

# Lesson Planning Guide

**Topic/unit of study:** Narrative Craft: Generating Ideas

**Goal/purpose:** Students will begin to generate ideas for narratives and generate turning point moments in their text

**CCSS/curriculum standard:**

**5.W.2.C-** Write fiction or nonfiction narratives and poems that:

- A. Establish a setting and situation/topic and introduce a narrator/or characters.
- B. Use narrative techniques, such as dialogue, motivation, and descriptions.
- C. Organize an event sequence that unfolds naturally.
- D. Use a variety of transitions to manage the sequence of events.
- E. Use specific, relevant, and accurate words that are suited to the topic, audience, and purpose.

**Time needed:** 1 mini lesson

**Preparation:** Writer's Notebooks, Pencils, *Strategies for Generating Personal Narratives* Anchor Chart

**Opening**

( 10 minutes)

Elements of engagement to include in the opening:

- ILS
- Things kids love to do
- Partners/small groups
- Choices

**Connection:**

*Today, as we begin our new pieces, I want to remind you that you already know strategies for coming up with ideas. What are some strategies have you used in the past to generate narrative writing ideas?*

Show students the chart: *Strategies for Generating Personal Narrative Writing* and list the first strategy.

Think-Pair-Share (TPS): Have students discuss if they have ever used this strategy.

**Teaching Point:**

*Today I want to teach you another strategy that helps people write powerful stories. It usually works to jot moments that have been turning points in your life. These might be first times, last times, or times when you realized something important. Then you take one of those moments and write the whole story, fast and furious.*

## Body

( 20-25 minutes)

Elements of engagement to include in the body:

- ILS
- Things kids love to do
- Partners/small groups
- Choices

## Teaching:

**One way you can do this** is by having students think of first times, last times, or times when you realized something. Model for students how you might think of one of these times, and start by telling the story aloud. Encourage students to turn to their writing partner and take turns telling their stories aloud.

**Another way to do this is by** demonstrating the step-by-step sequence of using the strategy. Generate ideas for personal narratives by listing first times, last times, or times when you realized something. Debrief quickly, pointing out the moves you have made and then continue demonstrating quickly coming up with an idea of a time you realized something. Remind students of the purpose of the strategy. Remind them that thinking of turning points can help them generate ideas for personal narratives.

## Active Engagement:

Have students practice these strategies independently in their writer's notebook.

Students will start writing by taking one of their turning point moments and writing that story fast and furious. They should not tell the whole story, but zoom in on the most intense part of the story (the heart of the story).

**Closing**

( 10 minutes)

Elements of engagement to include in the closing:

- ILS
- Things kids love to do
- Partners/small groups
- Choices
- Student self-assessment

**Share:**

Reflect:

Think about how writing time was for you today. How do you think writing time will go for you this year? Tell your partner.

I want you to think of a time when writing didn't work for you. What was it about that time that made it not work? Tell your partner.

What exactly made writing so great for you in the past and how can you make it great again this year? Have students share their ideas with the class.