

LEARNING OBJECTIVES

- Participate in discussions, asking and answering questions about a topic.
- Speak clearly and use the conventions of language.
- Use background knowledge to prepare to read.
- **Language** Share information and ideas.

MATERIALS

Online Ed

Anchor Chart W20: *Be Great When You Participate*

Display and Engage 1.1



WRITER'S VOCABULARY

- **glossary** the part of the book that tells the meanings of the words used in the book

Professional Learning

TEACHING TERMS

Anchor charts are engaging visual representations of skills, strategies, concepts, or processes that can be prepared by the teacher or co-created during a lesson by the teacher and class. Anchor charts are displayed in the classroom to make thinking visible, to keep learning relevant, and to help build a collaborative culture of literacy.

See the **GPS Guide** to learn more.



TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

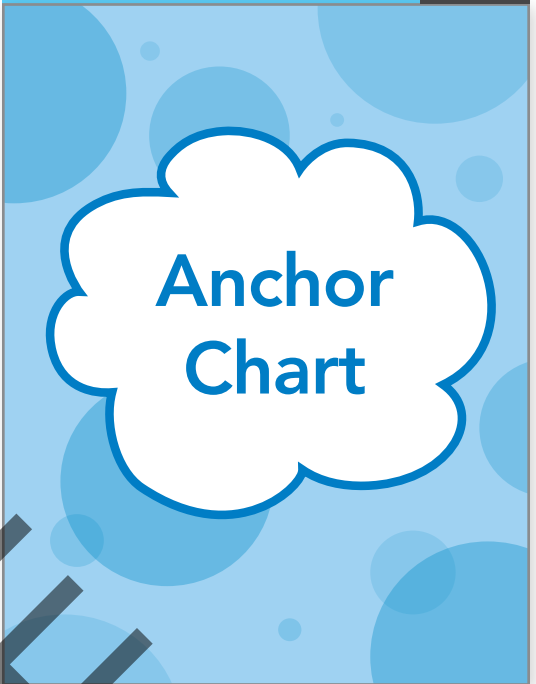
- 2.1A** listen actively/ask and answer questions;
- 2.1C** share information and ideas about topics/speak with appropriate pace/use conventions of language;
- 2.1D** work collaboratively by following rules for discussion;
- ENGLISH LANGUAGE PROFICIENCY STANDARDS 1A** use prior knowledge/experiences;
- 3D** speak using content-area vocabulary; **3G** express opinions/ideas/feelings

Prepare to Participate

- Show **Anchor Chart W20: Be Great When You Participate** and use it to talk about rules for discussions: *We'll be talking about what it means to be a good citizen and how even the smallest things we do can make a difference. In our discussions, remember to follow the rules for being a good participant.*
- Use chart paper to begin a class vocabulary list. Title the chart *Writer's Vocabulary*. Write the word **glossary** on the chart and say: *The glossary is the part of a book that tells the meanings of words used in the book.* Have children create their own *Writer's Vocabulary* glossaries in their notebooks and use *glossary* as the first entry. Point out that adding new words and definitions to the glossary helps them have this information handy when writing. Show how to use a simple dictionary to help determine a word's definition or pronunciation.

ANCHOR CHART

Online



Explore the Topic

- Ask: *What does it mean to be a good citizen?* Explain to children that a good citizen is a person who respects others and their property, is helpful and caring, and treats others the way they want to be treated.

THINK ALOUD *I want to think of ways I can be a good citizen by helping families who are in need. One thing I can do is give food to people who need it. If I were in need of food, I would hope that someone would be a good citizen and help me.*

- Have children work collaboratively to role-play helping others at school or in the community.

Discuss the Focus Statement

- Show **Display and Engage 1.1**. Read the focus statement aloud with children and ask them to describe what it means in their own words. Have children work in pairs to name actions (e.g., ask a classmate to sit with you at lunch) and results (e.g., a smiling classmate feeling good to have a new lunch friend).

DISPLAY AND ENGAGE

Online



ENGLISH LEARNER SUPPORT: Facilitate Discussion

ALL LEARNERS Display several photos of children making a difference by helping and caring for others or participating in a community event. Discuss the photos, using words in children's native languages that describe characteristics of good citizens.

LEARNING OBJECTIVES

- Understand the elements of narrative writing.
- Understand writing as a process.
- **Language** Identify and discuss elements of a narrative in small groups.
- **Language** Share ideas about elements of a narrative with the class.
- **Language** Ask questions about the writing process.

MATERIALS

Online Ed

Anchor Chart W1: Steps for Writing

Anchor Chart W4: Presenting Work

TEACHER TIP

For children who need extra help with understanding the elements of a narrative, review each element within the context of a familiar fairytale. Then ask children to identify each element of narrative text within the fairytale.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS
 2.1A listen actively/ask and answer questions;
 2.1C share information and ideas about topic/speak with appropriate pace/use conventions of language;
 2.1D work collaboratively by following rules for discussion; 2.7C use text evidence to support response;
 2.13G Use appropriate mode of delivery to present results; **ENGLISH LANGUAGE PROFICIENCY STANDARDS** 2I demonstrate listening comprehension of spoken English; 3E share information in cooperative learning interactions; 3F ask/give information in various contexts; 3G express opinions/ideas/feelings

Introduce the Writing Process

- Return again to the focal text *Just a Dream*. Remind children that Chris Van Allsburg is the author and illustrator of this story. Then tell them that, as the author, Van Allsburg probably followed a process for writing his story.
THINK ALOUD *It would be very unusual for any writer, even a very experienced one like Van Allsburg, to know exactly what to write without first thinking about it for a while. Writers need to decide what stories they want to tell. Then they need to decide how best to tell them.*

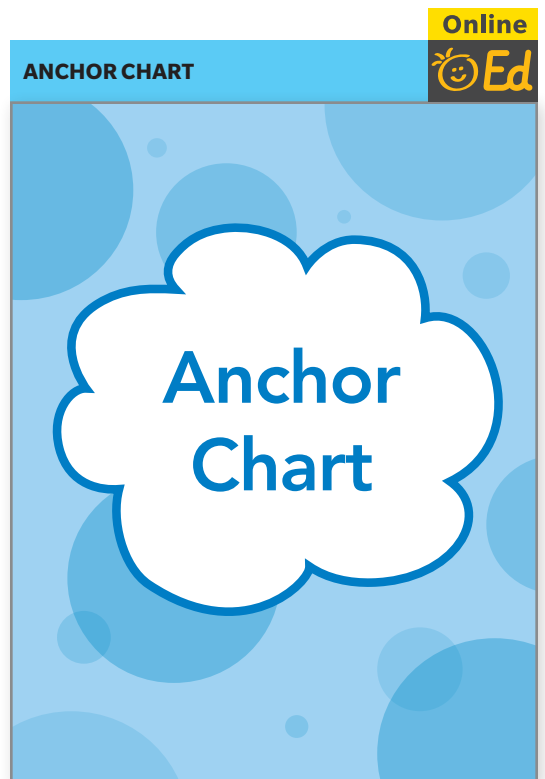
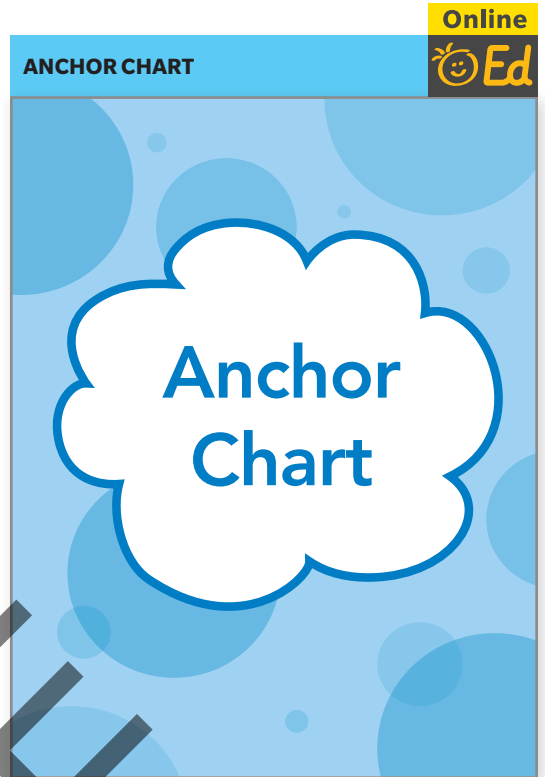
- Display **Anchor Chart W1: Steps for Writing**. Tell children that the writing process is a series of steps writers use for composing all kinds of texts. Point out that the Prewriting step is for deciding *what* to write and the other steps are for deciding *how best* to write it. Use the Anchor Chart to discuss each of the steps in detail. Encourage children to ask for further explanation of any step they do not understand.
- Ask children to imagine they could ask the author any question they want about how he used the writing process to write *Just a Dream*. List their questions on the board and offer your ideas as to what the answers might be, encouraging children to suggest their ideas as well.

How to Present Your Work

- Explain that as part of the writing process, the author must decide how to present his or her work. Show and discuss **Anchor Chart W4: Presenting Work**.
- Remind children that *Just a Dream* is a narrative. Refer to the Anchor Chart and guide children to see that a narrative uses a story form. Say: *The author chose to write a story to present his work about the environment. Why do you think the author used a story form?*

Engage and Respond

- Close the discussion by telling children they will be using the writing process to write their own narratives. Encourage them to start thinking about a story they want to tell about how being a good citizen makes a difference to others.



LEARNING OBJECTIVES

- Use multiple prewriting strategies to plan writing.
- **Language** Share ideas about how children make the world a better place.
- **Language** Articulate what makes a favorite story fun to read.
- **Language** Write answers to questions about a story idea.

MATERIALSOnline **Display and Engage** 1.4, 1.5**Writer's Notebook** pp. 1.3, 1.4, 1.5**WRITER'S VOCABULARY**

- **personal narrative** a kind of narrative writing; a story about something the author did or something that happened to the author
- **goal** something you plan to achieve; something you will gain through effort

**LEARNING MINDSET:
Belonging**

Model Review the meaning of *belonging*. Then explain how to participate in a community. *When we belong to a community, we share our ideas and listen to the ideas of others in the group so that we can learn from each other.*

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS**

2.1A listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses; **2.1C** share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language; **2.11A** plan first draft/generate ideas for writing; **2.11B(i)** organize with structure; **2.11B(ii)** develop idea with specific/relevant details; **2.12A** compose literary texts; **ENGLISH LANGUAGE PROFICIENCY STANDARDS 3E** share information in cooperative learning interactions; **5G** narrate/describe/explain in writing

Discuss the Writing Prompt

- Remind children that they will be following the writing process to write a **personal narrative**. Show [Display and Engage 1.4a–1.4b](#) and read the writing prompt together. Then discuss how every thoughtful action and act of kindness helps to make the world a better place.
- On chart paper or on the board, draw a three-column chart with the headings *Friends*, *Family*, and *Community*. Then help children brainstorm examples of ways they help. Write their examples in the appropriate chart columns. Have children copy the examples into the chart on [Writer's Notebook page 1.3](#) or in their own notebooks and then add their own ideas as well.

DISPLAY AND ENGAGE

Online



Display & Engage

Set Goals for Writing

- Show [Display and Engage 1.5](#) and point out goals for writing. Then distribute [Writer's Notebook page 1.4](#). Explain how children can use this worksheet to set **goals** for their own writing.
- Discuss how children can also create their own goals for writing. Say: *When I read a story, I like when the author has a surprise ending. I also like when the author gives lots of details about the characters. I can turn these likes into my own writing goals.* Write the following goals on the board: *Include a surprise ending; Include detailed character descriptions.*

DISPLAY AND ENGAGE

Online



Display & Engage

Begin Prewriting

- Tell children that today they will begin prewriting their personal narratives.
- Have children revisit the chart on [Writer's Notebook page 1.3](#) or their own notebooks for help with choosing an idea for their own personal narratives. Then have children use [Writer's Notebook page 1.5](#) to help them organize their thoughts.

**ENGLISH LEARNER SUPPORT: Facilitate Discussion**

ALL LEVELS Provide sentence frames, such as the following, to support discussion during this lesson's activities: *I helped my friends/family/community by _____. My favorite book is _____. I like it because _____.*

LEARNING OBJECTIVES

- Understand the elements of a narrative.
- Continue to prewrite a personal narrative.
- **Language** Summarize events from the model.
- **Language** Identify examples of narrative structure.
- **Language** Elaborate on an idea for a personal narrative by making notes.

MATERIALS

Online

**Display and Engage** 1.6, 1.7a-1.7c**Writer's Notebook** pp. 1.6, 1.7, 1.8, 1.9**Classroom Materials** markers or highlighters (3 colors per child)**Introduce Beginning, Middle, and End**

- Show and read [Display and Engage 1.7a–1.7c](#).
- Explain that this is a personal narrative. Say: *I know this is a personal narrative because the story is about the person telling the story and the story uses the pronoun I.*
- Create a three-column chart on the board with the headings: *Beginning, Middle, and End.*
- Reread [Display and Engage 1.7a](#) and ask: *Who are the main characters? (Caden and I) What is the setting? (a snow day at home)* Write the responses in the first column.
- Show and read [Display and Engage 1.7b](#) and ask questions to help children identify events that happen in the middle of the story. Ask: *What do Caden and the narrator do first? (They play in the snow; They have fun.) What do they notice as they play? (Their neighbors are coming home tired.) What do they decide to do to help? (shovel for their dad and a neighbor)* Write the responses in the second column.
- Show and read [Display and Engage 1.7c](#) and ask questions to help children identify events that happen at the end of the story. Ask: *How do you know their action helps? (Their dad is happy.) How do Caden and the narrator help make the world a better place? (They help their dad and a neighbor.)* Write the responses in the third column.

DISPLAY AND ENGAGE

Online


Continue Prewriting

- Point out that a good writer organizes a story by creating a strong beginning, middle, and end.
- Give children [Writer's Notebook pages 1.7–1.9](#) and have them use markers to highlight the beginning, middle, and end of the model story. Explain that highlighting the beginning, middle, and end helps them visualize those parts of the story. Tell children that they can use this model as they continue to prewrite.
- Show [Display and Engage 1.6](#) and review the organization with children before having them use [Writer's Notebook page 1.6](#) or their own notebooks to organize their personal narratives.

**ENGLISH LEARNER SUPPORT: Elicit Participation**

ALL LEVELS For the *Beginning, Middle, and End* discussions, pair up less proficient English speakers with children who are more proficient. After you ask each question, allow partners extended time to exchange ideas about each answer and how best to articulate it. Then call on volunteers to share their answers.

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS****2.11B(i)** organize with structure; **2.11B(ii)**develop ideas with relevant details; **ENGLISH****LANGUAGE PROFICIENCY STANDARDS 2F** listen to/derive meaning from media; **2G** understand meaning/main points/details of spoken language; **2H** understand

implicit ideas/information in spoken language;

2I demonstrate listening comprehension of spokenEnglish; **3E** share information in cooperative learninginteractions; **3F** ask/give information in various contexts;**5G** narrate/describe/explain in writing