

Your Name: Tim Hernández

Grade Level: 9th Grade English

Lesson Title: Who Are You? Storyboards and Planning for Narrative

Time Frame: 60 minutes

Materials/Resources: Printouts of Storyboard chart (page 10), paper bowls, whiteboard, markers

Prior Content Knowledge: Students must have previous knowledge about narrative structure, how a narrative is paced, and the components necessary to a narrative (i.e. characters, conflict, etc.)

New Content Knowledge: Students will be able to use a variety of techniques to build a coherent narrative plan that sequences events and allows for students to engage with an identity or experience unique to themselves.

| Lesson Plan | |
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| <p>Student Learning Outcomes:</p> <ul style="list-style-type: none"> • CO State Standard 9.3.1.a.- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences • SEL Standard 1.B- Students demonstrate awareness of their personal traits. • Social Justice / Identity Standard- ID. 9-12.5- I recognize traits of the dominant culture, my home culture, and other cultures, and I am conscious of how I express my identity as I move between those spaces. | |
| <p>Essential Question (Global):</p> <ul style="list-style-type: none"> • Who am I? <p>Essential Question (Content):</p> <ul style="list-style-type: none"> • How can use different strategies to plan points in a narrative that build on each other and are coherent? <p>Reflection:</p> <ul style="list-style-type: none"> • How have I learned who I am? • How can I relay a story of who I am that uses events that build on one another? | |
| <p>Understandings:</p> <ul style="list-style-type: none"> • Students will be able to use a variety of strategies to sequence events | <p>Student:</p> |

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| <p>cohesively and dramatically while they plan a narrative piece of writing.</p> | <ul style="list-style-type: none"> I can use a variety of strategies to plan the sequence of events in my narrative that is cohesive and dramatic. |
| <p>Formative Assessment:</p> <ul style="list-style-type: none"> As a formative Assessment for this lesson, students will submit a narrative storyboard that relays a story about how they discovered something about themselves. These events will be strategically placed for building suspense and cohesiveness. <p>Summative Assessment:</p> <ul style="list-style-type: none"> Students will submit a narrative writing piece that adequately orients the reader with the topic, is engaging to the audience, uses strategic placement of events, and has been reflected on in terms of potential structural deficiencies. | |
| <p>Key Concepts:</p> <ul style="list-style-type: none"> Narrative Building Prewriting Strategies Event Sequences | <p>Vocabulary:</p> <ul style="list-style-type: none"> Narrative Sequence Cohesive Dramatic |
| <p>Learning Plan</p> | |
| <p>Teacher’s Actions</p> | <p>Students’ Actions</p> |
| <p><u>Code: Things that will be spoken to the class are bolded. Actions are underlined. Diagrams are italicized.</u></p> <p>Room Set up:</p> <ul style="list-style-type: none"> <i>Standard to be addressed that Day and “SWBAT” on side whiteboard.</i> <i>On the Whiteboard at the front of class will be the question, “Who am I?”</i> <i>The room will be set up with the desks in groups of four to be predetermined by teacher.</i> <p>Context or Hook (8 minutes):</p> <ul style="list-style-type: none"> Hey y’all! How are we doing today? Thank you for being here. To start today, I’m going to direct you to question at the front of the board: Who am I? This is a pretty heavy question and there are a lot of moving parts that go into this. What are some things we think make up | <ul style="list-style-type: none"> <u>Students enter classroom</u> |

who we are? Take a minute, discuss with a partner and we'll check back in a minute.

- As students are talking briefly with their partner about things that inform who we are, take attendance and walk around to gauge group and interact with students
- **Alright y'all, let's bring it back here! What were some of the things that we think make up who we are?**
 - Take all student suggestions and write them on the board. As they are suggested, ask for student explanation for why they chose that examples. Also, steer to things like "identity, experience, likes, dislikes, etc."
- **Fantastic! So now that we have these larger things established, I am now passing out a paper bowl for you to use.**
 - Pass out the bowls to students
- **As you get your bowl, I would like everybody to flip it over so that there is no way you could eat cereal out of it.**
 - Wait for students to flip over bowls
- **Fantastic, so in the world you live in today, there are a lot of things going on that tell you what you are.**
- **So, as we have our bowls this way, I would like you to write on the outside of the bowl things that the world knows about you from seeing you or qualities you think you exude. For example, On the outside of my bowl, I have: "Male, Latino, Messy Hair, Wears Pants funny, Able-bodied (because I am able), and funny.**
- **So, please take a minute and jot these things down on the outside of your bowl.**
 - Wait for students to write these down and if struggling, help prompt them to write things about themselves.
- **Alright! So we have somethings the world knows and sees about us, would anybody like to share?**
 - Wait for students to share
- **Wow! Those were all great! Now, go ahead and flip those bowls over, and on the inside,**

- Students discuss briefly with a partner

- Students offer suggestions

- Students receive paper bowls

- Student flip over bowls

- Students write on the outside of their bowls

- Students potentially share

this is going to be where you can put things about yourself that maybe the world doesn't know.

- I'll give you mine for example: On the inside, I have written: 1st generation American, 1st generation college student, Undocumented Parent, Adopted, Insecure, Intelligent, Strategic.
- So, go ahead and take a few minutes to ponder what you know about yourself that maybe the world doesn't know. You will not be sharing with a partner, so you are welcome to write anything you feel comfortable putting in here.
 - Walk around but keep your eyes up, let student know they are supported and offer suggestions if students are struggling, but this is truly an opportunity for them to explore themselves a bit too.
- **Alright! So, we actually won't be discussing these ones on the inside here, but, for the purposes of our unit, we will be writing about one of them. So, with that said...**

Direct Instruction in ELA Skills (DI) (6 minutes):

- We are going to be working on a narrative unit.
- Does anybody know what a narrative is?
 - Wait for students, but guide to "story"
- Excellent! You're completely right! A narrative is a story, and so in this unit, we are going to be sharing stories.
- And what are somethings we know about stories? Like what do they have to have?
 - Wait for students, but write on the board what they suggest. Gear toward character, conflict, plot, etc.
- Awesome! And so we have some basic knowledge about stories, right? What about mapping stories out? We've had some practice with that too, right?
- Does anybody remember this?
 - Draw the Plot Diagram on the board.
- This is how a narrative or story operates, right?

- Students write intimate things on the inside of bowls

- Students say "story"

- Students offer suggestions as to what goes into a story

- Students remember plot diagram

- **So, we have a basic understanding of stories, and we know what goes into them, but for this unit, you will be writing a narrative piece that tells the story about when you learned something about yourself, and so you will be choosing one thing on the inside of your bowl and will tell a story about how you learned this about yourself.**
- **I will give you an example, in the inside of m bowl, I wrote that I am adopted, which is true.**
 - Give story about being adopted.
- **Alright, so we have stories that make up ourselves, right? But did anybody catch how my story followed this plot line we discussed (gesture to plot diagram on the board)?**
 - Wait for students to say yes or no
- **Yes! It followed almost to a tee! What things from my story can you remember fitting into this plot diagram?**
 - Assist with students and map out the plot diagram with story about being adopted. Write key notes out loud on the board.
- **Fantastic! So, we know how a story follows this line, and the events I said in my story were paced and built on each other, right?**
 - Gesture to the rising action in plot diagram.
- **So, good narratives have events that build on each other and are used to make a story cohesive!**

Modeling (12 minutes):

- **So, we understand what goes into a good narrative, but where do we start when we want to write a story? What is the first step?**
 - Wait for students to say “planning” but if not guide toward that.
- **Yes! Planning is essential! But, there are plenty of ways to plan a narrative. Take one minute and turn to discuss with a partner**

- Students listen to story
- Students say yes or no
- Students plot out teacher’s story on plot diagram
- Students see rising action is building of events

- Students say planning

about different ways you have planned stories in the past.

- Wait for student to turn and speak, then bring back.
- **Alright, so what were some of the ways we have planned before?**
 - Take all student suggestions and write them on the board. Ask questions as to when they used them and whether they liked them or not.
- **Fantastic! Those are all good suggestions and excellent ways to plan! And, you are welcome to use any of these! But, just for a refresher, let's look at how we can use these to plan a narrative.**
- **Let's take this for example! (gesture to bubble chart, outline, etc.) If we wanted to use my story about being adopted, how would I plan this using this (gesture to bubble chart, outline, etc.) strategy? Where would I start?**
 - Go through the planning process for specific type of planning with the story you gave (mine was about being adopted). As you plan it, write it on the board and go through it live with the students.
 - The hope in using live planning with already established stories in front of students is so that they can see how their story fits into a plan they choose to use.
- **Fantastic! Let's try one more style!**
 - Go through this planning process with the same story given by teacher.

Verbal Check for Understanding (1 minute):

- **Alright! That was great! We're discussing these pre-writing strategies with my story because for this narrative, you are writing about yourself. You already know this story, so you aren't coming up with something from scratch. Instead, we are going to start with a story and work it into a planning strategy so you can see your own thinking**

- Students discuss with a partner
- Students suggest types of planning
- Students live plan the narrative with teacher using any strategy
- Students run through another plan

and how the story may need to be mapped out!

- **How are we feeling about this? Can I get a Fist-to-five?**
 - Wait for students to give them and see if anything needs to be reviewed.

Independent Practice (10 minutes):

- **Alright! So, right now, I would like you to take one of the handouts I am currently giving to the class and flip it over to the back, or the blank side of the paper.**
- **We are going to start planning narratives, so I would like you to look inside of your bowls and choose one thing you feel comfortable writing about.**
- **On the handout, (page 10) I would like you to take a 8 minutes and plan your narrative in as much detail as you can. You can use any strategy we have discussed, but make sure that you have a solid place to start.**
- **As you plan, make sure to include all of the things we said are necessary in a story on the board (gesture to board) and see if your story fits into the plot diagram. Take 8 minutes and we will come back together.**
 - Walk around and help students plan.
 - Work collaboratively with students and help them bang out what they want to say about themselves.
 - If a student is unsure, guide them to their bowl and have them reflect on something about themselves.

Individual / Small Group Practice (25 minutes):

- **Fantastic! So, now that we have a solid plan for our narrative, I would like you to flip the paper in front of you over and you will see a graphic organizer that is called a storyboard.**
- **For the first part of this, I would like you to reference your plan and choose six events that build your story. The events you choose must be comprehensive and build on each**

- Students rate how they are feeling

- Students plan on the back of the handout

- Students use any strategy they are comfortable with

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| <p>other. For example, the climax of your story (reference plot diagram) should be in square 4 or 5. So, the events before that should build to it. Take a few minutes and work on this storyboard with pictures. You will be sharing with your group at the end of class, so let's get to work!</p> <ul style="list-style-type: none"> ○ <u>Walk around and help students with choosing events and illustrating what events are important in their narrative. Give them at least 15 minutes to work out their events and pictures to accompany.</u> ● Alright, once you're finishing up, I would like you to present your storyboard to your group and as group members, I would like you to give feedback on the presenter's story. Think about: <ul style="list-style-type: none"> ○ <u>Write on board</u> <ul style="list-style-type: none"> ▪ <i>Do the events build on one another?</i> ▪ <i>Is it cohesive? Is the story whole?</i> ▪ <i>What would happen if we took an event out or moved it?</i> | <ul style="list-style-type: none"> ▪ <u>Students create a storyboard of their narrative that uses events that build and are cohesive</u> ▪ <u>Students review each other's storyboards and hand in exit slips</u> |
| <p>Closure (1 minute):</p> <ul style="list-style-type: none"> ● Okay! So, to finish up today, I would like you to stack your bowls at the front of the room and I will collect your storyboards for your exit slip! We will be using your storyboards in the coming days, but for now, thank you for a wonderful class and have a great day! Que te vaya bien! | <p>Follow-Up:</p> <ul style="list-style-type: none"> ● For the next class, we will review basic narrative structure and how an audience needs to be oriented and engaged with a story. We will discuss strategies of how to do this in writing, but having this basic knowledge is important. |
| <p>Opportunities for Differentiation or Modification:</p> <ul style="list-style-type: none"> ▪ I can give students a determined planning strategy and have them compare them with one another. (jigsaw) ▪ I can give students a predetermined outline that gives them more specific details on what is expected ▪ I can give students as much time as needed ▪ I can give students a checklist of things they need to do for the day ▪ I can give students an overview of the lesson with guided notes | |

- I can give students more individualized attention.












