

English/Language Arts Lesson Plan  
Day 5  
Kristin Janssen

Topic: Pirate Story Project Introduction

Objective(s):

1. Students will be able to further develop recently acquired pirate vocabulary.
2. Students will be able to engage in creative thinking by exploring possible story ideas for their pirate story writing project.
3. Students will be able to understand the expectations for this project.
4. Students will be able to give and receive constructive criticism to and from their peers and teacher.
5. Students will use be able to actively discuss in response to reading.

Materials needed:

- [Pirate story prompt worksheet](#)
- [Pirates Past Noon by Mary Pope Osbourne](#)
- [Pirates Past Noon reading schedule](#) and [discussion questions](#)
- Pirate story project [assignment handout](#)
- Story writing [planning worksheet](#)
- Document Camera or overhead projector of some sort
- SmartBoard or projector screen of some sort
- If an overhead projector is used, a transparency of the story writing planning worksheet will be necessary.

Strategies:

Introduction -- Students who did the extension from Day 4's lesson should have an opportunity to share the new pirate words they found with the class! This may be done in any way... students may share the word and have the class guess the definition, simply share word/definition, or come up with a more creative presentation as time allows. Begin the rest of this lesson with a quickwrite. Students may either use the Pirate story prompt worksheet or copy down the prompt in their journals and continue the story in their journals. Student should incorporate at least five of their Pirate Language vocabulary and highlight the words used.

Steps:

1. First, hand out the Pirate Story Project assignment handout.
2. Thoroughly discuss all aspects of the project requirements and expectations. Spend a few minutes fielding students' questions.
3. Prior to the beginning of the pirate unit, students have already been discussing story writing. They should understand all aspects of story writing and development. Allow students a few short minutes to complete a second quickwrite. This quickwrite should

focus on story ideas and possibilities.

4. Divide students into groups of three or four. These groups will serve as their writing groups for the remainder of the unit. It is important to place both strong and weak writers in each group. Groups should designate one student to be the recorder,
5. Students should each receive time to share their story ideas with one another. Writing group members should comment on story ideas. The recorder should write down all of the comments for the current speaker.
6. Finally, engage everyone in a class discussion. Play popcorn, allowing students to simply shout out their story ideas.
7. Also, as a teacher, you will of course be writing a pirate story. Bounce a few of your own ideas off the students. What do they think? What advice are they able to provide you with?
8. Describe the story writing planning worksheet to students. Put a copy on the Document Camera or projector. Briefly fill out each section for one of your own story possibilities so that students better understand the worksheet tasks.

Closure -- As is usual for this unit, end the class period by reading from *Pirates Past Noon*. Today, chapter five should be read. After reading aloud to the students, go over the discussion questions that correlate to the pages read.

**Assignment:**

Basic -- Students should complete the story writing planning worksheet for the Day 7 class period. This means they will also need to have narrowed down their story ideas to one idea and will be required to stick with this idea in order to keep up with the fast-paced story writing unit.

Extension -- If students would like to begin drafting their story, they may. Encourage them not to write too much, though, because the next lesson will focus on turning the story writing planning worksheet into a story draft.

Evaluation: Students will be evaluated based on their completion of quickwrites, the story writing planning worksheet, and participation in class and group discussion. Teachers may simply use their normal points system to assign completion and participation points to each activity.