



Broward County Public Schools Videoconference

Writing Traits: Organization
Lesson: Sailing the Stormy River
Instructor: Evelyn Nelson
BECON Distance Learning Teacher

Grade Level: Grade Four
Sunshine State Standards: LA.B.2, SS.B.2, and TH.A.1
Benchmarks: LA.B.2.2, LA.B.2.2.5, SS.B.2.5, and TH.A.1.1.1
Infusion Points: Language Arts, Social Studies, and Drama
Objective(s):

1. Students will identify the beginning, middle and ending of a fictional narrative.
2. Students will organize the key ideas in an informational text using a graphic organizer.
3. Students will be able to list the advantages and disadvantages in traveling by boat.
4. Students will create imagined characters, relationships, and environments, using basic acting skills (e.g., sensory recall, concentration, and pantomime).

GUEST WRITERS: Students will read their paragraphs from last week’s lesson.

LITERATURE FOCUS:

Book Title: Moonlight on the River

Author: Deborah Kovacs

Illustrator: William Shattuck

Story Summary: Sneaking away from home on a midnight fishing voyage, two brothers find themselves struggling to keep their boat afloat in the middle of a violent river storm.

ACTIVITIES:

- Videoconference Instructor will read Moonlight on the River
- Students will identify what happened in the beginning, middle, and end of the story.
- Students critique the beginning...What enticed you to read more than the first page?
- Students critique the middle...What kept you turning to the next page?
- Students critique the ending...Was there a “powerhouse” conclusion?
- Instructor will introduce the “Narrative Plan” and students will list each component
- Instructor will ask students to pantomime (act out without using words) two of the events
 - Boys caught in the storm
 - Mom finding the fish
- Each class will write a different ending to the story. (Read the last paragraph on page 18 and the first sentence on page 19...”When they reached the open water.....”)
- Each school will share their ending.
 - First they will pantomime or act out their new ending.
 - Then one student will read the ending they wrote.

WRITING ASSIGNMENT:

Students will write their own ending to the story they heard today OR they can make up their own story, making sure to include an “enticing” beginning, a “page turning” middle and a “powerhouse” ending. Students should use the “Narrative Plan” to organize their thoughts before writing.

MATERIALS NEEDED:

- Chart paper and marking pens for composing new story ending with entire class
- “Narrative Plan” for students to use when completing their writing assignment

LESSON EXTENSION:

Related Book: Walsh, E. (1997). Jack’s Tale. San Diego, CA: Harcourt Brace. Perfect way to introduce the idea of the elements of story, Jack’s Tale, begins at the beginning, shows how to develop an “interesting middle” and ends, of course, “happily ever after.”