



EXPEDITIONARY
LEARNING

Grade 3: Module 3B: Unit 3: Lesson 5

Planning the Wolf Narrative



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can craft narrative texts about real or imagined experiences or events. (W.3.3)

- a. I can establish a situation.
- a. I can introduce the narrator and/or characters of my narrative.
- a. I can organize events in an order that makes sense in my narrative.
- d. I can write a conclusion to my narrative.

Supporting Learning Target

- I can use the Narrative Elements graphic organizer to plan my Wolf Narrative.

Ongoing Assessment

- Narrative Elements graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Sharing Homework and Unpacking Learning Targets (10 minutes)Work Time<ol style="list-style-type: none">Reviewing the Organization and Structure of the Wolf Narrative Model (15 minutes)Planning the Wolf Narrative (20 minutes)Closing and Assessment<ol style="list-style-type: none">New Partner Share (15 minutes)Homework<ol style="list-style-type: none">Continue reading your independent reading book.	<ul style="list-style-type: none">In this lesson, students plan their Wolf Narratives using the Narrative Elements graphic organizer.At the end of the lesson, collect the completed organizers and provide feedback. Students will use this feedback in Lesson 8 to revise their plans for the Mid-Unit 3 Assessment.Provide feedback using these two sections of the Narrative Writing Rubric (from Lesson 1):<ul style="list-style-type: none">I can create a wolf character using facts and details from my research. (W.3.2b, W.3.3a)I can organize events in an order that makes sense in my narrative. (W.3.3a)In advance:.<ul style="list-style-type: none">Review Mix and Mingle Checking for Understanding technique (see Appendix).Post: Learning target.

Lesson Vocabulary	Materials
	<ul style="list-style-type: none">Wolf Narrative model (from Unit 2, Lesson 1; one per student)Narrative Elements anchor chart (begun in Unit 1)Narrative Elements graphic organizer (from Lesson 4; one new copy per student and one to display)Wolf Character Profile graphic organizer: Part 1 (from Lesson 2; one per student)Wolf Character Profile graphic organizer: Part 2 (from Lesson 3; one per student)



Opening	Meeting Students' Needs
<p>A. Sharing Homework and Unpacking Learning Targets (10 minutes)</p> <ul style="list-style-type: none">Remind students that for homework they were asked to use the facts and details they gathered in Unit 2 and from <i>Face to Face with Wolves</i> to draw a picture of the setting for their Wolf Narratives.Let students know they are going to use Mix and Mingle to share their homework. Review Mix and Mingle as necessary:<ol style="list-style-type: none">Play music.Invite students to move around the room with their drawings of their setting.Stop the music after 15 seconds.Invite students to use their pictures to describe their setting with the person standing closest to them.Repeat Steps 1–4 three more times.Make it clear that students will be using their picture to help them plan their own Wolf Narratives in this lesson.Direct students' attention to the posted learning target and read it aloud:<ul style="list-style-type: none">* "I can use the Narrative Elements graphic organizer to plan my Wolf Narrative."Remind students that they were first introduced to the Narrative Elements graphic organizer in an anchor chart in Unit 1, which they used to deconstruct the fables and stories they read. Remind them that they also used the graphic organizer to deconstruct the Wolf Narrative model in the previous lesson.Explain that in addition to using the organizer to deconstruct the organization of narratives, students can also use it to plan the organization of their narratives.	<ul style="list-style-type: none">Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.



Work Time	Meeting Students' Needs
<p>A. Reviewing the Organization and Structure of the Wolf Narrative Model (15 minutes)</p> <ul style="list-style-type: none">• Pair students up.• Invite them to retrieve their Wolf Narrative models and whisper read with their partners.• Focus students' attention on the Narrative Elements anchor chart.• To help students review the work they did in Lesson 3 deconstructing the setting and main character in the Wolf Narrative model, ask these questions one-by-one:<ul style="list-style-type: none">* "What is the setting of the Wolf Narrative model?"* "Who is the main character in the Wolf Narrative model?"* "What is the problem?" <p>Allow students to first discuss each question with their partners; then refocus whole group and select students to share out.</p> <ul style="list-style-type: none">• Display and distribute a new Narrative Elements graphic organizer.• Explain that today students will be using this as a planning tool for their Wolf Narratives.• Select a volunteer to help you model how to begin filling in the organizer with his or her ideas. The volunteer will need his or her Wolf Character Profile graphic organizers: Parts 1 and 2 and the drawing of their setting completed for homework.• Ask the volunteer to use the picture drawn for homework to describe his or her setting. Record the student's description of his or her setting on the displayed graphic organizer.• Ask the volunteer to use his or her Wolf Character Profile graphic organizers: Parts 1 and 2 to describe his or her main character. Record the student's description of his or her main character on the displayed graphic organizer.• Thank the volunteer for his or her help. Explain that you are going to need his or her help again in a few minutes.• To help students review the work they did in Lesson 2 deconstructing the problem and the solution in the Wolf Narrative model, ask students these questions one-by-one:<ul style="list-style-type: none">* "What are the events that set up the problem?"* "What is the solution to the problem?" <p>Allow students to first discuss each question with their partners; then refocus whole group and select students to share out.</p>	<ul style="list-style-type: none">• Modeling the process with a student using the organizers students will be using shows them how to do this effectively.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Invite the volunteer to assist you in modeling again. You may wish to choose a student likely to have difficulty and invite the class to help at each step to give the struggling student maximum support. Ask him or her to use the Wolf Character Profile graphic organizer: Part 1 to describe his or her problem. Record his or her problem on the displayed graphic organizer.• Explain that the next steps for the volunteer student are to think about three events to set up the problem, and then the resolution. Focus students' attention on the way the organizer only allows for three events leading up to the problem. Explain that this is because more events would make the narrative too complicated and people might get lost in the events and lose sight of the problem.	
<p>B. Planning the Wolf Narrative (20 minutes)</p> <ul style="list-style-type: none">• Tell students that they are now going to use their Wolf Character Profile graphic organizers: Parts 1 and 2 to plan their narratives in the same way. Explain that the setting, character, and problem should be easy since students have already put the planning into those elements, but they need to take time to carefully plan out the events setting up the problem and the solution.• Give students some silent thinking time (2 or 3 minutes) to think about the events setting up their problem and the solution.• Invite students to share their initial thinking with their partners. Explain that those students struggling with ideas could ask their partners for suggestions.• Invite students to complete their new Narrative Elements graphic organizers for their own Wolf Narratives. Encourage students to discuss their ideas with their partners before writing anything down. Encourage them to provide as much detail about each event as possible, as this will help them when they write their narratives.• Circulate to support students as they work. Ask guiding questions:<ul style="list-style-type: none">* "How do those events set up and lead to the problem?"* "How is the problem solved?"	<ul style="list-style-type: none">• Giving students silent thinking and processing time before asking them to share with a partner can ensure that all students have individual ideas before they begin working with a partner and hearing a partner's ideas.



Closing and Assessment	Meeting Students' Needs
<p>A. New Partner Share (15 minutes)</p> <ul style="list-style-type: none">• Invite students to pair up with a new partner.• Explain that they are going to talk their new partners through their plans using their completed graphic organizers.• Tell students that while they are listening to their new partners, they should think of any questions they have about the plan.• Post the following questions on the board for students to consider as they listen to their partners:<ul style="list-style-type: none">– “Do the events set up the problem?”– “Is the solution to the problem a satisfying end?”• To ensure that each student in the pair is heard, tell them to switch after 5 minutes.• Invite students to revise their plans to make things clearer based on the questions their partners had.• Collect students' Narrative Elements graphic organizers.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading your independent reading book.	

There are no new supporting materials for this lesson.