

**Treasures ELD Unit Writing
4th Grade, Unit 1 Opener
BRAINSTORM & PREWRITE**

PR=Practice Reader
G/O=Graphic Organizer S=Student
TE= Teacher's Edition
TPS=Think Pair Share
ATE= Teacher Annotated Edition

T=Teacher
TM= Tree Map
CM= Circle Map

DAY 1		
<p>Introduction to Unit 1 ELD Writing Objective</p> <ul style="list-style-type: none"> • Personal Narrative <p>Intro/Review Writing Process Posters</p> <p>Teacher will...</p> <ul style="list-style-type: none"> • Say, "In this unit we will use A New Home (ELD Practice Reader) to take a closer look at our Unit Theme-Growing Up. You will go through the Writing Process to develop a Personal Narrative about a memorable incident you experienced. A memorable incident is something that is so important to you that you will never be able to forget it. At the end of the unit you will give an oral presentation on your memorable incident." <p>Note: If students are recent immigrants they can write about that experience.</p>	<p>Build Background</p> <p>Chart #1</p> <p>Teacher will...</p> <ul style="list-style-type: none"> • Write Features of a <i>Personal Narrative</i> on chart paper. • Explain that when we write a true story about something we have experienced, we try to include many details about the event and how we felt so that the readers feel as if they were there. • List and explain <i>Features of a Personal Narrative</i> (See attached). 	<p>Circle Map #1 – Memorable Incident</p> <p>Teacher will...</p> <ul style="list-style-type: none"> • Say, "In A New Home, Paolo moves to the United States. Each chapter is a memorable incident in his journey. We have also experienced memorable incidents or something special in our lives. Something special happened to me once at a Dodger game." • Create a Class Circle Map. Write memorable incident in the inner circle. Say, "My memorable incident was when I met Dodgers centerfielder Matt Kemp." Write met centerfielder Matt Kemp in outer circle (see attached). • Students Think-Pair-Share a memorable incident they have experienced. <p>Teachers will...</p> <ul style="list-style-type: none"> • Elicit student responses and add to Class Circle Map.

DAY 2	
<p><u>A New Home (ELD Practice Reader Unit 1 WK1)</u></p> <p>Identify and describe setting Tree Map #1</p> <p>Divide class into table groups of 4-6 students</p> <p>Teacher will...</p> <ul style="list-style-type: none"> • Say, "When you write, you want people to "see" the setting by describing the time and place where the story/event takes place. We are going to practice identifying setting using these images."(see attached) • Model describing the setting for image 1 (see attached) by adding adjectives/adjective phrases to Tree Map #1. Each table group is assigned an image (images 2, 3 or 4). In groups, students practice describing the setting. <p>Students will...</p> <ul style="list-style-type: none"> • Share adjectives/adjective phrases that describe setting. Encourage and/or provide Tier II words. They will chart adjectives/adjective phrases on Tree Map #1 (see attached). • In groups, review Chapter 4 p. 17 to identify adjectives/adjective phrases that describe the setting. • Share words that describe setting. Teacher will chart student responses on Tree Map #1 (see attached). <p>Teacher will...</p> <ul style="list-style-type: none"> • Ask, "When and where does your memorable incident occur?" Have students identify the setting of their memorable incident. Do a "whip around" by having students share quickly • Model drawing the setting of your memorable incident (see attached). Students draw the setting of their memorable incident. <p>Students will TPS</p> <p>Independent: assigned as independent work during small group</p> <p>ELD 1-2: Students draw and label the setting of their memorable incident.</p> <p>Note: Teacher can work with ELD 1-2 students to further scaffold as needed during small group instruction.</p>	<p><u>Share Drawings – Memorable Incident Setting</u></p> <p>Students will...</p> <ul style="list-style-type: none"> • TPS their drawings. • Debrief/Group share-have a few volunteers orally present their drawings. <p>Class identifies adjectives. Add adjectives to Tree Map #1.</p>

DAY 2 Continued	Day 3
Share Drawings – Memorable Event Setting	Anchor Paper “A Walk in the Woods”
<ul style="list-style-type: none"> •Students will TPS their drawings. • Students will Debrief/Group share-have a few volunteers orally present their drawings. •Class identifies adjectives. Add adjectives to Tree Map #1. 	<ul style="list-style-type: none"> •Teacher will say, “To prepare to write a personal narrative we need to look at examples of personal narratives. Last week, we looked at the reader A New Home and identified the setting. This week, we will look at the anchor paper to identify the setting and details of the incident.” •Teacher will distribute Anchor Paper (see attached).
	Flee Map (Flow Map + Tree Map) “A Walk in the Woods” Anchor Paper FM#1
	<p>Teacher will...</p> <ul style="list-style-type: none"> •Create a Class Flee Map for the third paragraph of the anchor paper (Flee Map- see attached). •Say, “We will use this Flee Map to identify the setting and details of the incident from the anchor paper.” •(Teacher & students) read paragraph three of the anchor paper to identify the setting. •Write setting in the first box of the Flee Map. •(Teacher & students) extract details from paragraph 3 and add to Flee Map (see attached). •Draw second box. •(Teacher and students) identify memorable incident in paragraph 3 and write details about the memorable incident.

DAY 4	Day 5
Flee Map– Memorable Incident FM#2	Teacher Model-write Personal Narrative Draft
<p>Teacher will</p> <ul style="list-style-type: none"> •Say, “Now I will begin to organize my personal narrative by creating a Flee Map of my memorable incident.” • Create Flee Map of the Memorable Incident. •Draw first box of Flee Map and write the setting “Dodger Stadium.” • Add details to describe the setting using the drawing from WK 3 (see attached). •Draw second box and write the memorable incident “Met centerfielder Matt Kemp.” Add details to describe the Memorable Incident on Flee Map (see attached). <p>Students will...</p> <ul style="list-style-type: none"> • Follow the same procedures as above and create Flee Map of Memorable Incident. -Independent: assigned as independent work during small group instruction 	<p>Teacher will use Flee Map of the Memorable Incident to write Personal Narrative.</p> <p>Students use Flee Map and Communication Guide (as needed) to write Personal Narrative. -Independent: assigned as independent work during small group instruction</p> <p>Note: Teacher can work with ELD 1-2 students to further scaffold as needed during small group instruction.</p>
Oral Rehearsal Opportunity Introduce Sample Communication Guide (see attached)	
<ul style="list-style-type: none"> •Teacher and students review Anchor Paper to identify transition words/phrases and add to Chart #4 (see attached) •Teacher and students brainstorm additional transition words/phrases and add to Chart #4 (see attached) <p>Teacher will review purpose and audience for Unit 1 ELD Personal Narrative Introduce Oral Presentation Criteria (Chart #3) & Sample Communication Guide (see attached).</p> <p>Students will orally present their Flee Maps in pairs using Communication Guide (if needed). Partners listen attentively for the setting and details of the Memorable Incident.</p> <p>Group Share- Student will orally present their Flee Maps using Communication Guide (if needed)</p> <p>Teacher will debrief using Oral Presentation Criteria Chart #3</p>	
<p>Teacher will</p> <ul style="list-style-type: none"> •Say, “Now I will begin to organize my personal 	<p>Teacher will use Flee Map of the Memorable Incident to write</p>

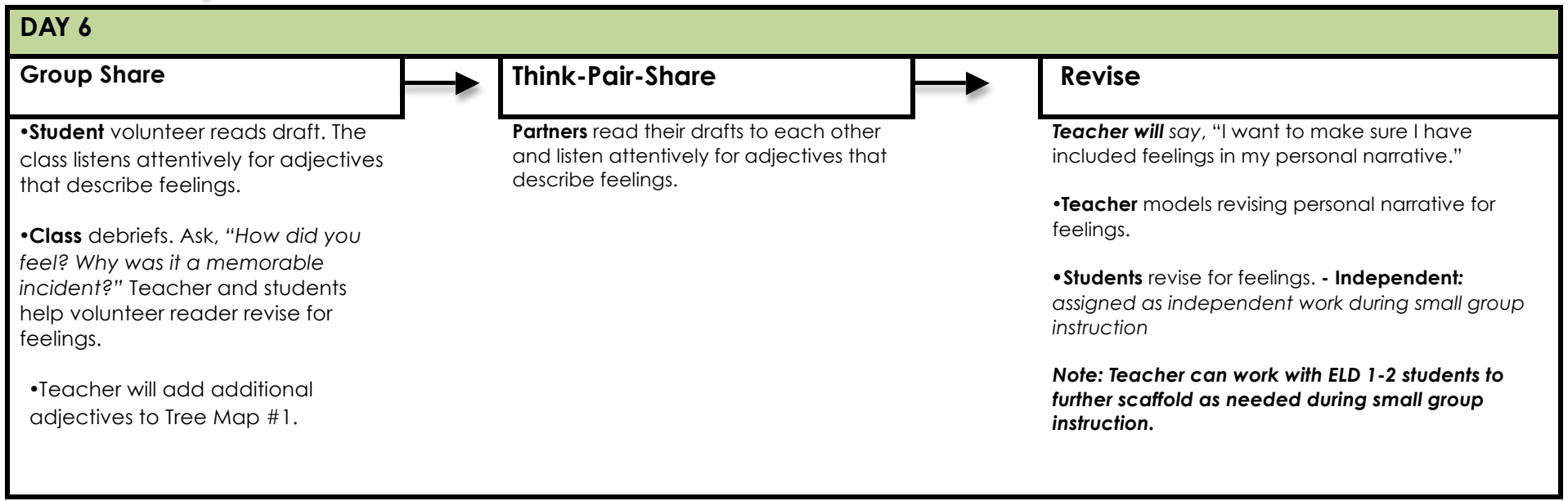
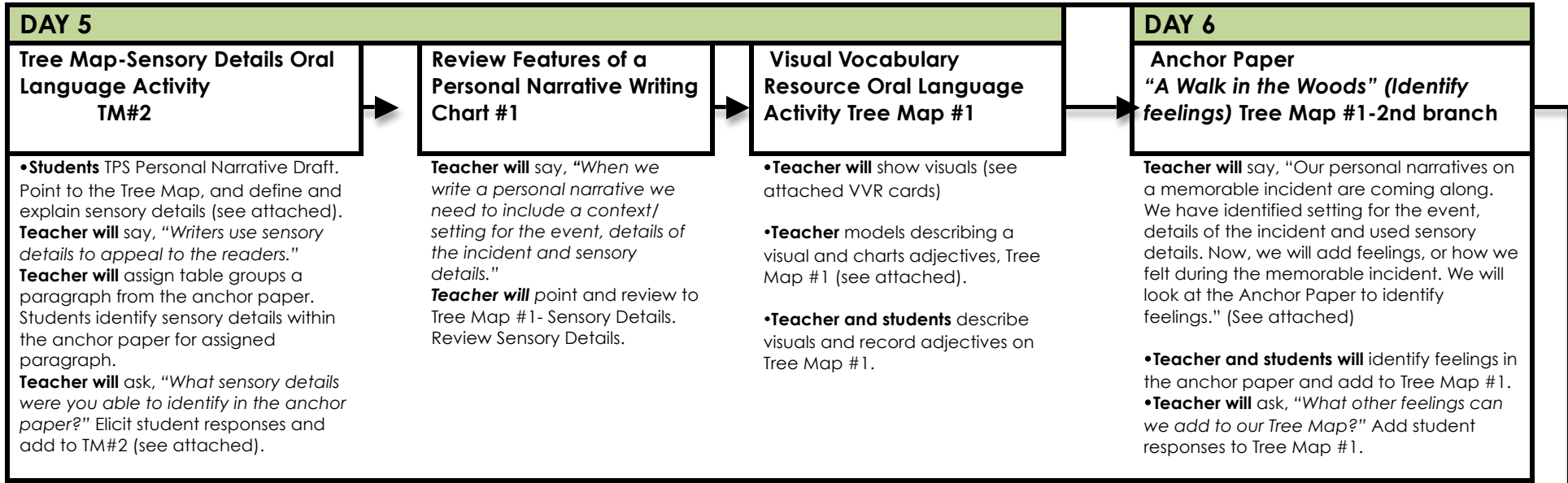
Unit 1 Week 5: **Personal Narrative**

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REVISE



PROOFREAD, PUBLISH & ORAL PRESENTATION

