Minnesota Writing Project
--- Demonstration Lesson ---

Title of lesson: Courage: First steps in writing a personal narrative

How Do You Use Mentor Text in the Primary Classroom? I use the book Courage by Bernard Waber to give students ideas about what courage is/can be. This book also shows that people need courage for both large events but also for everyday moments.

Suggested grade/age: This lesson is written for fourth grade but the note card strategy can easily be adapted to K-12.

Approximate time needed to complete lesson: 45-60 minutes

Learning objective(s) and significance of lesson:

State Standards

- Students will write in a variety of styles to express meaning including narrative.
- Students will engage in writing, with attention to organization, focus and quality of ideas (including the writing process and verbalization to prepare for writing).
- The student will demonstrate understanding and communicate effectively through listening and speaking (including participating in and following agreed-upon rules for conversation and formal discussions in large and small groups).

Goals:

- Students will use a graphic organizer to list times in their lives when they felt/experienced courage.
- Students will write a first draft of their courage narrative.
- Students will respond to their partner's writing by using the PATS format.

Brief summary/outline of lesson:

Materials

Courage by Bernard Waber
3 large note cards per student
Pencils
Writer's notebooks
Promethean/Smart Board or expo markers and a white board

Peer feedback format

- PATS
  - P – **p**raise
  - A – **a**sk a question
  - T – **t**ell something you remember from the story (a part that sticks out in your mind)
  - S – offer a **s**uggestion

Outline

1. Brainstorm situations that require courage.
2. Read Courage :
3. Personal brainstorming (3-card system).

    a. 1st card: students brainstorm times in their life when they showed or witnessed courage.
    b. Model picking 1 topic.
4. 1st conference
    a. Students work in partners to explain (orally) their chosen idea.
    b. Partner responds with P – praise and A – ask a question of PATS.
5. 1st draft
    a. On 2nd card students write the ideas they just shared with their partner.
6. 2nd conference
    a. Partner A reads aloud what he wrote on card 2. Partner B responds using the T and S of PATS. When done switch roles. Partners should be looking for anything that was left out or needs to be added.
    b. Formative assessment:
        i. Ask students to share what they wrote about as well as partner comments.
7. 2nd draft
    a. On 3rd card students rewrite their story adding any details from conference.
8. Sharing:
    a. Have students share what they changed from their first version to the second version (and why).
    b. Refection: pair share then class share about how talking with a partner helped your story.
        i. Did you change any parts? Why or why not?
9. Next step – type story or start a new narrative.

Related Resources:

- Courage by Bernard Waber
- The Daily 5: Fostering Literacy Independence in the Elementary Grades by Gail Boushey and Joan Moser

Possible extensions or adaptations for different purposes/student needs:

- Possible uses for the 3-card system:
    - "Explode the moment" by having students circle a part on their second card that they want to focus in on.
    - Non-fiction writing
    - Review for a content area
    - Creative Writing story

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