



Teacher led Post-Activity Language Arts

Subject Area: Language Arts

Grade Level: 5th-8th

Duration: 1 hour

Unit Title: *Watersheds: Through the Mountain to the Valley*

Lesson Title: Writing Personal Narratives

Objectives

Students will be able to:

- Recall specific events, emotions and impacts of the watershed program.
- Write about the experience using revealing details.
- Use vocabulary from *Watershed Words* and from the field trip to describe their experience.

Materials/Resources

- Lined paper
- Pen or pencil

Anticipatory Set

Ask students:

- What parts of the watershed program were the most interesting to you?
- In what order did the events of the watershed program occur (what happened first, second, third)?
- During what parts of the program did you use your senses? What do you remember seeing, hearing, or touching during the program?

Objective/Purpose

At this point in the program, students have had multiple experiences studying watersheds. They have examined models, made observations, and collected and analyzed water quality data. Now students will use personal narrative to describe their perspectives of these different experiences. This activity will encourage students to make connections to the places they visited and the activities they have participated in.

Input

You have now visited either Oregon Caves NM, or Deer Creek Center, or both. You have explored the waterways at each site. You have taken measurements and recorded data from the field trip. You may have enjoyed the time spent outside observing and experiencing nature. Now, take the time to reflect about the experience and capture it using personal narrative.

Personal narrative is one of the first forms of writing you become familiar with when you start writing essays. It is when you write about yourself and your experiences. Who knows more about your life than you? Your job is to make the story interesting. Make the reader feel like they were there when it happened. Use action, dialogue, and descriptive language to help your reader feel how you felt.

Model

1. Tell the students they will write a personal narrative essay about their watershed themed field trip(s).
2. Ask students to take out a pen and paper or their writing notebook.
3. Write or discuss the characteristics of a personal narrative by asking students to:
 - Think about their experience during the watershed program, which parts were most interesting?
 - Use “I” throughout the story. Most narratives are told using the first-person point of view.
 - Include an introduction to grab the reader’s attention.
 - Write about the events in the order in which they happened. What happened first, second, third?
 - Add sensory details, such as how something felt or what something looked like. Draw the reader into the experience.
 - End the story with a conclusion. Students may choose to tell the reader why this experience was important or what they learned from it.
4. Encourage students to use the vocabulary they learned in the *Watershed Words* activity and during the field trip(s).

Check for understanding

As a class, review the events of the program to create a timeline. Ask students to brainstorm a list of the activities they found most interesting or valuable. What parts of the program did they

like the best? Did they learn something completely new? When? During what parts did they use their senses? What senses? Have students use this brainstorming session to assist them in writing the first draft.

Independent Practice

Allow students to write a first draft. Use the guidelines for personal narrative (Model Section) to provide feedback for each student. The revised draft, or final can be used to provide feedback to program organizers at SFI and OCNM.

Closure

Tell students that the program organizers want to know what the students liked or didn't like about their experience. Their stories will be read by program organizers and their perspectives could change the programs delivered in the future. Inform students that they were one of the first groups to participate in this brand-new watershed program. After writing about their experience, students may provide feedback to the people who created the program. Compelling personal narrative makes great feedback and helps improve the program for students who will participate in the program next year.

Students may choose to share their entire narrative as feedback to program organizers, or they may only wish to share a section. Organizers are most interested in:

What part(s) of the program:

- Were most interesting? Why?
- Were the most fun? Why?
- Could have been more interesting? How?
- Should not be included next year? Why?

Oregon State Standards 5th-8th Grades: English Language Arts

5th Grade

EL.05.WR.01

Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

EL.05.WR.02

Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.

EL.05.WR.03

Identify audience and purpose.

EL.05.WR.05

Use the writing process--prewriting, drafting, revising, editing, and publishing successive versions.

EL.05.WR.08

Revise drafts to improve the meaning and focus of writing by adding, deleting, combining, clarifying, and rearranging words and sentences.

EL.05.WR.28

Write summaries, using formal paragraph structure, that contain the main ideas of the reading selection and the most significant details (e.g., summaries for book reports, chapters of a text, magazine articles).

EL.05.SL.02

Organize information to clarify and support spoken ideas with evidence and examples.

EL.05.SL.03

Use descriptive words that clearly convey the message and establish the tone.

6th Grade

EL.06.WR.01

Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

EL.06.WR.02

Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.

EL.06.WR.03

Identify audience and purpose.

EL.06.WR.05

Use the writing process--prewriting, drafting, revising, editing, and publishing successive versions.

EL.06.WR.06

Focus on a central idea, excluding loosely related, extraneous, and repetitious information.

EL.06.WR.08

Revise drafts to improve the organization and consistency of ideas within and between paragraphs.

EL.06.WR.27

Write summaries, using formal paragraph structure, that contain the main ideas and most significant details using the student's own words, except for quotations.

EL.06.SL.02

Match the purpose, message, occasion, and delivery to the audience.

EL.06.SL.03

Organize information using supporting details, reasons, descriptions, and examples.

EL.06.SL.05

Support opinions with detailed evidence and with visual or media displays.

7th Grade

EL.07.WR.01

Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.

EL.07.WR.02

Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.

EL.07.WR.03

Identify audience and purpose.

EL.07.WR.05

Use the writing process--prewriting, drafting, revising, editing, and publishing successive versions.

EL.07.WR.06

Focus on a central idea, excluding loosely related, extraneous, and repetitious information.

EL.07.WR.08

Revise drafts to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

EL.07.SL.03

Use traditional structures for conveying information, including cause-and-effect, similarity and difference, and posing and answering a question.

EL.07.SL.04

Use a variety of descriptive and accurate words appropriate to audience and purpose.

8th Grade

EL.08.WR.01

- Use a variety of strategies to prepare for writing, such as brainstorming, making lists, mapping, outlining, grouping related ideas, using graphic organizers, and taking notes.
- EL.08.WR.02
Discuss ideas for writing with classmates, teachers, and other writers, and develop drafts alone and collaboratively.
- EL.08.WR.03
Identify audience and purpose.
- EL.08.WR.05
Use the writing process--prewriting, drafting, revising, editing, and publishing successive versions.
- EL.08.WR.06
Focus on a central idea, excluding loosely related, extraneous, and repetitious information.
- EL.08.WR.08
Revise drafts for word choice, appropriate organization, consistent point of view-and transitions between paragraphs, passages, and ideas.
- EL.08.WR.10
Create compositions that engage the reader, have a clear message, a coherent thesis, and end with a clear and well-supported conclusion.
- EL.08.WR.12
Establish coherence within and among paragraphs through effective transitions and parallel structures.
- EL.08.WR.13
Use descriptive language that clarifies and enhances ideas by establishing tone and mood through figurative language, sensory images, and comparisons.

Reference

Flikkema, Betsy. The LEAGUE Curriculum by Learning to Give January 2010.
<http://learningtogive.org/lessons/unit485/lesson2.html>