Writing Narrative and Informational Pieces About Squash

Jenna Mobley, Tending Our Common Ground

Overview:

This lesson will challenge students to describe squash in many different ways. Students will brainstorm qualities and uses of squash from the perspective of a chef, historian, doctor, scientist, artist, and animal. Students will be guided in dictating, drawing, and/or writing a narrative story (using characters, setting, and plot), an informational piece about squash (identifying a main idea and including details), and an opinion piece about squash (stating a point of view and reasons to support).

Time Needed: 35 minutes

Common Core Standards:

- Text Types and Purposes
  - 3rd Grade
    - CCSS.ELA-LITERACY.W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
      - CCSS.ELA-LITERACY.W.3.1.A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
      - CCSS.ELA-LITERACY.W.3.1.B. Provide reasons that support the opinion.
      - CCSS.ELA-LITERACY.W.3.1.C. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.
      - CCSS.ELA-LITERACY.W.3.1.D. Provide a concluding statement or section.
    - CCSS.ELA-LITERACY.W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
      - CCSS.ELA-LITERACY.W.3.2.A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
      - CCSS.ELA-LITERACY.W.3.2.B. Develop the topic with facts, definitions, and details.
      - CCSS.ELA-LITERACY.W.3.2.C. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
      - CCSS.ELA-LITERACY.W.3.2.D. Provide a concluding statement or section.

- CCSS.ELA-LITERACY.W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - CCSS.ELA-LITERACY.W.3.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  - CCSS.ELA-LITERACY.W.3.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  - CCSS.ELA-LITERACY.W.3.3.C. Use temporal words and phrases to signal event order.
  - CCSS.ELA-LITERACY.W.3.3.D. Provide a sense of closure.

- 4th Grade
  - CCSS.ELA-LITERACY.W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
    - CCSS.ELA-LITERACY.W.4.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
    - CCSS.ELA-LITERACY.W.4.1.B. Provide reasons that are supported by facts and details.
    - CCSS.ELA-LITERACY.W.4.1.C. Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).
    - CCSS.ELA-LITERACY.W.4.1.D. Provide a concluding statement or section related to the opinion presented.
  - CCSS.ELA-LITERACY.W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
    - CCSS.ELA-LITERACY.W.4.2.A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
    - CCSS.ELA-LITERACY.W.4.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
    - CCSS.ELA-LITERACY.W.4.2.C. Link ideas within categories of information using words and phrases (e.g., *another*,*for example*, *also*, *because*).
    - CCSS.ELA-LITERACY.W.4.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
    - CCSS.ELA-LITERACY.W.4.2.E. Provide a concluding statement or section related to the information or explanation presented.

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- CCSS.ELA-LITERACY.W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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    - CCSS.ELA-LITERACY.W.4.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
    - CCSS.ELA-LITERACY.W.4.2.C. Link ideas within categories of information using words and phrases (e.g., *another*,*for example*, *also*, *because*).
    - CCSS.ELA-LITERACY.W.4.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
    - CCSS.ELA-LITERACY.W.4.2.E. Provide a concluding statement or section related to the information or explanation presented.
- CCSS.ELA-LITERACY.W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
    - CCSS.ELA-LITERACY.W.4.3.A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
    - CCSS.ELA-LITERACY.W.4.3.B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
    - CCSS.ELA-LITERACY.W.4.3.C. Use a variety of transitional words and phrases to manage the sequence of events.
    - CCSS.ELA-LITERACY.W.4.3.D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
    - CCSS.ELA-LITERACY.W.4.3.E. Provide a conclusion that follows from the narrated experiences or events.

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- 5th Grade
  - CCSS.ELA-LITERACY.W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
    - CCSS.ELA-LITERACY.W.5.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
    - CCSS.ELA-LITERACY.W.5.1.B. Provide logically ordered reasons that are supported by facts and details.
    - CCSS.ELA-LITERACY.W.5.1.C. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*,*specifically*).
    - CCSS.ELA-LITERACY.W.5.1.D. Provide a concluding statement or section related to the opinion presented.
  - CCSS.ELA-LITERACY.W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
    - CCSS.ELA-LITERACY.W.5.2.A. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
    - CCSS.ELA-LITERACY.W.5.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
    - CCSS.ELA-LITERACY.W.5.2.C. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
    - CCSS.ELA-LITERACY.W.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
    - CCSS.ELA-LITERACY.W.5.2.E. Provide a concluding statement or section related to the information or explanation presented.

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- CCSS.ELA-LITERACY.W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
    - CCSS.ELA-LITERACY.W.5.3.A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
    - CCSS.ELA-LITERACY.W.5.3.B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
    - CCSS.ELA-LITERACY.W.5.3.C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
    - CCSS.ELA-LITERACY.W.5.3.D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
    - CCSS.ELA-LITERACY.W.5.3.E. Provide a conclusion that follows from the narrated experiences or events.

Objectives:

- Students will write an opinion piece supporting a point of view with reasons and information.
- Students will write an informative piece to examine a topic and convey ideas and information clearly.
- Students will write a narrative piece to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Materials:

- Hats or props to represent different types of people (or use these Perspective Posters)
- Squash plants, harvested squash, or photos of squash plants
- Narrative Writing Mind Map Poster
- Informational Writing Mind Map Poster
- Index Cards
- Pencils
- Optional: squash or zucchini for taste test

Writing Narrative and Informational Pieces About Squash

Outline:

- Engage: Squash observation with five senses (an optional taste test could be included)
- Explore: Seeing squash attributes and uses from many perspectives
- Explain: Reviewing elements of narrative, informational, and persuasive texts
- Extend: Writing narrative, informational, and persuasive texts about squash

Lesson Plan:

- Engage (whole group / at the garden or in classroom) - 5 minutes
    - Observe a squash plant together either in the garden or in the classroom. Ask students to describe the squash plant. Encourage students to think creatively, remind them to use all of their senses.
    - Optional: squash taste test

- Explore (small groups / at seats) - 10 minutes
    - Teacher asks students to think creatively about how the qualities and uses of squash may be viewed in different ways by different people.
    - Teacher distributes various hats or perspective posters (one to each small group) to represent different types of people. Model one thought they may before asking students to develop their own thoughts in their small groups.
      Examples may include:
        - Chef:
            - What does this taste like?
            - What would happen if I cooked it?
            - What other foods would it taste good with?
        - Historian:
            - How long has this plant been growing on the planet?
            - How long have people been eating it?
        - Doctor:
            - What vitamins and minerals does this plant contain?
            - How does this plant help human bodies?
        - Scientist:
            - How does this plant grow?
            - What plant family does it belong to?
        - Artist:
            - What color would I use to paint it?
            - What shape are the different parts of the plant?

        - Will this taste good?
        - Is it poisonous? Will it hurt me to eat it?
    - Plant:
        - Will this plant help me grow?
        - Will it drink all of my water?
        - Will I grow taller and get to the sunlight first?

- Explain (independent or in small groups / at seats) - 10 minutes
    - Introduce that there are many ways to write about squash (or any topic) if we just think creatively.
    - Narrative
        - Explain narrative writing using a mind map to identify the elements:
            - Setting
            - Characters
            - Plot (beginning, middle, end)
        - The teacher can model or the students in their small groups can dictate a short narrative story to each other to practice.
    - Informational
        - Explain informational writing using a mind map to identify the elements:
            - Main Idea
            - Details
        - The teacher can model or the students in their small groups can dictate short informational pieces to each other to practice.
    - Persuasive
        - Explain persuasive writing using a mind map to identify the elements:
            - Point of View
            - Reasons
        - The teacher can model or the students in their small groups can dictate short informational pieces to each other to practice.

- Extend (independent or in small groups / at seats) - 15 minutes
    - The teacher can assign each student to a different type of writing to be completed as a “quick write” on an index card.
    - When students have finished, selected students can read their pieces out loud for other students to guess what type of writing it was. These cards can also be edited, revised, and published to later be laminated and put into a center in which students can sort their class’s writing pieces by the type of writing or use whiteboard markers to highlight the different elements of each writing piece.

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- Evaluate:

Example Evaluation

	Level 3	Level 4	Level 5
Persuasive Writing	CCSS.ELA-LITERACY.W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. CCSS.ELA-LITERACY.W.3.1.A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. CCSS.ELA-LITERACY.W.3.1.B. Provide reasons that support the opinion. CCSS.ELA-LITERACY.W.3.1.C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. CCSS.ELA-LITERACY.W.3.1.D. Provide a concluding statement or section.	CCSS.ELA-LITERACY.W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. CCSS.ELA-LITERACY.W.4.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. CCSS.ELA-LITERACY.W.4.1.B. Provide reasons that are supported by facts and details. CCSS.ELA-LITERACY.W.4.1.C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). CCSS.ELA-LITERACY.W.4.1.D. Provide a concluding statement or section related to the opinion presented.	CCSS.ELA-LITERACY.W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. CCSS.ELA-LITERACY.W.5.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. CCSS.ELA-LITERACY.W.5.1.B. Provide logically ordered reasons that are supported by facts and details. CCSS.ELA-LITERACY.W.5.1.C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently,specifically). CCSS.ELA-LITERACY.W.5.1.D. Provide a concluding statement or section related to the opinion presented.
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Writing Narrative and Informational Pieces about Squash Perspective Posters

GEORGIA ORGANICS | Elementary School | GA Standards | 35 min

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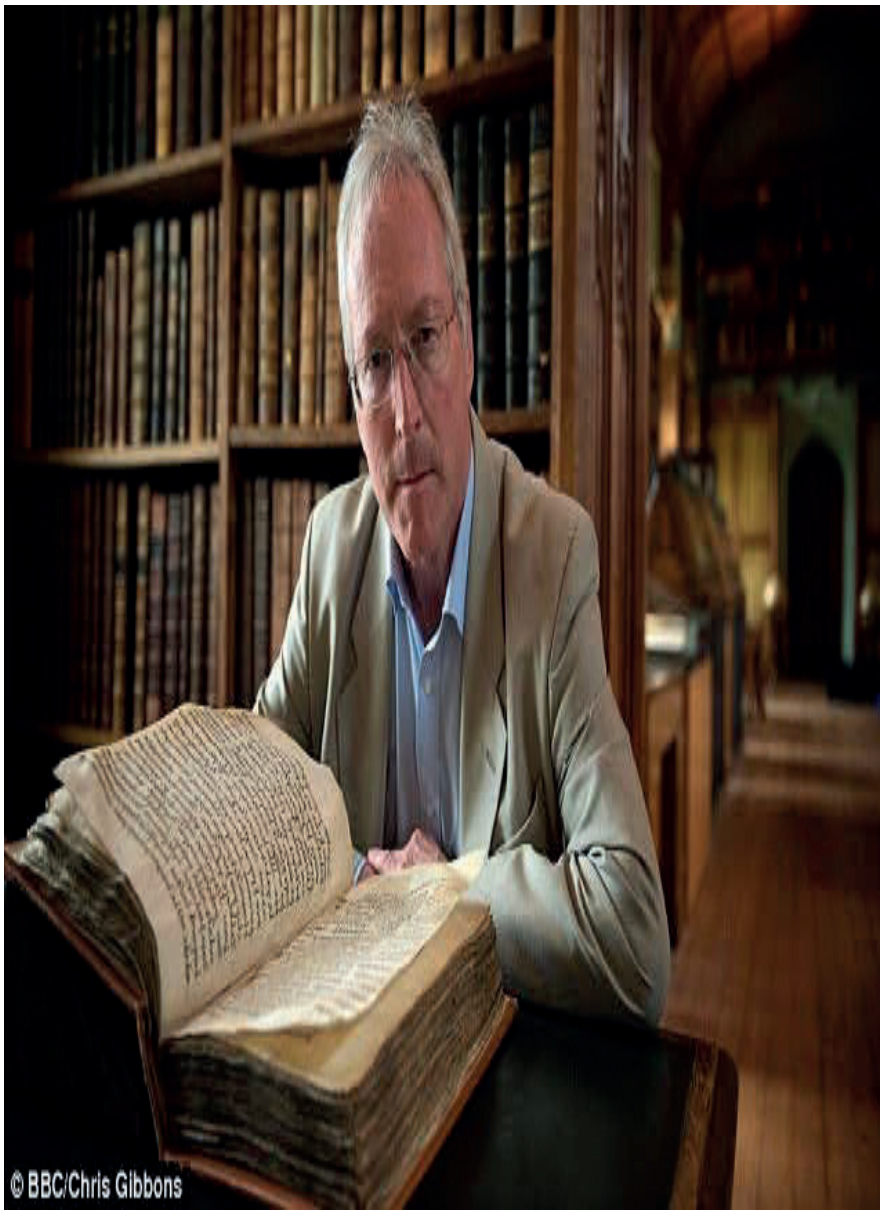
Writing Narrative and Informational Pieces about Squash Perspective Posters



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Writing Narrative and Informational Pieces about Squash Perspective Posters

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- Chef:
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- Historian:
  - How long has this plant been growing on the planet?
  - How long have people been eating it?
- Doctor:
  - What vitamins and minerals does this plant contain?
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- Scientist:
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- Animal:
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- Plant:
  - Will this plant help me grow?
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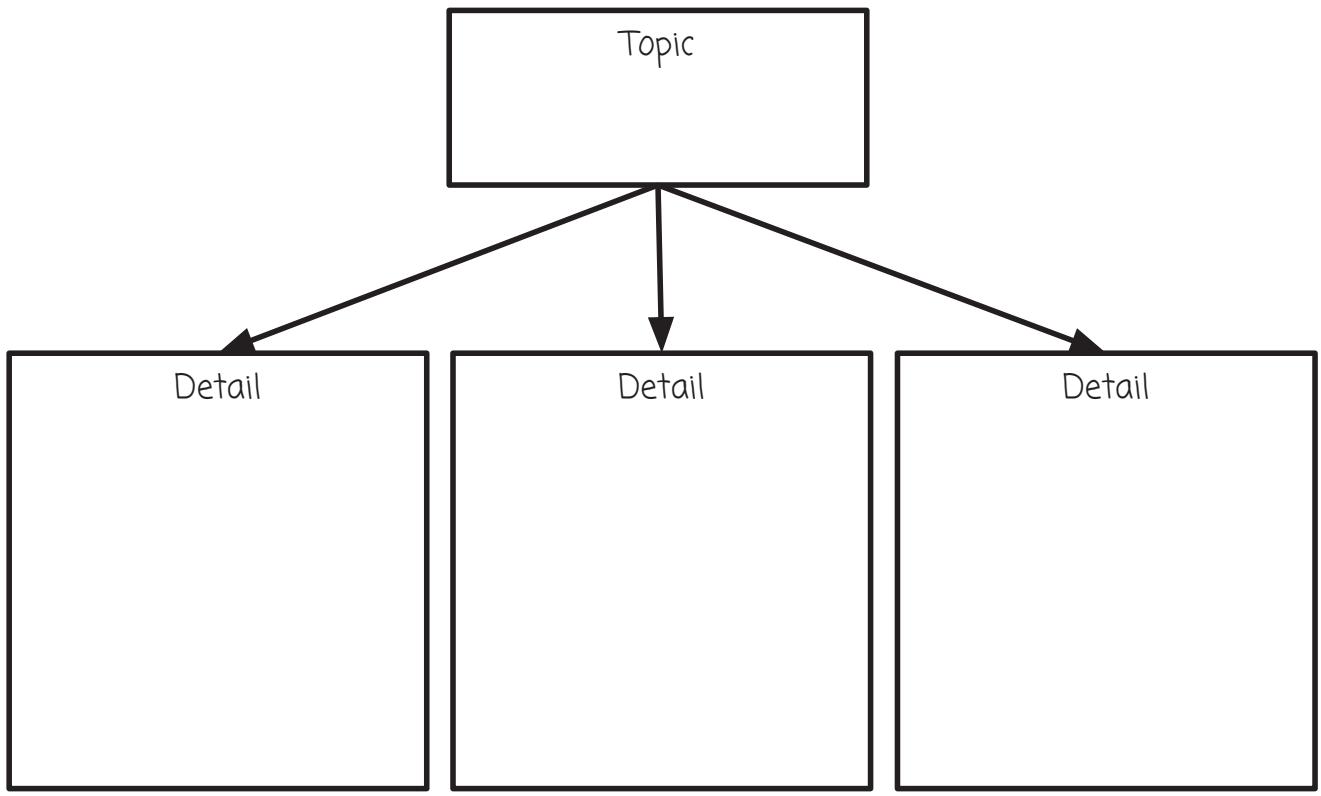
Narrative Writing Story Map

Setting	Characters

Beginning	Middle	End

Informational Writing

Mind Map