

EDUCATION UNIT LESSON PLAN

Teacher Candidate: _____ **Date:** ____ **Grade:** 3-4 **Writer's Workshop Lesson Part 1:** Extending - Prewriting/Preparing.

Lesson Length: 25 – 30 mins. **Key/Guiding Question:** How does an author *show* rather than *tell* the reader the nature of a character? **Goal:** Students will use the structure of a web to help generate and organize their details for a personal narrative that shows rather than describes their character. **Rationale:** After having an opportunity to analyze the ways in which an author has shown rather than telling the reader the nature of a character, students will have an opportunity to apply the author's writing strategies to the ideas for their own personal narrative. **Framework: Strand:** Composition **Standard:** 19: Students will write with a clear focus, coherent organization, *and sufficient detail*; 23: Students will organize ideas in writing in a way that makes sense for their purpose. Curriculum Connections: Reading and writing: Using what effective authors do to inform personal narrative writing.

Objective(s):	Evaluation of Learning	Motivation/Procedures/Steps	Room Arrangement & Materials	Estimated Timing	Adaptations
1) Given tchr. directions to: a) choose an item from the Museum of Me that could provide the basis for a story to show a quality you possess; and b) Create a web that visually represents ideas for the personal narrative, students will create a web that has: I) The story idea and at least one personal quality the personal narrative will show written in the center circle; II) 4 story items written inside geometric shapes; III) a connecting line from each item to at least one other item that shows the interrelationship of the ideas:	<p>Formative: As you walk around the room notice the degree to which each student's web matches the structure of the web you are creating as a model.</p> <p>Summative: Student's web will be analyzed to determine if each has: I) The story idea and at least one personal quality written in the center circle that the personal narrative will show; II) 4 story items written inside geometric shapes; III) A connecting line from each item to at least one other item that shows the interrelationship of the ideas:</p>	<p>Writer's Workshop: Extending - Prewriting/Preparing to write a personal narrative</p> <p>1) State motivator, rationale and activate prior knowledge: "We have been talking about how as a writer Fleischman showed us Kim rather than telling us who she was. Would someone please give us one way that an author can do this? Can someone else add to the possibilities? Would another person tell us a third way this could be done? [Accept and elaborate on the ideas of: Through what the character says or does; what someone else says about the character; how someone responds to the character, etc.]</p> <p>The purpose of this lesson is to take what we have learned about good writing and use it to help us with our creative [aesthetic] pieces. We will learn how to use a web to help us write personal narratives.</p> <p>A while back you looked at the items in your 'Museum of Me' and brainstormed a list of possible stories suggested by those items. Then you narrowed the choices to no more than 3 that you thought represented stories that would show some aspect of your character. Take out the paper that has those choices written on it. Also take out a pencil. [Pause while the students secure their materials.]</p> <p>2) Set agenda; state expectation: "Today we are going to get you started on your preparation for writing by helping you gather ideas for your story. The expectation for today is that you will create ideas for your story; that is, by the end of the lesson you will have a draft web of ideas that you can use to show the nature of your character in your narrative.</p> <p>In the next minute choose 1 of the 3 story topics from your "Museum of Me" list to write a story that will show us something about you." [As you say this, give each a white piece of blank paper.]</p> <p>3) Model creation of a web: Tell students they are going to create a web to help them generate ideas for their personal narrative story. Ask if anyone has created such a web before. If some have, ask one or two how they did it. Then in this order [using any appropriate student ideas you have just heard] provide the steps for creating a web: Draw a medium size circle in the middle of the board. Tell students to draw a medium size circle in the middle of their paper and to write these three items in that circle: 1) The name of their artifact/museum item; 2) The topic of the story that is connected to that item; 3) One quality or more the story might show about them. As you continue to draw parts of the web explain/review that a web is a visual representation of ideas and their relationships created with the use of circles, [draw one] squares [draw one] and other geometric shapes as well as</p>	<p>Arrangement : Students will be working individually at their desks. Tchr will walk around room as she talks, unless writing or board.</p> <p>Materials: 1) "Museum of Me" boxes and students' list of possible topics.</p> <p>2) Plain white paper for each student</p> <p>3) A pencil tool for students</p> <p>4) Chalk and chalkboard or dry erase marker and whiteboard</p>	<p>25 - 30 mins. total</p> <p>2 mins.</p> <p>2 mins.</p> <p>2 mins.</p> <p>10 mins.</p>	<p>Copy of web structure given to student.</p> <p>3 or less story items required.</p> <p>Student dictates to 'scribe'</p>

		<p>lines that connect the shapes [draw a line]. Starting with the circle they just drew, they are to create a visual representation of ideas for their story. Demonstrate how you might create a web with a Museum of Me item in the inner circle. Include the quality about you the story would <i>show</i> in the inner circle.</p> <p>4) Tell students they will have 2 minutes to begin creating their web. By the end of the 2 minutes they should have a <i>beginning</i> web--it will probably not be finished.</p> <p>[Formative Assessment and Support] As they work, walk around the room to observe the degree to which each student's web matches the structure of the web you are creating as a model [Formative Assessment] Provide support for the web structure or the generation of ideas for those who need it.</p> <p>After 2 minutes say, "Let's add some more details. Let's do this by thinking about the parts of a story. What are some aspects of a good story?" [Characters, setting, plot, theme] If the answers are not forthcoming, give hints to help shape responses; e.g., give a specific and ask what that is an example of. As they state each aspect, write the word and surround it by a square. Place these words and their corresponding squares evenly spaced around the original circle. Say, "Because _____ [e.g., plot] is part of the story, you would draw a line from the square to the circle that has your story item/artifact in it. The line shows that these items are related." Show how they would add details for their story to each square: Write a detail outside but near a square, and put a triangle around it. Show the relationship of the idea to the triangle by drawing a line from one to the other. Say what and why you are doing this. Put many details in triangles around one story aspect written in a square.</p> <p>5) Prepare for assignment: "You have started to create a web of ideas for our story. Now you are ready to continue to use the structure of the web to come up with more ideas for your writing. Please take out your Reminder Binders so that you can write your web assignment for tomorrow." [Pause.] "This is your Language Arts assignment: You are to continue to create a web on this or a similar white piece of paper for your 'Museum of Me' artifact story." [As you speak, write assignment and due date on board where all assignments are summarized for students.] "Include the kinds of details we have just added together. Can someone give me an example? Your web is due in our next class for Writer's Workshop. Would someone please summarize what you are to do for our next Writer's Workshop?" "Would someone else please tell us when the assignment is due?"</p> <p>6) Closure/Summarization: (using the key/guiding question): "Would someone remind us one way an author can <i>show</i> rather than <i>tel</i> the reader the nature of a character? Can another person tell us a second way this could be done? [Accept and elaborate on the ideas of: Through what the character says or does; what someone else says about the character; how someone responds to the character, etc.] Now, can someone else tell us what we did today as good writers to help us get ready to show our character in our personal narrative?"</p>	Students' Reminder Binders	2 mins.	
				5 mins.	
				2 mins.	
				2 mins.	