

Lesson Title: Roll and Build a Story (Part 2) Subject: ELA (Creative Writing) Grade: 5/6

Teacher: Danica Fontaine

Date: December 1, 2017

Time: 10:30 am- 11:15 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 	

Learning Objectives (SWBAT):

- Understand the components of story structure (Expository, Initial Incident, Rising Action, Climax, Resolution, Conflict)
- Use ideas from a previous brainstorm to plan a story using basic story elements and structure

Materials:

- Story Structure Organizer (handout)

	Pacing	Lesson Outline
<p>Part 2 Dec. 1st 10:30-11:15</p>	<p>15 mins</p>	<p>Recap Mad Scientist Planning Sheets</p> <ul style="list-style-type: none"> - Those sheets are to help guide you in the next step, but you can always add or change ideas - nothing is set in stone! <p>Talk about Architect Role</p> <ul style="list-style-type: none"> - Ask students what an architect is? - Architect Role: Using your Mad Scientist brainstorm to draw up a plan for your story.

		<ul style="list-style-type: none"> - Ask for ideas about what elements are in a story (write on board) - Story Arc Graphic on Board (fill it in as you go) - Hand out Blank Story Arc Graphics for students to fill in themselves
	15 mins	<p>Students Fill in their Story Arc Graphic to start planning their story</p> <ul style="list-style-type: none"> - Teacher: circulates during this time, checking for understanding and giving extra support to students that may still need help formulating ideas.
	10 mins	<p>Depending on productivity of the room:</p> <ul style="list-style-type: none"> - If students are still working and engaged in writing- extend the writing time - If students are starting to get chatty (productivity goes down), bring the students back and ask students to share different parts of their stories. <ul style="list-style-type: none"> - How did they choose to introduce their character? - What types of conflict are they including in their stories?

Differentiated Instruction:

- For students that may struggle with writing, have a teacher scribe their ideas for them one-on-one or break the class into small groups and have students co-construct stories in groups. If breaking students into groups, groups should be constructed with a mix of strong and developing writers.

Assessment:

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

Not Meeting:

The student does not participate in the activity. No elements of story are addressed.

Minimally Meeting:

The student incorporates some elements of story into their plan.

Meeting:

The student incorporates all elements of story into their plan, some elements may be developed with details.

Exceeding:

The student incorporates all elements of story into their plan, most or all elements are developed with details.