


Essential Data for Plan <b>TASK 1</b> <b>TASK 3</b>	Name		Date		Grade Level & Content Area	4th grade ELA	Estimated Instruction Time	47m
<b>Utah Core Standard(s):</b> * Standards indicate what students should know or be able to do by the end of term/year. * Standards are copied here verbatim from the <a href="#">Utah Education Network</a> website.	Standard 4.W.3 Write narrative pieces to develop real or imagined experiences or events using effective technique, descriptive details, clear event sequences, and provide a resolution.							
<b>Learning Objective(s):</b> * Objectives are single sentence statements of intended learning. Objectives break standards/learning into smaller steps. * Objectives begin with Students will be able to...	Student will be able to use dialogue and description to develop experiences and events or show the responses of characters to situations. Students will be able to use a variety of transitional words and phrases to manage the sequence of events. Students will be able to write a narrative piece using effective techniques, descriptive details, clear event sequences, and provide a resolution.							
<b>Materials &amp; Technology:</b> * List what is needed to teach this lesson.	Basic structure worksheets, Overhead projector, Games: Apples to Apples Jr., Dixit, and Balderdash,							

LESSON COMPONENTS			
Planning Elements	Action Steps <b>TASK 3</b> * What will <b>students</b> and <b>teachers</b> do together in this lesson? • Describe instructional strategies and <b>learning activities–listening is not sufficient.</b> * Outline each component's steps and how long they will take.	Evidence of Learning <b>TASK 2</b> <b>TASK 3</b> * Describe activities students complete that provide evidence of learning. * How will you know <b>all</b> students have learned? • Identify criteria that connect to learning objectives and standard(s).	Meet Learner Differences <b>TASK 2</b> <b>TASK 3</b> * Identify evidence-based practices to meet specific individual/group learner needs. * Consider content, process, product, and/or environment.
<b>BEGINNING</b>	Show video  Writing a Narrative: Part 3 Orientation   Ea... Review what the students watched in the video. Have a class discussion. <b>5m</b> Tell a personal story about an experience I once had with a skunk. I will use orientation, then tell about the problem explaining in great detail, and have them guess how the story ends (solution). Tell what really happened in the end using the skills we learned in this unit.		

	<p><b>5m</b></p>		
<p><b>MIDDLE</b></p>	<p>Break into groups for games *See Meeting Learning Differences column. <b>10m</b></p> <p>Using overhead projector demonstrate what I want the students to do with the Basic Structure of a Narrative worksheet I handed out. Break students into small groups and have them brainstorm a narrative (Orientation, Problem, Solution) on their group paper. <b>7m</b></p> <p>I will complete learner assessment. * See EOL column.</p>	<p>Formative Assessment: Move about the classroom to look at what is on the groups' papers to see if they have correctly filled them out with detailed specifications.</p> <p><u>Criteria for assessment</u></p> <ul style="list-style-type: none"> <li>• Orientation box on students' worksheets will specify who, where, and when. Specific words and phrases the student wants to use in the narrative should be listed.</li> <li>• Problem box will address what the problem is.</li> <li>• Solution box will have ideas of solutions to the problem. There could be more than one solution listed.</li> </ul>	<p><b>Small group games:</b></p> <p>For ELL students play Apples to Apples Jr.–matching nouns to adjectives (vocabulary builder)</p> <p>For advanced learners play Dixit game. Players must describe fantastical cards in creative ways and decipher the descriptions of others. (builds creativity)</p> <p>For typical students play Balderdash. ( A game of critical thinking and creativity)</p> <p>To make smaller groups a fourth game could be Splat ( a simple synonym game).</p>
<p><b>END</b></p>	<p>Hand each student the same paper for their individual assignments. Students will fill out worksheet with their own ideas to guide them in writing their narratives.. <b>5m</b></p> <p>Students will work on their individual narratives using their Basic Structure of a Narrative worksheet to be peer edited before completing the assignment for submission. <b>15m</b></p>		<p>Summative Assessment: Grade each students' paper to see if rubric and criteria were met.</p> <p><u>Criteria for Summative Assessment</u></p> <p>Narrative will include the following concepts:</p> <ul style="list-style-type: none"> <li>• Narrative will include basic structure-orientation, problem, and a solution.</li> <li>• Narrative will include language elements such as use of noun groups, interesting verbs and adverbs, direct speech, pronouns, and time connectives.</li> <li>• Narrative will be easy to read with no grammatical or spelling errors.</li> </ul>