

EAGLE STORY WRITING

Grade Level Range: 3rd grade

Content Areas Addressed: Language Arts/ Writing

Group Size: Whole Class

Duration: To be done over the course of days.

Key Vocabulary: Narrative, Sequence, Dialogue,

Materials Needed: Paper, pencils, chart paper or PowerPoint, mentor text (any great narrative book you think is a good example,) graphic organizer for narrative story writing.

Lesson Objective: The students will create a narrative story about eagles using sequencing that includes dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

Methods: The students will work individually using the graphic organizer as a guide. They will complete their entire story in class, and have help of the teacher who will meet with each student individually at various stages in the writing process.

Procedures:

Bridge: The teacher will talk to students about bald eagles and what they have learned about them. They may watch a couple of minutes of the Eagle cam or even review a book that they have read about eagles.

Goal-Setting Introduction: Let the students know that their goal is to write a narrative story about Eagles that has to be in some kind of sequential order.

Instruction: Introduce Narrative writing if the students have not already been exposed to it. This would be a good time to read a mentor text to give the students an example of what a narrative looks like in book form. Afterwards it would be beneficial to either have the students help to list attributes of a narrative text (in which case it could be beneficial to use chart paper), or have the attributes already listed and have students talk about how those parts were shown in the mentor text (in which case it could be beneficial to work with a power point.) Next the teacher should do a mini-lesson on sequencing. The teacher should then introduce the graphic organizer and explain it to the class so that they can use it during their brainstorming process. It may also help if the teacher went over the steps in the writing process with the students.



Activity: Remind students of their goal and allow the students to begin working. Walk around the room to monitor students' progress.

Closure: When students finish their books [over a period of time] the students may practice publishing by typing them on the computer into a template, or they may just write a final copy on given paper.

Evaluation Alternatives: The students will be given a formal assessment of their books when they are completed. The story needs to include all of the required components and must be grammatically sound.

Background: The students will need to know how to write complete sentences and how to order things so that they make sense in a story.

Resources:

<https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-Grade-3-Standards.pdf>

Tompkins, G. (2006). *Literacy for the 21st century: A balanced approach* (4th ed.). Upper Saddle River, NJ: Pearson Education/Merrill/Prentice Hall.

Standards Addressed:

ELACC3W3: 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.