



Krysta Camea Manayon
Narrative writing for 4th grade
Tar Beach
Written and Illustrated by Faith Ringgold

Day One (10-15 mins) (writing)	Day Two (10-15 mins) (reading)	Day Three (10-15 mins) (Writing/Activity)
<ol style="list-style-type: none"> 1. Book Introductions Make a prediction, (write or draw it) 2. Read Together story 3. Compare their prediction to what actually happened in the story 4. Discussion (Talk about a place they would like to fly over and why it's important) 	<ol style="list-style-type: none"> 1. Introduce Figurative Language 2. Read Story 2nd time(students will listen along and listen to queues of teacher to underline/ highlight what are the figurative language) 3. Looking at the text closely. (Looking for Metaphors) 	<ol style="list-style-type: none"> 1. Photograph (Describe the place you would like to visit if you can fly and why.) 2. Free Write! 3. Share it out with partners.

Day 1: Introduction to Tar Beach**PART ONE: Minilesson (10-12 mins):**

Essential Questions: What is Tar Beach?

Connection:

Interaction with students in small groups responding to a teacher question. The teacher walks around to get to know the students' responses.

Goal: At the end of this lesson, students will be able to predict and observe what they read and apply it to answer questions regarding the story.

Teach: Guided Inquiry

First, I would have the students look carefully at the illustrations in Tar Beach. We will do a community walk in the classroom, with illustrations of the book without the text. Students will be separated into groups of 3 and alternate after spending at least 2 minutes observing and discussing with their groups. Students at this time will be making predictions such as: wondering if the book is fact or fiction, where the story takes place, and they have to support their reasoning. After 4 minutes is over, we will come together as a group, taking each other's predictions and see if it matches what we are reading.

Second, I would start reading Tar Beach, pacing by each page so the students can imagine they are Cassie, flying over the different parts of NYC. This will support students to think of ideas they want to write in their story.

Active Engagement:

During the community walk, students will be actively engaging by making predictions about what is happening. I would be checking to make sure they are analyzing and discussing with their peers about the images before we come together and talk about it.

Link: This will connect to students in thinking of places they want to "fly" because it holds a dear memory for them. This will help support them in creating their project regarding the lesson.

PART TWO: Student Independent Time & Teacher Conferring	
First Half (15 mins)	
<p>Students will get a worksheet on their own. They will have 15 minutes to think of a place and location they want to fly on and why that place is important to them independently.</p> <p>SCAFFOLDS: for students who are comfortable writing in their native language, they are welcome to do so. Students will also be able to choose a worksheet on which the top Half is in their native language. There will also be adapted text with sentence starters as well.</p>	<p>At this time, I will be circulating in the classroom. I am looking to make sure that each student has a place and location they want to fly on.</p> <p>For students who are stuck or unsure of what they want, I will check-in and open a discussion to see what seems to interest them and give them examples. I will suggest a place (going to the Philippines, the park, my favorite bodega) and remind them that it is a place that seems important to them.</p>
Mid-Workshop Interruption (3 minutes)	
<p>After my timer goes on, I will pause the class and thank them for working so hard on their own. I will announce some great memories and places I saw while walking around. I will then give the next instruction in letting them pair up with partners, and they can all share what they worked on their worksheets.</p>	
Second Half (15 mins)	
<p>Students will be broken up into pairs, 5 mins with one partner then 5 mins with another partner, to share their thoughts with the prompt question " Talk about a place they would like to fly over and why it's important "</p>	<p>I will circulate again, but this time mostly to listen in on the discussions happening at the tables. I want to hear students sharing about the places that are special to them and why it was important.</p>
Share: (5 Mins)	
<p>In the last five minutes, I will open the floor for students to share what they talked about in their groups. For the next class, they will be likely to use this exercise again to help them with their narrative writing.</p>	

Day 2: Tar Beach: Figurative Language**PART ONE: Minilesson (10-12 mins):**

Essential Questions: How can we use figurative language to help write our story?

Share the Objectives:

Students will learn how to use figurative language in their writing. The main one we will focus is metaphor.

Teach: Demonstration and Explain an example:

I ask the class if they believe Cassie really could fly over the city. I tell them that when Cassie says she can "fly," the author is making use of figurative language. I will then ask the students if they know what figurative language is. If they do not, then I will show on a slide a definition of figurative language and introduce the word metaphor for them. I have the children look on a map to locate New York City, Harlem, and the George Washington Bridge. I pull up pictures of these locations on Google.

Then we will transition and read Tar Beach the second time. This time students will try to identify figurative languages in the story. I will model for the first, and then they will follow after. Each student will have a stack of sticky notes, and they will follow along reading the story with their own copies and 'stick' the sticky note onto their pages, labeling the figurative language.

Active Engagement:

Students will be interactive and help locate where Harlem, New York City, and the George Washington Bridge via their laptops on the table. They will collectively look at pictures from specific locations.

Link: This lesson is important because they will read other texts that will focus on figurative language and even will practice writing metaphors in their writing as well.

PART TWO: Student Independent Time & Teacher Conferring	
First Half (15 mins)	
<p>Students will be divided into their groups and will take 15 minutes to organize the metaphors they found in the Tar Beach story. Students are allowed to visually draw parts of the story to help describe which scene they are talking about.</p> <p>Students will add in their chart paper the sentence that they identify as a metaphor, and they will interpret what it means.</p>	<p>I will be circulating in case students are having trouble. Identifying what is a metaphor and support them if they have trouble understanding the assignment.</p>
Mid-Workshop Interruption (3 minutes)	
<p>I will call the student's attention back to me. There will be 2 minutes for groups to prep for them to present their work in front of the class and return materials to the correct bin.</p>	
Second Half (15 mins)	
<p>Each group will present what metaphors they found in the story. They will be reminded of another group that said a quote they found, and they do not have to share. Each group will have 3 minutes to present.</p>	<p>I will manage the timer and create a respectful environment for students to remember what it is like to act when presenting.</p>
Share (5 mins)	
<p>If have time, ask students what they learned about figurative language and how they can use it for their writing.</p>	

Day 3: Tar Beach: Writing**PART ONE: Minilesson (10-12 mins):**

Essential Questions: How can we use figurative language to help describe our stories?

Connection: Interaction with students in partnerships or small groups responding to a teacher question. Teacher walks around to get to know students' responses.

Share the Objectives: Students main goal is to be able to start part of their narrative writing by creating a base on what they want to share of this memory.

Teach: Demonstration

To help students describe their scene and use figurative language, we will do a photograph activity. First, I will model what to do, so students can follow after. Student will describe a photograph they want to talk about. It can be an actual photograph they can describe or a memory they want to picture. Questions I would ask them to consider is, Where was this picture? When? Who was there? Do you know where the story is happening? I would ask guiding questions to help them explain in details and the rest of the class can picture it as well. If students feel nervous when doing this, they can take a deep breath in and the class can count them in. If student gets nervous, say, "just look at me." We will let 2-3 students experiment.

Active Engagement:

Students practice what the teacher showed. They will encourage each other by respecting others when speaking and giving a positive environment in supporting them share.

Link: By doing this narrative activity, this will help support public speaking in front of a classroom but also help students think critically and be able to speak what's in their mind.

PART TWO: Student Independent Time & Teacher Conferring	
First Half (15 mins)	
<p>Students will work independently for 15 minutes and do free writing of the memory they want to talk about. Students can write sentences, make a list, or words describing the location/memory they want to talk about as if they are flying over it.</p>	<p>At this time, I will be circulating in the classroom. I am looking to make sure that each student is on task and is writing without a pause.</p> <p>If there are students stuck in doing the work, I'll give them examples once again what they can do to free write or show examples of how to organize their thoughts.</p>
Mid-Workshop Interruption (3 minutes)	
<p>After my timer goes off, I will pause the class and thank them for working so hard on their own. I will announce they will now be separating into groups and sharing what they wrote about their specific location/memory.</p>	
Second Half (20 mins)	
<p>Students will break into partnerships. Both students will take 5 minutes each to share their stories and 5 minutes of feedback. Students will have a checklist and a glow and grow sheet for the peer review for students.</p>	<p>I will manage the timer for students to share their stories with their peers while they are giving feedback.</p>