

Story Element-Narrative Writing

Quick Overview of Lesson

Students will learn about story elements and narrative writing. These concepts will be linked together to create a narrative story. Students will then act out their narrative story using a mobile device tool such as iMovie, Puppet Pals, or Toontastic.

Why Do Students Care About This Lesson?

Students struggle writing a cohesive story that follows a basic plot line. By creating a video of their work, students will see how their story needs to flow and be more excited about editing and revising their work.

Part 1

Essential Question/s:

What are important elements or features to a narrative story and your narrative writing?
How do these connect?

Learning Objectives:

Learning Objectives	DOK level
Identify and summarize story elements and plot	Level 2 (Reading)
Create a story using plot and story elements	Level 2 (Writing)

Content Area Standard/s:

Writing (Reading background knowledge)

Common Core or State Standard/s

CCSS.ELA-LITERACY.W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
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.

Context:

Who are your learners?

Diverse group of students ranging between 22-24 students with varying writing levels. ESL students and students with IEPs.

Grade Level: 1st Grade

Part 2

Materials:

iPads/iPhones/laptops, writing binders and materials, writing tools available (dictionary, story hand prompt, graphic organizers)

Anticipatory Set:

Story of a well-known fairy tale- Cinderella. Story events will be cut apart and students will place the story back in order. After the story is back together, on the back of the cards will be vocabulary words such as characters, setting, rising action, climax, falling action, etc. The students will engage in a building background knowledge lesson on story elements and what makes a good story interesting to read.

Teaching Steps:

Task/Step	DOK level
Teacher will read a book but leave out the climax, and ending events, students will journal the ending of the story and collaborate/share ideas with peers.	Level 2
Teacher and students will map out a few story examples and review important elements to a good narrative story. (I do, you do, we do)	Level 1
Teacher will model brainstorming characters, setting, problem and solution for writing. Students will complete their own.	Level 2
Teacher will conduct a lesson on stretching out the writing. (Graphic organizer for focusing on smaller details). Students will practice their their ideas.	Level 1
Students will begin the drafting writing process. Teacher will conference and assist students.	Level 2
When students finish writing their stories, they will collaborate and share with peers to help fix their writing and any gaps. Teacher conferencing will assist students as well.	Level 2
Students will choose one way to record their story (iMovie, Puppet Pals, or Toontastic). Students will create their project and post to the classroom website.	Level 3/4

Once the projects are posted, students need to comment, share ideas, provide feedback, give an alternate ending, or share their learning of mapping out the story.

Level 3

Closure:

Students will share their projects and provide feedback/ alternative endings/ etc on the classroom website.

SAMR Model

Substitution	
Augmentation	Collaboration through the classroom website allows students to collaborate and share their ideas/thoughts through a different means than their journal.
Modification	
Redefinition	Ending project will be using technology to create something new.

Modern Lesson Design: 4 C's

Student connections to the 4cs:	Describe how your lesson addresses each of the 4 C's
Critically think: <i>Students are asked to...</i>	Critically think about their narrative and the components of a story including story elements, plot, and showcase these elements in their writing and video project.
Critical thinking is coming up with their own ideas and defending them or creating something new or applying to a new situation.	
Collaborate: <i>Students are...</i>	Asked to collaborate and share ideas and provide feedback for writing projects.
Collaborate is not work together, but to be reliant on each other. There should be some level of task switching.	
Communicate: <i>Students will...</i>	Clearly communicate their ideas for their narrative writing through a multimedia presentation. Students will also communicate with others for peer help and review when writing and creating.

Communicate is not talking, it is CLEARLY COMMUNICATING IDEAS.	
Create: <i>Students will develop...</i>	A video project for their writing that demonstrates and understanding of plot and story elements along with basic principles of writing a narrative.
Create is how students are being CREATIVE. This is NOT creating art. This is NOT creating a PowerPoint.	

DOK Levels

DOK 1: Memorize/Follow steps	Mapping out story elements and plot. Discussion of story elements and plot features after reading a book.
DOK 2: Think	Stretch out writing and add details. Reading a book on own and discussing story elements.
DOK 3: Critically think	Writing their own story addressing characters, setting, problem, solution, and at least 3-4 plot events.
DOK 4: Original thinking	Creation of digital media project for story.

Research:

Researching	Advanced Search/Research Technique
Students will listen and interact with story elements and plot. As students learn about other stories and research stories they are interested in, students will then apply the skills into their own writing.	Teacher provided websites and research material. Students will gain knowledge about how to create a cohesive narrative story.

Assessment:

Formative assessment

Informal discussions, check-ins, journal writing, exit tickets, and process of writing.

Summative assessment

Summative grade on writing according to district rubric and grading system. Project will also be graded on use of the technology and overall presentation. (1st grade standards in mind)
With teacher assistance, graded on the use of a variety of digital tools to produce and publish writing, including in collaboration with peers.

Questions:

How do you offer your students choice and a locus of control?	Students have a choice in their story content and their presentation.
What decisions do the students get to make?	The students make the choice of their characters, setting, and plot along with the narrative story. Students also decide how they will present their story.
How does your lesson show the student is the most important?	The student is in control of their learning and project. Students get to design their own story book and digital media presentation.
How do you differentiate for student needs? Why is this lesson appropriate for your lowest student and your highest student?	This lesson can allow for teacher assistance if needed. In the writing process the teacher conferences and peer help will be differentiated for each student
How do you accommodate students with learning disabilities or language issues?	Additional support will be given to students with IEPs and ESL. One on one teacher support will be given during the writing process. Students will be provided more time and more help/support in final project. Digital tools to support English and native language will be supported along with a dictation support for students with learning disabilities.
How do you connect outside of your classroom?	These final projects can therefore be shared with our parents through See-Saw portfolio. Projects can also be shared with others within our school or through a international Pen Pal.
How do you give your students an authentic audience?	Students are using their projects to share their stories for their peers and families. Students will act as writers to create their presentations.
What digital citizenship do you address in this lesson?	Students will become aware of how their voice can be expressed through writing and digital means. Then they can share their ideas with others through digital media.