

Tennessee Tech University
LESSON PLAN TEMPLATE

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Lesson Title: Writing Personal Narratives:
Day 1 (Prewriting)

Grade/Level: 1st

Curriculum Standards	Focus Question/Big Idea/Goal	Rationale/Theoretical Reasoning
<u>CCSS.ELA-LITERACY.W.1.3</u> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<u>Central Focus Question:</u> How do you write a personal narrative? <u>Big Idea:</u> You recount two or more events, introduce the characters and describe the setting in the beginning, describe the problem in the middle, describe the solution to the problem at the end, and use temporal words to signal event order. <u>Goal:</u> For students to develop a love for writing and sharing stories	<u>Rationale:</u> Many 1 st grade students know how to tell a personal narrative, but they do not know how to write a personal narrative in a way that their story effectively and entirely gets communicated to the reader. Effectively expressing yourself through writing is a life-long, essential skill that students need to know how to do in order to function in the real world. If students are not able to effectively express themselves through writing, they will not be college and/or career ready. <u>Theoretical Reasoning:</u> Multiple Intelligences- This lesson was created to reach a number of multiple intelligences present in Howard Gardner’s Theory of Multiple Intelligences. The lesson specifically addresses verbal/linguistic, intrapersonal, interpersonal, and visual/spatial learning styles in order to help students with varied learning styles grasp the characteristics of and how to prewrite a personal narrative. (see Adaptations section) Gardner, H. (2000). Intelligence reframed: Multiple Intelligences for the 21 st century. New York: Basic Books. Vygotsky- Vygotsky’s theories explain the importance of social interaction in learning. This lesson incorporates Lev Vygotsky’s Sociocultural Theory by having the struggling learners work in a small group during the “Personal Narrative Prewriting” activity. Also, the students will be in a whole group setting while answering questions during the instruction and sharing their personal narrative planning.
Lesson Objective(s)		
<div>1. The student will recognize and define vocabulary words associated with narratives.</div> <div>2. The student will apply the characteristics of a personal narrative to prewrite a personal narrative.</div> <div>3. The student will understand that a personal narrative has a beginning, a middle, and an end.</div>		
Vocabulary/ Academic Language		
<u>Vocabulary:</u> Character- A person in a story Setting- When and where a story takes place Problem- An event that went wrong Solution- How a problem is solved or fixed <u>Academic Language:</u> Personal Narrative Prewriting Title Author * Students will discuss the vocabulary terms during the “Personal Narrative Recipe Card Part I” (Ingredients) activity, and the students will have a chance to work with the vocabulary terms during the “Prewriting a Personal Narrative” activity.		
Assessment/Evaluation		
<u>Formative:</u> Throughout the lesson, the teacher will monitor the students’ understanding in a variety of ways. During the “Personal Narrative Recipe Card Part I” activity, the teacher will call on students to define each “ingredient” to asses what students know about the vocabulary definitions. This assessment requires students to think about what they already know, which brings their knowledge about the characteristics of a personal narrative to the surface. The teacher will give the students feedback on their definitions, depending on if their definition was correct or incorrect. If a student’s response is correct, the teacher will tell the student why their response is correct, and if a student’s response is incorrect or needs more detail, the teacher will provide clarification as needed and ask probing questions to guide the student in the right direction to improve their responses. During the		

<p>“Personal Narrative Recipe Card Part II,” the teacher will ask the students to say where each characteristic goes, beginning, middle, or end. The teacher will use the questions as a pre-assessment to see what the students already know about the structure of a personal narrative. (see Questions section)</p> <p><u>Summative:</u></p> <p>The teacher will check for mastery by collecting the “My Personal Narrative Ingredients” and “My Personal Narrative” activity pages. The teacher will look at each activity page to check for mastery of the vocabulary terms and prewriting a personal narrative. It is considered mastery, if the students get an 85% combined or higher for both activity pages.</p>	<p>Also, Vygotsky talks about the zone of proximal development (ZPD), which is the zone between what a student can do without help and what he/she can do with help. This lesson incorporates Lev Vygotsky’s ZPD by having the struggling learners work in a small group with the teacher during the “Personal Narrative Prewriting” activity. Vygotsky, L.S. (1978). <i>Mind in society</i>. The development of higher psychological processes. Cambridge, MA: Harvard University Press.</p> <p>Bloom’s Taxonomy- The teacher is using Benjamin Bloom’s Taxonomy by asking higher-order thinking questions, rather than yes or no questions. These types of questions allow students to use their critical thinking skills, which help the students to understand how to prewrite a personal narrative. (see Questions section) Bloom’s Taxonomy. (n.d.). Retrieved from http://www.odu.edu/educ/roverba u/Bloom/blooms_taxonomy.htm</p> <p>Marzano’s Nine Essential Instructional Strategies- Reinforcing Effort and Providing Recognition- If a student is struggling, the teacher should pause to discuss the problem, then prompt with suggestions. If the student’s performance improves, offer praise. In this lesson, the teacher will observe each student’s answers to questions during the whole group instruction and personal narrative prewriting plans, provide any clarification that is needed and offer praise when performance improves.</p> <p>Nonlinguistic Representations- To stimulate and increase brain activity a teacher can incorporate nonlinguistic representations in a lesson. In this lesson, the teacher will use a nonlinguistic</p>
<p>Instruction</p> <p>Total Lesson Time: 60 minutes</p>	
<p><u>Set/Motivator:</u></p> <p>“I Can” Statement- (Approx. 5 min.)</p> <p>The teacher will begin the lesson by having the students come to the whiteboard, sit in front of a chef hat, and listen to the Voki introduction. The teacher will play the Voki, which will include an introduction and an “I can” statement relating to personal narratives. After the Voki introduces the “I can” statement, the teacher will have the students put on their chef hats and repeat the statement.</p>	
<p><u>Instructional Procedures/Learning Tasks:</u></p> <p>Personal Narrative Recipe Card Part I (Ingredients)- (Approx. 5 min.)</p> <p>After the students have repeated the “I can” statement, the teacher will display and introduce the “Personal Narrative Recipe Card.” The teacher will explain that since this week they are going to “cook up” a personal narrative, today, as a group, he/she and the students are going to write a recipe for making a personal narrative. Then, the teacher will explain that a personal narrative has several parts or characteristics, and he/she is going to call them the “ingredients” needed to make a personal narrative. The teacher will read each “ingredient” and stop after each one to have a student give the definition. (see Vocabulary section, Formal assessment, and Objective 1)</p> <p>Personal Narrative Recipe Card Part II (Instructions)- (Approx. 5 min.)</p> <p>The teacher will draw the students’ attention back to the “Personal Narrative Recipe Card.” Then, the teacher will explain that, now, he/she and the students need to discuss the instructions for making a personal narrative. The teacher will explain that a personal narrative has a beginning, middle, and end, that the “ingredients” go in specific places or have to be “mixed in” at specific times, and he/she will ask the students where they think each ingredient goes. The teacher will then point to the instructions on the recipe card and explain that the characters and setting are described at the beginning or “mixed in” first, the problem is described in the middle or “mixed in” second, and the solution is described at the end or “mixed in” last. (see Objectives 1, 3, and Formal assessment)</p> <p>Personal Narrative Prewrite Modeling- (Approx. 15 min.)</p> <p>First, the teacher will display a blank copy of the “My Personal Narrative Ingredients” activity page (see Attachment A) on chart paper and tell the students that he/she is going to model how to prewrite a personal narrative. The teacher will also tell the students that this week their writing topic is to write about a time when they got hurt. Next, the teacher will give the students a brief summary about a time that he/she is going to write about, a time when he/she got hurt. The teacher will begin with the character box and list all the characters that are in his/her story. The teacher will make sure to point out that he/she has to be a character, since he/she is prewriting a personal narrative. Then, the teacher will move to the setting box and describe the setting of the story, making sure to point out that he/she is telling when and where the story takes place. The teacher will also include details when describing the setting. Finally, the teacher will describe the problem in the problem box and the solution in the solution box. (See Objectives 1 and 3)</p> <p>Next, the teacher will display a blank copy of the “My Personal Narrative” activity page on chart paper. The teacher will then model how to fill in the “My Personal</p>	

Narrative” activity page (see Attachment B) by drawing a picture of the characters and setting in the “Beginning” box, drawing a picture of his/her problem in the “Middle” box, and drawing a picture of the solution in the “End” box. After the teacher has completed the activity page, he/she will model going back to the “Personal Narrative Recipe Card” to check to see if he/she has included all the “ingredients” and “mixed in” each “ingredient” at the right time. (See Objective 2 and 3)

Personal Narrative Prewriting- (Approx. 25 min.)

The teacher will have the students go back to their seats. While the students are going back to their seats, the teacher will pass out the “My Personal Narrative Ingredients” activity page (see Attachment A) and explain that the students are going to prewrite their own personal narrative about a time when they got hurt. The teacher will also explain that each student needs to write his/her name and date on the paper and complete each box. Next, the teacher will tell the students that when they are done with their “My Personal Narrative Ingredients” activity page they need to raise their hand, so he/she can give them the “My Personal Narrative” activity page. (see Attachment B) Also, the teacher will tell the students that they need to give their personal narrative a title, and that they need to go back and check to make sure they have included all the “ingredients” of a personal narrative and have “mixed in” the ingredients at the right times. (See Objectives 1, 2, 3 and Summative assessment)

Questions and/or activities for higher order thinking:

What are characters?

What is the setting of a story?

Why do you think it is important to include when a story takes place as well as where?

What is the problem of a story?

What is the solution of a story?

Do these ingredients remind you of something else we have learned in school this year?

Where does the introduction of the characters and setting go in a piece of writing?

Where does the problem go in a story?

Where does the solution go in a story?

How would a story change, if the characters and setting were not introduced in the beginning?

Why is it important to prewrite before you begin writing your story?

Closure:

Prewrite Sharing- (Approx. 5 min.)

To close the lesson, the teacher will explain that there is time for a few students to share their plan for the personal narrative that he/she is going to write. Then, the teacher will call on a few students to come to the front to share their plan. Finally, the teacher will collect each student’s activity pages and explain that tomorrow they will begin writing their personal narratives.

Material/Resources:

Chef Hats 1 per student

Voki:https://www.youtube.com/watch?v=9xWwvPTSidU&index=1&list=UUasJo6Wc0f15mb114m_E_Qw

Personal Narrative Recipe Card (written on chart paper)

My Personal Narrative Ingredients (written on chart paper-Attachment A)

My Personal Narrative (written on chart paper- Attachment B)

My Personal Narrative Ingredients 1 per student (Attachment A)

My Personal Narrative 1 per student (Attachment B)

Markers and/or Crayons

Dunn, Steve and Jones, Tammy. *Teacher’s Resource System: Benchmark Writer’s Workshop*. Pelham: Benchmark Education Company, 2012. Print.

representation: Personal Narrative Recipe card.

Cooperative Learning- Allowing students to work in groups can have a positive impact on learning, if a teacher is conscious in the way he/she groups the students. For example, the teacher needs to take into account the students’ interests, academic level, and personalities. In this lesson, the struggling learners will participate in cooperative learning during the “Personal Narrative Prewriting” activity.

Setting Objectives and Providing Feedback- Setting objectives and providing feedback provides students with a sense of direction. The teacher sets objectives for the students when creating this lesson, and provides feedback during the lesson’s assessments and other activities. Information taken from <http://www.middleweb.com/MWLresources/marzchat1.html>

Technology in the Classroom- Crystal A. Gasell has found in her research that technology integration in the classroom has many benefits. There is an overwhelming amount of evidence that supports that the use of technology in the classroom raises student achievement. In this lesson, the teacher will be using technology during the “I can” statement activity. Information taken from http://edtech2.boisestate.edu/gasell/metportfolio/assignments/Studentthesis%20Paper_Gasell.pdf

Modeling- Heather Coffey has found in her research that modeling in the classroom has many benefits. “Research has shown that modeling is an effective instructional strategy in that it allows students to observe the teacher’s thought processes. Using this type of instruction, teachers engage students in

<p><u>Adaptations to Meet Individual Needs:</u></p> <p>High-Level Learners- The teacher will adapt the instruction to meet the individual needs of the high-level learners by differentiating the “My Personal Narrative” activity page. (see Personal Narrative Prewriting). The teacher will challenge the high-level learners by having them write a summary of their personal narrative on the back of their paper.</p> <p>Struggling Learners- The teacher will adapt the instruction to meet the individual needs of the struggling learners by having a teacher aid work with those students as a small group on the “My Personal Narrative Ingredients” and “My Personal Narrative” activity pages. (see Personal Narrative Prewriting).</p> <p>Gardner’s Learning Styles- <u>Visual/Spatial-</u> The students will draw pictures to prewrite a personal narrative. The students will have to draw a picture to show what is going to happen in the beginning, middle, and end of their personal narrative. <u>Interpersonal-</u> The students will be in a whole group to learn the material, and they will be answering questions and sharing their personal narrative plans in a whole group setting. Also, the struggling learners will be working in a small group with the teacher aid to complete the “My Personal Narrative Ingredients” and “My Personal Narrative” activity pages. <u>Intrapersonal-</u> The students will be working independently during the “Personal Narrative Prewriting” activity to complete the “My Personal Narrative Ingredients” and “My Personal Narrative” activity pages. <u>Verbal/Linguistic-</u> Throughout the lesson, students will be working with words, reading, and writing to display their knowledge to the teacher. The students will be working with the vocabulary terms and writing their “ingredients” for their personal narrative.</p> <p><u>Management/Safety Issues:</u> To insure that the chef hats will not be a distraction, the teacher will tell the students that they need to leave them alone once they put them on their heads. The teacher will tell the students that this is their warning, and if the teacher sees a student messing with their hat, he/she will have to take the hat off. To insure that the teacher and the students will be able to hear each other and the correct student will have the opportunity to answer a question during discussions, the teacher will remind the students to raise their hands and to stay quite unless they are called on by the teacher. The teacher will also remind the students that they need to be courteous of each other and stay quiet during the “Personal Narrative Prewriting” activity so each student can concentrate on prewriting their narrative. There are no foreseeable safety concerns.</p>	<p>imitation of particular behaviors that encourage learning.” Information taken from http://www.learnnc.org/lp/pages/4697</p>
<p>Reflections/Future Modifications: <i>To what extent did the class learn what you intended them to learn? What will be your next steps instructionally? What did you learn about your students as learners? What have you learned about yourself as a teacher?</i></p>	

Student Teacher Signature/Date

Supervisor/Date

Name: _____ Date: _____

Title: _____

My Personal Narrative Ingredients**Characters****Setting****Topic:**A time when I got
hurt**Problem****Solution**CCSS.ELA-Literacy.W.1.3

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Name: _____ Date: _____

My Personal Narrative

Beginning

Middle

End

CCSS.ELA-Literacy.W.1.3

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.