

Lesson Plan Template

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Date: January 30, 2023

Writing

Grade: 3rd

Time: 60 minutes

Preliminary Planning

Topic/Central Focus: Generating Ideas for Narrative Writing

Prior Student Knowledge:

Connection to Scope and Sequence: In second grade, students learned to write a sequence of events about their actions, feelings, and thoughts. This will set students up to write narratives using similar skills in this third grade lesson. Students will build on their skills during this lesson because they will have to also introduce the topic, include characters, and structure their story with a natural flow.

Connection to Community or Context: Students use their personal feelings and experiences to generate a narrative sequence and decide on characters to use in their writing. By writing this narrative sequence and deciding on characters, students can connect to and share stories from their personal and cultural backgrounds.

Illinois Learning Standards addressed:

CCSS:

- CCSS.ELA-LITERACY.W.3.3.a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

SEL:

- SEL.IL.3.1A. Identify and manage one's emotions and behaviors.

Academic Language:

Additional Language Demands:

- Character
- Generating
- Narrative
- Emotions
- Sequence of Events
- Beginning
- Middle
- End
- Story

Objectives:

1. Given a graphic organizer, students will generate one character and three events in a sequence. (CCSS.ELA-LITERACY.W.3.3.a)

2. Using the graphic organizer, students will color in one emotion that their character is feeling. (SEL.IL.3.1A)

Differentiation/Planned Support:

Whole Class: For modeling, the teachers will provide guidance and support towards students as they generate thoughts and ideas to fill in the graphic organizer. They will offer some ideas if students are struggling to come up with them on their own. During guided practice, students will work in groups to provide support to each other and the teacher will walk around if students have questions. For independent work, students can ask the teacher for help in generating ideas if they are struggling.

Students with IEPs or 504 plans: For modeling, the teacher will make sure that the student has a copy of the anchor chart to refer to throughout the activity. During guided practice, students will work in groups with their peers to receive support, and the paraprofessional will be available to assist them in their learning. The paraprofessional(s) will assist these students during independent work time to assure focusing and understanding in this topic.

Formative Assessment (process):

FA 1. Emotion Check - Students will be given a paper with three faces: one smiling, one with a straight face, and one frowning. They will color in the face that best represents how they are feeling using the strategy of generating ideas for a narrative piece. (Objectives 1 and 2)

FA 2. Observations - The teacher will walk around the room and observe the cards with the answers to the questions to see how the students are doing. (Objectives 1 and 2)

FA 3. Collect Graphic Organizer - Students will turn in the graphic organizer and go to their seats. The teacher will review that they completed each piece. (Objectives 1 and 2)

Summative Assessment (a product at the end of the unit):

Students will write a final narrative paper at the end of the unit to share with another peer in the class. They will use the graphic organizer to include a character, emotion, and three events in their writing. They will also include transition words.

Preparation:

- Organizer copies
- Copies of worksheet with three emotions to color
- Anchor chart on board and hard copies for student with IEPs/504
- Cards for guided practice- 5 cards for each group
- *My Summer* story on the board
- Markers and pencils

Technology used:

Projector for graphic organizer

Instructional Plan**Engage:**

“We are going to start by reading a short story titled *My Summer* (see below).”

“This is going to be an interactive read-aloud. The purpose of the read-aloud is to provide you with an example (mentor text) of a narrative text that talks about an emotion. The read-aloud will also help you recognize some of the different parts of a narrative that you will have to write later during the lesson.”

(Read story.)

Questions while reading:

1. After paragraph 1: What emotion is this story about?
2. After paragraphs 2, 3, and 4: What event is happening in the story?
3. After reading: What is the author’s overall message in the story?

Connect:

“This narrative story is about a person’s experience during the summer.”

“Turn to your shoulder partner to share your answers to the following questions. What emotions do you feel during the summer? What do you like to do during the summer?”

(Allow students time to share.)

“Experiences and emotions during the summer can be one example of a topic of a narrative story. You could also write a narrative story about other experiences and emotions in your life.”

Launch:

“Today, we will be using a graphic organizer to generate ideas for our own narrative writing pieces.”

Sequence of Learning Activities:**Activity #1: Modeling: (15 minutes)**

1. Explain to the students that we are going to be focusing on the strategy of generating ideas for a narrative writing piece.
 - a. Say: “Generating ideas for a narrative writing piece is when a writer decides what to include in a story, such as the characters, topic, and events.”
2. Explain to the students that it is important to learn how to use the strategy of generating ideas for narrative writing pieces because it helps them decide what to write about. Explain that the strategy helps them think about the different parts of a story before they

start writing the actual piece so that they have some guidelines to use when they actually write the story.

3. Project anchor chart on the board.
4. Explain each of the steps on the anchor chart.
5. Project graphic organizer.
6. Share how the graphic organizer will help them create an idea for a narrative story.
7. Explain each of the sections of the graphic organizer.
8. Include a teacher as the character.
9. Have a student volunteer to offer an emotion and fill it in the graphic organizer.
10. Have a student volunteer to offer an idea for the beginning of the story and fill it in the graphic organizer.
11. Have a student volunteer to offer an idea for the middle of the story and fill it in the graphic organizer.
12. Have a student volunteer to offer an idea for the end of the story and fill it in the graphic organizer.
13. Read through the story as a class.
14. Pass out the paper with three options of emotions and have students color the emotion that represents how they are feeling using the strategy of generating ideas for a narrative writing. **(FA 1) (Objs. 1 and 2)**
15. Collect the emotion papers.

Transition – Pass out five cards to each group

Activity #2: Guided Practice: (20 minutes)

1. Explain that they will need to identify each piece of the story titled *My Summer* (see below) based on the anchor chart and write the answer to each question on a separate card after we reread the story.
2. Reread the story from the start of class.
3. Discuss in groups, write the answer on the card, and then show a teacher for each question below.
 - a. Who is the character?
 - b. What is the emotion?
 - c. What is the beginning of the story?
 - d. What is the middle of the story?
 - e. What is the end of the story?
4. Observe the students' answers to the questions from step number three. **(FA 2) (Objs. 1 and 2)**

Transition – Explain organizer and give one to each student

Activity #3: Independent Work (20 minutes)

1. Explain to students that they are the character and must choose a time that they felt an emotion.

2. Students will begin to fill in the organizer with their own key narrative elements about their lives.
3. Teacher will walk around for questions and guidance.
4. Collect worksheet after closure activity. **(FA 3) (Objs. 1 and 2)**

Transition - Move to carpet

Closure: Share work done (5 Minutes)

1. Students will sit in a circle and the teacher will tell them they did a good job.
2. Students will share their stories with the person to their left.
3. Collect organizers and go back to their seats.

Assignment: An assignment will not be included because students will begin drafting their narrative during the next lesson based on the information from their graphic organizers. We will need to provide an overview of temporal words tomorrow before students start writing, and there is nothing they can do to prepare on their own for the lesson tomorrow.

Name: _____



<<<FA 1. Modeling

Anchor Chart vvv

Generating Ideas for Narrative Writing

Identify
Emotion

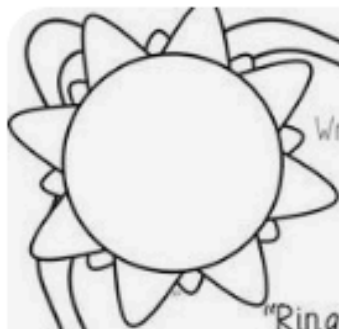


Identify
Character



Identify
Beginning,
Middle, and
End





Writing Example~Beginning of the School Year~3rd/4th Grades

My Summer

"Ring, ring, ring!" I jumped for joy at the sound of the school bell on the last day of school. I couldn't wait for school to be out because I knew I was going to have an amazing summer!

First of all, I went to Arizona to visit my Aunt Cindy. For two weeks, I had fun with my favorite aunt. When she saw me, she said, "How's my favorite niece?" I replied, "I'm your only niece!" We had a great time shopping, swimming, and baking cookies. It's always great to visit my Aunt Cindy.

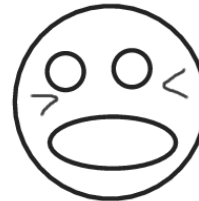
After I got back home, I stayed up late many nights and watched a lot of movies. I like scary movies, but my mom always says, "Scary movies keep you up at night!" She won't let me watch them during the school year. However, she lets me watch some scary movies in the summer since I don't have to get up for school. Staying up late is awesome!

Finally, I did my favorite activity of all. I worked on my crafty scrapbooking projects. There were boxes of pictures just waiting for me to turn them into cute scrapbook pages. I missed my friends from school, so I enjoyed creating colorful pages to help me remember all the fun we had. I made some fantastic scrapbook pages!

I like school, but I love summer! It's really the best time of the year. I wish it would never end!



**One
time I
felt...**



**WHO:
Describe**

Beginning

Middle

End

Graphic Organizer ^^^