Name of Lesson: Day 7 Pet Rock Diary (Need 6 days to complete.)

Grade Level: Third Subject: Writing Prepared by: Debbie Owens

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| Core: 3.W.3—Write narratives to develop 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. | Objective(s):Each third grade student will write and illustrate at least 10 diary entries using complete sentences and the 5 rule of art.  |

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| Preparation for Learning |  | Teacher Guide | Student Guide | Materials Needed: |
| Gaining Attention | **SHOW** students the book.  **INVITE** students to sit on rug to listen to the story. | Students come to rug and sit. | * A Dairy of a Spider by Doreen Cronin.
* Graphic organizers—on both sides
* 5 pieces of white copy paper folded in half and stapled in the middle (diary)
* Write and illustrate a sample entry with speech bubbles.
* Grading rubric for writing
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| Direction (Stating Objective) | **SAY** you will write and illustrate at least 10 diary entries for your pet rock.  |  |
| Recall (recall of prerequisite information) | **REMIND** students about the graphic organizer and how these characteristics can help them plan diary entries.  | Students share what characteristics mean.  |
| Delivery of New Material | Content (presentation of new material) I Do | **SAY** Here is a sample of what your diary will look like. When you write a diary entry, you always write the date. Then you write down a few sentences about what happened during the day. Remember this is going to be about your rock, so you can be creative. Illustrate your entry. You can use speech bubbles just like in Diary of a Spider. **SHOW** your example of your entry. |  Students listen quietly.  |  |
| Application (Guided Learning)We Do | **SAY** I am ready to write a new entry. Go to next empty white page. **ASK** Does anyone have any ideas? **SAY** Remember to keep in mind your graphic organizer about rock characteristics. For example, a rock sinks, so swimming might not be a good idea.  | Students share and help you with an entry. |  |
| Application (Eliciting Performance) You Do | **INSTRUCT** you will have 5 days to work on your diary. You may get more paper if needed. **SAY** remember to date each entry and use your graphic organizer. After 5 days we will add a cover and share our books. **GO** over grading rubric. | Students write down characteristics of a rock. They may work together or by themselves.  |  |
| Application Feedback | **WALK** around and help students and give encouragement and helpful ideas. |  |  |
| Wrap-Up | Evaluation | After 6 days, **GRADE** students based on rubric.  |  |  |
| Closure (retention and transfer) | Students share with small groups or with whole class. |  |  |