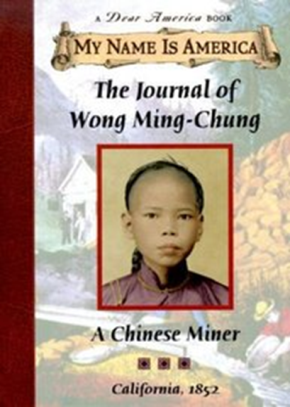
B. B. C. / Blackboard Configuration

Open Court / Unit 5 (Making a New Nation) Lesson 3

**The Journal of Wong Ming-Chung **

**Learning Objectives:**

Power Standard: Story Elements Power Standard R2Cb

Objectives

Following the lesson on the elements of the story, students will be able to identify, list,  
recite, recognize, and verbally explain each of the elements of a story with 100% accuracy.

The learners will be able to:

1. Identify the five elements of a story directly from text.   
2. List the five elements   
3. Recite them allowed when asked   
4. Differentiate between them all   
5. Verbally explain what the characteristics of each and why we use them.

Activities

(In this lesson plan there are

links to the internet to help further explain the elements to the students.  
They can be found underlined and in a different color than the rest of the text. The color it can be  
found in is black.)

Before class begins, put all desks in a giant circle. You may wait and have the students put the  
desks into a circle, although this takes up class time. After you have taken attendance and finished  
initial bits of business, instruct the students to take out a sheet of paper and a pen. Everything else  
needs to be off their desks.

The first activity we would do is to read the story, Where the Wild Things Are by Maurice  
Sendak. I would start out by introducing the book to the children. I would read the author and  
title, show the cover and first few pages of the book. I would then ask the children what they think  
the story might be about. I would then read the book to the class. After we are finished reading  
the book I will ask the class if it was a "good story," an "interesting story," a "well-written story." I  
would then explain that we will now look at the elements or parts of what makes up a good story.  
We would then take Several large sheets of paper each labeled: Characters, Setting, Problem,  
Events, Solution. I would start with the large sheet of paper with the word "SETTING" on it. I  
would explain to the class that he setting is where and when the story takes place. I would then  
ask the students to tell the setting of the book. For each response I would have them refer back to  
the book by saying "how does it tell us that?" and help the students remember a passage or a  
phrase. Write down what the students give you for the setting. Repeat the process for  
"CHARACTERS," "PROBLEM," "EVENTS" and "SOLUTION."

I would then split the class into groups of three. In their groups they would have to complete the  
following worksheet. After they complete the worksheet and write their name on it, they are to  
turn it in for a grade. The point of the worksheet is to see if they understand what the elements of

[](http://cosmoscrystal.com/graphics/images/Native%20American%20024.gif)

**Do Now:**

* Penmanship Cursive Letters **a, b, c d, and e**  (lower case)

**Checking Comprehension**

**Monday:** Clues / Problem / Wonderings (p. 430 - 441

**Checking Comprehension**

**Tuesday:** Why does Wong Ming-Chung emigrate from China to the western United States?

**Checking Comprehension**

**Wednesday:** How does he accomplish what he came to do?

**Focus Question**

**Thursday:** Why did Wong Ming-Chung come to California?

**Friday:** Why did the group led by Fox decide to work on the levees instead of prospect?

[](http://cosmoscrystal.com/graphics/images/Native%20American%20024.gif)

Agenda:

* Complete Do Now.
* Write down HW in planner, show HW to me.
* Hand in last night’s HW.
* Review agenda.
* Review objective for today.
* **Monday:**
* **Writing Prompt**

Write out the lyrics to your favorite song or print them out and paste them into your journal. (Please make sure the lyrics are appropriate, **No Cursing/ Profanity**)

*Write a 3 page paper using the 6 traits writing steps to explain what you would do.*

* *2. Clues / Problems / Wonderings*
* *3. Write a script for this story*
* *4. Study Island 10 questions (Story Events) copy the worksheet and answer the questions.*
* *Intervention (Acuity 5 questions) Make sure you keep a copy of your responses. Number each one.*
* **Tuesday :**

1. *In small groups students will present their Clues /Problems/ Wonderings.*
2. *Read and discuss Lesson 2 story*
3. *2. Mini lesson / Word Knowledge (internet activity.)*
4. *3. Weekly Vocabulary introduced*

*4. Writing* ***activity “***? (Prewriting)

-*5.* Spelling Activity (spellingcity.com). Students will write a sentence for each word.

* **Wednesday:**

1. *Students will work in cooperative groups to create a project. R3Cd (The Real Story :The Three Pigs)*
2. *2. Lesson 2 Context Clues (open Court) Internet websites record contexts clues for lesson 2.*
3. *3 writing activity – Prewriting activity).*
4. *4. Spelling Activity 2 (spelliingcity.com).*
5. *Students will utilize spelling word in a word game. Language Arts (Grammar) Main and auxiliary verbs.*

* **Thursday:**
* *1. Book Review (Write a book review on the book you have read for Book Club.*
* *2. Write your first 1st draft for your writing prompt.*
* *3. Pre-spelling test*
* *4. Spelling Activity 3 (spellingcity.com).*
* **Friday:**
* *1. Writing Process (ideas and organization) Students will edit writing piece.*
* *2. In cooperative groups students will share writing piece and offer helpful suggestion for improvement of each other writing piece.*

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**Homework:**

**Monday:**

* Language Comprehension p. 150
* Graphic Organizer (Write your 1st draft for your writing prompt
* Spelling Packet p.114
* Write a definition for each of spelling word
* Write a Script for your story
* Write a definition for each vocabulary word (Word Knowledge)
* Study your test taking strategies
* Review your Cornell Notes taken in class

**Tuesday:**

* \* Language Comprehension p. 151
* Complete writing piece draft 2 (edit)
* Spelling Packet p. 115
* Write a sentence for each spelling word
* Review your Cornell Notes taken in class

**Wednesday:**

* Language Comprehension Book p. 152
* Spelling Packet p. 116
* Syllabication (Divide each word into syllables)
* Study your test taking strategies
* Review your Cornell Notes taken in class

**Thursday:**

* Language Comprehension Book p.153 – 154 - 155
* Spelling Packet p. 117
* Write each spelling word 10 x’s each.
* Review your Cornell Notes taken in class

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**Friday:**

* Write a story using all spelling words from this lesson
* Spelling List #8 (All) for the weekend. Everything is due on Monday
* Read 3 chapters in your Book Club book and write a short summary to share with you cooperative group
* Review your Cornell Notes taken in class

**B. B. C.** / Blackboard Configuration

Open Court Differentiation Instruction

*Modifications and Accommodations made in Mr. Willis’s Class*

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Spelling

* Spelling lists shortened to student ability
* Spelling tests given in a variety of formats
* Directions modified
* Spelling words used in a variety of ways
* Frequent checks for understanding
* Students given extra time to complete assignments

Writing:

* Students given extra modeling and cueing while writing
* Students given assistance filling out graphic organizers and organizing thoughts
* Students read their writing aloud to another student or teacher
* Written assignments expected to be shorter than the rest of the class
* Directions paraphrased/ Modified
* Frequent checks for understanding
* Students given extra time to complete assignments

Reading:

* Students given extra time to complete assignments
* Directions modified/ paraphrased
* Book report books chosen based on student reading level
* Students review story in small groups
* Students use alternate projects to demonstrate understanding (occasionally)
* Length of assignments is modified
* Graphic Organizers used to organize what happened in the story
* Students complete work with cueing/ accommodations