

March 15, 2023

**Narrative Writing- Picture Prompt**

Unit Focus	Standard
This is the first narrative writing unit that students will work on this school year. Throughout the unit, students will utilize brainstorming strategies to think of characters, settings, and plots in order to develop a realistic fiction story with a beginning, middle, and end.	W.3.3: Write narratives to develop imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
<b>Student Learning Target</b>	
Learning Goal: I can use an effective writing technique of brainstorming to develop a detailed description of a setting.	
Language Goal: I can do this by thinking about sensory details that would be experienced in that setting and describing those senses to readers.	
<b>Vocabulary</b>	
Visualize, Setting, Plot, Sensory	
<b>Assessment Plan</b>	
<p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>• Whole class discussion during the mini-lesson.</li> <li>• Table Group participation during the Carousel Walk.</li> <li>• Student-written responses during the Carousel Walk.</li> <li>• Independent work time (students creating illustrations and describing them).</li> <li>• Student volunteers share illustrations and one-sentence descriptions with the group.</li> </ul> <p>Summative Assessment: Students will write a three-paragraph (beginning, middle, end) realistic fiction story.</p>	
<b>Lesson Introduction</b>	
The lesson will begin with igniting students' imaginations. Students will sit silently while two sound clips are played for them (a crackling fire, waves crashing on the beach, booming thunder, etc.) After each sound is played, students will be asked to share what mental picture came to their minds. Some examples could be "I imagined that I was camping" or "I was on a pirate ship in the ocean." This will help students prepare to consider different settings and how they would describe each setting.	
<b>Lesson Core</b>	

This lesson will have students focus on a key element of narrative stories, the setting. Students will consider different settings and think of ways to describe those settings with descriptive details.

1. The first slide of the lesson will remind students what visualization is (a skill that has been previously discussed in reading lessons). It will also set the tone for what students will focus on during this current lesson.
2. The second slide will review what sensory details are (smell, sight, hearing, taste, and feel). Students will list a couple of common descriptions for each sense.
3. The following slide will show students a setting and as a group, they will brainstorm some sensory details that they would expect to experience in that setting.
4. Next, students will work within their table groups to participate in a carousel walk. Posters with settings will be posted around the classroom and each student will be assigned one of the five senses. As a group, students will walk around the room and stop at each poster in the room. They will look at the picture posted and add two bullet points of a sense that they could experience in that location.
5. Afterward, students will go back to their desks and create an illustration of a setting they had listed in previous writing lessons. Once the illustration has been created, students will then write a one-sentence description of that setting using sensory details.

### Lesson Conclusion

At the end of the lesson, I will call on student volunteers that would like to share their illustrations and writing. These students will place their illustrations under the document camera and read the sentence they wrote to the class. The class may then raise their hand and offer compliments on that student's work.

### UDL Strategies

- Listening to various sounds to promote visualization (Engagement).
- Allowing students the option to work with partners or independently (Engagement).
- Provided picture examples of settings (Representation).
- Carousel Walk with table groups (Engagement & Action and Expression).
- Sensory detail posters hanging in the classroom (Representation).
- Step-by-step modeling of how to brainstorm a setting (with sensory details) (Representation).

### Learning Environment

- Reminders on how to show positive body language (removing distractions, facing the speaker, not having side conversations)

### Resources and Materials

- Sound Clips
- Lesson PowerPoint
- Posters for Carousel Walk
- Pre-printed setting cards for Carousel Walk

<ul style="list-style-type: none"> <li>• Reminders on how to politely work with others (give each person a chance to speak, listen to the speaker, and use kind language- even when disagreeing)</li> <li>• Reminders on using an appropriate volume level for class work time</li> </ul>	<ul style="list-style-type: none"> <li>• Illustration page for students</li> <li>• Coloring supplies</li> </ul>
<b>Barriers</b>	<b>Access Points/Supports</b>
<ul style="list-style-type: none"> <li>• Generating individual and creative ideas</li> <li>• Physical act of drawing</li> <li>• Physical act of writing</li> <li>• Language barriers</li> <li>• Eyesight</li> </ul>	<ul style="list-style-type: none"> <li>• Scribe</li> <li>• Hand-over-hand support</li> <li>• Examples</li> <li>• Modeling</li> <li>• Word banks</li> <li>• Picture banks</li> <li>• Family contact</li> </ul>
<b>Lesson Reflection</b>	
The lesson plan was submitted before instruction.	