

Teacher Name: Tammy Saddler

Intermediate Writing/ ELA Lesson
Plans

Week of: Aug. 30-Sept. 4

Unit 1: The Six Traits of Narrative Writing/Narrative Emphasis

MONDAY

Writing Standards:

C.5.3
Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

L.5.1, L.5.2

Learning Target:

Begin teaching
6 Traits of Writing

1. Ideas
2. Voice
3. Sentence Fluency
4. Organization
5. Word Choice
6. Conventions

Guiding
Questions:

http://5thgradezones.weebly.com/uploads/4/1/9/2/41927353/blooms_taxonomy_questions.pdf

Vocabulary:

New week:
analyze
characters,
setting
plot
voice
purpose,
exposition,
resolution
rubric

previous weeks:
identify
initiative

Power Verb: analyze

Vocabulary: characters, setting, plot, voice, purpose, exposition, resolution, rubric

Small Groups:

Station #1

Word Work

Define each word; choose an activity card to complete with each word

Writing: Voice: Conveying The Purpose

Station #2

Students will go to Virtual Classroom and follow the directions on each slide

<https://docs.google.com/presentation/d/18SA2JulxFUfbheZT5zbrtVeECq2ZAt4zJpgZUvaUTpo/edit?usp=sharing>

Writing Trait #2 students will learn about Voice by watching the video

<https://youtu.be/CdOoycq8FqE>

Now discuss what is voice/tone in writing with your group.

Write your answer down then place it into your binder. Behind the writing tab.

You can use it to define the vocabulary word "voice"

Voice? The writer's point of view during each moment of the story.

Your Voice is your point of view/how you see it/your perspective of the situation.

Voice done right- makes the reader want to keep reading

If you finish?

continue next day-

Go to Virtual Classroom and listen to:

Marshfield Dreams: When I Was a Kid by Ralph Fletcher.

https://youtu.be/zS97TU46s_Y

Listen to the "the funeral scene"

Use the graphic organizer to write down (use bullets) 2-3 ways Fletcher shows his view-point (or how he "sees" things)

How is his view-point like yours? (1-3 ways)

visualization
narrative
specific
accurate
ELA : noun,
proper noun,
verb, adjective,
adverb, commas

How are they different? (1-3 ways)

Share with your group

Station #3

Conference

Continue The Steps of the Writing Process

1. Brainstorm
2. Rough Draft

Discuss with students:

How writers make clear to their audience of their reason/purpose for creating the writing piece. Today I will teach you how the writer offers a point of view that's appropriate for narrative writing which compels the reader to read on

I Do:

Review students work from previous week

Next review station #2

Then discuss read aloud Marshfield Dreams: When I Was a Kid by Ralph Fletcher. A humorous and captivating memoir delivering the right voice for each moment in his stories providing an insider's point of view of what his life was like back then. A great choice for introducing memoir writing.

You were to listen to (tackle box story and the funeral scene) and list how they are alike,different,the same

Discuss with students the different ways that Fletcher conveys the purpose for each to the reader

We Do:

Assist students as they talk about the story and recall/relisten to passages for different ways Fletcher conveys the purpose for each to the audience

Active Engagement:

If students are working ahead give them guidance to keep writing narrative style:

Discuss an event from your own lives that you could talk about that are a mix of purposes:

a time when you learned something

a time when something hilarious happened

a time when you might have been disappointed

Asses/Evaluate:

Have students tell their stories using a VOICE that conveys that purpose for writing to a partner.

Link to Other Writing:

Today and every day, when you are getting ready to write think about conveying the *purpose* by using *voice* to help readers relate to the writing

Mid-way Teach point:

Remember writers to be sure to make clear the reason for creating the writing piece. Be sure to include
- a *point of view* that's appropriate for narrative writing, which compels the reader to read on

Teaching Share:

I am excited to read all of your stories

As you share your story

we will listen for *purpose* and *voice*.

Good job today writers thinking about conveying *purpose and using voice* when writing

Guided Reading Groups

TUESDAY

Vocabulary: analyze
characters, setting, plot, voice, purpose, exposition, resolution, rubric
identify, initiative, narrative, visualization, conventions, dialogue, acronyms,

ELA : noun, proper noun, verb, adjective, adverb, commas

Small Groups:

Station #1

Word Work

Define each word; choose an activity card to complete with each word

Writing: Voice: Conveying The Purpose

Station #2

Writing Trait #2 is Voice

<https://youtu.be/gkuPPRIYRqk>

This week continue:

The writer's *point of view* during each moment of the story.

Your *Voice* is your point of view/how you see it/your perspective of the situation.
Voice done right- makes the reader want to keep reading

Goto

Saddler's Virtual Classroom and listen to Marshfield Dreams: When I Was a Kid by Ralph Fletcher.

Listen for the tackle box story and the funeral scene

Use the graphic organizer to write down (use bullets) 2-3 ways Fletcher shows his view-point (or how he "sees" things) during each of the two scenes mentioned

Compare and contrast

How is his view-point like yours? (1-3 ways)
How are they different? (1-3 ways)

Share with your group

Station #3
Conference

Continue The Steps of the Writing Process

3. Brainstorm
4. Rough Draft

Discuss with students:

How writers make clear to their audience of their reason/purpose for creating the writing piece. Today I will teach you how the writer offers a point of view that's appropriate for narrative writing which compels the reader to read on

I Do:

Tell students at station #2 they read aloud *Marshfield Dreams: When I Was a Kid* by Ralph Fletcher.

A humorous and captivating memoir delivering the right voice for each moment in his stories providing an insider's point of view of what his life was like back then.

A mentor text for introducing memoir/narrative style writing.

You were to listen to (tackle box story and the funeral scene) and list how they are alike,different,the same

Discuss with students the different ways that Fletcher conveys the *purpose* for each to the reader

We Do:

Assist students as they talk about the story and recall/relisten to passages for different ways Fletcher conveys the *purpose* for each to the *audience*

Active Engagement:

If students are working ahead they can:

Discuss an event from your own lives that you could talk about that are a mix of purposes:

- a time when you learned something
- a time when something hilarious happened
- a time when you might have been disappointed

Asses/Evaluate:

Have students tell their stories using a VOICE that conveys that purpose for writing to a partner.

Link to Other Writing:

Today and every day, when you are getting ready to write think about conveying the purpose by using voice to help readers relate to the writing

Mid-way Teach point:

Remember writers to be sure to make clear the reason for creating the writing piece. Be sure to include a *point of view* that's appropriate for narrative writing, which compels the reader to read on

Teaching Share:

Give feedback a student's story and listen for *purpose* and *voice*.

*When students have heard the voice /purpose lesson

Next move to "Parts of a Narrative" during conference time

-3 Main Types

- Model how to use the Narrative Flowchart GO

Guided Reading Groups:

WEDNESDAY

Vocabulary:

analyze

characters, setting, plot, voice, purpose, exposition, resolution, rubric

identify, initiative, narrative, visualization, conventions, dialogue, acronyms,

ELA : noun, proper noun, verb, adjective, adverb, commas

Small Groups:

Station #1

Word Work

Define each word; choose an activity card to complete with each word

Writing: Voice: Conveying The Purpose

Station #2

Virtual Classroom

Students continued where left off

Writing Trait #2 is Voice

<https://youtu.be/dKeq5lCmVHo>

The writer's point of view during each moment of the story.

Your Voice is your point of view/how you see it/your perspective of the situation.

Voice done right- makes the reader want to keep reading

Listen to Marshfield Dreams: When I Was a Kid by Ralph Fletcher.

Listen to the funeral scene

Use the graphic organizer to write down (use bullets) 2-3 ways Fletcher shows his view-point (or how he "sees" things) during the funeral scene

Compare and contrast

How is his view-point like yours? (1-3 ways)
How are they different? (1-3 ways)

Share with your group

Fast workers?
Ed Galaxy continued

Station #3
Conference Table with teacher

Continue The Steps of the Writing Process
5. Brainstorm
6. Rough Draft

Discuss with students:

How writers make clear to their *audience of their reason/purpose* for creating the writing piece. Today I will teach you how the writer offers a point of view that's appropriate for narrative writing which compels the reader to read on

I Do:

Tell students at station #2 they read aloud Marshfield Dreams: When I Was a Kid by Ralph Fletcher.

Discuss how it is a humorous and captivating memoir delivering the right voice for each moment & this story provides an insider's point of view of what his life was like back then.

A mentor text for memoir writing.

Discuss they were to listen to (tackle box story and the funeral scene) and list how they are alike,different,the same

help them understand the different ways that Fletcher conveys the *purpose* for each to the reader

We Do:

Assist students as they talk about the story and recall/relisten to passages for different ways Fletcher conveys the purpose for each to the audience

Active Engagement:

If students are working ahead they can begin the next step of the writing process
3. Revise A.R.M.S. and then C.U.P.S. -give them the checklists and explain how to use each

Extension writing:

Discuss an event from your own lives that you could talk about that are a mix of purposes:

a time when you learned something

a time when something hilarious happened

a time when you might have been disappointed

Asses/Evaluate:

Have students tell their stories using a VOICE that conveys that purpose for writing to a partner.

Link to Other Writing:

Today and every day, when you are getting ready to write think about conveying the *purpose by using voice* to help readers relate to the writing

Mid-way Teach point:

Remember writers to be sure to make clear the reason for creating the writing piece. Be sure to include a *point of view* that's appropriate for narrative writing, which compels the reader to read on

Teaching Share:

allow student to you share their story,
and everyone listens for *purpose* and *voice*.

***When students have heard the voice /purpose lesson**

continue to move to "Parts of a Narrative" during conference time

-3 Main Types

- Model how to use the Narrative Flowchart GO

-Continue until all students have this lesson

- Move to modeling the "Narrative Ideas" GOs
- Brainstorm
- Narrative Hook
- Helpful Hints for Success
- Narrative Writing Reference Sheet

Remind:

Good work = writers thinking about conveying purpose and using voice when writing memoirs-narrative style writing

Guided Reading Groups:

THURSDAY

Vocabulary:

Power verb: analyze

characters, setting, plot, voice, purpose, exposition, resolution, rubric

identify, initiative, narrative, visualization, conventions, dialogue, acronyms,

ELA : noun, proper noun, verb, adjective, adverb, commas

Small Groups:

Station #1

Word Work

Define each word; choose an activity card to complete with each word

Writing: Voice: Conveying The Purpose

Station #2

Writing Trait #2 is Voice

Virtual Classroom continued

Voice =The writer's point of view during each moment of the story.

**Your Voice is your point of view/how you see it/your perspective of the situation.
Voice done right- makes the reader want to keep reading**

Goto Virtual Classroom and watch a video about the meaning of Voice in writing

**then continue listening to the
mentor text :Marshfield Dreams: When I Was a Kid by Ralph Fletcher.**

Listen to the funeral scene

**Use the graphic organizer to write down (use bullets) 2-3 ways Fletcher shows his
view-point (or how he “sees” things) during each of the two scenes mentioned**

**Compare and contrast
How is his view-point like yours? (1-3 ways)
How are they different? (1-3 ways)**

Share with your group

Finished? Goto Ed Galaxy and work the next skill

**Stationn #3
Conference
Continue The Steps of the Writing Process
7. Brainstorm
8. Rough Draft**

Discuss with students:

**How writers make clear to their audience of their reason/purpose for creating the
writing piece. Today I will teach you how the writer offers a point of view that's
appropriate for narrative writing which compels the reader to read on**

I Do:

**Tell students at station #2 they read aloud Marshfield Dreams: When I Was a Kid by
Ralph Fletcher.**

**A humorous and captivating memoir delivering the right voice for each moment in his
stories providing an insider's point of view of what his life was like back then. A great
choice for introducing memoir writing.**

**You were to listen to (tackle box story and the funeral scene) and list how they are
alike,different,the same**

**Discuss with students the different ways that Fletcher conveys the purpose for each to
the reader**

We Do:

**Assist students as they talk about the story and recall/relisten to passages for different
ways Fletcher conveys the purpose for each to the audience**

Active Engagement:

**If students are working ahead they can
Now it's your turn.**

Discuss an event from your own lives that you could talk about that are a mix of purposes:

a time when you learned something

a time when something hilarious happened

a time when you might have been disappointed

Asses/Evaluate:

Have students tell their stories using a VOICE that conveys that purpose for writing to a partner.

Link to Other Writing:

Today and every day, when you are getting ready to write think about conveying the purpose by using voice to help readers relate to the writing

Mid-way Teach point:

Remember writers to be sure to make clear the reason for creating the writing piece. Be sure to include a *point of view* that's appropriate for narrative writing, which compels the reader to read on

Teaching Share:

I am excited to read all of your stories

**As you share your story,
we will listen for *purpose* and *voice*.**

Continue depending on the group pace:

***When students have heard the voice /purpose lesson move to parts of a narrative during conference time**

- **3 Main Types**
- **Model how to use the Narrative Flowchart GO**

--Continue as progress is evident:

- **Move to modeling the "Narrative Ideas" GOs**
- **Brainstorm**
- **Narrative Hook**
- **Helpful Hints for Success**
- **Narrative Writing Reference Sheet**

Friday

Small Groups:

Station #1

Word Work

Define each word; choose an activity card to complete with each word

Station #2

Writing Trait #2 is Voice

The writer's point of view during each moment of the story.

**Your Voice is your point of view/how you see it/your perspective of the situation.
Voice done right- makes the reader want to keep reading**

Goto Virtual Classroom and listen to Marshfield Dreams: When I Was a Kid by Ralph Fletcher.

Listen for the funeral scene

Use the graphic organizer to write down (use bullets) 2-3 ways Fletcher shows his view-point (or how he “sees” things) during each of the two scenes mentioned

Compare and contrast

How is his view-point like yours? (1-3 ways)

How are they different? (1-3 ways)

Share with your group

If finished do Ed Galaxy the next skill you are on

Station #3

Conference

Continue The Steps of the Writing Process

9. Brainstorm

10. Rough Draft

Discuss with students:

How writers make clear to their audience of their reason/purpose for creating the writing piece. Today I will teach you how the writer offers a point of view that’s appropriate for narrative writing which compels the reader to read on

I Do:

Tell students at station #2 they read aloud Marshfield Dreams: When I Was a Kid by Ralph Fletcher.

A humorous and captivating memoir delivering the right voice for each moment in his stories providing an insider’s point of view of what his life was like back then. A great choice for introducing memoir writing.

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Discuss with students the different ways that Fletcher conveys the purpose for each to the reader

We Do:

Assist students as they talk about the story and recall/relisten to passages for different ways Fletcher conveys the purpose for each to the audience

Active Engagement:

If students are working ahead they can

Now it’s your turn.

Discuss an event from your own lives that you could talk about that are a mix of purposes:

a time when you learned something

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Asses/Evaluate:

Have students tell their stories using a VOICE that conveys that purpose for writing to a partner.

Link to Other Writing:

Today and every day, when you are getting ready to write think about conveying the purpose by using voice to help readers relate to the writing

Mid-way Teach point:

Remember writers to be sure to make clear the reason for creating the writing piece. Be sure to include a *point of view* that's appropriate for narrative writing, which compels the reader to read on

Teaching Share:

I am excited to read all of your stories
As you share your story,
we will listen for *purpose* and *voice*.

Good job today writers thinking about conveying purpose and using voice when writing

Guided Reading Groups:

LITERACY WORK STATIONS (WEEKLY)

Reading Independent:

<https://youtu.be/HqHUGkEtIx4>

Word Work:

Complete/choose the GO for the power verb
Choose one of the activity cards for the new vocabulary

Read to Someone:

See Above

Writing About Reading:

See above

Technology:

<https://youtu.be/HqHUGkEtIx4>

<https://www.howstuffworks.com/>

<https://dailyarticles4all.blogspot.com/2012/05/10-accidental-inventions-you-wont.html>

<http://www.geniusstuff.com/blog/list/10-accidental-inventions/>

<http://disney.wikia.com/wiki/The>