

**Teacher Candidate:** Bahara Baghkhanian

**Date:** March 21, 2018

**THE UCI LESSON PLANNER**

**Part 1: Classroom Information**

**Grade:** 4

**Content Area:** English Language Arts (Writing Process)

**School:** Harbor View Elementary School

**Mentor Teacher:** Irene Edler

**Group Size:** 26

**Lesson Length:** 45 minutes

**Student Context:**

	Identified Needs	Accommodations
Students with Special Needs (IEP and/or 504)  1	Reading	Present instructions orally, check for understanding, additional verbal cues and prompts, provide extended time, close monitoring, preferential seating.
Students with Specific Language Needs (ELL)	N/A	N/A
Students with Other Learning Needs (Behavior, Struggling Reader, Struggling Math)  4	Struggling Readers	Close monitoring, read instructions verbally, repeat directions and provide clarification as necessary

## **Part 1: Planning for the Lesson**

### **A: Standards**

#### **i. Key Content Standard:**

CCSS-ELA.W.4. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS-ELA.W.4.3a Orient the reader by **establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.**

ii. **Math Practice Standard or ELA Capacity:** [CCSS-M Standards for Mathematical Practice, or NGSS Science and Engineering Practices, CCSS-ELA Capacity of Literate Individuals](#)

They build strong content knowledge.

### **B. Objectives**

#### **i. Learning Objective/Goal:**

Students will engage in a guided reading of a fictional narrative entitled *Michael for School President* as they determine the characters, setting, beginning, middle, and end of the story on a graphic organizer. Students will then be given a fictional narrative prompt (*A Time Machine Adventure*) and will use a graphic organizer to record their ideas to learn how to establish a situation, introduce characters (as well as a setting), and organize an event sequence that unfolds naturally.

#### **ii. Language Objective (transfer this from "Incorporating Academic Language"):**

Students will identify key features of fictional narratives by arranging ideas into *A Time Machine Adventure* graphic organizer (Characters, Setting, Beginning, Middle, End). They will read or explain what they have written on their graphic organizers aloud to elbow partners and the class as they demonstrate the manners in which they identified each of the key features within their fictional narratives.

### **C. Assessments:**

i. Informal assessment strategies you will use during class (What evidence will you see and/or hear and how will you note it?)

Monitor Student Writing	Monitor students as they organize their ideas into their individual Fictional Narrative Graphic Organizers. Observe students to see how they use the graphic organizer to record their ideas in order to establish a situation, introduce characters, a setting, and organize an event sequence that unfolds naturally.
Share-Outs Within Whole Group Setting	Throughout the lesson, student thinking will be elicited through purposeful questioning. As the model fictional narrative is read with the children ( <i>Michael for School President</i> ), students will demonstrate their understanding of how to identify characters, a setting, beginning, middle, and end of a story. Further, after students organize their own ideas when presented with the <i>A Time Machine Adventure</i> prompt, they will share their thoughts with an elbow partner and volunteers will be encouraged to express their ideas with the whole class. As the children share with group, evidence of their learning will be demonstrated. If students are able to introduce characters (and a setting), establish a situation, and organize an event sequence that unfolds naturally (beginning, middle, end), comprehension of key components of a fictional narrative will become clear.

ii. Written assessment you will use to determine, **for each** individual student, to what extent they have met your learning objectives. (What evidence will you collect?)

Each student will use *A Time Machine Adventure* Fictional Narrative Graphic Organizer to record their ideas on. If students are able to accurately introduce characters (as well as a setting), establish a situation, and organize an event sequence that unfolds naturally (beginning, middle, end), progress toward the learning objective will be made clear.

**D. Lesson Resources/Materials (e.g., handouts, manipulatives, text pages, special supplies):**

2 Anchor Chart Poster Pages

Colored Markers

26 *Michael for School President* Fictional Narratives

26 Pencils

26 *A Time Machine Adventure* Fictional Narrative Graphic Organizers

**Part 2: Instructional Sequence - Engaging Students in the Learning Process**

**Introduction (10 min.):** Describe how you will 1) make connections to prior knowledge, tap into their experiences and interests or use a “hook”, **AND** 2) let students know what the objective of the lesson is.

Tap into prior knowledge by asking children what they know about fictional narratives and the features of such narratives. Encourage students to share their ideas with elbow partners.

Prompt students to share their responses.

After students have expressed their ideas, guide them to the anchor chart posted on the whiteboard. Introduce the key features of fictional narratives to students in order to provide them with familiarity regarding components that are essential to such stories. Clarify any confusion or misconceptions that arise.

Tell the children that today they will begin by reading a fictional narrative entitled *Michael for School President* to deepen their knowledge of this type of writing. Express that in the process, the class will work together to determine the characters, setting, beginning, middle, and end of the story on a graphic organizer.

**Body of the Lesson (25-30 minutes):** Describe step-by-step what the teacher **and** the students will be doing during the lesson.

Engage the students in a guided reading of *Michael for School President*.

Support: Select volunteers to read in order to ensure that all students receive verbal support.

Pause at key points to provide clarification and ask intentional questions. Utilize student input to fill in each component of the graphic organizer.

After reading the story, review the features of a fictional narrative to reinforce the purpose of each component.

Provide students with the *A Time Machine Adventure* prompt and graphic organizer attached.

Read the prompt aloud with the children and instruct them to begin brainstorming ideas with regard to what their individual fictional narratives will be about. Tell students to use the graphic organizer to arrange their thoughts accordingly.

Support: Read instructions to children orally, repeat as necessary, and provide clarification. Communicate with student with an IEP to check for understanding. Monitor the children closely and provide necessary support throughout.

**Closure (5 minutes):**

After providing students with an opportunity to write their ideas on the graphic organizer, encourage children to share their thoughts with an elbow partner.

Ask for volunteers to read or express what they wrote on their graphic organizers to the group.

Connect the learning together by prompting students to express what a fictional narrative is and what features are essential to such works of writing. Let students know that tomorrow they will begin using the ideas from their graphic organizers to write their fictional narratives.

### **Part 3: Incorporating Academic Language**

(to be completed after you have planned the content part of your lesson plan)

1. Describe the rich learning task(s) related to the content learning objective.

Students will be actively engaged in the reading of the fictional narrative, and will have opportunities to provide input throughout as features of the text are determined. Students will also be given a chance to apply their learning as they brainstorm ideas on a graphic organizer after being provided with a writing prompt (*A Time Machine Adventure*). Children will then share their ideas with elbow partners, and will have the chance to express thinking to the class. This will allow for various thoughts to be heard as students organize key components of their own fictional narratives.

2. **Language Function:** How will students be communicating in relation to the content in the learning task(s)? Identify the specific **function** (purpose or genre) you want to systematically address in your lesson plan that will scaffold students to stronger disciplinary discourse. The language function will always be a verb. Some examples are: describe, identify, explain, justify, analyze, construct, compare, or argue.

#### **Identify**

3. **Language Demands:** Looking at the specific function (purpose or genre) your students will be using, what are the language demands that you will systematically address in this lesson?

#### **Vocabulary:**

Key to this lesson:

Fictional narrative, setting, characters, plot, dialogue

#### **Syntax[1]:**

N/A

#### **Discourse[2]:**

Students will read or explain what they have written on their graphic organizers aloud to elbow partners and the class in order as they demonstrate what they identified as key features within their fictional narratives.

4. **Language Objective:** What is/are the **language objective(s)** for your lesson?

Students will identify key features of fictional narratives by arranging ideas into *A Time Machine Adventure* graphic organizer (Characters, Setting, Beginning, Middle, End). They will read or explain what they have written on their graphic organizers aloud to elbow partners and the class as they demonstrate what they identified as key features within their fictional narratives.

6. **Language Support:** What **instructional strategies** will you use during your lesson to teach the specific language skill and provide support and opportunities for guided and independent practice?

Instruction	Guided Practice	Independent Practice
During the introduction, academic language will be discussed as students are supported in understanding what a fictional narrative and its features are with the guidance of the educator.	Throughout the guided reading, the academic language will be consistently highlighted and discussed in a collaborative manner. At key points, students will be prompted to share what feature of a fictional narrative is being addressed. The class will work collaboratively to determine the characters, setting, beginning, middle, and end of the story on a graphic organizer. Student input will be utilized to fill in each component of the graphic organizer, with necessary support being provided throughout.	Students will have access to the anchor chart that describes each of the features of a fictional narrative. In addition, students will have access to the model fictional narrative ( <i>Michael for School President</i> ) as well as the anchor chart with the graphic organizer that was used during the guided practice portion of the lesson.

## Michael for School President

by James P.

I could barely sit still in my seat during the bus ride to school this morning. Today was Election Day, and I was running for school president. My mind drifted to last Thursday when someone had drawn silly faces all over my campaign posters. I knew it was Jared Fisher, but of course he denied it.

“Are you getting off the bus or are you going to stand there like we have all day?” Jared hissed. I shook my head and walked off the bus toward the front of the red brick school building.

Later that morning in the gym, Sadie Monroe walked up to me and said, “Well this is it, Michael.”

“Yep, it sure is. We just have to wait and see if money talks or if students are really interested in changing things around here,” I said.

“I hope you win, Michael. I really like your idea about bringing back our arts and music programs.” Sadie smiled, and her braces gleamed under the gym lights.

“Thanks, Sadie. At least I’ll have two votes--yours and mine,” I said, smiling nervously as we walked toward the ballot box.

Next, I glanced to my left and saw Jared. He smiled at me and adjusted his tie. He even wore a dark blue pinstripe suit. He already looked presidential. I looked down at my white cotton shirt and khaki slacks.

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**Expert Model • Fictional Narrative**

“You look fine, Michael. You have some good ideas. Just wait and see,” Mr. Charles, my math teacher, said. I thanked him and cast my vote.

Then I walked toward the front of the gym and heard Jared say, “Well, everyone knows if I become school president, my dad will donate tons of money to Park Elementary. We all know this school could use a new library and gym.”

A group of fourth-grade students nodded in agreement. I shook my head and walked over toward Sadie who was standing by the wall near the stage.

A few hours later as Ms. Freeman got ready to announce the winner, you could hear a pin drop. “Wow, we need to have elections everyday. Who knew you could all be so quiet?” she grinned. The gym erupted into laughter. “OK, everyone settle down! The moment you have all been waiting for...” she continued and then paused. My hands were cold as ice, and I began to tap my right foot. Sadie reached over and held my hand.

“The new school president of Park Elementary is ...” Before she could finish her announcement, Jared began walking toward the stage. “Michael Warren! Let’s have a round of applause for Michael,” she continued. Jared stopped in his tracks. We were both in shock.

“Go on, Michael. Everyone is waiting to hear from you,” Sadie said urging me to the front of the room. Before walking to the stage, I walked up to Jared and shook his limp hand.

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**Expert Model • Fictional Narrative**

“I hope we can work together to make this a better school,”  
I said.

He remained quiet and pulled his hand back to his side.  
Then I glanced around at all the smiling faces and walked up to  
the stage. I had the biggest grin plastered on my face. I waited  
briefly for the thunderous applause to die down before I began  
the speech that I had rehearsed for the last two months.

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### A Time Machine Adventure

Imagine that a group of children discovered a time machine. They learned that they could travel to any time period, past, present, or future. Write a fictional narrative to describe what happened.

Use the Graphic Organizer to support you in identifying the key features of your fictional narrative.

Characters

Setting

Beginning



Middle



End