

Lesson Plan	
	Lesson Title: Lego Narratives
Grade/Course	First Grade
# of _____ minute lesson(s)	50 mins/lesson
Desired Outcomes	
Overview of Lesson	In this lesson students will learn what a personal narrative is, how to develop it, and provide a closure. Students will also learn how to use Ipads/digital cameras to capture their Lego stories they create.
Essential Question(s):	What is my purpose for writing and how can I develop it?
Knowledge/Student understanding:	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Place story events in the correct order. ● Write a story with events placed in the correct order. ● Use details to describe what happened in my story. ● Use words (before, during, after, etc.) to show event order in my story. ● Write an ending for my story that provides a sense of closure.
NC Common Core Standards:	<ul style="list-style-type: none"> ● W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. ● W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Resources:	http://www.teacherspayteachers.com/
Materials:	<ul style="list-style-type: none"> ● Text: <p>“When I Was Little: A Four-Year-Old’s Memoir of Her Youth” by Jamie Lee Curtis</p> <ul style="list-style-type: none"> ● Lego kits for groups of students ● Ipads for each student or digital cameras for each student ● Graphic organizer- Bubble map for each student

	<p>https://drive.google.com/file/d/0B9i3kj90W3_KRDAzeGtVTmlyTmc/edit?usp=sharing</p> <ul style="list-style-type: none"> ● Writing paper for each student ● Assessment <p>https://drive.google.com/file/d/0B9i3kj90W3_KRDAzeGtVTmlyTmc/edit?usp=sharing</p>
	Lesson Plan
Day 1	<p>Bring students to the carpet. As a whole group discuss with students what a personal narrative is. Explain that a personal narrative is when you write about an true event from your life and you make sure to put your events in the correct order. In a personal narrative you have to make sure you have: A beginning, a middle, and an end.</p> <p>After the discussion read students “When I Was Little: A Four-Year-Old’s Memoir of Her Youth”. During the story ask students:</p> <ul style="list-style-type: none"> ● What event(s) is this little girl telling us about? ● What is she remembering from when she was little? ● Can anyone think of a story from when you were little? <p>Explain to students that they are going to be writing a story about something that has happened to them.</p> <p>On the board draw a bubble map. Explain to students an event that has happened to you. Then write it in the bubble map having the event in the center bubble and describing words about the event in the smaller bubbles. Next hand out bubble maps to each student and have them go their seats and brainstorm about an event.</p> <p>When students are finished have them leave their maps at their seat and have a seat on the carpet. Explain to students that they are going to play with Legos. Have a set of Legos for a group of four or five students.</p> <p>Let students explore their Legos for about 5 or so minutes. Then explain to students that they are going to create their story with these Legos.</p> <p>(Have a scene from teachers previous explained event created with a Lego kit.)</p> <p>Bring students to carpet and show students the above Lego creation from teachers personal narrative. Explain how this Lego creation is a picture of what happened First in your event.</p> <p>Ask students:</p> <ul style="list-style-type: none"> ● What do you notice about my creation? ● Do I have characters? If so what are my characters? ● Is there a setting? If so what is it?

	<p>Have students go to their seats and create their first scene of their personal narrative. Remind students that if they forget what their story is about to look at their bubble maps.</p> <p>When students are finished have a few share their Lego creations with the class. Then have students put their creations on a back table until the next lesson.</p>
Day 2	<p>Start off the lesson by having a few students share about their story from yesterday. Remind students what a personal narrative is. Have students get their Lego creations from the previous lesson.</p> <p>Explain to students that they are going to be taking pictures of their Lego scenes to go along with their narrative. Model taking a picture of a Lego creation so students know how to take a picture using an Ipad or a digital camera. Once students have a picture of their “First” creation they can look at their bubble map and make their “Next” Lego creation for their event.</p> <p>Send students back to their seats to take pictures and then create their “Next” creation.</p> <p>As teacher is walking around to monitor students, check to make sure students pictures are turning out. As students are finishing, instruct students to take another picture of their “Next” creation. Then have them create their “Last” Lego creation to match their story and take a picture of that. Explain that they should have created three scenes and have three pictures (one of each scene).</p> <p>Have students dismantle their Lego creations after they have finished taking pictures and creating.</p>
Day 3	<p>Bring students to the carpet and have a few students share what they created yesterday by explaining their scenes.</p> <p>Explain to students that they will be starting to write their narrative story today. Write on the board the rubric to writing a personal narrative:</p> <ol style="list-style-type: none"> 1. Events must be in order. 2. Transition words are used (First, Next, Then, Last) 3. Capital Letters and end punctuation <p>Pass out paper to each student and have students use their bubble maps to start writing about their personal narrative.</p> <p>When students are finished you can have them do peer evaluation or teacher can check work then have them construct a final draft of their paper (next class).</p> <p>Print off students Lego pictures and add them to their personal narratives for portfolio’s.</p>
Assessment:	<p>https://drive.google.com/file/d/0B9i3kj90W3_KRDAzeGtVTmlyTmc/edit?usp=sharing</p>

Have students write a personal narrative about a time they got hurt. Remind students that they need to follow the narrative rubric previously discussed.