HMH Teacher Central Lesson Plan
for Whole- and Small-Group Instruction

Instructor: **Bjorneby**   Date: **11-3/4**   Class: **5th**

Narrative Paragraph: Practice Conventions and Plan Writing
Workshop 3   Lesson 16

STANDARDS
CCSS.ELA–LITERACY: W.1.3, W.1.5, W.2.3, W.2.5, W.3.3 A–D, W.3.4, W.3.5, W.4.3 A–E, W.4.4, W.4.5, W.5.3 A–E, W.5.4, W.5.5, L.1.1J, L.2.1F, L.3.1I, L.4.2C, L.5.3A

HEADS UP

Teach students how to combine simple sentences into compound sentences to connect related ideas in their writing. Then introduce the prompt for a narrative paragraph about a humorous event in students' lives. Support students to plan their writing by taking notes on the key elements of their narrative paragraphs.

MATERIALS

ReaL Book pp. 148–149

Workshop 3: Narrative Paragraph Rubric

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Skill Builder: Adding Character Details

- **Extend:** Skill Builder: Using the Four Types of Sentences

- **Language:** Combining Sentences

Get Resources

OBJECTIVES

Primary Goals
Literacy Goal: Identify details for a narrative paragraph and take brief notes.

Language Goal: Combine simple sentences to write compound sentences using commas and conjunctions.

Additional Goal
Language Goal: Report ideas using the conventions of standard English.

DO NOW!

Show You Know

Use the Do Now routine.

1) Display the Do Now and assign the task.

> 🖥 *(further)* **When I am having fun, nothing could be _further_ from my mind than** _____. (e.g., doing my chores; unpleasant thoughts; writing my book report)

2) Prompt partners to share their responses and restate their partners' ideas using the frames.

> 🖥 **So your idea is _____.**

> 🖥 **Yes, that's correct.**

> 🖥 **No, what I meant was _____.**

3) Ask two preselected students to share with the class and guide students to score their own responses.

SHARE TODAY'S GOALS

Primary Goals

Introduce the Literacy and Language Goals. *Let's learn how to combine sentences to strengthen your writing. Then you'll start planning to write a narrative paragraph.*

> 🖥 **Literacy Goal: Identify details for a narrative paragraph and take brief notes.**

> 🖥 **Language Goal: Combine sentences using commas and joining words.**

CONVENTIONS FOCUS

Teach Compound Sentences

Explain the importance of compound sentences. *Compound sentences are important because they show clear connections between related ideas. They also make our writing less choppy and more interesting to read.*

- Read aloud the definitions and have students underline the key phrases "one complete thought" and "two simple sentences." *Think about the names of these types of sentences. The word* simple *means "plain" or "basic." It's just one thought.* Compound *means "a thing that is made up of two or more things"—like compound sentences.*

- Display the joining words and review their meanings. *Writers choose joining words based on what idea they are trying to convey in a compound sentence. For example, they might want to show a contrast or a difference. In that case, they'd use the joining word* but. *If they wanted to tell an effect, they'd use the joining word* so.

> 🖥 *and*: **adds one thing to another**

> 🖥 *but*: **shows a difference**

> 🖥 *so*: **tells an effect or result**

> 🖥 *or*: **gives a choice**

- Echo-read and explain the example sentences. *The compound sentence combines the two simple sentences. Circle the joining word* but *and notice the comma. The word* but *shows a difference between what her father and mother wanted.*

Identify Simple and Compound Sentences

Introduce the task and support students as they complete the activity.

- Read aloud the first task and model how to complete it. *This sentence expresses one thought and doesn't include a joining word. So I will write* S *in the blank for "simple sentence."*

- Support partners to complete Items 2–4 and report responses. *Does the sentence express one complete thought or two? Does it use one of the joining words?* Continue, focusing on explaining which sentences are simple and which are compound.

  🖥 **We identified this sentence as (simple/compound) because _____.** (e.g., simple/it expresses one thought; compound/it contains a comma and a joining word)

Anticipate Challenges Identifying simple and compound sentences will be a challenge for students if they are not familiar with the concept of compound subjects and compound verbs. Explain that a simple sentence may have a subject that is made up of one or more nouns or a verb that is made up of one or more actions. *The sentence "Jim and Jon were wrestling in the living room" is a simple sentence even though there are two nouns. Jim and Jon together form one subject, and the sentence expresses one complete thought. The sentence "The boys wrestled and broke the couch" is also a simple sentence, even though there are two verbs, or action words. Remember, a compound sentence expresses two complete and separate thoughts that are joined by a joining word and a comma.*

Write Compound Sentences

Guide students to combine two simple sentences in writing.

- Read aloud Item 5 and write a compound sentence together.

- Discuss which joining word works best. *How are the two ideas related? Does the second idea add to the first? Does it show a difference? Does it tell an effect? Does it give a choice?* Guide students to see that *but* is the best choice of joining word because the two ideas express a contrast.

- Monitor as students complete Item 6 independently.

Use Technology Display responses using the Digital Teacher's Edition. First, select "Display" to project the *ReaL Book*. Select "Responses" to display all sample responses on your screen. Click or tap a specific response to reveal it to students.

FORMATIVE ASSESSMENT
LANGUAGE GOAL: Combine simple sentences to write compound sentences using commas and conjunctions.
Observe Review students' responses and determine whether they correctly use commas and conjunctions to combine simple sentences into compound sentences.

Monitor Progress	Adapt Instruction/Strategies
Nearly There Students write a compound sentence for each pair of simple sentences but do not always select the most logical joining word.	Display the joining words and their meanings. Then, model additional examples of combining simple sentences using commas and joining words. ⌨ **We could go to the museum. We could go to the pool. > We could go to the museum, or we could go to the pool.** *To make a compound sentence out of the simple sentences, I do two things. First, I replace the period in one sentence with a comma. Then, I follow it with a joining word. The joining word* or *works best because it shows there is a choice.* Provide an additional example for students to practice. ⌨ **I wish we could have pizza for dinner. My dad already made chicken. > I wish we could have pizza for dinner, but my dad already made chicken.**
Not Yet Students have difficulty combining two simples sentences into a compound sentence.	Analyze examples of compound sentences. Display two simple sentences followed by a compound sentence: ⌨ **We could go to the museum.** ⌨ **We could go to the pool.** ⌨ **We could go to the museum, or we could go to the pool.** *The first sentences are simple because each expresses only one thought. Both have a subject and verb.* Have students use text marking to identify the subject and verb in each simple sentence. *This is a compound sentence. It combines both simple sentences using a joining word.* Have students use text marking to identify the subjects, verbs, and joining word in the compound sentence.
On Track Students form compound sentences using commas and conjunctions correctly.	

PLAN WRITING

Analyze the Prompt

Use the <u>Unpack the Prompt</u> routine.

- Review the steps of POW. Ask students to identify the strategy that helps them remember the important steps that strong writers use whenever they write (POW). Review what each letter in the strategy stands for and how it helps improve their writing.

⌨ **The letter _____ in POW stands for _____.** (e.g., P/plan; O/organize; W/write)

⌨ **This step in the strategy is important because _____.**

- Read the prompt aloud.

- Clarify the topic and unfamiliar words. Model locating and underlining the topic that students will write about. *I'm going to underline "humorous event." Humorous is an academic way of saying funny. Write funny above humorous. So the assignment is to write about something funny that happened in your life.*

- Identify the audience: students' classmates and teacher. Remind students who will be reading their work: their classmates and teacher.

- Have students locate key words in the prompt and identify the writing type. Model circling *narrative paragraph. The purpose of a narrative paragraph is to tell a story about an experience to entertain your audience.*

- Guide students to restate the prompt by completing the frame.

Write Details

Examine the planning chart with the group.

- Point out the "Who?" box and main character. *The event in your narrative will come from your own life, so the main character is you.*

- Review the chart, connecting each section to the WWW strategy. *Which element of the strategy is covered by the question "What does the main character want?" How about the question "What happens in the narrative?"* (What 1, What 2)

Facilitate as students take notes on ideas for their writing.

- Guide students to record details for their stories. *How do you feel at different points in the narrative? Do those feelings change as a result of each event?*

- Point out the purpose of a conclusion in a narrative. Have students revisit Workshop texts and star the conclusions. Ask them to think about the purpose of the conclusion in a narrative. *The conclusion of a narrative tells the audience what happens at the end of the story and often includes what the writer learned from the event.*

- Have students write in the chart how their narratives end. *In your conclusion, you want to "tie up the loose ends." Don't leave your audience guessing about what finally happened to your main character.*

- Have students share their text details with the group using the Language to Report frames. *What will you write about? What will you focus on?*

Expect More—Get More Encourage students to record vivid details using precise and descriptive language. *You wrote that you felt* sad *at first. What is a more precise adjective that you could use instead of* sad*?*

Adapt Procedures For students who feel uncomfortable writing about themselves, consider adjusting the prompt to allow them to write about someone they know or an imaginary character. For students who are confident or experienced writers, you might consider expanding the prompt so that the final product is a multi-paragraph narrative, including an introduction, one or more body paragraphs, and a conclusion.

FORMATIVE ASSESSMENT	
LITERACY GOAL: Identify details for a narrative paragraph and take brief notes.	
Observe Review students' Write Details charts to determine whether they are able to take brief notes on details that are relevant to the prompt.	
Monitor Progress	**Adapt Instruction/Strategies**
Nearly There Students identify details from their own experiences but have difficulty writing them as brief notes.	Review note taking to support students with completing the chart. *When you take notes, be brief but include important details for your narrative. You will get to elaborate, or write more, later.*
Not Yet Students have difficulty identifying details that are relevant to the prompt.	Think aloud as you model the process of recording story elements that are relevant to the prompt. *I remember a time when I was six that I really wanted to go to the bus station. I thought my grandmother lived there because that's where we picked her up when she came to visit. That's a lot of details. Let's simplify them for the chart by writing just a few words for each idea.*
	(e.g., Who: me; When: when I was six; Where: my neighborhood bus station; What 1: to find my grandmother; What 2: I rode my bike, I got lost, a neighbor brought me home; How 1: excited, worried, relieved; How 2: my mother explained that Grandma did not live at the bus station)
On Track Students identify key details relevant to the prompt and record them as brief notes.	

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WHOLE GROUP

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WRAP UP

Develop Mindset

Guide students to share their responses to the Wrap Up question with a partner.

⌨ **What is one challenge you faced in class today?**

⌨ **One challenge I faced in class today was _____.**