

Lesson Title: Roll and Build a Story (Part 1) Subject: ELA (Creative Writing) Grade: 5/6

Teacher: Danica Fontaine

Date: November 29, 2017

Time: 9:15 am - 9:45 am

Big Ideas	Content
<ul style="list-style-type: none">● Language and Text can be a source of Creativity and Joy (5 & 6)● Developing our understanding of how language works allows us to use it purposefully. (6)● Using language in creative and playful ways helps us understand how language works (5)	<ul style="list-style-type: none">● Story/Text (5 & 6)<ul style="list-style-type: none">○ Text features, literary elements● Writing Process (5 & 6)
Curricular Competencies	
<ul style="list-style-type: none">● Use writing and design processes to plan, develop, and create texts for a variety of purposes and audiences● Use language in creative and playful ways to develop style● Transform ideas and information to create original texts	

Rationale:

This activity is designed to introduce students to the beginning of the writing process. This activity is meant to introduce students to basic story structure (5 W's) and help them begin to generate writing ideas for their short story. This lesson is Lesson 1 of 4 of the writing process.

Learning Objectives (Students will be able to):

- Create a list of ideas for writing based off of a writing prompt/starting point
 - Include at least 1 idea for each of the 5 W's in their brainstorm (Who, What, When, Where, Why)
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Materials:

- Dice
- Dice Character/Mood Key
- Brainstorm Worksheet

	Pacing	Lesson Outline
Part 1 Nov. 29th 9:15-9:45	10 mins	Go over “Mad Scientist” role in planning to write <ul style="list-style-type: none"> - Mad Scientist: Writing any and all ideas. Little to no filter. - Who, What, When, Where, Why - Multiple Ideas for one W are okay! - Teacher example
	5 mins	Roll Dice to decide character & character mood
	15 mins	Students are “Mad Scientists” and brainstorm ideas for their story. *Emphasis on writing anything and everything that comes to mind - we will filter through later. <ul style="list-style-type: none"> - Who, What, When, Where, Why

Differentiated Instruction:

- For students that may struggle with writing, have a discussion/oral brainstorm about each of the 5 W’s where the teacher or another student scribes. This can take place one-on-one with student/teacher, in small groups of students, or as a whole class activity.

Assessment:

(All documents to be collected once all 4 writing stages are finished)

Not Meeting:

The student does not address any of the 5 W’s in their brainstorm or does not participate. Ideas are unclear or incomplete.

Minimally Meeting:

The student addresses some of the 5 W’s in their brainstorm. Some ideas are clear.




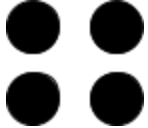
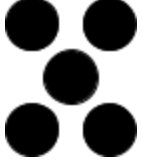
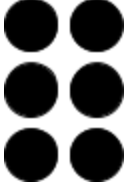
Meeting:

The student addresses all 5 W’s at least once in their brainstorm. Ideas are clear.

Exceeding:

The student includes multiple possibilities for each W in their brainstorm. Ideas are clear and detailed.

Dice Key - Character and Mood

Number Rolled	Character	Mood
	Scary Dinosaur	Worried
	Messy Doctor	Sad
	Speedy Turtle	Excited
	Polite Clown	Homesick
	Clumsy Moose	Angry
	Hyperactive Chicken	Confused