LESSON RATIONALE

New York State Learning Standards

English Language Arts Standards 1, 2

Standard 1: Language for Information and Understanding
Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations.
Key Ideas: Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one’s own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

Standard 2: Language for literary response and expression.
As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.
Key Ideas: Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multi-layered.

Objectives:

1. Students will write a fictional story about witnessing a tornado. (Bloom Level 2, Comprehension).
2. Students will incorporate at least two of the definitions from the vocabulary list into their story. (Bloom Level 2, Comprehension).

Adaptations: Students with vision impairments- The teacher will be prepared with larger-ruled paper so that the child can use larger print when writing.

Materials:
- Chart paper with vocabulary list and definitions
- Blank sheets of notebook paper or writing journals
- An example of a fictional tale about a tornado
- Writing utensils
LESSON OPENING

Anticipatory Set:
“Good morning, boys and girls. Today we are going to take some of the knowledge we have gained about tornados and apply it to our writing! If you recall, we took vocabulary words from some of the books we read and made a spelling list for the week. After we made the list, we went back and looked up the definitions of all of these words. Today, we are going to take these words and use them in a story. Each of you is going to write me a fictional story about witnessing a tornado. Who can tell me what fictional means? Good, it means a make-believe or a made-up story. So today, each of you is going to think up a story about a tornado. You’re going to write a tale that has a beginning, a middle, and an end. I want you to tell me what happened before, during, and after the tornado struck. Most importantly, I want you to incorporate at least 2 of these vocabulary words in the context of your story. So you are going to use at least two of these words somewhere in your tale of a tornado. I want you to be as creative as you can… because tomorrow we are going to begin to publish our stories in a classroom book for everyone to read.”

“Publication— that is, writing something for someone else to read— is purposeful and meaningful writing involving a high degree of thinking and learning.” (Stephens and Brown, 139).

LESSON BODY

1. Before you ask the students to begin, go over each of the words on the spelling list and what each of their definitions means. Discuss some of the ways that they could use the definitions throughout their stories.

2. Have your own pre-written story for the kids to listen to. Demonstrate to the students how to use the vocabulary words in the context of your writing. (Modeling).

3. Discuss the tale with the students. Talk about using the definitions and how the story had a beginning, a middle, and an end. Talk about the many ways that they can incorporate these into their stories. (Guided Practice).

4. Introduce an opening to the students that they can use as an option in case they are stuck. “It was a humid day in June…” (Guided Practice).

5. Have the students begin their stories. Assist the children as necessary. Give them up to 30 minutes to work on their stories, and assign the rest of the tale for homework. (Checking for Understanding).
Closure:
“Well kids, we did a lot of vocabulary work today. Hopefully you had fun writing your fictional stories, as well as learned even more about the key concepts and definitions about tornados. Who can tell me one of the tornado words they used and why they used it? Tomorrow, we are going to begin putting all of our stories together into a book, so I want every one of these completed by tomorrow.”

LESSON FOLLOW-UP

Evaluation:

What did you want students to learn?
This lesson plan continues tornado vocabulary and spelling work. It also continues to develop the student’s writing skills.

How will you know they learned it?
The instructor will know they learned it because each story will have at least two important tornado vocabulary words in it, as well as a beginning, middle, end, and proper mechanics, grammar, and spelling.

LESSON RESOURCES