students use graphic organizers to sort different closing types in narrative stories. 3. A discussion session with peers occurs before individual work for idea enhancement. 4. Word banks and visual aids for English Language Learners. | |
| **Instructional Strategies and Learning Tasks** | |
| |  |  | | --- | --- | | **Anticipatory Set:** | | | **Activity Description/Teacher** | **Student Actions** | | Introduce the lesson and show different ending lines from mentor texts and ask the students to arrange them according to their effectiveness.  Direct students to discover effective closing elements through questioning about emotional intensity and ending clarity and story-related concepts. An excellent source of mentor texts includes well-known children's books such as "Charlotte’s Web" alongside "The Tale of Despereaux" because they present readers with multiple end types ranging from pure happiness to ambiguous sadness and challenging considerations. | The class groups evaluate which story resolutions create the strongest impressions during a group discussion.  Students provide specific evidence to support their rankings which demonstrates how each conclusion succeeds at completing the narrative structure and connecting with readers.  Student groups review their individual viewpoints while showing how various conclusions generate different emotional reactions. | | **Presentation Procedures for New Information and/or Modeling:** | | | **Activity Description/Teacher** | **Student Actions** | | Introduce the different types of narrative endings through separate examples which include resolved endings and surprise twists and open-ended conclusions. Teach students through mentor examples showing how various authors effectively finalize their stories. Using "The Giver" by Lois Lowry allows mentors to explain open-ended finalities that readers can pursue interpretation from.  Show students how to fix a poor conclusion by carrying out a verbal explanation of an unconvincing final section. The teacher shows students how to find problems in their conclusion such as rapid transitions and emotional dullness combined with inadequate theme relationship.  While teaching the lesson the instructor openly shows several conclusion revision techniques that incorporate theme reinforcement and sensory element addition and character transformation maintenance. | Students document important features of strong endings while they observe them in multiple mentor texts. The graphic organizer helps students classify different types of endings together with their related effects.  Students assess a mentor text for its concluding technique and perform evaluation based on a criteria rubric.  An assessment is conducted about the selected resolution to understand its influence on reader involvement and delivery of the main message. | | **Guided Practice:** | | | **Activity Description/Teacher** | **Student Actions** | | Present students with an incomplete story which needs a compelling conclusion. The story examples come from published works with missing endings or teacher-made materials.  Instruct students to follow a structured checklist to revise the ending by focusing on coherence along with emotional impact and thematic connection. The students should explore multiple concluding methods while evaluating their outcome effectiveness.  Group the students into two groups to conduct peer reviews. Offer positive feedback that enhances clarity and engagement and maintains thematic connections in each other's revisions. | The students should explore multiple concluding methods while evaluating their outcome effectiveness  Students need to share their adjusted texts with the class while demonstrating what changes they made along with showing how their alterations strengthened the story message.  Each student in the group assesses both plot effectiveness and structural adherence in the narrative. | | **Independent Student Practice:** | | | **Activity Description/Teacher** | **Student Actions** | | Direct the learners to modify the conclusion of their narrative by implementing at least one approach learned during class lessons.  Supply evaluation prompts for students to examine their starting conclusion ahead of revision work. | Students should use their independent knowledge of revision techniques to enhance their story endings. Students should review their modifications while describing how these changes improve both clarity along with story engagement while strengthening thematic relations.  Students need to share their work with their peers who will provide feedback before they complete their assignment. | | **Culminating or Closing Procedure/Activity:** | | | **Activity Description/Teacher** | **Student Actions** | | Arrange a team discussion to examine effective ways closing parts enrich a story's impact on readers.  To illustrate best revisions, follow examples from students while simultaneously reinforcing main concepts and principles. Teach students to reveal the impact of their decision-making on how readers perceive their work. | Students should maintain a brief journal to document their ending revisions by addressing questions like "What changes did I make in my story ending and what motivated these changes?" What changes to my revised conclusion enhance the entire narrative? | | |
| **Differentiated Instruction**  *Consider how to accommodate for the needs of each type of student. Be sure that you provide content specific accommodations that help to meet a variety of learning needs.* | |
| **Gifted and Talented:**  Students should develop another version of the story conclusion incorporating either circular development or unexpected alterations. | |
| **EL:**  Make use of illustrations, streamlined language, and translated forms of important terms.  Assign English Language Learners to groups with peers who can offer more assistance. | |
| **Students with Other Special Needs:**  Give learners visual organizers and sentence starters (such as "At the end of my story, the main character realizes..."), to help them structure their endings. | |
| **Assessment** | |
| **Formative**  *Describe how you will monitor, support, and extend student thinking.*  Using a systematic checklist, students will receive peer feedback during guided practice to make sure their improved endings have greater emotional impact and coherence.  On common problems, the instructor will circulate and offer targeted feedback | |
| **Summative**  *Discuss how the summative assessment (quiz, test, product) measures student achievement of the learning objective.*  The learners' final revised endings will be evaluated using a rubric assessing   1. clarity 2. coherence with the story, and 3. engagement.   **Rubric**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Criteria** | **Excellent (4 pts)** | **Good (3 pts)** | **Needs Improvement (2 pts)** | **Incomplete (1 pt.)** | | **Clarity** | The ending is well-structured and clear and leaves no confusion for the reader. | Ending is generally clear but may have minor inconsistencies. | The ending is somewhat unclear, with gaps in the resolution. | Ending is unclear, unexpected, or does not provide closure. | | **Coherence with Story** | Ending flawlessly connects to the rest of the narrative, emphasizing character arcs and themes. | The ending connects to the story, although there are minor thematic inconsistencies. | The ending somewhat connects but lacks full integration with prior events. | The ending feels out of place. | | **Reader Engagement** | Ending evokes a strong emotional effect and preserves reader interest. | The ending is engaging, but there’s room for improvement to be more emotionally impactful. | The ending lacks the needed emotional depth, but it is understandable. | The ending does not engage, and it feels rushed. | | |
| **Lesson Extension** | |
| *Explain one**strategy, text, or activity that contributes to the students’ development of awareness of differences in society.*  Students will put together a digital slideshow considering diverse historical contexts, cultural perspectives, or social experiences that shows an updated ending. The students will explore how diverse backgrounds may impact how a story ends and also reflect on how the representation in narratives impacts many readers. Throughout the peer review session, learners will discuss how their revised endings incorporate or acknowledge various viewpoints, fostering an understanding of societal differences. | |