

## LESSON PLAN – STORY STRUCTURE & ALTERNATIVE ENDING

**Grade:** 10

**Setting:** 12:1+1 Special Education

**Time:** 40–45 minutes

**Materials:** PowerPoint (story structure examples and Leo story), comprehension worksheet, writing utensils

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### STANDARDS

**NYS Next Generation ELA (Grade 9–10):**

RL.9–10.3 – Analyze how characters develop, interact, and contribute to plot and theme

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### TEACHING POINT

Understanding the beginning, problem, and ending of a story helps us make sense of what happens, and we can use those details to create a new ending that still fits.

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### OBJECTIVE

Students will identify the beginning, problem, and ending of a story and create an alternative ending using details from the text.

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### IEP CONNECTIONS

- Sequencing events
  - Answering “wh” questions with visual and verbal supports
  - Comparing and contrasting
  - Responding to text using structured supports
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### VOCABULARY

- **Story:** a sequence of events with a beginning, problem, and ending
  - **Problem:** a challenge or conflict a character faces
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### LITERACY TARGETS

- Listening for understanding
  - Explaining thinking about a story
  - Using story vocabulary during discussion
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## **LESSON SEQUENCE**

### **1. INTRODUCTION – STORY STRUCTURE (5 MINUTES)**

Teacher reviews beginning, problem, and ending using familiar examples from the slideshow.

Students turn and talk with a partner about examples from movies, TV shows, or real life.

Paraprofessionals support students in staying on task, prompting responses, and modeling language as needed.

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### **2. MODELING WITH LEO STORY (8–10 MINUTES)**

Teacher introduces the Leo and the kite story and models identifying the beginning, problem, and ending using a think-aloud.

Students follow along and respond to prompts identifying each part of the story.

Paraprofessionals redirect attention, prompt use of vocabulary, and restate student responses using complete language.

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### **3. GUIDED PRACTICE – TURN AND TALK (5–7 MINUTES)**

Students work with a partner to brainstorm a different ending to the story.

Sentence starters are provided:

- “Leo’s problem is...”
- “A different ending could be...”

Paraprofessionals support pairs, help students express ideas, and model responses when needed.

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### **4. INDEPENDENT / SUPPORTED PRACTICE (10–15 MINUTES)**

Students complete a worksheet where they:

- Identify the beginning, problem, and ending
- Create an alternative ending (written, drawn, or dictated)

Paraprofessionals provide individual support, including scribing, prompting, and use of visuals.

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### **5. ONGOING SUPPORT AND ENGAGEMENT**

Teacher and paraprofessionals monitor student engagement and provide redirection as needed (proximity, verbal prompts, visual cues).

Attempts to re-engage are documented as appropriate while instruction continues.

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### **6. CLOSURE (3–5 MINUTES)**

Class discusses:

- What was the problem in the story?
- How did your ending solve it differently?

Students share responses using story vocabulary.

Paraprofessionals support students in participating and expanding their responses.

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