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School: Whitman

Lesson Date: 11/29/2018
Grade/Subject: 2nd/ ELA

LESSON PLAN: Writing Instruction

PART A. BASIC LESSON INFORMATION

Writing Skill/Topic of the Lesson: Writing a Narrative

Planned Time: 60 minutes

ACCRS Writing Standard(s) 2.W.3- Write narratives in which they recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order and provide a sense of closure.	Lesson Objective: Students will be able to write narratives in which they recount a well-elaborated event or short sequence of events that includes details to describe actions, thoughts, and feelings; use temporal words to signal event order and provide a sense of closure.
Writing Product/Assessment: Students will compose a narrative about the first time they tried something or learned something new.	Differentiation: - Provide students with a mini story elements poster that they can refer to. - Provide sentence starters for students who may need them. - Emerging writers will work with the teacher at the back work table to fill out their Narrative Prewriting Sheet

Materials and Supplies:

- The Thing Lou Couldn't Do* by Ashley Spires
- Narrative Brainstorming Worksheet (25)
- Narrative Prewriting Sheet (25)
- Narrative Rubric (25)
- Narrative Writing Paper (25)

PART B. LESSON SEQUENCE

1. Welcome and Lesson Hook/Anticipatory Set/Link, Connection, Rationale, or Background- **5 Minutes**

- The teacher will say, “Good afternoon, 2nd graders. Today we are going to be writing a story. Has anyone ever written a story before?”
 - Students should raise their hand and the teacher will allow a few students to share the types of stories they have written.
- The teacher will ask the students, “Does anyone know what a narrative is?”
 - The teacher will provide the students with think time and have a few students share their answer.
- After the students share their answers, the teacher will say, “A narrative is a story that you write or tell to someone, it usually includes a lot of details. Today, we will practice writing our own narratives that retell an event that has happened in our life. We will use details and adjectives to describe our thoughts and feelings. Our narratives will have a beginning, middle, and end.”

2. Statement of Objective(s): The objective will be displayed under the DocCam, as well as written on the board. The objective will be stated at the beginning and at the end of the lesson.

- “At the end of the lesson, you will be able to write your own narrative that recounts a well-elaborated or short sequence of events. You will include details to describe actions, thoughts, and feelings and use temporal words to signal event order and provide a sense of closure.”

Student friendly objective: “I can write a narrative to recount an event that includes details and has a beginning middle, and end.”

3. Steps in Writer’s Workshop Mini Lesson and/or Writing Process (and directions for each).

Instructional Input 15 Minutes	Teacher Will: 1. Ask students, “Have you ever tried something or learned something new? Sometimes trying or learning something new can be frustrating but with practice and determination, we can overcome the obstacles we are faced with. When you tried or learned something new, how did that make you feel?” (Provide the students with think time and allow students to share their experiences with trying or learning something new).	Student Will: 1. Provide the teacher with their own personal experiences of how they felt when they tried something or learned something new. 2. Make inferences about the story and share their findings with the teacher and their peers. 3. Listen to the teacher, while she reads <i>The Thing Lou Couldn’t Do</i> by Ashley Spire, answer the teacher’s questions, and make predictions and inferences about the story. 4. Direct their attention to the front of the classroom, while the teacher begins to fill out the Narrative Brainstorming
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	2. Say, “Today, we are going to read a story or narrative called <i>The Thing Lou Couldn’t Do</i> by Ashley Spire. What do you think this story is going to be about?” (Provide the students with think time to infer what they think the story will be. Allow a few students to share their inferences). 3. Will read <i>The Thing Lou Couldn’t Do</i> by Ashley Spire. The teacher will stop throughout the story and ask the students questions, have them make predictions, and inferences. 4. The teacher will place the Narrative Brainstorming worksheet under the DocCam, read the directions, provide the students with two personal examples of trying or learning something new (ex: becoming a teacher and riding a dirtbike), and ask for the students to provide her with more examples to fill out all 10 bullets on the worksheet. 5. Pass out the Narrative Brainstorming Worksheet, read the directions to the students, have the students read the directions back to the teacher, and instruct them to complete the worksheet.	Worksheet. They will then share their own personal experiences of when they tried or learned something new with the teacher, so that she can complete the Narrative Brainstorming Worksheet. 5. Write their name and date on the worksheet once they receive it, listen to the teacher while she reads the directions, read the directions back to the teacher, and come up with 10 times they experienced learning or trying something new.
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Guided Practice 15 Minutes	Teacher Will: 1. Place the Narrative Prewriting Sheet under the DocCam and explain to the students how they will be filling out the graphic organizer. The teacher will say, “Since a narrative is a story, you will need to choose a topic to write about from the brainstorming ideas that you just finished coming up with. You will, also need to state who was with you when you were trying or learning	Student Will: 1. Direct their attention to the front of the classroom and listen to teacher while she explains how to fill out the Narrative Prewriting Sheet. 2. Direct their attention to the Reading Wall and Story Elements. Listen to the teacher while she reads the description of each element and repeat as directed. 3. Put their name on the Narrative Prewriting Sheet, fill out the sheet, and have the teacher check their graphic organizer when they are done.
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	something new? Where did it take place? How did it happen?” 2. The teacher will then go to their Reading Wall, point to the different Story Elements, read the description of each element and have the students repeat the descriptions. 3. Pass out the Narrative Prewriting Sheet and instruct students to fill it out. Inform students that when they are done filling out the graphic organizer, to inform the teacher so that she can check it.	
Independent Practice 20 Minutes	Teacher Will: 1. Place the Narrative Rubric under the DocCam and review it with the students. 2. Pass out the Narrative Writing Paper to the students. Instruct students that they will now be writing their narrative to recount a time when they were trying or learning something new; once the students are done writing their narrative, they will be able to draw a picture of the event as well.	Student Will: 1. Listen to the teacher while she reviews the Narrative Rubric. 2. Put the name on their paper and begin to write their narrative. Once they are done with their narrative, they will be able to draw a picture of the event as well.

4. Lesson Closure/Summary of Learning/Parting Comments.

Closure/Lesson Summary- **5 Minutes**:

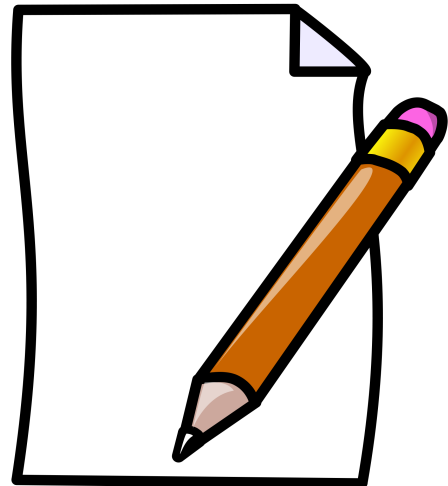
- Restate the student friendly objective and have the students say it aloud as well, **“I can write a narrative to recount an event that includes details and has a beginning middle, and end.”**
- Have a few students read their narrative and have them place their illustration under the DocCam to share with the class.

PART C. POST LESSON REFLECTION

- **What about the lesson and your teaching were you the *most pleased*?**
 - Throughout the lesson, the students were actively engaged. They were really excited to hear that we would be writing a story and were eager to share their responses and experiences throughout the whole lesson. I was pleased that the students all chose different topics to write about, as it was a great way to learn more about my students.
- **What about the lesson and your teaching were you the *least pleased*?**
 - After teaching this lesson, I think I would have liked to teach it over the course of two days. I feel that it was rushed and the students would have been able to produce a better product if they had more time to write it. We didn't go through the entire writer's process and the students didn't have much exposure to editing their narrative.
- **What *changes would you make or what you do differently* if you did this lesson another time?**
 - If I were to teach this lesson again, I would have taught the lesson over the course of two days. The first day, I still would have had the students brainstorm and fill out their graphic organizer, however, I would have also had them create a rough draft of their narrative. On the second day, I would have placed the students into groups and have them revise their narratives. They would also create their final draft, draw their illustration, and color it.
- **Was your teaching successful? If yes, how do you know? If not, why not? How might that be rectified for next time?**
 - Overall, I thought the teaching of my lesson was successful. After reading the students narratives, they seemed to know how to compose a story with the beginning, middle, and end. Although, I think some of the students lacked details, which is something that I could have spent more time on. If I were to teach this lesson again, I would definitely spend more time on each process of the writing process, especially during revising and editing. I could have a mini writers workshop and provide the students with dictionaries and thesauruses to help improve their writing.
- **What did you learn from this teaching experience? Explain.**
 - After teaching this lesson, I was able to connect with the students and learn more about them by sharing personal experiences from a time when we learned or tried something new for the first time. I also learned that students don't necessarily dread writing; I think it is all about the way the teacher presents it. Although, I provided the students with a topic, the topic was very broad and the students were able to pick what they wanted to write about. I also think that using children's literature is a great way to get the students engaged!

Today's Objective:

I can write a narrative to recount an event that includes details and has a beginning, middle, and end.



2nd Grade Narrative Writing Rubric

Name: _____

Date: _____

Ask Yourself:	4	3	2	1	
Did you recount a well-elaborated event or short sequence of events?	Yes, I recounted an event or short sequence of events in a very creative way!	Yes, I recounted an event or short sequence of events.	Well, I somewhat recounted an event or short sequence of events.	No, I didn't recount an event at all.	
Did you include details to describe actions, thoughts, and feelings?	Yes, I included MANY details to describe actions, thoughts, and feelings in a very creative way!	Yes, I included SEVERAL details to describe actions, thoughts, and feelings.	Well, I included SOME details to describe actions, thoughts, and feelings.	No, I didn't include details to describe actions, thoughts, and feelings at all.	
Did you use temporal words to signal event order?	Yes, I used three sequence words to signal event order in a very creative way!	Yes, I used two sequence words to signal event order.	Well, I used a one sequence words to signal event order.	No, I didn't use any sequence words to signal event order.	
Did you provide a sense of closure?	Yes, I provided a sense of closure in a very creative way!	Yes, I provided a sense of closure.	Well, I somewhat provided a sense of closure.	No, I didn't provide a sense of closure at all.	