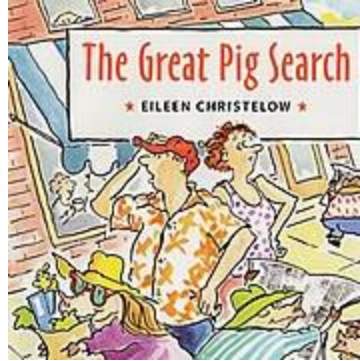


Laressa Colasanti

**Field Assignment #2: Interactive Writing Assignment**



**Lesson Plan:**

**Date:** 11/12/08

**Unit:** English Language Arts-Elementary School-Kindergarten

**Objectives:** GLCEs

**SWBAT...**

- **R.NT.00.03** discusses setting, characters, and events in narrative text.
- **W.PR.00.02** brainstorm to generate and structure ideas for narrative or informational writing.
- **W.PR.00.04** attempt to revise writing based on reading it aloud, requesting suggestions and clarification that support beginning.
- **LCN.00.01** understand and follow one-and two-step directions.
- **LCN.00.03** listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors( e.g. eye contact, attentive, supportive) in small and large group settings; listen to each other, interact, and respond appropriately.

**Time:** 25-30 minutes

**Materials:**

- Descriptive book, *The Great Pig Search* by Eileen Christelow
- Classroom whiteboard or chalkboard
- Dry erase markers or chalk ( 4 different colors if possible)
- Prepared tri-fold construction paper
- Markers and/or crayons

**Procedure:**

- 1.) Read *The Great Pig Search* to the students.
- 2.) Ask the students to identify the beginning, middle, and end of the story.
- 3.) Tell the students that as a class they are going to write a short story.
- 4.) Have the students as a class, brainstorm some ideas that they want to have in their story by drawing a heart on the classroom board and full the heart in with the students' ideas. Ask questions like the following:
  - a. What are their favorite characters?
  - b. What are some places they wish the characters to go?

- c. What are some of the types of things that they wish their characters to do?
- 5.) After the class is done brainstorming, you are ready to start writing the classroom story.
- 6.) Have the students raise their hands to share a sentence of the story including the ideas that the students came up with during the brainstorming process.
- 7.) After writing the story, reread the class story to the class. Ask the students if they would like to change anything in the story. However, make sure the whole class is in agreement.
- 8.) Make any changes to the story.
- 9.) Ask the students to identify the beginning of the story. Use one of the colors to underline this idea.
- 10.) Ask the students to identify the middle of the story. Use a different color to underline this idea.
- 11.) Ask the students to identify the end of the story. Use another color to underline this idea.
- 12.) Pass out the tri-fold construction paper and the markers and/or crayons to each student.
- 13.) Ask each student to draw, write, and/or both to illustrate what happens in the beginning of the story and place it in the first section of their tri-fold paper. *\*Remind them to look up at the board to see what they underlined as a class.*
- 14.) Ask each student to draw, write, and/or both to illustrate what happens in the middle of the story and place it in the middle section of their tri-fold paper. *\*Remind them to look up at the board to see what they underlined as a class.*
- 15.) Ask each student to draw, write, and/or both to illustrate what happens at the end of the story and place it in the last section of their tri-fold paper. *\*Remind them to look up at the board to see what they underlined as a class.*
- 16.) Collect the students' work and make a class book.

**While the students are working on their work, the teacher should walk around the room asking the students to individually share what they are drawing.**