



Teacher: Miss Miranda

Subject: Literacy / Grade Level: 1st grade

## SDTR Lesson Planning Template- CalTPA 2 Lesson 3

### CONTEXT

Provide brief context for the lesson. How and where does it fit within a unit or project? What happened the day before, and what will happen the day after? Who are the learners? How long will the lesson last?

This lesson will teach students what narrative writing is, and how to write their own. The topic for our writing centers on emotions. It will also guide students in using illustrations and details in a story to describe the key ideas in a story.

This lesson will continue our unit on narrative writing. We have just completed our unit on opinion writing. They have already been using transition words and understand paragraph structure.

During this lesson there will be various learning modalities; teacher-led, student-led, whole group, small group, pairs, and individual. The learners are 1st grade students, who are 6-7 years old. The group make-up includes ten students, 5 boys and 5 girls. One student in the group has an IEP and there are two English language learners. The lesson will last approximately 45 minutes.

### STANDARDS

If applicable, provide specific standards that the lesson will target. Indicate if the standard is being introduced (I), practiced (P), or assessed (A) in this lesson. Possible standards frameworks: CA [CCSS](#), [NGSS](#), [ELD](#), and/or [Learning for Justice](#).

*1.W.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.*

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

### GOALS

What are your goals for the activity? Specifically, by the end of the lesson, what will students know, feel, understand, and/or be able to do?

Students will understand what narrative writing is.

Students will feel excited and prepared to write their own story.

Students will be able to use transition words and include details in their story, including the emotions they felt.

### ANTICIPATORY PLANNING

What prior knowledge, ideas, and misconceptions might students bring into this lesson? How can you proactively address or frame these misconceptions? How will you respond if students share harmful misconceptions?

## MATERIALS & PREP

What materials will you need to prepare ahead of time? How will the room be set up? What other logistical considerations do you want to plan for? Provide links to documents and/or slides if applicable.

- **Slideshow Presentation**  
[https://www.canva.com/design/DAFdl7wKJUs/Str0QKuyjY2KCbWeB6TDHw/view?utm\\_content=DAFdl7wKJUs&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFdl7wKJUs/Str0QKuyjY2KCbWeB6TDHw/view?utm_content=DAFdl7wKJUs&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)
- **Lined paper with room for picture**
- **Pencils**
- **White board marker**

## PROCEDURE

Please provide specific descriptions of all activities, including what the teacher(s) will be saying and doing and what the students will be doing. *Remember that the person doing the doing & talking is the one doing the learning!*

**Launch:** How will the teacher spark curiosity, get students actively engaged in lesson-related content right away, and/or help students understand the *purpose* of what they will be doing during the lesson?

I plan to begin the lesson by introducing the academic language “narrative” and letting them know that they will be creating their own narrative. I will show the students three pictures of the book (that they identified in the last lesson as the beginning, middle, and end of the story) and have a few students retell the story using the pictures. As they do, I will elevate the transition words they use and write them on the board. Then we will learn what a transition word is, and how to use them to tell a story. Then the class will generate transition words they can use in the beginning, middle, and end of their story.

Then I will read a model text of a narrative written by me. The prompt is to write a narrative where at the beginning you felt an emotion, and it changed by the end of the story. They will see the pieces that they need to include in their narrative, and they are color coded to be shown in the model text.

**Explore:** How will students engage in the “meat” of the lesson? What will students be doing in order to move toward the learning goals? How will you be supporting them?

Students will write their own narrative with a beginning, middle, and end, transition words, and details. Since they have already brainstormed different times they have had a change in emotion (in the previous lesson) I will be walking around with my notebook documenting their previous ideas in case they feel stuck. I will also support students by answering questions that may arise and helping with spelling.



**Drop your anchor:** How will students synthesize, share their learning with each other and/or with the teacher, and make connections to future lessons?

At the end of the lesson, I will check in with students as they turn in their work and see their progress and how much more time they need to complete their rough draft.

### **CLASSROOM MANAGEMENT & SUPPORTS**

How will you proactively help students to envision the behaviors that will make each part of this lesson go smoothly? How and when do you anticipate needing to remind students to honor community agreements?

In our classroom, we have our class created norms on display on a poster. I plan to emphasize important norms as reminders throughout the lesson, i.e. "Remember, we need to use kind words"

### **DIFFERENTIATION/ACCOMMODATION**

How might you provide multiple means of representation, multiple means of expression, and multiple means of engagement? Consider how you will meet the needs of three specific focus students, labeled below.

*Special Needs / IEP:* During my lesson I will provide multiple opportunities for engagement for the students to help keep them interested and participating in the lesson. There will be opportunities for movement during the lesson. Additionally, there will be visual anchor charts with the emotions we identified as a class.

*Emerging Bilingual:* I will have visual anchor charts with the emotions we identified as a class with both the words and images. I additionally will have the model text on the board, which is color coded to show the important pieces including transition words.

*Ready for challenge:* Students will have the opportunity to write a longer story or include more details.

### **INFORMAL ASSESSMENT**

How will you assess students' thinking throughout the lesson? What are key moments to check for understanding?

Throughout the lesson, I will be monitoring which students are contributing to the discussion and how they are doing with understanding the material. There are opportunities for the students to speak out as they retell the story and generate transition words. Additionally, they will be able to check in with the teacher during their individual work time and ask questions.

### **ASSESSMENT**

How will you know if your students met the goals of the lesson? What artifacts of student work will you collect and why?

The artifact I will be collecting is the students' rough draft of their narrative writing.