



ArtsforLearning Online Curriculum

Unit 6 **Authors and Actors**

Part 2 Exploring

Unit 6: Lesson 13 Revise Personal Narratives

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LITERACY OBJECTIVE

By the end of this lesson students will be able to revise their personal narratives for story beginnings and details and descriptions.

LITERACY "I CAN" STATEMENTS

"I can revise my personal narrative for story beginnings and details and descriptions."

LESSON OVERVIEW

Steps	Pacing: 60-120 Minutes
Step 1: Introduce Lesson 13 Step 2: Students Review Drafts	25 Minutes
Step 3: Writing Groups-Share & Receive Feedback Step 4: Act it Out! For Revision: Statues for Story Beginnings	20 Minutes
Step 5: Theater Exercise For Revision: Sensory Details Visualization Step 6: Students Make Revisions Step 7: Close Lesson 13	30-45 Minutes

STANDARDS ALIGNMENT

TARGETED CCSS**Writing & Language**

W 3.3a: Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W 3.3b: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W 3.3c: Use temporal words and phrases to signal event order.

W 3.3d: Provide a sense of closure.

W 3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W 3.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

W 4.3b: Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W 4.3c: Use a variety of transitional words and phrases to manage the sequence of events.

W 4.3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.

W 4.3e: Provide a conclusion that follows from the narrated experiences or events.

W 4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W 4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W 5.3a: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W 5.3b: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W 5.3c: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W 5.3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.

W 5.3e: Provide a conclusion that follows from the narrated experiences or events.

W 5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W 5.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L 3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 3.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 3.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L 4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L 4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L 5.1: Demonstrate command of the conventions of standard English grammar and usage when writing

or speaking.

L 5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L 5.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SECONDARY CCSS

None for this Lesson.

TEACHING RESOURCES

CLASSROOM CHARTS

-Writing Group Reflection Process poster

-Co-constructed Personal Narrative Rubric

A4L STUDENT NOTEBOOKS

-Personal Narrative Rough Draft

LIFE & LEARNING SKILLS

Unit 6 includes the following Life & Learning Skills:

- Reflective thinking
- Creative problem-solving
- Critical and analytic thinking
- Collaboration Communication



DIFFERENTIATION OPTIONS

Differentiation Options will appear throughout the unit to suggest ways to scaffold or challenge student learning. Use the number of helping hands to select the level of differentiation that best supports student learning.



Highest level of scaffolding. Select this option if students are learning strategies for the first time, if the text is challenging for them, or if students require more guidance during activities. The Unit is written for the highest level of scaffolding.



Moderate scaffolding. Select this option if students require some support comprehending the text or navigating the activity.



Least amount of scaffolding/Extending the instruction. Select this option if students are ready to work more independently, move more quickly through the material, or are ready for additional challenge.



LEVERAGING MOMENTS

Key instructional steps where the arts are used to leverage literacy-learning (and vice versa) are marked with . Smaller leveraging moments also occur throughout the lessons.

STEP 1: INTRODUCE LESSON 13

Process: Give an overview of the lesson objectives--revising personal narratives. Put students in writing groups. See menu below for grouping suggestion. Students will receive feedback from writing groups and engage in theater exercises to revise story beginnings and incorporate details and descriptions using the five senses.

At some point during this lesson, students hand in their drafts. Review the drafts and provide feedback for revision using the co-constructed Personal Narrative Rubric. Confer with individual students.

Teaching Tip: Creating Writing & Performance Groups

Once students have selected their writing topics, assemble Writer's Groups of four students each. Organize each group by topic. These groups will work together in revising their writing and in the final Authors and Actors Performance.

Suggested Dialogue

INSTRUCTING PEER REVISIONS

"Today we are going to do the most important work that authors do-revise their stories. I will put you into writing groups, and you will share your writing and give one another feedback. Then we will engage in a couple of theater exercises to help you refine your story beginnings and add rich sensory details to your stories."

"By the end of today's lesson, you will be able to say, 'I can revise my personal narrative for story beginnings and details and descriptions.'"

STEP 2: STUDENTS REVIEW DRAFTS

Process: Students spend 5-10 minutes reviewing their drafts and making small changes or notes for later revision. Then, guide students to select a part of their drafts to bring to their writing group for feedback. They will focus their revision work on story beginnings, descriptions and details, or story endings.

Instructing The Revision Process

"In just a few minutes, you'll take your drafts and sit together with your writing groups. Open your A4L Writer's Notebook to pages 31-33. Spend 5-10 minutes reading through your story. Some of you may have been thinking about your story and have some ideas for revision. If you do, make a few notes to yourself. As you reread your work, select a portion that you would like to take to your writing groups. You can ask for feedback on your story beginning, story ending, or how you're using descriptions and details to bring the story alive for your readers." (Students review drafts and select portions for sharing.)

STEP 3: WRITING GROUPS--SHARE & RECEIVE FEEDBACK

Process: Organize students into writing groups. Explain to students that these will also be their performance groups. Revisit the Writing Group Reflection Process. Students use the Personal Narrative Rubric for feedback and revision. Authors can record feedback from group members on sticky notes for later revision or immediately make revisions following the reflection process.

Once all groups members have shared and received feedback, students spend 10 minutes making notes or changes to their writing.

Writing Group Reflection Process

Feel free to adjust the reflection process to meet the needs of students or to align with existing peer reflection practices.

To prepare:

- Select a piece of writing to share
- Decide the order in which authors will share

For each author, follow the steps below:

1. Read aloud piece of writing
2. Wows (Author and 2-3 group members share)

3. "I wonder" statements (Author and 2-3 group members share an "I wonder" about one thing he/she might do to better grab the reader or show - not tell, -what's happening, richly use details and descriptions, or leave the reader satisfied/with a new thought).

Suggested Dialogue

Reviewing Group Reflection Chart

"Before you move to sit with your writing groups, let's review how to share writing and give feedback in groups. (Review Writing Group Reflection Process chart.) Now, move to sit with your writing groups and decide on the order in which you will share. Use our Personal Narrative Rubric to help you give one another feedback." (Groups share writing and give feedback.)

"Now that everyone in your group has shared writing and received feedback, take a few minutes and make some notes or quick revisions on your draft. If you got some good ideas from your group members or thought of something you want to change, go ahead and do that now." (Students make notes or quick revisions.)

STEP 4: ACT IT OUT! FOR REVISION: STATUES FOR STORY BEGINNINGS

Process: Guide students to think about how they want to begin their personal narratives. Some students might already like the moment at the beginning of their draft while other may want to select another moment to explore as a potential beginning. Students will engage in a statues exercise for their chosen moment and do two rounds-once as a warm-up and second to take notes on facial expression, vocal expression, and physical choices.

Give students several minutes to make revisions by adding words or phrases either on sticky notes or directly on their drafts in their A4L Writer's Notebook (pages 31-33). Feel free to have students select a second moment to explore as a potential story beginning using the same process.

ELL Differentiation: Taking Notes On Statues

-Instead of writing words and phrases in English describing each statue, students can write in their native language.

-Give students a word bank to select from. The word bank should have a range of feeling and action words.

Helping Students With Select Moments

"We are going to do a statues exercise to revise your story beginning. First, look over your draft and select a moment that you think could be a good spot to begin your story. It might be the part you already have at the beginning or another moment that you think will grab the reader. (Students look over drafts and select moment.)

We will create statues for the story beginnings using actions, feelings, sounds, and exclamations. The

first round is a warm-up, and the second round will be to write words or phrases that describe what you're doing with your face, body, and voice."

Facilitating Statues And Writing

"When I say 'Go,' stand up at the side of your desk. Go!"

- "On three, create a silent statue of that moment 1-2-3-Freeze!"
- On three, create a silent statue of that moment and focus on actions 1-2-3-Freeze! Think about what your face and body are doing--extend that choice.
- On three, create a silent statue of that moment and focus on feelings 1-2-3-Freeze! Think about what you're feeling or doing--increase it by 100%.
- On three, create a silent statue of that moment and focus on sounds 1-2-3-Freeze! Think about a sound that might match this moment. On three, say your sound with full voice 1-2-3! On three, say it again, use your full voice and don't hold back 1-2-3!
- On three, create a silent statue of that moment and focus on exclamations 1-2-3-Freeze! Think about an exclamation that might match this moment. On three, say your exclamation with full voice 1-2-3! On three, say it again, use your full voice and don't hold back 1-2-3!"

"Next, you'll go back to your statues, recreate each one, and write down words and phrases that describe what you did with your body, face, and voice."

Repeat the same series. This time, after each statue, tell students to describe them on sticky notes or directly on their drafts in the A4L Writer's Notebook (pages 31-33).

STEP 5: THEATER EXERCISE FOR REVISION: SENSORY DETAILS VISUALIZATION

Process: Students select a part of their personal narrative to revise using sensory details. Guide students in a sense memory exercise for how things looked, felt, tasted, smelled, and sounded. Have them record descriptive words and phrases after each sense. Engage students in two visualizations. The first is guided with one zoom-in moment, and the second is independent, with students taking themselves through the visualization with a different zoom-in moment.

After the sense memory exercise, students record details either on sticky notes that they can attach to their drafts or write in their drafts.

Suggested Dialogue

Revising Narrative With Sensory Details

"Select a part of your personal narrative you would like to revise using sensory details. Look for a part that you think needs more details and descriptions. We'll go back in time to see, feel, taste, smell, and hear. We'll use our imaginations to zoom in and gather sensory descriptions." (Students select part for sense memory exercise.)

"Close your eyes and think of the part you selected to write about:

- What do you see? What's around you? Who is there?
- What do you feel? Are you touching anything? Is anything touching you? What's the temperature?
- What do you taste? Can you taste anything? Is it hot or cold? Sweet or sour? Good or gross?
- What do you smell? Can you smell things around you? Is there something specific to pick up and smell?
- What do you hear? Are there sounds all around you? Voices, nature, or city sounds? Is there one sound in particular?" (Students record notes.)

Review your notes and see if you want to add anything. (Students repeat sensory awareness visualization independently with a different part of the story.)

STEP 6: STUDENTS MAKE REVISIONS

Process: Students return to their desks and spend time rereading their drafts and incorporating revisions from the theater exercises. Tell students that, in addition to changing individual words, they can take out parts, add in more detail to make something clearer for the reader, move sentences around, or change their beginning or ending. Encourage use of the Personal Narrative Rubric. If students would benefit from additional scaffolding, model revising. If times permits, students can return to writing groups for another round of feedback.

STEP 7: CLOSE LESSON 13

Process: Close the lesson with a look forward describing the next lesson and an optional closing ritual.

Suggested Dialogue

Looking Forward

"When we come back together, we'll publish our personal narratives and create a class book!" (Tell students to bring in a photograph or a drawing of themselves for the Author's Statement.)

Performing The Closing Ritual (Optional)

"To close our theater lessons, we'll appreciate our work and each other with a unified clap. On three we'll all clap once and say, 'Huh! 1-2-3 (clap) Huh!"

CONGRATULATIONS ON COMPLETING LESSON 13! YOU ARE NOW READY TO MOVE ONTO LESSON 14 OF UNIT 6.

Is this Lesson Public or Members only?:
Members Only