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Georgia Performance Standards Task for English Language Arts – GRADE K

Grade: 1st

Title: Using Read Alouds to Write Stories

Title Annotation:

This lesson will help teachers use read-alouds to teach critical narrative elements. This lesson focuses on events in a story; however, the format may be used to teach a multitude of concepts within a genre.

Focus Standard:

ELAKW1 The student begins to understand the principles of writing. The student

- a. Writes or dictates to describe familiar persons, places, objects, or experiences.
- b. Uses drawings, letters, and phonetically spelled words to create meaning.

The Task:

Important Notes:

~This lesson plan describes how to use a read-aloud to teach students about events. This format may be used to teach many different concepts. Think about how you can tailor this format to meet the needs of your students.

~Put thoughtful consideration into the read-alouds that you use. Think about the element of the standard that you will be teaching, then consider the possible read-alouds that would best teach the element.

~This lesson can become quite time consuming if you choose a long book that the students have not previously read. It is sometimes helpful to choose a book with which the students are familiar.

Therefore, the focus of the lesson does not have to be on surface-level comprehension of the book. If students are already familiar with the book, then most of the time spent during the lesson can be used to target a specific concept.

~This lesson uses the book, [When Sophie Gets Angry](#), by Molly Bang. This book is merely a suggestion, as there are several other suitable titles to use. Please refer to the optional list of resources for more suggestions.

~During this lesson, the teacher models the thought process behind developing an idea for a story. The focus is not really on the modeling of the actual writing, as it is in a modeled writing lesson. Therefore, a minimal amount of time should be spent in the actual writing step.

~In this lesson format, it is not always necessary to model using the concept that you are trying to teach. Sometimes, it is enough just to read a book and point out a particular concept in the book--sending the students to their seats to try to include the same concept in their own writing.

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Lesson Description:

1. Introduce the element of the narrative standard that will be the focus of the lesson.
2. Read the book, When Sophie Gets Angry, to the students.
3. Briefly discuss the events that happen in the book, asking the students to help you remember them. Turn the pages of the book to help the students remember all of the events.
4. Take time to talk with the boys and girls about how Molly Bang took one event (Sophie getting into an argument with her sibling) and wrote a whole book about that one event.
5. Share one event that happened to you (think about this PRIOR to the lesson).
6. Sketch a drawing to help you remember the event.
7. Think aloud about all of the things you remember about the event.
8. Quickly write a story about the event. Trying to write as many things as possible, just like Molly Bang did when she wrote, When Sophie Gets Angry.
9. Send the students to their writing time, encouraging them to think of an event, sketch a picture, think of everything they can remember about the event, then write everything they are able to remember.

Differentiated Instruction

1. As students are sent back to seats, **some students will need the directions broken down** to 1 step at a time. Check frequently that they understand what to do.
2. **Provide visual models** of the process and/or the end product.
3. **Allow students to work in pairs or small groups** as some students need to see what their peers are doing so they can monitor their own behavior or task.
4. **Accept single words and/or phrases for the draft copy.** Provide assistance (teacher, paraprofessional, or another student) with extending the student's ideas into simple sentences.
5. **Continue to remind students to locate and use word walls.**