

Date: _____

Kielly Richter

Grade: 5th	Subject: English/Language Arts
Materials: Writing Notebooks and Writing Utensil	Technology Needed: Smart Board
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Other (list)	Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard: 5.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Benchmark: b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	Universal Design for Learning Below Proficiency: The students that are below proficiency will receive help from myself and their peers as I walk around the room. These students will also have a modified version of the graphic organizer, this version will have parts filled in previously, so the student only needs to fill in key points. As for the "Map It Out" template I will add additional notes, so they have more guidance for the outline of their narrative. Above Proficiency: The students that are above may help those who are struggling, so they may get another form of analyzing the lesson. They also may fill out a graphic organizer starting from scratch, no template provided, the same for the "Map It Out" template. Modalities/Learning Preferences: <ul style="list-style-type: none">• Visual: For students who learn visually, my narrative as well as my "map it out" will be presented on the board.• Auditory: The class will be listening to my narrative, I will also go through my "map it out," out loud.• Kinesthetic: Those that learn through moving will have the choice of flexible seating and they may walk around if need be.• Tactile : The students that learn through touch will be writing their outline on the "map it out"
Objective: By the end of the lesson the students will be preparing their narrative through an outline using the responses of the characters to the situations. Bloom's Taxonomy Cognitive Level: Applying	
Classroom Management- (grouping(s), movement/transitions, etc.) Once the students finish putting their materials away from the last class, they must grab their writing notebooks and return to their seats. I will hand out my personal narrative and I will also put it on the board. For reading the passage I will read the whole thing as they listen. After reading the passage I will handout the graphic organizer. They will fill out the graphic organizer in groups once they finished, I will put the key on the board and they will have time to check their work, this way I can ensure they have the right answers. After they have checked their answers, I will hand out the "Map It Out" template. They will work on this until the time is up; at the end of the lesson, once were doing filling out the organizer they must put away their materials in sessions of odd and even numbers and return to their seats.	Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.) The students are to remain aware of their environments, respect them and respect others. The students are to participate in only safe activities and safe movements. The students are to be responsible in and outside of the classroom. The students are to listen to the teacher and the directions given. The students are expected to participate in class and in their homework. The students are expected to give all their effort in classwork. The students are expected to listen while someone else is talking without interrupting. The students are expected to ask questions when they arise. According to this lesson the students are to actively read or follow along during the narrative reading. The students are to participate and answer the questions asked while filling out the organizer. The

Date: _____

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	students are to write the correct answers in their organizer. The students are to fill out their "Map It Out" template.
Minutes	Procedures
50	Set-up/Prep before lesson: <ul style="list-style-type: none">• Write my narrative.• Fill out the key to the graphic organizer per my narrative.• Prepare the graphic organizer and modified version.• Prepare the "Map It Out" template as well as the modified version.
5	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) "Grab your writing notebooks." "5 th Graders I prepared my own personal narrative for you that I will read to you but first I am going to have you watch this video to show you the type of process that went through my head while I was writing my narrative, this will help you when you begin to write yours in a little bit." *Play Video* https://www.youtube.com/watch?v=mBfi5VA8CTk - end at 2:45.
10	Explain: (teacher-led) "Now that you get the gist of what it takes to write a narrative you will see it in a fuller form when you hear my narrative." *Begin writing my narrative so the students can see my thought process* *Ask questions throughout my writing, think out loud* *Pass out my full narrative* *Put it on the board* *Read narrative* *Pass out graphic organizer*
28	Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences) "For this graphic organizer we will work in our table groups so you can use your peers to work through it if you need any help, if you guys all get stuck feel free to ask me for help but we will go over it as a class after everyone is done." *Go over the graphic organizer* *Put it on the board* *Prompt kids for the answers* "The next thing we're going to do is begin the outline for our own personal narratives." *Pass out "Map It Out" * *Put mine on the board as guidance* "You can use this as a base for your story, fill this out and it will be easier to write your narrative you will be writing tomorrow." *Ask if there are any questions* *Answer those questions* *Help students who need it*
2	Closure (wrap up and transition to next activity): "Okay students keep that in your notebook, and you will be able to look back at it tomorrow when we begin writing your narratives, put your notebook away and then listen for Mrs. Sieger's next instructions."
Formative Assessment: (linked to objective, during learning) <ul style="list-style-type: none">• Progress monitoring throughout lesson (document of student learning, data collection) The students will have completed the graphic organizer for my personal narrative, and they will complete the "Map It Out"	Summative Assessment (linked back to standard, END of learning)

Date: _____

Kielly Richter

activity. I will walk around and assist any students who need extra help when filling out the organizers as groups.



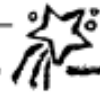
Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

Proceeding with the personal narrative genre I started with a two-minute clip on beginning the process of writing a narrative. The reason I had them watch this was to get an idea of what writing a narrative looks like, what should be going through their mind, and what a personal narrative looks like. I think this video worked well in getting their writing brains working as well as being able to see the expectations and end result is good for the students.

Then I passed out my example of a personal narrative, we read that as a class, and the students worked together to complete the graphic organizer. In order for the students to be able to learn this in a more solidified way I could have done a different organizer or an anchor chart for the video rather than a repeat activity, I think that would have been more effective for the students to truly learn the material.

Finally, the students began working on the “map it out” template, they seemed to grasp the main idea of things but I should have went through one with the class, to say my thoughts out loud so the students would get a clearer picture of the expectations. Also I should have stated more clearly that this personal narrative was the same story that we began on our art project the day before, many of them were confused about what they were writing so if I would have said that at the beginning it would have flowed much better.

Name _____



Planning and writing a
narrative paragraph

Map It Out



Use a story map to help plan a narrative paragraph before you begin writing.

Draw pictures to complete the map. Then use it to write a narrative paragraph.

Beginning	Middle	End
 setting and characters	 problem	 solution
_____	_____	_____
_____	_____	_____
_____	_____	_____

1. Write a topic sentence. _____

2. Write a supporting sentence for the beginning, middle, and end.

B) _____

M) _____

E) _____

3. Write a closing sentence. _____



On another piece of paper, use the plan to write a narrative paragraph.

Date: _____

Kielly Richter

Narrative Organizer

Title: _____

Author: _____

Setting:

When: _____

Where: _____

Characters:



Problem:

Solution:



Beginning
Introduction and
Start of Problem

Middle
Events

End
Solution

Date: _____

Kielly Richter

The Time I Needed Stitches

By: Miss Richter

It was the summer before my eighth-grade year, my family and I went up to our cabin at Red Willow Lake; we spent most of our summers there. It was mid-morning when my brothers, Josstyn and Jamison, and our neighbor, Trevor decided we should go into the woods to have some fun. We came across this dead tree that we always passed and decided that we should try and knock it down.

We looked around for ideas, Josstyn grabbed a log and said, "Here we go guys, let's use this." Josstyn began to throw this eight-foot log at this dead tree that would just not fall down; not having any luck, he continued launching this huge piece of wood at it as the rest of us watched him do this repeatedly. Getting bored, watching nothing happen to this tree I moved positions, little did I know this was a poor choice as Josstyn's next throw resulted in the log slipping out of his hand. In the slowest speed ever, I watched the log heading toward my face; in a moment of shock I could do nothing but turn my body around and I took the blow to the back of the head. As I fell to the ground my brothers ran to me and held me in their arms ensuring I was okay, unfortunately this was not the case, my head was bleeding. Even though I was in pain the thing I was most worried about was getting in trouble by our father. They took me back to my cabin to clean the cut with peroxide do everything we could by ourselves, they couldn't fix me up by themselves, so Trevor went to find my dad. My dad rushed to come see me and he made the decision that I needed to go get stitches, turned out he wasn't really mad at all just worried if I would be okay.

Since our cabin was kind of in the middle of nowhere it was a horse a piece on whether or not a doctor who could help me would be at the nearest hospital which was thirty minutes away anyways. Luckily, a doctor was there, and he was able to put stitches in my head to fix up the cut, afterwards we drove back to our lake cabin and I rested as we all sat around the fire roasting marshmallows.