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| Lesson title: Writing About Small Moments - Personal Narrative |

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| Creator’s name(s): Bianca Arias, Noah Johnson-Greenough | Grade level: 2nd-3rd |

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| **Central Focus/Essential Question***What is the big idea or focus question for this lesson?*How do authors add details about thoughts and feelings? |
| **Standard(s) addressed**[CCSS.ELA-LITERACY.W.2.3](http://www.corestandards.org/ELA-Literacy/W/2/3/)Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |
| **Content Objective:**Students will add thoughts and feelings to their personal narrative**Language Objective:***What language will students be expected to utilize when illustrating their understanding?*Students will be able to listen, talk and write about their feelings.**Learning target in age-appropriate language**I will…be able to tell a story, including how it made me think and feel. |
| **Key Vocabulary**I thought…, I felt… I feel…, I remember…, I noticed…, I realized…, I wished…, I wanted…, I hoped… I hope... |
| **Formative Assessment Strategies** |  **Alignment to Lesson Objective** |
| **Strategy #1**Listen to students sharing stories and how they felt verbally with the class or a partner | Students will talk about something that happened to them and how it made them feel |
| **Strategy #2**Reading students stories, during activity time and during reflection | Students will write about something that happened to them and how it made them feel |

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| **Getting Ready**Students will need tangible examples of personal stories and reactions. I prefer to model using a shared experience so that the lesson is very concrete. Examples could be a nature walk or neighborhood walk. Alternatively, it could be based on reactions to a shared read aloud or other classroom experience. Before the lesson have an anchor chart ready with **key vocabulary**, such as sentence starters, that students will be able to use when writing. |
| **Teacher Materials**-Key Vocabulary anchor chart-chart paper-multi-color markers-overhead projector (optional) | **Student Materials**-writing journals-sharp pencils-erasers |

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| **Lesson Sequence (45 minutes)** |
| **Lesson phase** | **# of minutes** | **Key activities** |
| Launch/Opening | 3 | Teacher invites students to come to their carpet spots to begin writing. Teacher introduces the learning target for the day. Encourage students to expand their writing by adding as many details as possible. Be sure to praise the *effort* of trying new things. |
| Focus Lesson | 7 | Introduce a shared story of something the class has experienced. On chart paper the teacher models a short narrative of the experience being sure to include thoughts, feelings and reactions. Again encourage students that they can do this too with enough effort. Show students the anchor chart of personal reaction sentence starters and read each idea off. On another sheet of chart paper have students share ideas how to use a few of the sentence starters, writing each complete sentence in a different colored marker. Tell students that it’s their turn now to write their own narratives including personal reactions. Be sure that the student-created sentences are visible to the whole class during writer’s workshop. |
| Student Activity | 10-15 | Remind students of what writer’s workshop should look like, sound like, as well as how to get attention. Have a student or students model transitioning to their seats to begin writing before transitioning the whole class. At seats students can use writing journals, as well as any past writing work--such as an narrative topics graphic organizer--to begin working quietly. Teacher circulates around the room to support students as needed. The teacher should also be looking for good examples of authors sharing a personal response to share with the class shortly. |
| Mini-Lesson | 5 | After circulating around the class, call attention to share an exemplary student- writing sample. Remind the class of the learning target and encourage students to continue adding details to their stories, including their thoughts, feelings and reaction. Have students turn to a neighbor to read aloud what they have written so far and share feedback. |
| Student Activity | 10-15 | Offer praise to students for working hard to try this new skill. Have students continue writing in their journals including as many details as possible. If there are students who are struggling with this skill, now is a good time to pull a small group. With the group, write a sentence or two of a story telling what happened. Then model using the anchor chart to choose a sentence starter and complete a personal reaction sentence. Let students in the group try their own now. Be sure to offer lots of praise for students who are working hard! |
| Debrief/Reflection | 5 | Let students know that writing time is wrapping up. Tell students that there is time for a few students to share their work. Try to include at least one student from your small group who completed their personal reaction sentence. Students can read aloud from their desks or bring to the overhead so others can read along. Have others offer questions or complements--be sure to encourage comments relevant to the learning target. |

