

Teacher Name: Tammy Saddler

Intermediate Writing/ ELA Lesson
Plans

Week of: Sept. 7-10

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

MONDAY is Labor Day

Writing Standards:

C.5.3 a,b,c,d,e,f,g 5.5
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, L. 5.3

Learning Target:

This week =

- An event sequence is clear and unfolds naturally
- Transition words and phrases manage the sequence of events
- The writing contains a conclusion that follows from the narrated events
- The piece was planned

Begin teaching

6 Traits of Writing

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

Guiding Questions:

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

Skill:

Station #1 Vocabulary Word Work

Station #2 Virtual Classroom exploring skill of the week

Station #3 Conferencing Teaching Narrative and the writing Process

We Do:

Active Engagement:

Asses/Evaluate:

Link to Other Writing:

Mid-way Teach point:

Teaching Share:

Guided Reading Groups

TUESDAY

Power Verb: summarize

Vocabulary: sequence, climax, conflict, protagonist, antagonist, conclusion, transition

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

Small Groups:

Station #1

Word Work

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

Writing: Organization:

Station #2

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

Vocabulary:
New week:
summarize
sequence
climax
conflict
protagonist
antagonist
conclusion
transition

previous weeks:

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

identify
initiative
visualization
narrative
specific
accurate

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

https://docs.google.com/presentation/d/1drQhfhX5grxwH1ANEh_jyUdJt_UmxMVCbF2UNeSy_nU/edit?usp=sharing

Writing Trait #3 Organization: Sequence and Transition Words

This week students will learn about The Writing Trait : Organization: Sequence and Transition Words

Learning Targets This week =

- An event sequence is clear and unfolds naturally
- Transition words and phrases manage the sequence of events
- The writing contains a conclusion that follows from the narrated events
- The piece was planned

Station #3

Conference

Continue The Steps of the Writing Process and apply to Narrative parts

1. Brainstorm
2. Rough Draft
3. ARMS
4. CUPS
5. Share/Peer Review
6. Publish

Correct their work, answer questions and give them a “tip to work on” based on what they need

I Do:

Pass out the handout and GO “Parts of a Narrative

Read/ discuss reviewing the vocabulary

Talk about the 3 main types of narrative writing

1. Personal
2. Biographical
3. Fictional

Discuss the Narrative Flowchart GO

Introduction

Event 1

Event 2

Event 3

Conclusion

Tell students they are going to use this flowchart GO to help them organize the writing piece they have started

Model how to do this

Discuss

Students try

This week continues the writer’s *organization in a story*.

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:

During conference time allow students to ask questions. Look for struggles and clarify

- **Have students tell their stories and discuss the use of sequence and transition words in organization to help make their writing flow**
- **Use the sentence checklists**
- **Rubrics to check their work**
- **Record into monitoring binder**

Guided Reading Groups:

WEDNESDAY

Power Verb: summarize

Vocabulary: sequence,climax,conflict,protagonist,antagonist,conclusion,transition

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

Learning Targets This week =

- **An event sequence is clear and unfolds naturally**
- **Transition words and phrases manage the sequence of events**
- **The writing contains a conclusion that follows from the narrated events**
- **The piece was planned**

Small Groups:

Station #1

Word Work

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

Station #2

Writing Trait Organization: Sequence and Transition Words

Virtual Classroom

https://docs.google.com/presentation/d/1drQhfhX5qrxwH1ANeh_jyUdJt_UmxMVCbF2UNeSy_nU/edit?usp=sharing

Students continue slides where they left off

Sharing with your group

Fast workers?

Ed Galaxy continued

Station #3

Conference Table with teacher

Continue The Steps of the Writing Process and Narrative parts/Flowchart completion

1. Brainstorm
2. Rough Draft
3. ARMS
4. CUPS
5. Share/Peer Review
6. Publish

Discuss with students:

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

Proceed as follows through the week:

Review Writing Process

Brainstorm

Show GO Narrative "Hook" Use Rocking Beginnings small group chart

Writing Hints for writing Success

Narrative Writing Reference Sheet

GO Sequence of Events in a Narrative

Narrative Outline GO

Asses/Evaluate: During conference time allow students to ask questions. Look for struggles and clarify

Link to Other Writing:

Discuss the other traits of Writing

1. Ideas/details
2. Voice

Teaching Share:

allow student to you share their story, and everyone listens for

Assess/Evaluate

- Have students tell their stories and discuss the use of sequence and transition words in organization to help make their writing flow
- Use the sentence checklists
- Rubrics to check their work
- Record into monitoring binder

Guided Reading Groups:

THURSDAY

Power Verb: summarize

Vocabulary: sequence,climax,conflict,protagonist,antagonist,conclusion,transition

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

Learning Targets This week =

- **An event sequence is clear and unfolds naturally**
- **Transition words and phrases manage the sequence of events**
- **The writing contains a conclusion that follows from the narrated events**
- **The piece was planned**

Small Groups:

Station #1

Word Work

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

Station #2

Writing Trait Organization using sequence and transitions

Virtual Classroom slides continued

Share with your group

Finished? Goto Ed Galaxy and work the next skill

Stationn #3

Conference

Continue The Steps of the Writing Process

- 1.Brainstorm**
- 2.Rough Draft**
- 3. ARMS**
- 4.CUPS**
- 5.Share/Peer Review**
- 6.Publish**

Discuss with students:

I Do: Model it

We Do: Work together with a partner

You do: Students continue working on their pieces independently as I assist around the table

Active Engagement:

If students are working ahead they can work on the narrative GOs they were given

Narrative Ideas GO:

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 and discuss the use of sequence and transition words in organization to help make their writing flow
- Use the sentence checklists
- Rubrics to check their work
- Record notes into monitoring binder

Link to Other Writing:

Discuss the other traits of Writing

3. Ideas/details
4. Voice

Mid-way Teach point:

Remember writers to be sure to make clear the reason for creating the writing piece. Be sure to include organization using sequence and transition words appropriate for narrative writing

Teaching Share:

I am excited to read all of your stories

As you share your story, we will listen for *sequence and transition words*

Continue depending on the group pace:

***When students have heard the 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
- Show students an example of 4 and Narrative rubric

Friday

Power Verb: summarize

Vocabulary: sequence, climax, conflict, protagonist, antagonist, conclusion, transition

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

Learning Targets This week =

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Small Groups:

Station #1

Word Work

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

Station #2

Writing Trait Organization: Sequence and Transition Words

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

- 1. Brainstorm**
- 2. Rough Draft**
- 3. Revise- ARMS**
- 4. Edit -CUPS**
- 5. Peer Review**
- 6. Publish**

Discuss with students:

How writers have more clear organization by using sequence and transitional words to make the writing piece flow.

I Do:

Tell students at station #2 they follow the slides, record answers to questions and assignments given in their Writing Binder

We Do:

Assist students as they talk about the story and recall/relisten to passages for different sequence and transition words

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:

**Use the sentence checklists
Rubrics to check their work
Record into monitoring binder**

Link to Other Writing:

Discuss the other traits of Writing on the wall/apply

- 5. Ideas/details**
- 6. Voice**

Mid-way Teach point:
Remember writers to be sure to make clear the reason for creating the writing piece. Be sure to include a that's appropriate for narrative writing

Teaching Share:
I am excited to read all of your stories
As you share your story, we will listen for *sequence and transition words*

Guided Reading Groups:

LITERACY WORK STATIONS (WEEKLY)

Reading Independent:
<https://youtu.be/HqHUGkEtIx4>
<https://youtu.be/HjWHTWFDItI>
https://youtu.be/zS97TU46s_Y

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://docs.google.com/presentation/d/1drQhfhX5qrxwH1ANeh_jyUdJt_UmxMVCbF2UNeSy_nU/edit?usp=sharing
https://www.youtube.com/watch?v=4AMptAmS_xM
<https://youtu.be/HjWHTWFDItI>