

Different Forms of Narrative (Jigsaw Method)

Learning Segment Focus: Memoirs

Lesson 1 of 1 Topic Types of Narrative writing **Date** NA **Grade:** 6

Student Outcomes

Specific learning objectives for this lesson.	Students will recognize different forms of narrative. Students will analyze the difference in memoir and other narrative forms.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	In previous lessons, students have learned what a narrative is.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	There will be articles and diverse examples that relate to the diverse backgrounds of students (for example, the importance of folklore in different people groups).

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<p>W.6.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <p>Anchor Standards for Reading No 5. "Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, stanza) relate to each other and the whole."</p> <p>Anchor Standards for Reading No 9. "Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s)"</p> <p>SL.6.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Narrative, story, characters, theme, message, plot
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Academic Language Support

What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan? What planned Academic Language Supports will you use to assist students in their understanding of key academic	<p>I will prepare pictures and cognates of words that students will brainstorm about narratives.</p> <p>Students will create a high five foolable with their own notes, academic language, and pictures.</p>
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language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse) ?	
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Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
5	Introduction: briefly talk about what narrative is while creating a “word wall” Explain Jigsaw.	Begin by asking what a narrative is. I will write different attributes of narratives that students say (tells a story, has characters, can be fiction/nonfiction). I will continue to explain that there are many different types of narratives that authors write, and we will explore five different forms of narrative today by doing the Jigsaw activity. Explain Jigsaw process and handout direction sheet.
5	<u>Instruction:</u> Topic assignments	JIGSAW Students will be placed into groups of five students called home groups. Each of the students in a home group will be assigned one of the five types of narrative listed below. <ol style="list-style-type: none"> 1. Memoirs 2. Autobiographies 3. Biography 4. Legend 5. Parable
10	Create High Five Foldable	Students will create Jamboard slides on Ipads collaboratively to answer questions about all five forms of narrative.
20	Expert group discovery	Teacher will set a timer for 20 minutes Students will be sent to “college” (expert groups) and will learn about the different types of narrative. Some questions to guide their discovery are as follows: <ul style="list-style-type: none"> • What is it? (the definition in your own words)

<p>15</p>	<p>Home group learning</p>	<ul style="list-style-type: none"> • How long is it? • Does it have a message? • What is its purpose? • Is it fiction or non-fiction? • What is the purpose of _____? • Who is the typical audience? • What are some examples? <p>Students will take notes on the tab of the high five they are assigned to. It will be the job of the expert group to make sure everyone is ready to share with their home group.</p> <p>I will suggest that the students highlight the points that they want to share with their home group.</p> <p>At 10 minutes I will ask students to hold up a 1,2 or 3</p> <ol style="list-style-type: none"> 1. I understand what I am doing and am finding information I need to become an expert. 2. I am a little lost, but my partners are helping me understand. 3. I do not know where to look or what to look for and neither so my partners. <p>After 20 minutes Students will return to the home groups and will teach their home group members the key points about the narrative they were assigned, while the other five members take notes.</p> <p>Teacher will keep a timer to keep students moving forward.</p>
<p>5 minutes</p>	<p><u>Closure:</u></p>	<p>Students will write on an exit slip the answer to these questions</p> <ol style="list-style-type: none"> 1. What is something new you learned about your assigned topic? 2. What is something new you learned about one of the other forms of narrative? (list which one and something you learned).

Technology Integration

<p>Provide your rationale for your technology choices that accurately reflects those choices within your teaching context. Identify what technology(s) you are using as part of your lesson plan. Describe how the use of technology aligns to your learning objectives, content standards, and central focus. Explain how</p>	<p>I chose to have students use iPads to take notes in this lesson because they are mobile (this method requires a lot of movement. Also, when copying over to Janboard, students can use copy and paste short cuts to be more effective in their use of time.</p>
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<p>technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). Specify how the technology selections meet or exceed the needs/strengths of all students. Justify the “fit” of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p>	<p>I chose Jam board for students to respond to questions on because each group can have their own slide, all groups can customize their slide, and it is easier to collaborate and share notes on.</p>
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Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<ul style="list-style-type: none"> • Ability grouping • Double up with two people from one home group to study the same topic together
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Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<ul style="list-style-type: none"> • Word wall (narrative) • Color and shapes to direct students • Timer on board to keep students on track • Jamboard to help keep information organized
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Assessments: Formative and/or Summative

<p>Describe the tools/procedures that will be used in this lesson to monitor students’ learning of the lesson objective(s) (include type of assessment & what is assessed).</p>	<input checked="" type="radio"/> Formative / <input type="checkbox"/> Summative	<p>Finger Number, how they feel about finding material</p>
	<input checked="" type="radio"/> Formative / <input type="checkbox"/> Summative	<p>answers on jamboard,</p>
	<input checked="" type="radio"/> Formative / <input type="checkbox"/> Summative	<p>Exit Slip, something new they learned</p>

Research/Theory

<p>Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research.</p>	<p>Developed by Elliot Aronson, cooperative learning strategy.</p> <p>I chose to use this method because it allows students to learn from each other, organize information in a helpful way, and understand a large amount of content without having to research each one on their own.</p>
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;

Updated 12-12-20 NLC

<http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>