**Form 4.2 Research Lesson Templates**

**Team Name: Duo**

**Research Title: Writing Narratives**

**Grades:** Third Grade

**Subject Area:** Language Arts

**Schools:** Elementary

**Date:** July 20, 2009

**Goals:**

Upon the conclusion of this lesson our students will not only learn the subject but they will have engaged in sharing and team work. We believe that these social behaviors are necessary for a cooperative learning environment that is beneficial to a variety of multiple intelligences. Students will apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They will draw on their prior experience, their interactions with other ingredients of written language as the prime guide to find real purposes to write. When the topic matters to them, children work hard to express themselves well and are willing to invest time and effort in crafting and revising their work.

**Standards Addressed in the Lesson: Third Grade**

**Narrative**

2.0 Writing Applications (Genres and Their Characteristics**):** Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0. Using the writing strategies of grade three outlined. Writing Standard 1.0, students:

2.1 Write narratives: a. Provide a context within which an action takes place. b. Include well-chosen details to develop the plot. c. Provide insight into why the selected incident is memorable.

2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences

**Sequence of the Unit: (Unit Map): Third grade**

Chapter: Narrative

In this unit, students will learn to identify how writers use different rhetorical devices (e.g., metaphors, hyperbole, metonomy, rhetorical question, imagery, etc.). **First students** will learn to develop narratives prewriting strategies and graphic organizers to develop and focus ideas. **Next, students will learn to identify the** develop organizational skills

Chronological order, flashback, foreshadowing, surprise ending, use precise, descriptive, active verbs, establish a specific tone suitable to the purpose.  **Students will also learn** how writers engage their readers by sharing personal experiences

**Background Information:**

Why did we choose this topic for lesson study?

We chose the narrative approach, because it offers students a chance to think and write about themselves. We all have experiences stuck in our memories, which are worthy of sharing with readers. Yet sometimes they are so compounded with other memories that a lot of the time a writing narrative is spent in the prewriting stage. Therefore when a student writes a narrative, you are allowing them to tell a story. Narratives are told from a defined point of view, often the author's, so there is feeling as well as specific and often sensory details provided to get the reader involved in the elements and sequence of the story.

Why is it important to have the lesson at this particular time in students’ learning?

It is important to have the lesson at this particular time in student’s learning because students need to master the concept in which they produce narratives - both fictional and autobiographical that is to engage their readers with the use of sensory details, indicate the location where the story takes place, introduce the character or enter immediately into the story line; create a believable world and introduce characters through the precise choice of detail; develop a character, often by providing motivation for action and having the character solve the problem; develop the plot or tell about the event by describing actions and emotions of the main characters, including descriptive details, using dialogue and other story strategies; add reflective comments (especially in an autobiographical narrative); and provide some kind of conclusion.

Why did we choose the main activities?

The main activities give the students the opportunity to show initial understanding on narrative writing. The fact is that a narrative is the way students communicate personal information: whether is use through the help of writing a book or a screenplay or a journal story. A narrative will not bring the attention of any reader if is not found pleasurable, they will complain about how “boring” it is. So if you teach the importance of the process of a narrative, it is to help students make their writing narrative the focus o what they are trying to communicate. Also, the use of narratives will allow the instructors to observe students during guided and independent practice, and to check for understanding.

What are the key instructional strategies that are needed for this lesson?

Key instructional strategies include: direct explicit instruction, preloading vocabulary, writing response, independent and guided practice, and checking for understanding.

**Lesson Process: Narrative third Grade Lesson Activity**

**Lesson Design:** Direct Instruction

**Lesson Objective: After a read on “The First time Jitters” the students will** write a descriptive narrative piece( sentences) that paints a picture in the reader's mind about a time/place they felt nervous in a eight page teacher generated booklet.

**Instructional Procedures and Activities:**

**Open Activity: Pre-write** (plan). Read aloud “First Time Jitters” McGraw.

After reading the students will discuss and share their own understanding of the literature just read.

The teacher will ask students for various examples of the literature where it expresses how the character felt nervous with the use of descriptive language, the time and place and situation.

**Procedures and Activities**:

1. Motivation: Reading
Ask students to explain the purpose and style of “First time Jitters”. Point out that such writing of the author is real fiction and it uses emotional feelings in order to rouse the reader’s interest.
	* According to the literature why do they not reveal Sarah’s image from the beginning of the story?
	* According to the author who is Mr. Hartwell acting as?
	* In the read,?
	* What effect does the author is trying to get out of the readers by having Sarah’s character be introduced at the end of the read?
	* List some of the verbs used in the literature. What effect do these verbs have on the effect on the plot of the story?
	* What specific details suggest that Sarah is nervous?
	* Literary elements: What is the plot and setting? Who are the characters? What is the rising action and falling action? What is the climax and resolution of the story? What is the theme?
2. Reflecting on the read: Do you agree that the character of Sarah can also be nervous on the first day of school? Why or why not?

**Follow-up Activities:**

1. Write a journal on “Do you remember a time where you felt nervous"?
2. Find a story that causes you to react strongly. Write a response to the story in pa narrative format.

**Evaluation:**
Open-book Test: Answer the following questions:

* Why does the author choose two different class setting in the illustrations?
* The connection may best be described as--
* In the story the principal can best be describe as?
* What theme is implied in the title” First time Jitters”?

**Class Notes:**
*Narrative* is the recounting of a succession of events. Many narratives are fictional, including real fiction and novels, but narrative can include nonfiction such as history and autobiography. Narratives needn't be in prose: epics, for instance, are narrative verse.

Narratives are not always told in sequence. Many stories start in middle and jump about chronologically.

**Writing Prompt**: Teacher will explain to the students that everyone has had a places/time where they felt nervous/scared and will allow students to share their individual experiences. The teacher will ask the students to choose the one time they will like to write about and describe what that time was like, using sensory writing. Students will be asked to use rich, descriptive words so the reader can imagine being in your place. Give students one minute to make a list of as many times they felt nervous about.

-Let the class share their lists. Students may make any additions to their own lists.

-Ask students to choose one time about which to write.

-Using a graphic organizer, have students write words that describe about how they felt.

**Write** (compose). From their graphic organizers, have students compose a draft describing their place/time.

**Revise** (improve). Give time for students to meet in groups to read and discuss improvements to their papers. Following group conferences, give students time to improve their drafts by adding, deleting, or reordering ideas based on feedback.

**Edit** (proofread). Help students check their own papers and make corrections for spelling, grammar, punctuation, and capitalization. Have students make a final copy.

**Publish** (share). Choose a format for students to share their papers with others.