

**Overall lesson topic/title:** Class-Created Realistic Fiction: Story Mountain

**Name:** Devon Orrin

**Grade:** 3

**Subject:** Writing

**Date:** Thursday, January 17th

**CCSS(s):**

**3.W.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

**3.W.4**

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**Learning Target/Objective(s):**

- Students will brainstorm ideas based upon the pictures in their books.
- Students will sequence events leading up to the heart of the story.
- Students will be able to collectively determine the heart of the story.
- Students will recognize the conflict, and that every realistic fiction text must contain a conflict.
- Students will sequence events in the resolution of the story.

**Materials:**

- Student copies of picture book
- List of student story ideas on chart paper
- Chart paper
- Marker

**Rationale:** Before the holiday break, the students completed a unit on writing realistic fiction pieces. Each day, they were encouraged and challenged to adapt my mentor teacher's personal narrative into a realistic fiction piece. This called for creativity, and the students excelled in brainstorming ideas for the parts of the writing process: coming up with story ideas, developing internal and external character traits, writing story leads, using action, and description, etc.

When the students went back to their seats to individually apply the skills they had orally and collectively demonstrated with my mentor teacher, many of them struggled to apply that same creativity in coming up with ideas, and others' difficulties mastering the mechanics and spelling held their stories below benchmark for third grade standards.

This lesson is at the beginning of a unit that calls the students to collectively write a story based off of a sequence of pictures in a wordless book. This follow-up unit will allow the students to

again see the realistic fiction process modeled for them, and they will contribute to the story's development, apply these techniques with proper mechanics, and have a model as part of their prior knowledge bank when asked to write another realistic fiction story.

The students' contributions to the story mountain serve as an outline to the story, and are essential in their organization of thoughts.

**Procedures and approximate time**

**LAUNCH (3 minutes)**

Students will be directed to the teaching point: Writers learn how to choose a storyline and plot it along a **story mountain**.

They will be asked to remember what a story mountain is, and why we use a story mountain when writing realistic fiction stories.

**EXPLORE (25 minutes)**

The teacher will post the student-generated list of story ideas, and read them aloud. She will then ask the students to open their books individually, and complete a picture walk to assist in their completion of the class story mountain.

The teacher will ask the students to identify the heart of the story. After this is written at the top, the students will contribute ideas to fill up the story mountain.

The teacher will point out the beginning, the conflict and heart of story, and the resolution.

**SUMMARIZE (2 minutes)**

The teacher will review the teaching point for today, and ask the students to think about how doing a story mountain will be helpful for them as they complete the process of writing this story.

**Academic, Social and Linguistic support:**

The visual list of story ideas and story mountain will assist ELLs and those who are visual learners, as well as those who struggle with spelling. The teacher's writing will serve as a model for stretching out words and using neat handwriting and proper mechanics.

The teacher will encourage all students to share ideas, and maintain the expectation of respect for every student's responses and ideas.

**Formative Assessment:** The teacher will informally assess the students' behavior, as well as participation. She will encourage all to participate, but make mental note of those who are contributing by verbally participating or actively listening, and those who are not paying attention or distracting others.