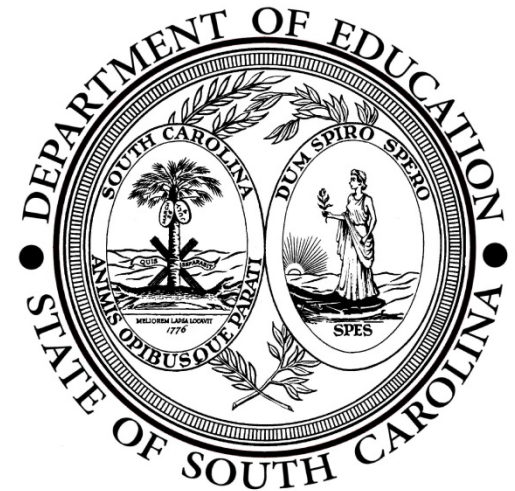


Grade 6

‘Exploding the Moment’: A Narrative Writing Technique

Instructional Resource for the
South Carolina Social Studies Academic Standards

South Carolina Department of Education
Office of Standards and Learning
June 2017



Grade/Course Level: Title of Unit
<p>This lesson focuses on ‘exploding the moment’ in fictional writing. Students will choose a moment from his/her life and “stretch it” by describing it in full detail by modeling the work of Percival Everett, an honoree of the 2018 African American History Calendar. This lesson will involve creativity and critical thinking as defined by the Profile of the SC Graduate. This lesson is intended for two, sixty minute class periods and was created for Grade Six. However, it can be easily adapted to other grades.</p>
Standard(s) and/or Indicator(s)
<p><u>Targeted:</u></p> <p>(W) Meaning, Context, and Craft Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>3.1f Develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others. 3.1g. Use imagery, precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events and develop characters; and provide a conclusion that follows from and reflects on the narrated experiences or events.</p> <p>Language Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 5.2 Use: a. commas, parentheses, or dashes to set off nonrestrictive/parenthetical elements; and semicolons to connect main clauses and colons to introduce a list or quotation.</p> <p><u>Embedded:</u></p> <p>Language Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 4.1 When writing: a. ensure that subjective, objective, and possessive pronouns are in the proper case; b. use intensive pronouns c. recognize and use appropriate continuity and shifts in pronoun number and person d. recognize and correct pronouns with unclear or ambiguous antecedents e. recognize variations from standard English in one’s own and others' writing</p>

f. identify and use strategies to improve expression in conventional language.
“I Can” Statements
<p>“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s).</p> <ul style="list-style-type: none"> • <i>Day 1-2:</i> I can explode a small moment from my life by stretching my writing and adding details.
Essential Question(s)
<p>This is a suggested essential question that will help guide student inquiry.</p> <ul style="list-style-type: none"> • How do I effectively ‘explode the moment’ in my writing?
Academic Vocabulary
<p>Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction for the terms is during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.</p> <ul style="list-style-type: none"> • Narrative • Writer’s craft • Imagery • Precise details • Sensory language

Prior Knowledge
<p>In grade five, students must gather ideas from texts, multimedia, and personal experience to write narratives that develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. In addition, they must use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely.</p>
Subsequent Knowledge
<p>In grade seven, students will be expected to build on prior learning by gathering ideas from texts, multimedia, and personal experience to write narratives that use imagery, precise words and phrases, relevant descriptive details, and sensory language to capture the action, convey experiences and events and develop characters.</p>

Potential Instructional Strategies

Day 1 “I Can” Statement: I can explode a small moment from my life by stretching my writing and adding details. (W3.1)

Hook:

- To prepare the students for the lesson, show a movie clip that uses slow motion. (Example: “The Amazing Spiderman 2: <https://youtu.be/QOIr2NaoueI>)
- Then ask the students: *What did you notice about this clip? How did slow motion aide in your understanding of the clip? Would your interpretation of the event change without slow motion? Why or why not?*

Discussion:

- Explain to the students that this lesson will focus on ‘exploding the moment’ in narrative writing; they will learn how to write in ‘slow motion’ to add depth and detail to their writing.
- Create an anchor chart to describe the difference between a ‘big topic’, a ‘medium idea’, and a ‘small moment’.

(Example: Watermelon slice / seed anchor chart

from: https://i.pinimg.com/736x/8a/9d/0e/8a9d0e9d88752674371623448be14048.jpg?utm_medium=social&utm_source=pinterest&utm_campaign=tailwind_tribes&utm_content=tribes)

- Explain that the smallest moments in life create the best stories. (Example: *An effective writer is able to explode these tiny moments and make them larger and deeper. They appeal to the readers' senses, making them feel as if they were there. You are going to work on your descriptive writing by exploding your own small moment.*)

Shared Reading:

- Allow cooperative groups to conduct a shared read of the following text from https://www.ecu.edu/cs-acad/writing/wac/upload/Explode_a_moment.pdf . As a class, discuss the differences between the ‘moment’ and the ‘exploded moment’, paying attention to details.

Moment: The lamp fell and broke into a million pieces. My mother walked into the room and surveyed the damage. She looked all around and could see the big mess my brother and I had made. I knew I was in trouble.

Exploded Moment: I caught the basketball as it ricocheted off the table sending glass flying all through the room. The crash was so loud it was like two cars colliding. Suddenly, my mother swooped in from the kitchen. She stood there and looked around the room. The white pieces of her favorite lamp were strewn all across the unfinished, wooden floor. The lamp shade had fallen onto my youngest brother's head; he stood there wearing it like a giant sombrero pulled down over his eyes. He was very still, but I was certain I could hear his small whimpers echoing inside the shade. His blue UK tee shirt was wrinkled and faded. To her right she could see the electric cord stretched across the cheap brown table; large red chunks of ceramic clung to the wire. The black cord was like a noose swinging back and forth with the bulb dangling at its end. I watched my mother's eyes slowly survey the entire room until her glare rested on me. The orange basketball I held in my hands was too small to hide behind but way too large to make disappear. I held it in front of me like a big sign saying, "Why yes, I'm guilty." The gray Penn State sweatshirt was too small so my belly button peaked out from the gap between my shirt and jeans. The buzz cut made my head resemble a large thumb and my slumping shoulders left me standing there like a question mark. I swallowed hard and began to click through the Rolodex of excuses filed away in my nine-year-old brain.

- Conduct a shared read of the first two paragraphs from the following excerpt from Percival Everett's "How the West was Won", paying attention to details: https://www.jstor.org/stable/2904237?seq=1#page_scan_tab_contents . Discuss the imagery in the selection and how it helps the reader to visualize the story.

Student Writing:

- Instruct the students to choose a moment from his/her life and S T R E T C H it, to describe it in full detail, so that the reader not only *knows* what happened, but can taste, smell, and feel it.
- Allow ample time for student brainstorming.
- Facilitate the writing activity and support the students as questions and/or comments arise.

Exit Ticket:

- Ask the students to answer the following question in an electronic form: *Why would a writer choose to ‘explode a small moment’?* (Example: Google Forms)

Day 2 I can statement: I can explode a small moment from my life by stretching my writing and adding details. (W3.1)

Sharing:

- In partner groups, have students share their brainstorming ideas from the previous day.

Writing:

- Explain to the class that they will complete an electronic rough draft of their writing during this class period. (Example: Google Docs) Facilitate the writing and support the students as questions and/or comments arise.
- As students complete their rough drafts, conduct writing conferences to evaluate student understanding of the concept of ‘exploding the moment’. Suggested writing rubric: https://www.ecu.edu/cs-acad/writing/wac/upload/Explode_a_moment.pdf
- Instruct students to complete an electronic final draft for publishing.

Sharing:

- When all students have completed the writing assignment, allow time for sharing. Suggestion: Students can publish final drafts to a blog or classroom website.

Potential Assessment Task

Day 1: Discussion / Brainstorming / Exit Ticket (W3.1)

Day 2: Discussion / Rough drafts / Writing Rubric (W3.1f-g)

Resources

Everett, P. (1989). How the west was won. *Black American Literature Forum*, 23(2), 283-292. Retrieved October 18, 2017,

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Explode A Moment Story. (n.d.). Retrieved October 18, 2017, from https://www.ecu.edu/cs-acad/writing/wac/upload/Explode_a_moment.pdf

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The Amazing Spider-Man 2 Movie CLIP - Times Square slow motion save (2014) - Movie HD. (2014, April 16). Retrieved October 18, 2017, from <https://youtu.be/QOIr2NaoueI>