<table>
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<th>Joint Construction Writing Lesson Plan</th>
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<td><strong>Content Area:</strong> ELA</td>
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<td><strong>Text Used:</strong> Ant and the Grasshopper</td>
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<td><strong>Grades:</strong> K–2</td>
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<td><strong>Time Needed:</strong> 30 min.</td>
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### Planning for Instruction

#### Big Idea(s):
Stories are organized by orientation, complication, and resolution.

#### Materials:
- Ant and Grasshopper Text
- Chart paper
- Graphic organizer (story map) on chart paper

#### Standard(s) Addressed:
**CCSS for ELA/Literacy, Reading, Literature**

- **K:** With prompting and support, retell familiar stories, including key details.
- **1st:** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- **2nd:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

#### Student-Friendly Objective:
We will retell a fable.

#### Academic vocabulary to pre-teach, highlight, and post:
- Fable, orientation, complication, resolution

#### Text Type
- Narrative – Story

#### Language features to highlight:
- Sequence terms (once, once upon a time, after awhile, soon)
- Action and saying verbs
- Past tense

#### Sentence frames to scaffold oral and written language:
N/A

#### Formative Assessment:
Observation for participation

### Lesson Procedures

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<th>Phase</th>
<th>Details</th>
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<td>I. Focus students on the learning (5 min.)</td>
<td>- State objective&lt;br&gt;- Link new learning to background knowledge (ask what they know about stories – what goes into a story – T-P-S and chart what students say on chart paper)&lt;br&gt;- State purpose: Listen to a story, a fable, and retell it so we can learn more about what goes into a good story&lt;br&gt;- Highlight vocabulary: ant, grasshopper, field (show pictures)</td>
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| II. I Do | 1. Read the fable as students listen.  
Model, explain, show examples  
2. Introduce the story organizer and explain the terms:  
   There are three parts of a good story – orientation, complication, resolution. In the orientation, the author sets things up, tells where and when the story takes place and who’s in it. In the complication, there’s a problem or difficulty. In the resolution, things get worked out, or resolved. (Use choral response for terms.)  
3. Tell students to listen to the first part of the story, the orientation, again. Stop and guide students to tell you where, when, who. Ask students what kinds of words or phrases we’d expect to see in the orientation (e.g., once, once upon a time, etc.). Lots of modeling and guiding here. Also, have the “Words that tell us when things are happening” chart up so students can notice and add to the chart. Start the chart off with a few.  
4. Continue with the complication and resolution, guiding students to tell what happened and also what language is used or we’d expect to see in each phase. Lots of modeling and guiding here. |
| III. We Do | 1. Tell students that now that we have our notes, we’re going to retell the story together. (In K, you may just get to the orientation.)  
Structured guided practice  
2. Review the orientation notes.  
3. Have students turn and talk about how they might start the story.  
4. Ask a volunteer to share. Write what s/he said and guide the students to add, revise, etc. (see Gibbons, 2009, p. 67-68 and 118-119).  
5. Continue with the complication and resolution phases, making sure to turn and talk to ensure active participation and interaction. |
| IV. Check for understanding: | This is constant. |
| V. You Do | N/A  
Independent practice and application |
| VI. Closure | Remind students that it was fun to learn about the Ant and the Grasshopper, but the real purpose of today was to learn how to write better. Looking at how stories are organized and then retelling them helps us to be better readers and writers. |
Vocabulary preview cards:

- **ant**
- **grasshopper**
- **gather**