**Lesson 7**

**Title:** Narrative Review

**Subject Area and Grade Level:** 4th Grade Language Arts

**Approximate time/length of lesson:** 60 minutes

**Part 1**

**State Content Standards**

**English Language Arts: Writing: Text Types and Purposes:**

* 4.W.3 Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear even sequences.
1. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
2. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
3. Use a variety of transitional words and phrases to manage the sequence of events.
4. Use concrete words and phrases and sensory details to convey experiences and events precisely.
5. Provide a conclusion that follows from the narrated experiences or events.

**English Language Arts: Language: Conventions of Standard English:**

* 4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
1. Use correct capitalization.
2. Use commas and quotation marks to mark direct speech and quotations from a text.

**Assessments:** Discussions; Exit Slips

**Instructional Strategy/ies:** Review;Visuals; Discussion; Think-Pair-Share

**Modification/Adaptations:** I will make sure that O, B, D, and J are paired up with students in the class for these discussions and work sessions that will help keep them on track and allow them to be successful.

**Part 2**

1. **Housekeeping/Material Details**:

Students need to have a piece of paper, a pencil, their quotation rules sheet, and their Narrative Glove poster.

1. **Purpose:** The purpose of this lesson is to review what we have learned about writing narratives (including character analysis, narrative structure, and quotation usage in dialogue) so that they can build upon their already existing understanding to create a deeper understanding, which will benefit their writing.
2. **Objectives:**

Objective 1: The students will review the components of a good narrative by explaing to a partner in their own words each component on the Narrative Glove.

Objective 2: The students will practice identifying parts of the narrative structure and what makes characters interesting by working with a partner to brainstorm what information should be used to fill in their Narrative Structure and Character Analysis pages in our Reading Journal.

Objective 3: The students will deepen their understanding of using quotations in dialogue by correcting more difficult sentences, Think-Pair-Sharing, and correcting the sentences on the SMART board.

1. **Procedure**:

**Open:** Narrative Glove Review10 minutes

* Pass back their Narrative Gloves. For those that did not write the descriptions of each finger, take a few minutes and finish filling out their Narrative Glove poster. Why students are finishing up, the other students can add to their posters or they can use a few minutes to work on their Reading Journals.

**Body:** 45 minutes

1. Once all of the Narrative Gloves have been completed, kids will pair up and take turns explaining each of the components of the Narrative Glove in their own words. (5 minutes)
2. We will review the Narrative Structure of a story by looking at the rollercoaster picture again. Pairing off again, students will brainstorm on a piece of paper the information they could include in their Narrative Structure and Character Analysis pages of *The Lightning Thief* in their Reading Journals. They can keep their brainstorming papers to help them complete the final product in their Reading Journals. (20 minutes)
3. Returning to their seats and turning their attention to their Quotation Rules note page, we will correct three more sentences using quotations. Using Think-Pair-Share, they will work individually for a minute or two, then turn to a partner to see what they may have done differently. After a minute of sharing, we will draw sticks and come up and rewrite the sentences with the proper grammar. (20 minutes)

**Close:**  5 minutes

 Review the T/F statement information on the Conventions Assessment.

**Part 3**

**Resources:**

1. Narrative Glove
2. Narrative Structure Roller Coaster