

Tennessee Tech University
Lesson Plan Template

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Lesson Title Writing with Technology
Grade/Level: 3rd

Curriculum Standards

State/Common Core Curriculum Standards

English Language Arts:

CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- CCSS.ELA-Literacy.W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- CCSS.ELA-Literacy.W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- CCSS.ELA-Literacy.W.3.3c Use temporal words and phrases to signal event order.
- CCSS.ELA-Literacy.W.3.3d Provide a sense of closure

Technology:

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- b. create original works as a means of personal or group expression.

Focus Questions/Big Idea/Goal (List all 3)

Question: What elements are necessary to write an effective narrative?

Big Idea: To write an effective narrative you need to establish the situation and characters, organize your events sequentially using temporal words and phrases, use descriptive words to express thoughts, feelings and actions, and provide a sense of closure.

Goal: Students will enjoy creating narrative stories and using technology.

Lesson Objective(s)

The student will work cooperatively to create a narrative.

The student will identify and use the vocabulary words associated with a narrative.

The student will demonstrate understanding of the essential elements of a narrative.

The student will incorporate narrative elements into a simple story.

Vocabulary/ Academic Language

List and define your vocabulary. What opportunities will you provide for students to practice content language/vocabulary and develop fluency?

Vocabulary:

Character: A person in a story, novel, or play

Narrative: Something (as a story) that is told or written

Details: A dealing with something item by item

Adjective: A word that modifies a noun by describing a quality of the thing named
Introduction: The part of a book that leads up to and explains what will be found in the main part
Event: Something usually of importance that happens
Academic Language:
Temporal Words: Of or relating to time as opposed to eternity

Students will have an opportunity to use and practice these vocabulary terms by creating a foldable and putting these words to use by creating a narrative of their own. (Complete directions for the foldable and narrative are located below in the instruction portion of the lesson plan.)

Material/Resources

What do you need for this lesson?

Per Group:

Red Cup
Yellow Cup
Green Cup
Traffic Light Cup Chart
iPad
MadLib App
Storyline for Schools App
Teacher Prepared Character Cards
Teacher Prepared Event #1 Cards
Teacher Prepared Event #2 Cards
Narrative Graphic Organizer

Per Student:

Vocabulary Foldable
Scissors
Crayons

Assessment/Evaluation

Formative: *How will students demonstrate understanding of lesson objective(s)? How will you monitor and/or give feedback?*

The teacher will ask probing questions that check for understanding, and monitor academic growth with new material throughout the activities. The teacher will use the Traffic Light Cup FACT to identify students who need extra help during the activities. If a group displays a green cup, then the teacher will know that they understand and don't need help, if a yellow cup is shown the teacher knows that they have a question, but it is not an emergency, but if a group has a red cup they are saying that they need immediate help before they can move on to the next step. The teacher will give feedback by providing guided questions and assistance to groups and students within the groups who show a yellow or red cup. Also, the teacher will use the Mad Libs iPad App as a formative assessment to see if the students know the different parts of speech. During the vocabulary foldable activity, the teacher will walk around to visit each group of students and observe their definitions, drawings, examples, and the group discussions.

Summative: *What evidence will you collect and how will it document student learning/mastery of lesson objective(s)*

In order to check for mastery, the teacher will first have a discussion with the class, which is described in the closure section, and then collect each groups' storyline. If students included all the parts of a narrative and used them in the correct way, they will have mastered the basic concepts of an effective narrative.

<p>Instruction (Include a suggested time for each major activity)</p>	<p>List Questions for higher order thinking <i>These cannot be answered by yes or no.</i> (Identify Bloom's Level of Thinking)</p>
<p>Set/Motivator: 10 minutes Mad Libs iPad App Teacher will display the Mad Libs iPad app on the smart board. Using the free Mad Lib "A Night at the Carnival" the teacher will lead the class in creating a humorous story. Once the Mad Lib is created the teacher will read it to the class pointing out the elements of the narrative including the characters, descriptive words, temporal words and phrases, as well as the narrative's closing statement.</p>	<p>Remembering: What is a noun? A Plural Noun? An adjective?</p>
<p>Special Instructions for Traffic Light Cups FACT 5 mins At the beginning of class the teacher will pass out red, yellow, and green cups to each group. Each group will also receive a chart that describes what each cup represents. These will be used for the Traffic Light Cups FACT. The teacher will remind students that the cup that best represents their needs should be displayed on their table. Green cups indicate that students are on task and ready to move on. Yellow cups let the teacher know that the group may have questions, but those questions can be asked later. Red cups indicate that the group cannot go on with the activity without assistance from the teacher.</p> <p>Part 1: Vocabulary Foldable 15 mins. First the teacher will discuss the vocabulary terms, listed above in the vocabulary/ academic language section, with the students by telling them the kid friendly definition, and then calling on volunteers to put the definitions in their own words. Next, the teacher will tell the students that they are going to create a foldable to help them understand and remember the vocabulary words. (A copy of the foldable is included at the end of the lesson.) First the students will be instructed to write their name, date, and title: The Narrative, and to cut along the dotted lines. Then on the top triangle of each flap the students will write one of the vocabulary words (character, narrative, event, introduction, and temporal words), underneath each flap they will write the definition of the vocabulary word in their own words, and on the bottom triangle they will draw a picture to help them remember the definition or give an example. While the students are working on their foldable, the teacher will walk around the room to observe the definitions, the pictures, and examples the students are creating. Also the teacher will redirect as needed if a student is having trouble coming up with a definition, an example, or a picture. After the foldables are complete, the teacher will instruct the students to compare their definitions and pictures or examples with the students in their group, and the teacher will observe these discussions as well.</p> <p>Part 2: Narrative Writing Exercise 30 minutes To begin the activity the teacher will share a simple story that she created using the iPad app "Story Lines for Schools". The teacher will then divide the class into groups of 4 students each and will provide each group of students with a copy of a narrative graphic organizer. Each group will be instructed to choose a scribe who will write the ideas of the group on the graphic organizer. The teacher will have a set of cards for "Character" and "Events" and the groups will get to choose one card from the character set and two cards from the events set. The "Character" cards will have different types of characters on them (Princess, Soldier, Superhero), and the event cards will list several different events (Wedding, Battle, Banquet, Picnic). Using their cards students will work together to create a narrative story and put it on the graphic organizer. Once they have completed their graphic organizer with all the parts of the narrative, they are ready to use the iPad app "Storylines for Schools" First, the students will write a sentence or two to describe their character, which will be their introduction, then they will draw a picture of their character. Next, they will describe</p>	<p>Applying: How can you illustrate temporal words with a picture to help you remember the definition.</p> <p>Understand: Does the introduction belong at the end or the beginning of the narrative? Why?</p> <p>Analyzing: How does a story with lots of detail compare to a story without much detail?</p> <p>Evaluate: What is a better adjective to describe that person or event?</p> <p>Creating: How can you create your own simple narrative using the index cards, graphic organizer, and iPad app provided?</p>

one event that their character did or went to and include what their character was feeling or thinking. Also, they will illustrate a picture that shows their character at or doing the event. Then the students will describe a second event by first introducing it with a temporal word, and then drawing a picture of the event. Finally, the students will write a couple of sentences as their closure to end the narrative.	
<p>Closure: 10 minutes</p> <p>Students will be given the opportunity to share their stories by connecting to the Smart Board. After they share, the teacher will ask students to point out the parts of the narrative in the story. The teacher will ask questions about what the students observed including character, setting, descriptive words, temporal words or phrases and the story's closing.</p> <p>The teacher will collect the iPads and provide each group with feedback by the next lesson.</p>	

<p>Adaptations to Meet Individual Needs: <i>How will you adapt the instruction to meet the needs of individual students? Include - ELL?; SPED?; Gardner's Learning Styles - Name and specify what happens in the lesson that uses each learning style listed; Other individual needs of the students/class you are teaching?</i></p> <p>Gardner's Learning Styles:</p> <p><u>Verbal/Linguistic:</u> Students are participating in a class MadLib, writing vocabulary terms in their own words, and creating a group narrative</p> <p><u>Bodily/Kinesthetic:</u> Students will be using their fingers instead of a pen or pencil to illustrate their story on the ipad</p> <p><u>Visual/Spatial:</u> Students will draw a picture to illustrate or help them remember each vocabulary term and draw a picture to illustrate each page of their storyline</p> <p><u>Intrapersonal:</u> Students will complete their own vocabulary foldables</p> <p><u>Interpersonal:</u> Students will be working in groups to complete their storylines and with the whole class to complete the MadLib activity</p> <p>For both ELL and SPED students, the teacher will assign a buddy who works well with others and is willing to help. Also, the teacher will use visuals whenever it is possible.</p> <p>Management/Safety Issues:</p> <p>The teacher will explain how to care and properly use an ipad, making sure the students carefully touch the screen and avoid making scratches, since ipads are such an expensive piece of equipment. Also, there are no foreseeable safety issues.</p>
<p>Rationale/Theoretical Reasoning:</p> <p>Rationale/Common Misconceptions:</p> <p>When writing a narrative, students tend to believe that it is more important to write a lot and be very descriptive rather than to select details purposefully. In this lesson, students will have to choose which details they are going to include and which ones they are going to leave out because the StoryLine App only allows the students to write a certain number of words. With that being said, students will have to figure out how to pick out the most important details to tell their stories.</p> <p>http://www.slideshare.net/MurrayHillPD/mhms-narrative-writingpreservice</p> <p>Multiple Intelligences:</p>

This lesson was created to reach a number of multiple intelligences present in Howard Gardner's Theory of Multiple Intelligences. The lesson specifically address verbal/linguistic, bodily/kinesthetic, visual/spatial, intrapersonal, and interpersonal learning styles in order to help students with varied learning styles grasp concepts about how to write an effective narrative.

Gardner, H. (2000). *Intelligence reframed: Multiple intelligences for the 21st 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 students work in groups to create a narrative, which helps students construct understanding from listening to each other's ideas.

Vygotsky, L.S. (1978). *Mind in society. The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Bloom's Taxonomy:

The teacher is using Benjamin Bloom's Taxonomy by asking knowledge, analysis, and synthesis questions, rather than yes or no questions. These types of questions allow students to use a higher order of thinking, which helps them to understand the concepts of a narrative rather than just the procedure.

Bloom's Taxonomy. (n.d). Retrieved from [http:// www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm](http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm)

Constructivist Learning with ipads:

Researchers have found that ipads are a perfect instrument for Constructivist teaching. They believe that ipads are a perfect instrument because they allow students to construct new knowledge and ideas, direct their learning and create. In this lesson, the students are using the ipad to construct their own knowledge and ideas of an effective narrative and direct what they learned to create one themselves with the ipad.

Information taken from <http://constructivistblog.wordpress.com/2012/04/07/ipad-ilearn/>

Marzano's Nine Instructional Strategies for Effective Teaching and Learning:

Summarizing and Note-taking: Writing summaries promotes comprehension because students have to analyze the information to find out what is important and put it in their own words. Students will summarize the definitions of the vocabulary words and write them in their own words on the vocabulary foldable.

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 traffic light FACT will provide opportunities for the teacher to do this instructional strategy.

Nonlinguistic Representations: Researchers have found that nonlinguistic representations stimulate and increase brain activity. In this lesson they are provided through the Ipad apps, vocabulary foldable, and the narrative graphic organizer.

Cooperative Learning: Research has proven that cooperative learning has a positive impact on overall learning. In this lesson, students will be working in groups to a create narrative with the StoryLine Ipad app.

Setting Objectives and Providing Feedback: Setting objectives and providing feedback provides students with a sense of direction. The teacher set objectives for the students when creating this lesson, and provides feedback during the lesson's formative assessments . Also, students receive feedback throughout the lesson and when their narratives are returned with comments.

Information taken from <http://www.middleweb.com/MWLresources/marzchat1.html>

References: *List the references used in this lesson*

Kid Friendly Vocabulary Definitions:

<http://www.wordcentral.com/home.html>

Vocabulary Foldable:

<http://www.lauracandler.com/filecabinet/literacy/PDFRead/vocabfold.pdf>

Graphic Organizer for Narrative Writing

<http://uppergradesareawesome.blogspot.com/2012/08/back-to-school-sale-and-new-freebie.html>

Ideas for character, setting, event cards

<http://absentnarrative.com/unlimitedstory/cards.html>

Reflections/Future Modifications: *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?*

Based on formative and summative evaluation the next steps in instruction would be:

- Based on feedback from the teacher, revise narratives
- Print them out and put into a book format (Create cover, about the authors and illustrators column, and short summary for the back of book)
- Read examples of good and bad narratives created by other authors and evaluate them

Traffic Light Cup Table

GREEN LIGHT

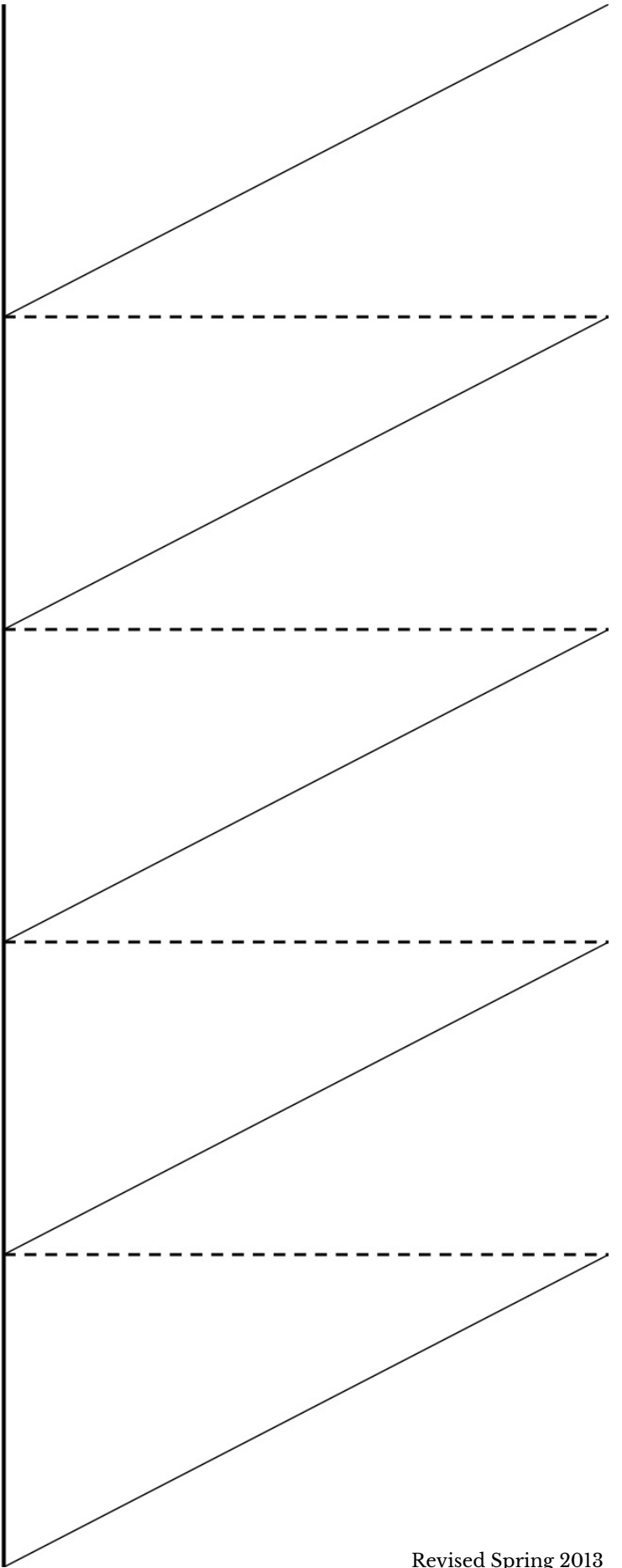
We are on track and
have
no questions!

YELLOW LIGHT

We may have some
questions
they can wait until later.

RED LIGHT

We need help before we
can move on!



Vocabulary Foldable

Name _____

Date _____

Character and Event Cards

Character	Character	Character
A Princess	A Pirate	An Alien
Character	Character	Character
The President	A Soldier	My Baby Sister
Event	Event	Event
A Battle	A soccer game	A bank robbery
Event	Event	Event
A summer vacation	A big test	A funeral
Event	Event	Event
A wedding	A carnival	A great disaster
Event	Event	Event
A banquet	Getting lost	A shipwreck
Event	Event	Event
A trip to a foreign country	Going to a new school	Going to jail