

Lesson Plan:

First Grade ELA: Holiday Gingerbread Narrative Stories

A: Standards

i. **Key Content Standard:**

CCSS.ELA-LITERACY.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.

ii. **Related ELD Standard:**

ELD.P1.1.10: Writing: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.

B. Objectives

Learning Objective: The students will use graphic organizers to write a narrative about a gingerbread boy or girl, describing characters and setting, a problem and

C. Assessment:

Written individual Gingerbread narrative story: Each student will produce a final written narrative story using drawings and/or sentences, depending on individual writing skill level. Stories should begin with a topic sentence that introduces the character and setting, followed by a problem and solution, and ending with a concluding sentence that provides closure for the narrative. The narrative should be full of details starting at the topic sentence through the concluding sentence. This is where the summative, formal evidence was obtained.

D. Lesson Resources/Materials (e.g., student handouts, manipulatives, PPTs, text pages, special supplies) Attach copies of any student handouts or worksheets:

Two charts created during Prewriting stage (See bottom of lesson plan for completed charts)
Student's two prewriting graphic organizers (See bottom of lesson plan for blank versions)
30 Drafting Graphic Organizers (1 per student) (See bottom of lesson plan for three versions)
30 Copies of printed whole class narrative model story (This will be completed in class tomorrow)

Youtube video on laptop prepared for overhead projector:

<https://www.youtube.com/watch?v=0mYGgbyFq98>

Green, yellow, and red crayons for each student

Introduction (3 min.): Describe how you will 1) make connections to prior knowledge, tap into their experiences and interests or use a "hook", AND 2) let students know what the objective of the lesson is.

- Play the Gingerbread vs. Baby Shark Video and Song: <https://www.youtube.com/watch?v=0mYGgbyFq98> Showing this fun video to begin the lesson was a success in engaging the students onto the gingerbread topic. With the class being the majority ELs, providing visuals is crucial.
- Encourage class to sing along and follow along to Teacher's dance moves that correspond to the song. Class is already familiar with song and dance moves.
- Echo read the student version of learning objective: "I can write a story about a gingerbread girl or boy." Students were engaged while reading this objective.

Body of the Lesson (25 minutes): Describe step-by-step what the teacher **and** the students will be doing during the lesson.

Analyze a Narrative as a Class to Model Paragraph Outline:

- Tell students to take out the typed gingerbread narrative from their personal bins.
- Select student volunteers to read the sentences aloud, one by one.
- Model "point-track-reading" with the completed narrative on the overhead projector. I missed an opportunity to explicitly explain that the story was a paragraph. I should have explained what a paragraph is and that it includes a beginning, middle, and end.
- Highlight the "beginning" sentence in green and prompt students to follow along on their individual papers. Circle the character and setting. Explicitly explain and guide students to highlight and circle the same words.
- Highlight the "middle" sentences in yellow while students follow along on their own individual papers. Engage students in a conversation about words in the narrative they can swap or add to make the narrative more entertaining.
- Highlight the "end" sentence in red. Again, engage students in a conversation about changing or adding words to provide more detail.
- I had a missed opportunity during this highlighting activity because I did not explain why I highlighted each part. Instead of explaining that I was highlighting my beginning, middle, and ending sentences, I just asked about the character, setting, problem, and solution. There was no "why" in this part of the lesson so students were probably confused.

Students Begin Individual Narratives:

- Tell students to take out their blank graphic organizers from their personal bins.
- There are three versions of this graphic organizer to differentiate amongst the students' writing levels. Please see the bottom of this document. (*Language support and IEP Support*) When I introduced the three graphic organizers, I said that there are different

types to teach the students different styles and techniques to writing. I believe this worked well because the students did not question why they had different papers.

- Prior to the lesson, Teacher passes out graphic organizers based on students' writing abilities from continuous formative assessment in writing.
- *The lower-achieving writers will receive a paragraph outline with boxes and transition words for students to draw pictures and scaffold their sentences.*
- *The middle-achieving writers will receive an organizer with boxes and lines underneath to illustrate and write sentences.*
- *The higher-achieving writers will receive lined paper to write paragraphs with one box to draw a picture.*

Prompt:

- Prompt students to take out their two prewriting graphic organizers. Remind students that these graphic organizers are their tools to get information from as they draw and write their own gingerbread narratives. (Language support) I initially forgot to tell the students to take out their prewriting tools. My mentor teacher reminded me thankfully. This would have been a huge missed opportunity.
 - Chorally read the prompt written on the prewriting graphic organizer: *"Write a fictional story about a gingerbread boy or girl. Think about a problem, a solution and a happy ending. Use your creativity and include many details."* I did not have the class chorally read this, this did not seem appropriate at this time in the lesson.
- Tell students to also use the printed whole class narrative that we analyzed as a class as a tool to help them write their own paragraph. (Language support)
- Ask the following guiding questions to clarify instructions:
 - *What tools do you have to help you write your own narrative?*
 - (Student response: The two whole class prewriting charts, the whole class printed and highlighted narrative, and the two prewriting graphic organizers.)
 - *Does your narrative have to be about a Gingerbread boy or girl?*
 - (Student response: Yes.)
 - *Will you include the character(s) and setting in the first sentence?*
 - (Student response: Yes.)
 - *Do your problem and solution have to "match"?*
 - (Student response: Yes.)
 - *Do you need to include details?*
 - (Student response: Yes.)
 - *Should your narrative be different from the Teacher's?*
 - (Student response: Yes.)
- The mentor teacher had to jump in and re-voice that the students must start their narratives with the beginning. This was something that I should have been more clear on

because the students were confused. About 80% of the class is below grade level in writing so this task is extremely difficult for them.

Drafting:

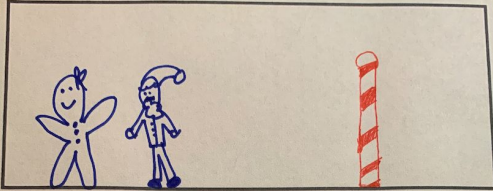
- Use the phrase “Read, set...” Students say “Go!” This is their cue to begin working individually.
- Walk around the room, rotating from table to table, formatively assessing each table group and guiding students in need of extra support, such as ELs and students with IEPs, while they complete their narratives on graphic organizers. (Language and IEP Support)
- Walking around the room to assess and support was effective for those students who are able to write. It was a missed opportunity that I did not pull a small group of the struggling writers to the front of the room to work with me.
- Call classes’ attention with “Class, Class” and briefly remind them of the tools they have available to them. (See above for list of tools/resources) Prompt to continue writing. I say “class class” too much. I should just begin speaking and then most of the class listens.
- Ask the following questions to monitor student work while walking around the room:
 - *Is there another word that you can write instead of ___? (Examples of words to replace: Nice, kind, mean, sad)*
 - *Can you add more details to the character?*
 - *Can you add more descriptive words to the setting?*
 - *Do your problem and solution match?*
 - *Are you sure that is a happy ending?*
- Assessment: Analyze the classes’ gingerbread narratives on their graphic organizers. The three styles of organizers will allow for a better analysis of each individual students’ ability to write a narrative because it is tailored to their writing level. While assessing, also take notice of the writing conventions, transition words, details, and sequence. This was effective to analyze the students’ work through the three different graphic organizers.

Closure (4 minutes): Describe how you will **prompt the students** to summarize the lesson and restate the learning objective.

- Tell students to “turn and talk” to the person next to them and describe their gingerbread narrative. This was effective in allowing students to share their progress towards the lesson objective. This benefits all students but especially the lower level writers that were paired with the higher level writers.
- Prompt students to clean up and put their graphic organizers in their bins for tomorrow.
- Chorally read the student version of learning objective one more time: “I can write a story about a gingerbread girl or boy.”

Exemplar:

Name _____



Once upon a time a gingerbread girl named Holly lived in the North Pole. She got sick on christmas. Oh no! Then, Santa got her cookies that made her better. The end.

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Student's Prewriting Graphic Organizers:

Name: _____



Name: _____
Prompt: Write a fictional story about a gingerbread boy or girl on a journey. Think about a problem, a solution and a happy ending. Use your creativity and include many details.



Who? Character	Where? Setting	Beginning	Middle	Happy Ending




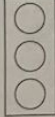
Student Drafting Graphic Organizers (Assessment for this Lesson Plan):

Low Level Writers:

Name: _____

I can write a fictional narrative about a
gingerbread girl or boy.



Title	
Step 1 Setting Characters  <small>©2015 KESSIE GARDNER</small>	
Step 2 Beginning Problem 	Suddenly,
Step 3 Middle Solution 	Then,
Step 4 Happy Ending 	Finally,

Middle Level Writers:

Name _____

Three sets of primary-ruled writing lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

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High Level Writers:

Name _____

[Large blank box for drawing]

[Primary writing lines: top solid, middle dashed, bottom solid]

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