

Minnesota Writing Project Demonstration Project

Title/Topic: Narrative

Grade appropriate: grade 3-9

Approximate length of time to complete: Four 45 sessions

Graduation Standard: Write: Integrating voice into the narrative.

The purpose of the lesson is to acquaint the students with the steps in the writing process.

The search for topics illustrates the variety of places to find pieces to write

Summary and Outline of the Four Sessions

Please note that each part of the process is designated a specific amounts of time. Such times are indicated to guarantee those students work in the workshop process for 20 minutes. Use a timer that indicate how much time remaining during a writing assessment.

Task:

Time: 5 minutes

A. Resources: Read the book *Scarecrow* by Cynthia Rylant

1. Listen to stories in their household that have happened the day before and share the next day.
2. Students are to follow the writers workshop format
3. Students practice the PHP strategy in conferencing.

Prompt:

Today you are to share the stories you collected from listening at home like the crows

Daily Time _____

Focus lesson 10 minutes

Background Knowledge:

The writers workshop used in the demonstration comes from training from Mr. Steven Dunn from the Project L.E.A.D. schools. The Anoka Hennepin Schools are using this process for training in the Coon Rapids Cluster.

- a. Conduct a Brief description of the elements of the writing process and students identify how the process will be moved directly Time _____
- b. Demonstrate a specific storyboard procedure Which needs to emphasize the writers share a storyboard and the peer partner tries to repeat the story.

Allow for storyboarding

- c. Drafting and Peer Conferencing:

Teachers review their storyboards and then begin a narrative draft of the story they collected at home while listening as a crow. .

Students use the Praise Help Problem strategy

- 4- Students reviewed these two process oriented activities
Super Silent Walk: Looking for descriptive adjectives
My Favorite Place: Use of a simile and descriptive details

Teachers were given time for Allow examination of storytelling books and samples of student's product.

Tracking the process ____ Notes: 3 minutes

Day 1 Prewriting: create a storyboard

Day 2 Drafting/Quiet Write SSW 20 min.

Day 3 Revision: Add a Problem graphic

Day 4 Editing/Teacher groups

Sharing time: 5 minutes groups of 3

Try to use the strategy: PHP Identify something to praise.

Construct a helpful question and then point out possible problem areas.

Authors chair: Choose a volunteer to share a draft or storyboard

Method to Rotate the Authors Chair

Use an index card with student's name on the card. Record phone numbers to call students

With good news of their writings.

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