**Creative Institute Lesson Plan, Diane Major, Kunsmiller Creative Arts Academy**

**Creative Writing: Grade 5**

**Objective**: Students will create in writing a piece that is coherent about a life experience. Students will write about a life experience after acting it out for the class. Students will use descriptive language to complete this assignment.

**CSSC standards**: W3, SL 2

**Theme**: memoir writing/ “small moment” writing

**Time Line**: 2-3 days (1 day = 1 hour of class time)

**Materials**: student writing journals, pencils, Promethean Board or chart paper, scanned examples of past student work, chairs for students.

**Activity/Introduction**:

Today’s activity will center on remembering a small moment in time-teacher will lead a discussion that eventually centers on riding a roller coaster or riding on a swing (for those who have never been on a roller coaster). CONNECTIVITY

Students will then use a guided practice session to complete a sequence of events plan with the teacher based upon an activity where they act out what it is like to wait in line for a roller coaster and then ride a roller coaster (PERCEPTIVITY) to access the movements behind the action. (RISK TAKING/ IMAGINATION). During this time, students will brainstorm words to use in their written price-words will be written on chart paper to aid ELLs, low English Acquisitions students, and special education learners with grade level vocabulary. Instruction will also be guided to include the 5 senses in their writings.

Students will, after the brainstorming session, write a 5-paragraph descriptive essay/memoir about their roller coaster ride during the work period. (ACTIVE ENGAGEMENT). Day one would begin the piece and day 2-3 would be used to complete the written work.

**Adaptations**:

Word chart of the 5 senses with vocabulary on it-the sequence of events chart would also have vocabulary on it as well. Higher vocabulary would be included for grade level and GT students.

Outline of a plan with a sequence of events on it for scaffolding for students.

Writing expectations would be modified to reflect special needs.

**Evaluations**:

Day 1-different plans and first paragraph-evaluate for descriptive language

Day 2-writing 2-5 paragraph-evaluate for sequence of events and descriptive language.

Day 3-writing-finished rough draft-evaluate for complete sequence of events and descriptive language.