



Learning Plan: ELEMENTARY & SECONDARY

Student Teacher	Julieta Quinteros Amat	Co-operating Teacher(s)	Mark Della Posta
Date	May 24, 2023	Start/End Time	11:12-12:27 (75mins)
		Room	2212

Title of lesson	Conflict Short Story Writing	Grade level	Secondary 1
Subject	English Language Arts (ELA)	Topic	Creative Writing
Relevance	In practicing their creative writing skills, the students will have the opportunity to apply the information they've already gained about argumentative essays and use their creativity to further understand the concept.		
Materials/Resources Required	Students will have writing utensils and paper to write their stories on, extra will be provided if necessary; a few slides will also be projected to remind students of the different conflict types as well as the structure of a creative short story; a handout will also be given for students to fill out throughout the review/lecture part of the class to keep them engaged and for them to use as reference in the future		
QEP Subject Area Competencies	Uses language/talk to communicate and learn - The students will be learning through a short presentation to review their previous information covered about types of conflict and then will be writing about them Produces texts for personal and social purposes - The creative writing short stories will serve as practice for the writing, a review of previously covered information, and a way to work on their creativity		
Learning Objectives	By the end of this lesson students will have a better understanding of what creates conflict as well as how to use previous knowledge and combine it with creativity to write their own story		
Essential Question(s)	How can conflict create or further the plot of a story?		

Lesson Timing (~5min)	Introduction (hook): The class will start with attendance and possibly chatting with the students, it is something they have become used to already with the CT. The topic of the class, specifically that the students will be writing short stories, will first be introduced, followed by a brief explanation. Students will be given a handout with fill in the blank options for them to fill throughout the presentation and which they will use during their time writing the short story	Student will know: - How to identify the different forms of conflict - How to follow the story structure of a short story - How to use their knowledge and combine that with creativity for a new creation
(20-25m)	Development (Learning activities – step by step sequential procedure): Review of different forms of conflict plus internal/external [projected slides]; students will be focusing on person v person, person v self, person v supernatural for their short stories, students will be asked for examples of each when discussing the 6 types (possibly just the main 3 depending on time); explain that in their stories they must choose one form of conflict to represent and they are then going to write a story that contains an argument/issue with that type of conflict	Students will understand: - How to use information to write a creative story - How to combine the idea of an argument with a creative story - What makes an argument and conflict - The structure of a short story



(30-40m) (10-15m) (2-3min)	- Will then introduce the structure of a short story, the plot arc chart will be used as a visual representation (possibly offer little handout as reminders) - Their short stories should have exposition, main conflict, resolution (AT LEAST), and give them a rough estimate that it will be 3-5 sentences, 5-10, 3-5, for their story. Goal is to have one full written page of a story ***will provide lined paper*** - In explaining the story structure, an example storyline will be provided - A review slide of the requirements for what they must include in their story will be kept up on the board for the remainder of the class - Will also give them a tip to just layout their idea of character; setting; conflict and then get going with writing the story - Explain that students can start off with the main character as themselves and the setting as LBP (limiting this reduces the chance of them being overwhelmed with possible options) *room/time for clarifying questions* - Students will be working on their stories for most of the rest of the period. Throughout the class I will roam to check progress and answer any questions students may have, keeping track of any repeating questions to then address to the class as a whole (time depends on how long previous sections took and student participation) - If students are excited about it they will have the opportunity to share some of their short stories with them reading it or I will offer to read it	Students will do: - Successful integration of knowledge with creative creation - Writing to create an entirely unique short story - Written communication of their understanding and creativity - Creative writing to the best of their abilities - Creative creation integration with previously discussed conflicts
		Cross Curricular Competencies: - Each student uses information previously learned to effectively create a new piece of media - Uses creativity to accomplish a unique and entertaining story which effectively articulates an argument or conflict, specifically identified - Achieves their potential both in regards to literary ideas as well as writing skills when it comes to short stories - Students communicate appropriately, both through their writing and verbally for any questions they may have when creating their stories
		Broad Areas of Learning: - Media Literacy - In both reading and understanding literary conflicts as well as creating their short stories works to improve their media literacy
		Universal Design for Learning/ Differentiation: - Students will have the option of handwriting or typing their stories if they require it - Throughout the lesson the short story structure as well as types of conflict will be put up on the board at all times for students to reference as needed
	Closure (transition): (Depending on how well students behaved/ participated) will thank them, remind them this is my last week with	FORMATIVE - Assessment FOR learning: In reviewing and working with previously covered information



	them and ask them to leave the stories on their desks on the way out, I will collect them ● CT will then remind them what they will be doing next class	regarding conflict types and argumentative writing, using it in a new and creative way allows the students to try something new and receive feedback to then use that in the future
		FORMATIVE - Assessment AS learning:
		● Students will have the opportunity to receive feedback on their stories, both critiquing their work in using the conflict concept correctly and effectively following the short story structure
		SUMMATIVE - Assessment OF learning:
		● The stories will serve to ensure students understand the concept of different types of conflicts as well as assess where they are at with their writing skills and what can be improved upon

Equity, Diversity & Inclusion (EDI) Considerations: ● Any previously established requirements for students to better succeed will be met and accommodated ● When giving examples, will be sure to include a variety of cultures and ideologies to give several options and representations
Further considerations: ● While offering different summative assignment opportunities, as well as different types of participation, there may still be a few students who these do not cater to ○ At the discretion of the teacher and their knowledge of the student there may be different opportunities presented if necessary ● The information projected on the slide will be on the handout for students in case they have trouble seeing the requirements from a distance or will get distracted consistently looking up to the board ● Extra pencils and paper will be provided for students who may not have it or run out

Reflection:

TBC

Professional Competencies:

- Competency 2 – Master the language of instruction
 - After my activity, I am going to try and be more aware of my pacing when explaining parts of the lesson and instructing the students
 - I also plan on trying to be aware of how I ask the students questions, as generally broad ones won't receive as much engagement



- Competency 3 – Plan teaching and learning situations
 - After working with these students for almost three weeks I have an idea of how they may behave, and I've worked to plan the class and lesson in a way I hope will be engaging
- Competency 6 – Manage how the class operates
 - Also after working with these students for a while, I'm very aware of how unruly they can get, and therefore aim to be vigilant in stopping any rowdiness before it entirely derails the class
- Competency 8 – Support students' love of learning
 - Creative writing is something I think all students have the opportunity to love, and I hope that in using a topic they've already covered that it will allow them to feel more comfortable when doing a creative activity