LESSON PLAN
Adding feelings/emotions
Personal Narrative Writing
3rd Grade

Learning Segment Focus or “Big Idea”: The focus of this lesson is to teach students how to show, not tell, emotions.

<table>
<thead>
<tr>
<th>Grade: Third</th>
<th>Content Area: Writing</th>
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<td>Time Allotted: 1 hour</td>
<td>Classroom organization: Students will sit on the carpet and at their desks, which are arranged in groups of four.</td>
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Resources and materials:
Poem flap books already created
Pencils
Privacy boards
Students writing journals filled with many personal narrative stories
Student story arcs
Teacher story arc on an anchor chart
Anchor chart filled with many, many emotions- created by teacher and students
Music and speakers to play a song

Content Standard(s):
CCSS.ELA-Literacy.W.3.3
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.3.3.b
Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

Specific Academic Learning Objectives:
• What do you want students to learn in this lesson? Students will learn:
Students will learn how to show, not tell, feelings and emotions in their narrative writing.

• What should students be able to do after the lesson? Students will be able to:
After this lesson students should be able to add emotions and feelings to their narrative writing independently.

Prerequisites:
• What skills, knowledge and prior experience do students need for this lesson?
Students should have a lot of experience with writing poems.

Students made a story arc about the events in their seed idea story.

This lesson is meant to be taught during the second bend of the Lucy Calkins third grade personal narrative writing unit. During this bend, students have picked one narrative from many as a seed idea. This seed idea will grow into their final draft. This lesson comes after students have worked on different types of leads and elaboration techniques.
Students have brainstormed many, many different emotions and they are on an anchor chart in the classroom.

Assessment:
• What evidence of student learning will you collect?
The teacher will analyze many different informal assessments (questions that students ask, responses, and conversations). In addition, the teacher may look at student writing and look if students are applying their knowledge of showing, not telling, feelings to their personal narratives.

Instructional Sequence:
Set or introduction:
Bring students to the carpet area with their writer’s notebooks. Ask the students to sit on their notebooks. Tell the students that good writers (and authors) explain how their characters feel.

Books that do this extremely well are:
- Hundred Dresses
- Enemy Pie
- Wonder

Explain that good writers don’t just say how their characters feel- they describe it.

Take out the story arc that the teacher made with help from the class at the beginning of the unit. In my class this is a short moment story from our class field trip.

Walk through the story arc once, then walk through the story arc again thinking about what the main character was feeling during the different parts of the story. It may be helpful to reference an anchor chart that the class made earlier this year that lists many, many different emotions.

Write these emotions on the story map.

Have the students do just this part with their own story maps at the rug.

Developing Content/Body of Lesson: What instructional strategies and learning tasks will you use in the main part of the lesson?

Have the students sit on their writing journals again. This is to keep them from getting distracted by their journals.

The teacher should say: “Writers, poets are extremely good at describing their feelings and emotions. They don’t just say I was happy, but often they describe what happy might feel like, smell like, sound like, taste like, and look like.”

“Today we are going to become poets!”

Now the teacher should model choosing one of the emotions/feelings from the class story arc and make a poem out of it.

Make it clear to the students that this poem does not need to rhyme.
This poem should use the five senses. 
What does the emotion feel like in the story? 
What does the emotion smell like in the story? 
What does the emotion sound like in the story? 
What does the emotion taste like in the story? 
What does the emotion look like in the story? 

Now send the students off to write their own poems in their notebooks. The students should write more than one poem. They can write poems about many of their emotions, or can rewrite poems about the same emotion until they find a favorite.

The students should meet back at the carpet. The teacher should model how to create a flap poem. The blank flap poem books are already created for the students.

1. Students need to write the feeling on the top flap.
2. Students should write what the emotion feels like on the second flap.
3. Students should write what the emotion sounds like on third flap.
4. Students should write what the emotion smells like on the fourth flap.
5. Students should write what the emotion tastes like on the fifth flap.
6. Students should write what the emotion looks like on the sixth flap.

Next the students should choose which poem they like the most and write it on a flap poem booklet.

**You could split the Developing Content part of this lesson into two days. The first day, students would write many poems in their journal. Then, the second day, the students could write their final flap poems.**

Checks for Understanding / On-going informal assessment:

*How will you know what students are understanding? (questioning and observing throughout the lesson)*

Questions should be asked during whole class instruction and when students are working independently.

Students should have opportunities to answer questions with a thumbs up or thumbs down. This allows the teacher to quickly check students’ understanding.

Students will also turn and talk to partners. During these turn and talks, the teacher will circulate and listen in to the conversations. Listening in on the conversations will allow the teacher to check for understanding.

The teacher will also be able to assess if students know how to show their readers how their characters feel, and not just tell how they feel.

Closure:

*How will learners summarize or reflect on what they learned (for example, share work, share a strategy, share a process, discuss what they learned, raise a new question)?*

The Developing Content part of this lesson may be split into two lessons. At the end of both parts, the students should be able to share their best poems.

In order to share their poems, students should put their finished poems on their desk.

This is a musical chairs type of share. The teacher should play a favorite song. Students will walk...
around their table group and when the music stops they should stop and read the poem that they are at. Students should write a positive comment for the author of the poem. (I do a lot of work in my class about how to write positive, but productive comments). After, the students all rotate to a new table group. The teacher should play the song again and when it stops the students should read the poem they are at, then leave a comment. The teacher can repeat this as many times as he/she wants.

Once sharing is complete, the teacher should lead a classroom discussion about why we made these poems. They are more than just a project to put up on the wall. Students should now be able to apply how to show, and not tell, emotions in their narrative writing.