

LESSON PLAN

Teacher Name: Chana Karlin-Neumann

School/Location: East Palo Alto Charter School, East Palo Alto, CA

Grade: 1st

Class/Subject: Writing Realistic Fiction

LESSON CONTEXT (What happens before and after this lesson? How does this fit into a larger unit or lesson series?)

This is the second day of our new unit of study on writing realistic fiction stories. Yesterday we began exploring the genre and focused on the writing process for writing a realistic fiction story. The upcoming lessons in this unit will build students capacity to write their own realistic fiction series, modeled after mentor authors, like Cynthia Rylant, the author of the *Henry and Mudge* series.

TEACHING CONTEXT (What have you been working on in your practice that we might see in this lesson? What do students already need to know prior to teaching this lesson?)

While this genre is new to students, they can draw on much of what they learned from our unit of study on writing narratives from the beginning of the year. They need to recall the process of writing – thinking, planning, drafting, revising/editing, which they have used in all genres. They also can apply their understanding of story structure both from reading stories and from writing first person narratives, to the new genre of realistic fiction writing.

STANDARDS ADDRESSED (Please list full text of standards. For Math, remember to include any Math Practice Standards)

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

SL.1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LESSON DETAILS

Learning Goals: What will students know and be able to do by the end of the lesson? What will you be looking for in order to assess how students are progressing?

Writers will be able to develop independence by giving themselves directions and setting goals.

Writers will be able to write a realistic fiction story in which they recount two or more appropriately sequenced events and include some details regarding what happened.

Essential Question (s): Think about the most important concepts students should learn from this lesson.

How do writers develop a “can do” attitude to problem solve in challenging new contexts?

Time	Lesson Component	Teacher Role: Instructional notes for the teacher. Name and describe any <u>specific strategies</u> to be used.	Learner Role: Instructional notes for the students	Student Success Criteria: What does success look like? What evidence are you collecting? How are you formatively assessing?
3 min	Connection	<i>Create a picture of what it means to have an independent, can-do attitude through sharing a brief vignette about a child learning to ride a bicycle.</i> <i>Review the process for how to write a realistic fiction book that</i>	<i>Students review the process for how to write a fiction book collectively.</i>	<i>Can students successfully articulate the steps for writing a realistic fiction story from the previous days lesson?</i>

		<p><i>was introduced yesterday – think of a pretend character, give the character a name, imagine adventures, touch and tell, sketch and write.</i></p> <p>Name the teaching point: <i>Writers take charge of their own writing and give themselves directions. They think about the work they need to do next and whisper little goals to themselves, such as “Now I need to...” “Next I should...”</i></p>		
5 min	Teaching	<p><i>Teacher acts out part of first grade writer starting a new piece of writing. Model getting stuck. Model being unsure of how to solve the problem.</i></p> <p><i>Model self talk..”What do I already know about writing fiction stories?”</i></p> <p><i>Ask students for help to give little directions/goals for what I could do to get unstuck (using the fiction writing process chart created from the previous days lesson)</i></p> <p><i>Name what I did as a writer: “Did you see how I worked really hard to remember how fiction writers get started? I whispered some directions or little goals to myself. It’s like I was thinking “I can do this! I am in charge!”</i></p>	<p><i>Students share ideas for how the teacher can get unstuck.</i></p>	<p><i>Listen for students ability to give directions that encourage independence.</i></p> <p><i>Students might give directions like “Make the character do something...” “Think of some trouble the character gets into...” “Think of an adventure for your character...” “Pretend to be the character...”</i></p>
5 min	Active engagement	<p><i>Give students a chance to try getting started in their writing and practicing independent self-talk. Give students time to think about the next few goals they will set for themselves and have them practice whispering them to themselves and then share them with a partner.</i></p>	<p><i>Students practice setting goals to be independent writers, jot them on a post it and share these goals with their partners.</i></p>	<p><i>Listen in to students self-talk and partnerships and review students post its to check for understanding in the lesson.</i></p> <p><i>Are students able</i></p>

		<i>Teacher repeats some of what students are saying, ex" I'm hearing some of you say you can set a goal to finish this book in one day." Some of you realized that you have to think up some trouble for your character to get into...."</i>		<i>to articulate a direction to themselves? Are students able to set a reasonable goal? Are they using the resources (charts) to help them?</i>
2 min	Link	<i>Ask students to articulate the teaching point and link to students independent writing work</i> <i>Tell students I will admire them as they give themselves directions and independently set and reach goals to grow as writers.</i>	<i>Students articulate teaching point</i>	<i>Can students clearly articulate what to do be a problem solver during writing?</i>
25 min	Independent Writing	<i>Teacher conferences with individual students on differentiated learning goals (these will be planned after day 1 of the genre based on student writing)</i>	<i>Students writing and working on setting and reaching independent goals</i>	<i>Observations of students: Are students able to articulate a direction to themselves? Are students able to problem solve when they get stuck?) Are students able to set a reasonable goal? Are they using the resources (charts) to help them?</i>
5 min	Share	<i>Ask students to share a time they got stuck, a way they were independent, a goal they set and reached with their writing partner (and show where they did this in</i>	<i>Students to share a time they got stuck, a way they were independent, a</i>	

		<p><i>their writing)</i></p> <p><i>Celebrate student growth and how far they have come on just the second day of the unit!</i></p>	<p><i>goal they set and reached with their writing partner (and show where they did this in their writing)</i></p>	
--	--	--	--	--

Growth Mindset Practices: What are potential practices we might see in this lesson?

In this lesson, we will focus on building students' independence in writing in a new genre. You will see students working on self-talk that encourages independence in writing ("Next I will..." "I can..."). You will also see students setting their own goals and tracking their progress in meeting those goals.

During one-on-one writing conferences, you will see that I praise students' process and give students qualitative feedback to help them identify what they are doing well as a writer and where they can continue grow.

As they come up, I will celebrate student's learning from their own mistakes and model making mistakes as a teacher.

Differentiation Strategies: How will this lesson be differentiated for all students?

This lesson will be differentiated through one-on-one conferences where feedback is individualized for each student. Additionally, the workshop model allows students to have a lot of choice as writers and gives students the opportunity to work within their own zone of proximal development. Furthermore, students who are ready for more advanced work, will be focusing on the elaborating their stories by describing characters thoughts, feelings, and actions, which is reaching towards the second grade standard (W.2.3)

Assessment: How will student progress be measured? What evidence of student learning should be collected? Please include aligned rubrics or assessment guidelines that provide guidance for interpreting student performance.

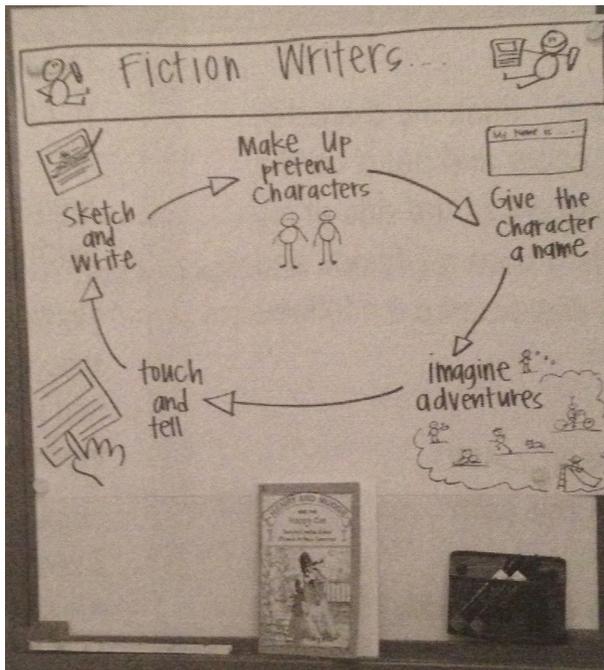
Students' independence will be measured through observational evidence of students self-talk and ability to set their own goals and show evidence of reaching those goals in their writing.

Students writing work will be collected to evaluate their progress. Students fiction writing work will be evaluated using a the Lucy Calkins narrative writing rubric as well as a teacher created realistic fiction writing checklist (which students will also have access to in order to set their own goals and self-assess their own progress as writers)

Materials/Sources: Please attach or provide links to student and teacher materials (including above assessment materials)

Calkins Narrative Progression/Rubric used to assess student writing.

Realistic fiction writing chart:



Example student goal sheet:

My goal is

I did it:

--	--	--	--	--