

Unit Title: Personal Narrative
Grade Level: 3
Subject Area: Literacy
Duration/Length/Number of class periods: 4
Description:

Students will be working on personal narrative. To achieve their goal, each student will be given an opportunity to choose the topic he/she would like to work on. The very first lesson will be about establishing a situation. The situation will take into account the setting(s), the moment the situation occurs and so forth. The second thing students need to work on is the character introduction. How did the character reacted or responded to the situation. This is also the time to introduce other people involved in the story. The 3rd lesson will be about the flow of the events by the use of temporal words. The order in which the events occur if followed can make the story meaningful. After all the above work, students will write the ending of the story.

Established Goals (National, State, Local):

3.6.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

Writing 3.6.5.5 With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising and editing.

ISTE Standards

Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

What Enduring Understandings are desired?

Writers write about the stories that have meaning to their lived experiences

Writers find ways to make their stories meaningful and attractive to their audience (readers)

Writers use writing process, editing to refine their stories.

What Essential Questions will be considered?

Tell me about a life experience that impacts you the most. How and why did that experience impact you?

How do authors revise their writing after discussing it with others?

Students will know / be able to:

SWBAT create a story with a sequence of events

SWBAT use dialogue in their writing

SWBAT use transition words to show event order

SWBAT describe actions, thoughts and feelings of characters

Description	<i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i>	Formative	Summative	Introductory Activity	Learning Activity	Student Technology Used	Teacher Technology Used	ISTE Standards
Day 1-5 Brainstorm about people, places, or things Students will use Padlet to post their ideas				X		X	X	6a
Day 6 -10 generating ideas, drafting, and revising Teacher and students use google docs					X	X	X	7a
Day 12 -14 generating ideas, drafting, and revising Students share progress and new ideas through Flipgrid						X		6c 7c
Day 15-17 Revising, editing, polishing, order of events in the story Students use menti.com code : 335640 Complete self/peer evaluation rubrics Final copy of one personal narrative on ipad using "book creator"			X			X	X	

Materials, tools and resources
1. SPPS Unit Plan: https://drive.google.com/drive/u/1/recent
2. Student Ipads
3. Writer's Notebooks
Unit Plan Author: Komlan Kakou, Highwood Hills kakoukomlan@spps.org
Additional credit given to