

Grade 1

Unit 1

Writing Studio

Teacher Guide

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Introducing Narrative Writing

PRIMARY FOCUS OF LESSON

Students write a story about someone who is eating his or her favorite food.
[W.1.3]

FORMATIVE ASSESSMENT

Activity Page 1.1

Eating My Favorite Food Students write a story about someone who is eating his or her favorite food. [W.1.3]

LESSON AT A GLANCE

	Grouping	Time	Materials
Introducing Narrative Writing (30 min.)			
Connections: Parts of a Story	Whole Group	5 min.	<input type="checkbox"/> optional: assorted Image Cards from Domain 1
Introduce the Prompt	Whole Group	5 min.	<input type="checkbox"/> Writing Prompt for Activity Page 1.1
Narrative Pre-Assessment	Independent	15 min.	<input type="checkbox"/> Activity Page 1.1
Wrap-Up	Whole Group	5 min.	

ADVANCE PREPARATION

- Prepare the writing prompt for display, either copying it onto chart paper or preparing to project it. See Writing Prompt for Activity Page 1.1 in Teacher Resources.
- Prepare copies of Activity Page 1.1 to distribute to each student for the Narrative Pre-Assessment activity.
- Prepare the rubric for grading the pre-assessments. See First Grade Writing Rubric: Narrative Writing in Teacher Resources. You will retain the pre-assessment to compare with the final narrative writing activity in Unit 2, *Developing Narrative Writing*.

Universal Access

- Prepare relevant images to use for support in introducing the writing prompt. Possible examples include images of popular food items (a sandwich, a piece of chocolate, an orange) and images of people eating (a child with an ice cream cone, a teacher with an apple, a family carving a Thanksgiving turkey).

Lesson 1

Introducing Narrative Writing



Primary Focus: Students write a story about someone who is eating his or her favorite food. [W.1.3]

CONNECTIONS: PARTS OF A STORY (5 MIN.)

- Ask a few student volunteers to name their favorite story.
 - » Answers may vary, but as long as students name narratives, their answers are acceptable.
- Remind students that earlier in the year they heard many fables and folktales and that fables and folktales are both kinds of stories.
- Remind students that they learned the elements of a story, then ask them to name some of those elements.
 - » Possible answers include character, plot, and setting.
- Ask students to name some characters from their favorite stories. This may be a fable or folktale they studied in class, or it could be a story they heard elsewhere.
 - » Answers may vary, but they may include characters from the fables and folktales in Domain 1.
- Ask students to name the plot, or some of the things that happen in their favorite stories.
 - » Answers may vary.
- Ask students to tell a peer a few things about their favorite story.
 - » Answers may vary.

INTRODUCE THE PROMPT (5 MIN.)

- Tell students that in this Writing Studio lesson they will get to write their own stories.

Support

Provide Image Cards to help students recall the fables and folktales they studied in Domain 1.

Challenge

Have students review the definition of each element of a story: character (who the story is about), setting (where and when the story takes place), and plot (the events in a story).



Access

Entering/Emerging

Review the prompt and discuss relevant images, such as of different food items or people eating, with students before they begin writing.

Transitioning/Expanding

Review the prompt and allow pairs of students to discuss relevant images, such as of different food items or people eating, before they begin writing.

Bridging

Review the prompt and provide relevant images, such as of different food items or people eating, for students to consult before they begin writing.

Activity Page 1.1



- Display the Writing Prompt for Activity Page 1.1 and read it aloud to students, repeating as necessary.

▶ Writing Prompt for Activity Page 1.1

Most people have a favorite food—something they love to eat, either every day or only at special times. Write a story about a day when someone gets to eat his or her favorite food. Remember that your story may be true or fictional.

- Review the definition of *fiction*.



Check for Understanding

Ask a volunteer to explain the prompt in his or her own words.

NARRATIVE PRE-ASSESSMENT (15 MIN.)

- Distribute Activity Page 1.1.
- Tell students to write a story in response to the prompt.
- Remind students that they should write as complete a story as possible in the time they have.

Note: If students finish before time elapses, you may allow them to work silently on something else. Since this is a pre-assessment, students may stop writing when they decide they are finished with the task or when fifteen minutes have elapsed. Subsequent lessons in this unit and in the entire Writing Studio program will help build students' ability to write for longer periods of time.

- As students complete their work, collect their essays. You will use the First Grade Writing Rubric: Narrative Writing to assess their work. You should save their pre-assessments to compare it to their work on the final narrative writing activity, which they will complete in Writing Studio Unit 2, Lesson 8.

WRAP-UP (5 MIN.)

- Ask students to raise their hands silently if they
 - included a character in their story.
 - included a setting in their story.
 - told about an event, or something that happened, in their story.
 - included a title in their story.
- If time permits, ask students to tell a partner the character and favorite food they wrote about in their stories.
- Tell students that in the next Writing Studio session, they will spend more time thinking about stories and learning how to write them.

~~~~~End Lesson~~~~~

# 2

# Introducing Narrative Writing

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## PRIMARY FOCUS OF LESSON

Students use a story map to identify the elements of a narrative. [W.1.3]

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## FORMATIVE ASSESSMENT

Activity Page 2.1

**Blank Story Map** Students use a story map to identify the elements of a narrative. [W.1.3]



## LESSON AT A GLANCE

|                                                | Grouping    | Time    | Materials                                                                                                |
|------------------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                                                                                                          |
| Connections: Stories                           | Whole Group | 3 min.  |                                                                                                          |
| Parts of a Narrative                           | Whole Group | 7 min.  | <input type="checkbox"/> Poster 1 (Parts of a Narrative)                                                 |
| Read-Aloud: "Addison's Apple"                  | Whole Group | 5 min.  |                                                                                                          |
| Story Map: "Addison's Apple"                   | Whole Group | 10 min. | <input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> Image Cards for "Addison's Apple" |
| Wrap-Up                                        | Partner     | 5 min.  |                                                                                                          |

## ADVANCE PREPARATION

- Prepare Poster 1 (Parts of a Narrative) for display, either copying it onto chart paper or preparing to project it. See Poster 1 in Teacher Resources.
- If preparing the poster on chart paper, print and affix the relevant icon for each item listed, as shown in the Teacher Resources section.
- Prepare to project or display a blank story map for the class. See Teacher Resources for a Blackline Master. Students will use this map as Activity Page 2.1. Prepare additional copies for each student to complete individually.

### Universal Access

- Prepare Image Cards to accompany "Addison's Apple." See Teacher Resources for a Blackline Master.

## Lesson 2

# Introducing Narrative Writing



**Primary Focus:** Students use a story map to identify the elements of a narrative. [W.1.3]

## CONNECTIONS: STORIES (3 MIN.)

- Remind students that in the previous Writing Studio lesson, they wrote stories about a character eating his or her favorite food.
- Ask students to tell a partner what character and food appeared in their narratives.
- Ask students to name the parts of a story.
  - » Answers may vary, but students should recall the terms *title*, *plot*, *setting*, *character*, and *conclusion* from the previous lesson.
- Tell students that you have a poster to help them remember the parts of a story.

## PARTS OF A NARRATIVE (7 MIN.)

- Display Poster 1 (Parts of a Narrative) prepared in advance.
- **Poster 1 (Parts of a Narrative)**
  - Review the title and tell students that *narrative* is another word for *story*.
  - Explain that the poster shows a picture for each part of a story or narrative to help students remember it.
    - The pencil reminds us that narratives need a title.
    - The person reminds us that narratives need to be about at least one character.
    - The castle reminds us that narratives take place in a setting.
    - The climber hiking up the mountain reminds us that narratives have to have a plot, or things that happen in them.

- The gold star at the end reminds us that narratives need a conclusion or last thought.



### Check for Understanding

What is another word for *narrative*?

- » Another word for *narrative* is *story*.

## **READ-ALoud: "ADDISON'S APPLE" (5 MIN.)**

- Ask students to raise a silent hand if they have ever wanted their favorite food when they could not have it.
- Tell students that you have a story about a first grader named Addison and her favorite food.

Addison's favorite food starts with the letter 'a', just like Addison's first name. Think silently about foods that start with the letter 'a' and which one of them might be Addison's favorite. Turn and whisper to your neighbor what you think her favorite food might be.

- Ask one or two volunteers to share their guesses. Regardless of what students suggest, tell them that they will need to listen closely to the story to find out if their guess is right.
- Read aloud the story "Addison's Apple."

Addison's first grade class had snack time every afternoon. At the beginning of the school year Addison took an apple to school for snack. She liked eating all kinds of apples. She liked red apples and even yellow apples, but green apples were her favorite. Then one day Addison had a loose tooth. She could not eat apples with her loose tooth. She took grapes for a snack

then. Finally Addison lost her tooth. She took an apple for snack again. It was a green apple—her favorite. She bit into it. It made a loud crunching sound. It tasted sweet. Addison was happy to eat her favorite food again!

- 
- Ask students to raise their hands silently if they predicted that Addison's favorite food would be apples.









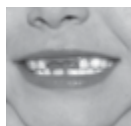


### STORY MAP: "ADDISON'S APPLE" (10 MIN.)

#### Activity Page 2.1



- Distribute a blank story map to students. Ask students to locate the phrase *Activity Page* \_\_\_\_ in the top left-hand corner of the blank story map. Instruct students to fill in the blank with *2.1*, as this is Activity Page 2.1.
- Review the terms and icons on the story map, reminding students that they used this form to record the parts of a fable and parts of a folktale in Domain 1. Explain that this story map has the same images as Poster 1 to help students remember the parts of a story or narrative.
- Tell students that you will read the story again and fill out the story map. Students should fill out their own story maps along with you.
- Reread the story and model completing the story map. Make sure to talk through your reasoning as you work. For example, you might read the title *Addison's Apple*, then say, "I know that's the title of the story, because it appears at the top before any of the story's sentences. I'll put that on the story map by *Title*. I know which word is *title* because it has the picture of the pencil next to it."
- When you reach the plot, remind students that it is divided into beginning, middle, and end. Highlight the transition words and phrases *at the beginning*, *then*, and *finally* to help students sequence the plot's events.

A completed story map follows. This example has both the verbal descriptions that you might complete with your whole class and the images provided for Universal Access.

|                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <b>Title</b><br><p style="text-align: center;"><i>Addison's Apple</i></p>                                                                                                  |                                                                                                                                                                                                                                              |
|  <b>Character(s)</b><br><br><p style="text-align: center;"><i>Addison</i></p>              |  <b>Setting(s)</b><br><br><p style="text-align: center;"><i>school</i></p> |
|  <b>Plot</b>                                                                                                                                                               | <b>Beginning</b><br><br><p style="text-align: center;"><i>Addison took apples for snack.</i></p>                                                            |
|                                                                                                                                                                                                                                                              | <b>Middle</b><br><br><p style="text-align: center;"><i>Addison had a loose tooth; Addison took grapes for snack.</i></p>                                   |
|                                                                                                                                                                                                                                                              | <br><p style="text-align: center;"><i>Addison lost her tooth and ate apples again.</i></p> <p style="text-align: right;"><b>End</b></p>                   |
|  <b>Conclusion</b><br><br><p style="text-align: center;"><i>Addison was happy.</i></p> |                                                                                                                                                                                                                                              |

## Challenge

Ask students to complete the story map's plot section in their own words rather than copying the model.

## Support

If students have difficulty completing the story map, reread pertinent lines of the Read-Aloud and review the definition of each part of a narrative. For example, "A character is who the story is about. Who is this story about?"



## Access

### Entering/Emerging

Preteach the "Parts of a Narrative" poster and "Addison's Apple." Provide Image Cards for students to connect to each part of the story. For example, you might provide an image of a girl labeled Addison and an image of an apple labeled "apple."

### Transitioning/Expanding

Preteach Poster 1 and provide Image Cards for students to connect to each part of the story.

### Bridging

Provide Image Cards for students to connect to each part of the story.

## WRAP-UP (5 MIN.)

- Ask students to use their completed story maps to retell the story "Addison's Apple" in their own words to a partner.
- Tell students that in the next Writing Studio lesson they will use a story map to help them plan a new story about eating lunch at school.

~~~~~  
 End Lesson
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## 3

# Introducing Narrative Writing

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**PRIMARY FOCUS OF LESSON**

Students use a story map and collaborate to plan a narrative about the best school lunch. [W.1.5]

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**FORMATIVE ASSESSMENT**

Activity Page 3.1

**Blank Story Map** Students use a story map and collaborate to plan a narrative about the best school lunch. [W.1.5]

## LESSON AT A GLANCE

|                                                | Grouping    | Time    | Materials                                                   |
|------------------------------------------------|-------------|---------|-------------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                                                             |
| Connections:<br>Learning from Stories          | Whole Group | 5 min.  | <input type="checkbox"/> Poster 1 (Parts of a Narrative)    |
| Modeling: Planning Narratives with Story Maps  | Whole Group | 10 min. | <input type="checkbox"/> one blank story map for projection |
| Planning Narratives with Story Maps            | Whole Group | 10 min. | <input type="checkbox"/> Activity Page 3.1                  |
| Wrap-Up                                        | Whole Group | 5 min.  |                                                             |

## ADVANCE PREPARATION

- Display Poster 1 (Parts of a Narrative).

### ➤ **Poster 1 (Parts of a Narrative)**

- Prepare to project a blank story map for the Modeling activity. See Teacher Resources for a master copy of the blank story map. You will need to save your work and reuse it in the next Writing Studio lesson, so make sure to prepare a version you can save. Alternatively, you may use chart paper to recreate a blank story map.
- Prepare to project a second blank story map. You will also save this completed story map, which students will use as Activity Page 3.1, for display in the next Writing Studio lesson. Prepare to distribute a copy for each student to complete in the Planning Narratives with Story Maps activity.

### **Universal Access**

- Prepare to preteach vocabulary (such as *menu*, *cafeteria*, *tray*, etc.) and concepts or routines (such as line leader, cafeteria monitor, seating charts, etc.) related to school lunch.

## Lesson 3

# Introducing Narrative Writing



**Primary Focus:** Students use a story map and collaborate to plan a narrative about the best school lunch. [W.1.5]

## CONNECTIONS: LEARNING FROM STORIES (5 MIN.)

- Ask students to think about some stories they have heard or read.
- Ask students to raise their hand when they think of a story that has a lesson or that has taught them something. If desired, you may show them Image Cards from various fables and folktales from Domain 1, *Fables and Stories*.
- Allow students to share things they have learned from stories.

## MODELING: PLANNING WITH STORY MAPS (10 MIN.)

- Ask students to raise their hands if they remember one of their first trips to the doctor's office.
- Tell students that you know children who are sometimes nervous to visit the doctor for a check up. Tell them you want to write a narrative that teaches children what it is like to get a check up so they will not be nervous.
- Explain that you will write a fictional narrative about Dominic, a child who goes to Dr. Wellbody for a check up. Remind students that fiction is a kind of narrative that is made up. Even though you are making up this narrative, you will use what you know about going to the doctor and what you have learned from Dr. Wellbody to write your narrative.
- Tell students that when you write a narrative, you like to plan your ideas. Explain that it is important to plan carefully to make sure your story contains all the parts of a narrative.





## Check for Understanding

Ask students to name and describe the parts of a narrative.

- Ask students what they have used story maps for so far.
  - » Students have used story maps to record and understand what information appears in a story they have read or heard.
- Explain that story maps can also help you plan a story you want to write or tell. Students will learn more about that in this lesson.
- Project a blank story map.

### ➤ Blank Story Map

- Use the think-aloud strategy to model using a story map to help you plan a narrative. A sample text follows; however, you may feel free to customize it to your classroom.



I know I want to write a story about going to the doctor for a check up, so I'll use a story map to help me organize my ideas.

The first thing on the story map is the title. I think I might call my story "Getting a Check Up." I know I can change my mind later, but for now I'll write that on the story map.

For characters, I want to write about a boy in first grade. I think I'll name my character Dominic. His doctor is Dr. Wellbody. [Write *Dominic* and *Dr. Wellbody* on the story map.] First in the story, Dominic is worried about his check up. [Write *Dominic felt worried*. in Beginning.] What systems do you think Dr. Wellbody checked during Dominic's check up? [Allow students to volunteer responses if you like. You may affirm correct responses. For example, "Yes, When a doctor looks down our throat, he or she is checking part of our digestive system."]

Write *Dr. Wellbody checked Dominic's heart, lungs, and throat.* in Middle.] Dominic was healthy. Dr. Wellbody seems very nice. I think at the end of the check up, she might give Dominic a sticker. [Write *Dominic got a sticker.* on End.] I think Dominic learned something from his check up. He learned that check ups aren't as scary as he thought. [Write *Check ups aren't scary.* in Conclusion.]

Your completed story map should look as follows:

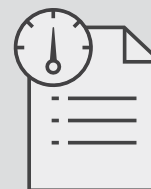
|                                                                                                       |                                                                                                       |
|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
|  <b>Title</b>        |                                                                                                       |
| <i>Getting a Check Up</i>                                                                             |                                                                                                       |
|  <b>Character(s)</b> |  <b>Setting(s)</b> |
| <i>Dominic<br/>Dr. Wellbody</i>                                                                       | <i>Dr. Wellbody's office</i>                                                                          |
|  <b>Plot</b>       | <b>Beginning</b><br><i>Dominic felt worried.</i>                                                      |
|                                                                                                       | <b>Middle</b><br><i>Dr. Wellbody checked Dominic's heart, lungs, and throat.</i>                      |
|                                                                                                       | <b>End</b><br><i>Dominic got a sticker.</i>                                                           |
|  <b>Conclusion</b> |                                                                                                       |
| <i>Check ups aren't scary.</i>                                                                        |                                                                                                       |

- Explain that now that you have a plan for your story, you can use that plan to help you write it. You will do that in the next Writing Studio lesson. Save your completed model story map; you will use it again in the next lesson.

## PLANNING NARRATIVES WITH STORY MAPS (10 MIN.)

- Tell students that now they will use a story map to work together to plan a narrative about the best school lunch ever. They should use the story map to help their planning.
- Explain that this story may be fiction, and ask a student to define *fiction*.
- Ask students to turn and talk to a partner about the following things. Read each in order, allowing students 10–15 seconds to discuss each one before moving to the next item.
  - the best food they could eat at school lunch
  - the best thing that happens at school lunch
  - the coolest visitor who could come to school lunch
  - the best decorations for the cafeteria
  - the best kind of seats or seating arrangement to have at school lunch
  - the best things to hear or see at school lunch
- Display Activity Page 3.1 and distribute a copy of it to each student.
- Tell students that sometimes before completing a story map, it helps to talk about your ideas for the story.
- Direct students' attention to the blank story map on Activity Page 3.1. Explain that you all will work together to plan a story about eating school lunch. You will fill out the story map projection, and students should fill out their individual story maps with the same information.
- Use the think-aloud strategy to guide students' suggestions about how to complete the story map. One sample example appears below, but you should customize your story map to reflect your school and students' suggestions.

### Activity Page 3.1



## Support

Review the current school lunch menu to help students brainstorm different foods they might eat for lunch at school.

## Challenge

Ask students to turn the story map phrases into complete sentences



## Access

### Entering/Emerging

Preteach vocabulary and concepts related to school lunch; provide heavy support as students discuss lunchtime routines and menus.

### Transitioning/Expanding

Preteach vocabulary and concepts related to school lunch; provide moderate support as students discuss lunchtime routines and menus.

### Bridging

Preteach vocabulary and concepts related to school lunch; provide light support as students discuss lunchtime routines and menus.

|                                                                                                       |                                                                                                       |
|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
|  <b>Title</b>        |                                                                                                       |
| <i>Best Lunch Ever</i>                                                                                |                                                                                                       |
|  <b>Character(s)</b> |  <b>Setting(s)</b> |
| <i>our class<br/>surprise visitors</i>                                                                | <i>school cafeteria</i>                                                                               |
|  <b>Plot</b>         | <b>Beginning</b>                                                                                      |
|                                                                                                       | <i>The cafeteria seemed different.</i>                                                                |
|                                                                                                       | <b>Middle</b>                                                                                         |
| <i>we were so excited; good food; surprise visitors</i>                                               |                                                                                                       |
|                                                                                                       | <b>End</b>                                                                                            |
|                                                                                                       | <i>ate, had fun</i>                                                                                   |
|  <b>Conclusion</b>   |                                                                                                       |
| <i>It was the best lunch ever!</i>                                                                    |                                                                                                       |

## WRAP-UP (5 MIN.)

- Tell students that in the next Writing Studio lesson they will use the story map to help them write a class story about the best school lunch.
- Explain that the story map offers an outline of important parts of a story, but it doesn't include all the details. Tell students that in the next class they will work together to write their class story about the best school lunchtime. Use the following list as a guide to help students anticipate different details to write about; feel free to tailor the poll items to your school if desired.

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Let's think about details to include in the story. Raise a silent hand if you have a good detail about the following:

- what we talk about at lunchtime
- visitors to school lunch
- special foods at school lunch
- something that makes lunch fun
- cool things to do at lunch

- 
- You may wish to keep a note of these details to incorporate into the story you will draft in the next lesson.
  - Tell students to pay extra attention during their next school lunchtime to see if they can gather even more details to add to the class story.

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End Lesson

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## 4

# Introducing Narrative Writing

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**PRIMARY FOCUS OF LESSON**

Students use a story map to collaboratively draft a narrative about the best school lunch. [W.1.3]

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**FORMATIVE ASSESSMENT**

**Activity Page 4.1**

**Drafting Paper** Students use a story map to collaboratively draft a narrative about the best school lunch. [W.1.3]

## LESSON AT A GLANCE

|                                                | Grouping    | Time    | Materials                                                                                                                                                                        |
|------------------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                                                                                                                                                                                  |
| Connections: Story Maps                        | Whole Group | 2 min.  | <input type="checkbox"/> Poster 1 (Parts of a Narrative)                                                                                                                         |
| Modeling: Writing a Narrative                  | Whole Group | 10 min. | <input type="checkbox"/> story map for “Getting a Check Up” (completed in Lesson 3)<br><input type="checkbox"/> optional: word processor and projector                           |
| Writing a Narrative                            | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 3.1<br><input type="checkbox"/> Activity Page 4.1<br><input type="checkbox"/> optional: student devices with word processing capabilities |
| Wrap-Up                                        | Partner     | 3 min.  |                                                                                                                                                                                  |

## ADVANCE PREPARATION

- Display Poster 1 (Parts of a Narrative).

### ➤ Poster 1 (Parts of a Narrative)

- Prepare to project the two story maps you completed in the previous class: one from the Modeling activity and another (Activity Page 3.1) from the Planning Narratives with Story Maps activity.
- Prepare to compose the Modeling draft in a format you may display to the class. For example, you may project it or may write the draft on chart paper.
- Prepare Activity Page 4.1 (blank drafting paper, available as a Blackline Master). A master drafting paper template is available in Teacher Resources.
- Alternatively, you may use this as an opportunity to instruct your students on keyboarding and word processing. If you choose to do this, prepare to have students compose their drafts directly into word processing files. This practice addresses CCSS standard W.1.6.

### Universal Access

- Assemble materials used in the previous lesson to preteach vocabulary and concepts or routines related to school lunch.

- This lesson has the option of allowing students to draft their narrative on word processors. If your students have no prior experience with word processors, you may wish to preteach basic concepts such as using the return and shift keys.

Start Lesson

## Lesson 4

# Introducing Narrative Writing



**Primary Focus:** Students use a story map to collaboratively draft a narrative about the best school lunch. [W.1.3]

### CONNECTIONS: STORY MAPS (2 MIN.)

- Remind students that in the previous Writing Studio lesson you used a story map to plan your narrative about getting a check up. Explain that in this lesson, you will use the story map as a guide while you write your narrative.

### MODELING: WRITING A NARRATIVE (10 MIN.)

- Display the “Getting a Check Up” story map you prepared in the previous class.
- Use the think-aloud strategy to demonstrate writing a narrative based on the story map. (An example appears below, but you may customize this as needed for your class.)
- As you talk, project a word processing file and type your work directly into the file. Explain to students that you are using a technique called keyboarding. If digital tools are not available, you may write the relevant text onto chart paper.

Now that I’ve planned my narrative, it’s time to start writing.

First, a narrative needs a title. I know from my story map that I want to call my narrative “Getting a Check Up.” [Type *Getting a Check Up* at the top of your document.]

Next, a narrative needs a sentence that introduces the characters. First I’ll write something about Dominic, the main character. [Write *When Dominic turned six, it was time for a check up.* Read the text aloud.]



I should say something about what Dominic was doing or feeling. That's part of the plot. The first thing that happened in my plot was that Dominic had some anxious feelings. [Write *Dominic felt worried while waiting for the doctor.* Read this aloud.]

The story map reminded me that I need to write something about Dr. Wellbody, too. Maybe I'll do that when I write about the setting. [Write *When Dr. Wellbody came into the exam room, she smiled and said, "Hi."* Read this aloud.] The story map didn't tell me that Dr. Wellbody smiled, but I know that she's nice. I added that to help make my narrative stronger. That kind of information is called a detail. Details give more information about something. They help explain it.

Now I need to see what's next on my story map. More plot! Well, next Dr. Wellbody checked on Dominic. I want to give more detail about that so readers know what happens in a check up. We know she checked Dominic's heart, lungs, and throat, so I'll write about those things. Maybe I should add some words to help readers know the order of those things. I'll use the words *first*, *next*, and *last*. [Write *Dr. Wellbody started the check up. First she listened to Dominic's heart. Read this aloud. Next she told Dominic to take a deep breath. She listened to Dominic's lungs. Read this aloud. At last she told Dominic to open wide and say "Ah" so she could check Dominic's throat. Read this aloud.*]

Those are a lot of details! I think the words *first*, *next*, and *last* help show what order Dr. Wellbody used. Now, my story map says I still have one last part of my plot: the end of the check up. [Write *Dr. Wellbody gave Dominic a sticker and said, "Everything looks fine!"* Read this aloud.]

All I need now is a conclusion, or a final thought. I think it should show how Dominic's feelings have changed. Before the check up, Dominic felt worried. But now Dominic knows everything is okay. [Write *Dominic decided check ups aren't so bad after all!* Read this aloud.]

- Tell students that now that you have written your narrative, you want to read it all the way through to hear how it sounds.
- Read the narrative aloud.

---

### Getting a Check Up

When Dominic turned six, it was time for a check up. Dominic felt worried while waiting for the doctor. When Dr. Wellbody came into the exam room, she smiled and said, “Hi.” Dr. Wellbody started the check up. First she listened to Dominic’s heart. Next she told Dominic to take a deep breath. She listened to Dominic’s lungs. At last she told Dominic to open wide and say “Ah” so she could check Dominic’s throat. Dr. Wellbody gave Dominic a sticker and said, “Everything looks fine!” Dominic decided check ups aren’t so bad after all!

- 
- Remind students that you wanted to write this narrative to show children that they should not worry about going to the doctor.
  - Ask students to give a silent thumbs up if this narrative would help them not worry about going to the doctor.

---

### WRITING A NARRATIVE (15 MIN.)

- Tell students that now they will use the story map completed in the previous class to work together to write a story about the best school lunch ever.
- Remind students that this story may be fiction, and ask a student to define *fiction*.
  - » Fictional stories are stories that are invented or imagined. They have details that are made up.
- Display the story map completed in the previous class, and ask each student to get out his or her copy.
- Review the map aloud with students.



## Check for Understanding

Ask students to explain each part of a narrative as you review the story map.

- Go through the story map element by element, asking students to speak with a partner about each element. Then have volunteers suggest possible sentences to represent each part.
  - Example:  
We said in the last class that we thought the best lunch ever would include some surprise visitors. Turn and tell one of your classmates who you would want to come visit school lunch. [Allow a short time for students to speak in pairs.] Now raise your hand silently if you know who you'd like to have visit our lunchroom. [Call on a few students to gather suggestions, then incorporate some of them into the writing. Example: "It would be exciting if the president came to visit our school! Let's write a sentence about that." Model how to take phrases or words such as "president's visit" and transform them into sentences such as "The president came to eat lunch at our school."]
- As you write, have students copy the story on Activity Page 4.1 or word processors. If students are using word processors, you may wish to have them save their work.
- Make sure to read the story aloud at the end of the drafting process.

## WRAP-UP (3 MIN.)

- Have students take turns retelling the class story to a partner.
- Tell students that in the next Writing Studio lesson, they'll learn how to collect information to add detail to a story.

End Lesson

## Challenge

Ask students to suggest where to use the temporal words *first*, *next*, and *last* in the story.

## Support

Using the story map, remind students that the temporal words *first*, *next*, and *last* connect to the plot's beginning, middle, and end.

## Activity Page 4.1



## Access

### Entering/Emerging

Use vocabulary from the previous lesson to facilitate a preteaching discussion of the story map, providing heavy support to students as they discuss their ideas for the best lunch ever.

### Transitioning/Expanding

Use vocabulary from the previous lesson to facilitate a preteaching discussion of the story map, providing moderate support to students.

### Bridging

Use vocabulary from the previous lesson to facilitate a preteaching discussion of the story map, providing light support to students.

## 5

# Introducing Narrative Writing

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**PRIMARY FOCUS OF LESSON**

Students work collaboratively, using a story map to brainstorm and plan a narrative about a solving a problem. [W.1.8]

---

**FORMATIVE ASSESSMENT****Activity Page 5.1**

**Blank Story Map** Students work collaboratively, using a story map to brainstorm and plan a narrative about solving a problem. [W.1.8]

## LESSON AT A GLANCE

|                                                  | Grouping    | Time    | Materials                                            |
|--------------------------------------------------|-------------|---------|------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b>   |             |         |                                                      |
| Connections: Jenner & Pasteur as Problem Solvers | Whole Group | 5 min.  | <input type="checkbox"/> board or chart paper        |
| Modeling: Planning Narratives with Story Maps    | Whole Group | 10 min. | <input type="checkbox"/> blank story map for display |
| Planning Narratives with Story Maps              | Small Group | 10 min. | <input type="checkbox"/> Activity Page 5.1           |
| Wrap-Up                                          | Partner     | 5 min.  |                                                      |

## ADVANCE PREPARATION

- This Writing Studio lesson builds on content covered in Domain 2, *The Human Body*, Lesson 7. Make sure students have completed the Read-Aloud for that lesson prior to beginning this Writing Studio lesson.
- Prepare a blank story map to display or project during the Modeling activity. You will also display this completed story map in a subsequent Writing Studio lesson.
- Prepare to distribute copies of Activity Page 5.1 to each student.
- Prepare to write a student-generated list of problems on the board or chart paper.
- Prepare to arrange students into groups of three to five.

### Universal Access

- In this assignment, students will plan narratives about solving a problem. If your class is ready for challenge, have each student group pick a different problem for its narrative. If your class needs additional support, you may wish to have each group write about the same problem, though the resulting narratives will be unique.
- Compose a list of possible problems (such as difficulty waking up on on time, difficulty remembering to bring necessary items to school, etc.) for student groups to use as the subjects of their narratives.

- Determine in advance which problem or problems students will write about, then prepare relevant vocabulary and sentence starters for those topics. For example, if students will write about difficulty getting up in the morning, you might include such vocabulary terms as *alarm*, *snooze*, and *exhausted* or such sentence starters as “One thing that makes it hard to wake up in the morning is \_\_\_\_\_.”

Start Lesson

## Lesson 5

# Introducing Narrative Writing



**Primary Focus:** Students use a story map to collaboratively draft a narrative about solving a problem. [W.1.3]






### CONNECTIONS: JENNER & PASTEUR AS PROBLEM SOLVERS (5 MIN.)

- Tell students that in this Writing Studio lesson, they will start working on a new narrative about solving a problem.
  - Explain that Dr. Wellbody’s heroes were both people who tried to solve problems.
  - Ask students to name Dr. Wellbody’s heroes.
    - » Edward Jenner and Louis Pasteur
  - Remind students that both Edward Jenner and Louis Pasteur saw problems and tried to solve them.
1. Jenner thought it was a problem that so many people who had never had cowpox got sick with smallpox. What did he think could stop that?
    - » He thought getting cowpox could keep people from getting smallpox.
  2. Pasteur thought it was a problem that people got diseases such as rabies. What did he create to stop those diseases from spreading?
    - » He created a vaccine.
- Tell students that Jenner and Pasteur tried to solve big problems, such as how to keep people from getting sick. Some people solve smaller problems, and those are important, too. For example, many people have a problem getting up early in the morning or remembering to leave home with everything they need for work or school.

- Ask students to name problems, big or small, that they have experienced or heard about. Record suggestions on chart paper.
- Tell students that they will work in groups to write narratives about solving some of the problems they name. These narratives may be fiction.

### MODELING: PLANNING WITH STORY MAPS (10 MIN.)

- Explain that later in the lesson students will work together in groups to plan their stories about solving a problem.
- Explain that first you all will practice filling out a story map with one problem. You will fill out the story map projection based on the group's ideas.
- Use the think-aloud strategy to guide students' suggestions about how to complete the story map.
- As you take suggestions for the plot, link the beginning, middle, and end to the character's problem, solution, and results. One sample example appears below, but you should customize your story map to reflect your school and students' suggestions. For instance, if your class contains a student named Mason, you may wish to change the name of the character in the example below.

|                                                                                                         |                                                                                                       |
|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
|  <b>Title</b>        |                                                                                                       |
| <i>Always Oversleeping</i>                                                                              |                                                                                                       |
|  <b>Character(s)</b> |  <b>Setting(s)</b> |
| <i>Mason</i>                                                                                            | <i>Mason's house</i>                                                                                  |
|  <b>Plot</b>         | <b>Beginning</b><br><i>Mason's problem: he always oversleeps</i>                                      |
|                                                                                                         | <b>Middle</b><br><i>Mason's solution: get a louder alarm clock and go to bed earlier</i>              |
|                                                                                                         | <b>End</b><br><i>Mason's results: he gets up on time</i>                                              |
|  <b>Conclusion</b>   |                                                                                                       |
| <i>Mason doesn't have to run to catch the school bus anymore.</i>                                       |                                                                                                       |

## Activity Page 5.1



### Challenge

Ask students to turn the story map phrases into complete sentences.

### Support

Compile a list of problems in advance and assign one to each group as its narrative's subject.



### Access

#### Entering/Emerging

Select each group's topic in advance. Preteach topics, offering heavy support through topic-relevant vocabulary and sentence starters.

#### Transitioning/Expanding

Select each group's topic in advance. Preteach topics, offering moderate support through topic-relevant vocabulary and sentence starters.

#### Bridging

Select each group's topic in advance. Preteach topics, offering light support through topic-relevant vocabulary and sentence starters.



### Check for Understanding

Ask students to review transition words such as *first*, *next*, and *last* as they prepare to plan their own narratives.

## PLANNING NARRATIVES WITH STORY MAPS (10 MIN.)

- Establish groups and the topic each group will write about.
- Distribute Activity Page 5.1 to each student.
- Have students work together in groups to complete Activity Page 5.1. Call out each category on the story map one by one, starting with the title, moving to the conclusion, and pausing for one or two minutes between each category to allow student groups to discuss ideas and complete that category on their maps.
- If time permits, you may have students volunteer how they completed a particular category.

## WRAP-UP (5 MIN.)

- Ask students to partner with a member of another group and use the story map as a guide to tell their story aloud. Encourage students to add details to the information on the story map as they tell their story to a partner.
- Tell students that in the next Writing Studio lesson they will work in their small groups to write their narratives, which may include some of the details they mentioned when they told the story to their partners.

End Lesson



# Introducing Narrative Writing

# 6

## PRIMARY FOCUS OF LESSON

Students work collaboratively to compose a narrative about a problem solver. **[W.1.3]**

## FORMATIVE ASSESSMENT

**Activity Page 6.1**

**Drafting Paper** Students work collaboratively to compose a narrative about a problem solver. **[W.1.3]**

## LESSON AT A GLANCE

|                                                   | Grouping    | Time    | Materials                                                                                                                                                                        |
|---------------------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b>    |             |         |                                                                                                                                                                                  |
| Connections: Plot and Temporal Words              | Whole Group | 7 min.  | <input type="checkbox"/> Temporal Words chart                                                                                                                                    |
| Modeling: Drafting Narratives with Temporal Words | Whole Group | 8 min.  | <input type="checkbox"/> story map from Modeling activity in Lesson 5<br><input type="checkbox"/> optional: word processor and projector                                         |
| Drafting Narratives with Temporal Words           | Small Group | 12 min. | <input type="checkbox"/> Activity Page 5.1<br><input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> optional: student devices with word processing capabilities |
| Wrap-Up                                           | Whole Group | 3 min.  |                                                                                                                                                                                  |

## ADVANCE PREPARATION

- Prepare a chart with the following temporal words:

| Temporal Words   |               |
|------------------|---------------|
| <b>beginning</b> | first         |
| <b>middle</b>    | next, then    |
| <b>end</b>       | last, finally |

- Prepare to compose the Modeling draft on chart paper. Alternatively, if you are asking students to compose on word processors, you may wish to project your own work as you model how to compose directly into a word processing file.
- Ensure that each student has Activity Page 5.1, which was completed in the previous lesson.
- Prepare Activity Page 6.1 (blank drafting paper, available as a Blackline Master). You may also ask students to draft directly into word processors if you would like to use this lesson as an activity to teach keyboarding and technology skills.

## Universal Access

- Add visuals to the Temporal Words chart to help students remember the order of common temporal words. For example, under *beginning* you might include an image of planting seeds. Under *middle* you might include an image of using a watering can to water the ground. Under *end* you might show an image of a flower blooming.

Start Lesson

## Lesson 6

# Introducing Narrative Writing



**Primary Focus:** Students work collaboratively to compose a narrative about a problem solver. [W.1.3]

### CONNECTIONS: PLOT AND TEMPORAL WORDS (7 MIN.)

- Remind students that in the previous Writing Studio lesson, you used story maps to plan your narratives. The story maps help you think of a beginning, middle, and end to your plot.
- Ask students to review how the problem, solution, and results of their narrative plots relate to the beginning, middle, and end of the narratives.
  - » In the beginning of the narrative, the character has a problem. In the middle of the narrative, the character finds a solution to the problem. The end of the narrative shows the results of the solution.
- Explain that writers use a certain kind of word, called temporal words, to show the order of parts of a plot. These words help readers know when something happened.
- Present the Temporal Words chart and review the words listed and the order they signal.



### Check for Understanding

Ask students to name additional temporal words and their meanings. You may add these words to the chart if desired.

## MODELING: DRAFTING NARRATIVES WITH TEMPORAL WORDS (8 MIN.)

- Display “Always Oversleeping,” the story map you prepared in the previous class.
- Use the think-aloud strategy to demonstrate writing a narrative based on the story map. (An example appears below, but you may customize this as needed for your class.)
- Highlight using words from the Temporal Words chart to signal the order in which events happen in the plot.
- As you talk, write the relevant text onto chart paper. If you are using the optional word processor, you may project a word processing file and type your work directly into it as you explain keyboarding and drafting with digital tools.

---

Now that I’ve planned my narrative, it’s time to start writing.

First, a narrative needs a title. I know from my story map that I want to call my narrative “Always Oversleeping.” [Write *Always Oversleeping* at the top of your document.]

Next, a narrative needs a sentence that introduces the characters. First I’ll write something about Mason, the main character, and the problem he has. We know that at the start of the story, he was always oversleeping. [Write *At the beginning of the school year, morning was a hard time at Mason’s house. Mason always slept too late. Sometimes he even had to run to catch the school bus.* Read the text aloud.]

I should say something about the middle part of the plot, or how Mason tried to fix his problem. Mason tried to fix his problem by going to bed earlier and getting an alarm clock. I’ll use the word *then* to show the order in which Mason did those things. [Write *One night Mason started going to sleep earlier. Then he got an alarm clock.* Read this aloud.]

Now, my story map says I still have one last part of my plot: the end or results of the solution to Mason’s problem. When Mason set his alarm, he got up on time and walked to the bus. I want

to make sure to use a temporal word to show that this was near the end of the plot. [Write *Finally one Monday, Mason got up on time. He ate breakfast and walked to the bus. It was a nice morning.* Read this aloud.]

All I need now is a conclusion, or the narrative's end. It should show how Mason's life has changed. Before he got an alarm clock, Mason overslept and ran to catch the school bus. But now Mason doesn't have to do that. [Write *Mason decided to set his alarm clock every day, and he doesn't have to run to the school bus any more!* Read this aloud.]

- 
- Ask students what good writers do after they finish writing a draft.
    - » They read the draft all the way through to see if it makes sense.
  - Read the narrative aloud.
- 

### **Always Oversleeping**

At the beginning of the school year, morning was a hard time at Mason's house. Mason always slept too late. Sometimes he even had to run to catch the school bus. One night Mason started going to sleep earlier. Then he got an alarm clock. Finally one Monday, Mason got up on time. He ate breakfast and walked to the bus. It was a nice morning. Mason decided to set his alarm clock every day, and he doesn't have to run to the school bus any more.

- 
- Ask students to name the temporal words in the narrative.
    - » *beginning, then, and finally*
- 

### **Challenge**

Write down sentences from the sample narrative on individual slips of paper. While omitting the temporal words, read the sentences in a random order and ask students to reorder them.

## Support

Add visuals to the Temporal Words chart to help students remember the order of common temporal words. For example, under *beginning* you might include an image of planting seeds. Under *middle* you might include an image of using a watering can to water the ground. Under *end* you might show an image of a flower blooming.

### Activity Page 6.1



## DRAFTING WITH TEMPORAL WORDS (12 MIN.)

- Tell students that now they will use the story maps they completed in the previous class (Activity Page 5.1) to work together to write a story about their problem and its solution.
- Remind students that this story may be fiction, and ask a student to define *fiction*.
  - » Fictional works are invented or imagined.
- Distribute Activity Page 6.1, which students will use to draft their work.
- Have students work together in groups to draft their narratives. Call out each category on the story map one by one, starting with the title, moving to the conclusion, and pausing for one or two minutes between each category to allow student groups to discuss ideas and write a sentence for that category.
- Remind students to add temporal words to show the order of the events in their narrative's plot.
- If using a word processor, make sure students save their work. They will revise these drafts in Lesson 8.

## WRAP-UP (3 MIN.)

- Remind students that many different temporal words exist, and part of being a writer is deciding which one to use in a particular sentence.
- Tell students you will take a quick poll to see how many different temporal words the class used in its narratives in this lesson.

---

Raise your hand if you used the word or phrase

- *first* in your narrative.
- *last* in your narrative.
- *beginning* in your narrative.
- *end* in your narrative.
- *next* in your narrative.
- *then* in your narrative.
- *middle* in your narrative.
- *finally* in your narrative.

- 
- If time permits, allow students to volunteer other temporal words they used in their narratives.
  - Tell students that in the next Writing Studio lesson they will work on revising their narratives and may add more details to them then.

---

End Lesson

---



### Access

#### **Entering/Emerging**

Preteach the Temporal Words chart and ask students to sequence sample events (for example: an egg in a nest, a baby bird eating a worm, an adult bird in flight), offering heavy support as students practice using the appropriate words to signal order.

#### **Transitioning/Expanding**

Preteach the Temporal Words chart and ask students to sequence sample events, offering moderate support as students practice using the appropriate words to signal order.

#### **Bridging**

Preteach the Temporal Words chart and ask students to sequence sample events, offering light support as students practice using the appropriate words to signal order.

# 7

# Introducing Narrative Writing

---

## PRIMARY FOCUS OF LESSON

Students give feedback on a draft of a narrative. [W.1.5]

## FORMATIVE ASSESSMENT

Activity Page 7.1

**Drafting Paper** Students give feedback on a draft of a narrative. [W.1.5]



## LESSON AT A GLANCE

|                                                | Grouping    | Time    | Materials                                                                                                                      |
|------------------------------------------------|-------------|---------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                                                                                                                                |
| Connections: Details Matter                    | Whole Group | 5 min.  |                                                                                                                                |
| Modeling: Adding Detail to Narratives          | Whole Group | 10 min. | <input type="checkbox"/> draft of “Always Oversleeping” created in the previous lesson<br><input type="checkbox"/> chart paper |
| Adding Detail to Narratives                    | Small Group | 12 min. | <input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> Activity Page 7.1                                       |
| Wrap-Up                                        | Whole Group | 3 min.  |                                                                                                                                |

## ADVANCE PREPARATION

- Prepare to pair student groups so that each group asks questions about another group’s story.
- Prepare chart paper for recording student questions in the Modeling activity.
- Distribute Activity Page 6.1 (completed in the previous lesson) and Activity Page 7.1.

### Universal Access

- Prepare a list of the five primary question words (*how*, *who*, *what*, *where*, and *when*) if desired for support.

## Lesson 7

# Introducing Narrative Writing



**Primary Focus:** Students give feedback on a draft of a narrative. [W.1.5]

## CONNECTIONS: DETAILS MATTER (5 MIN.)

- Tell students that in this Writing Studio lesson, they will learn how to add detail to the narratives they drafted in the previous lesson.
- Tell students that details are pieces of information that make a narrative stronger. Details describe things and help explain them. Sometimes they explain who, how, what, where, or when.
- Ask students to listen to the following sentences. As they listen, they should use the descriptions to decide which food they would rather eat.
  - Sophia ate an ice cream sundae.
  - On Saturday, because it was her birthday, Sophia ate an ice cream sundae that was made of a warm, gooey brownie; cool, creamy vanilla ice cream; sweet chocolate fudge sauce; fluffy whipped cream, crunchy chocolate sprinkles, and a cherry on top.
- If time permits, allow students to explain why they would choose to eat one sundae or the other. While student responses may vary, it is typical for detailed descriptions of food, such as the second example above, to be more attractive to listeners than basic descriptions.
- Tell students that when writing, it is important to think about adding details to make your story better.

## MODELING: ADDING DETAIL TO NARRATIVES (10 MIN.)

- Tell students that together they will look at the story you drafted in the previous lesson and find places to add details to it.
- Explain that one way to help writers think about adding details is to ask questions about things you would like to know about the story. These questions should connect to the story. They may use the words *who*, *what*, *when*, *where*, and *how*.

- Tell students that you will reread the draft of your story from the previous lesson, and as they listen, they should think silently about questions they would like to ask about it.
- Read the story aloud. If you customized your draft, please read the version you prepared. If you are using the sample text, it appears below.

---

### **Always Oversleeping**

At the beginning of the school year, morning was a hard time at Mason's house. Mason always slept too late. Sometimes he even had to run to catch the school bus. One night Mason started going to sleep earlier. Then he got an alarm clock. Finally, one Monday, Mason got up on time. He ate breakfast and walked to the bus. It was a nice morning. Mason decided to set his alarm clock every day, and he doesn't have to run to the school bus any more.

- 
- Ask students to volunteer questions about the narrative. You may wish to give them a sample question: Where did Mason get his alarm clock?
  - Record the students' questions; in the next lesson, you will demonstrate how to use revision to answer them.



### **Check for Understanding**

Ask students to explain what detail is and why it is important to use details in writing.

---

## **ADDING DETAIL TO NARRATIVES (12 MIN.)**

- Explain that students will work in their groups to read a narrative and ask questions to help the narrative's authors add more detail to their work.
- Arrange student groups in pairs and instruct each group to exchange their narratives, which they drafted on Activity Page 6.1 in the previous lesson.

## Activity Page 7.1



### Challenge

Challenge each group of students to ask one question using each of the five primary question words: *how*, *who*, *what*, *where*, and *when*.

### Support

Remind students of the five primary question words: *how*, *who*, *what*, *where*, and *when*.



### Access

#### Entering/Emerging

Preteach the five primary question words and provide a list of them for students to use in crafting their questions. Provide heavy support as students develop their questions.

#### Transitioning/Expanding

Preteach and provide a list of the five primary question words. Provide moderate support as students develop their questions.

#### Bridging

Preteach and provide a list of the five primary question words. Provide light support as students develop their questions.

- Explain that each student should read the partner's narrative then write one or more questions about it on Activity Page 7.1.
- Circulate to offer support.
- If groups complete the task with time remaining, encourage them to write additional questions for their peers.
- When time elapses, have students exchange questions so that students in each group have a list of questions to help them add detail to their writing.

### WRAP-UP (3 MIN.)

- Ask students to explain in their own words why it is important to add detail to writing.
  - » Answers may vary, but students should recognize that detail makes a narrative more interesting and provides readers more information about the topic.
- Tell students that in the next Writing Studio lesson, they will use the questions that their classmates asked to find ways to add at least one more detail to their narratives.

End Lesson

# Introducing Narrative Writing

# 8

## PRIMARY FOCUS OF LESSON

Students respond to peer feedback by adding one more detail to their narratives. [W.1.5]

## FORMATIVE ASSESSMENT

### Activity Page 8.1

**Drafting Paper** Students respond to peer feedback by adding one more detail to their narratives. [W.1.5]

## LESSON AT A GLANCE

|                                                | Grouping    | Time    | Materials                                                                                                                              |
|------------------------------------------------|-------------|---------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Introducing Narrative Writing (30 min.)</b> |             |         |                                                                                                                                        |
| Connections: Food Details                      | Whole Group | 5 min.  |                                                                                                                                        |
| Modeling: Revising Narratives                  | Whole Group | 7 min.  | <input type="checkbox"/> model narrative draft and question list                                                                       |
| Revising Narratives                            | Small Group | 12 min. | <input type="checkbox"/> Activity Page 6.1<br><input type="checkbox"/> Activity Page 7.1<br><input type="checkbox"/> Activity Page 8.1 |
| Wrap-Up                                        | Small Group | 6 min.  |                                                                                                                                        |

## ADVANCE PREPARATION

- Prepare to revise the sample narrative “Always Oversleeping” drafted in previous lessons. You may wish to use a word processor to aid in displaying the revision process and to prevent the need to recopy the story entirely.
- Provide Activity Page 6.1, Activity Page 7.1, and Activity Page 8.1.
- For the Wrap-Up activity, prepare to pair student groups using the same pairings as in Lesson 7.
- Prepare to pair students for the Connections activity.

### Universal Access

- Prepare sentence starters and vocabulary banks based on student question lists for support during “Revising Narratives.”

## Lesson 8

# Introducing Narrative Writing



**Primary Focus:** Students respond to peer feedback by adding one more detail to their narratives. [W.1.5]

## CONNECTIONS: FOOD DETAILS (5 MIN.)

- Tell students that in this Writing Studio lesson, they will use their classmates' questions to help them add details to their narratives.
- Tell students that first they will practice creating good details. In the next exercise, students will think about their favorite food, but they should not tell their partner what it is. Instead, students will describe their favorite food and see if their partner can guess it.
- Read the following list aloud, pausing between each item to have students complete the sentence aloud while speaking to a partner. Remind students not to name their favorite food.
  - I eat my favorite food when \_\_\_\_\_.
  - When I eat my favorite food you can hear \_\_\_\_\_.
  - The color of my favorite food is \_\_\_\_\_.
  - When I eat my favorite food I use a \_\_\_\_\_.
  - My favorite food tastes as good as \_\_\_\_\_.
  - My favorite food looks like \_\_\_\_\_.
  - My favorite food smells like \_\_\_\_\_.
- Ask students to guess their partner's favorite food.
- If time permits, have a student who correctly guessed his or her partner's favorite food explain what detail helped reveal that food.
- Remind students that details help readers or listeners know what you are talking about, so they are very important.

## MODELING: REVISING NARRATIVES (7 MIN.)

- Review the question list students generated in response to the model narrative in the previous lesson.
- Pick a question from the list and use the think-aloud strategy to model revising the narrative in response to the question. A sample appears below, but you may customize it based on the questions your students generated.
- Think Aloud: “Okay, so I know that one question readers had about my story was where Mason got his alarm clock. I think his parents gave it to him, so I’ll add that detail to the narrative.” [Add *It was a gift from his parents.* after the sentence *Then he got an alarm clock.*]
- Continue revising to answer other questions from the class-generated list.
- Explain that it is important to reread your work after you revise it to make sure the changes work in the overall story.
- Reread your revised narrative aloud. Following is the text of the revised narrative based on the example above.

### Challenge

Have students in the group suggest different ways to revise in response to a question, then discuss which revision to implement and why.

### Support

Provide sentence starters for students. For example, a sentence starter for the question “Where did Mason get the alarm clock?” could be “Mason got his alarm clock from \_\_\_\_\_.”

### Activity Page 8.1



### Always Oversleeping

At the beginning of the school year, morning was a hard time at Mason’s house. Mason always slept too late. Sometimes he even had to run to catch the school bus. One night Mason started going to sleep earlier. Then he got an alarm clock. It was a gift from his parents. Finally, one Monday, Mason got up on time. He ate breakfast and walked to the bus. It was a nice morning. Mason decided to set his alarm clock every day, and he doesn’t have to run to the school bus any more.

## REVISING NARRATIVES (12 MIN.)

- Have student groups pick a question from their peer feedback and revise their narratives to add a detail that answers that question. Students may revise their work on Activity Page 8.1.
- If time permits, have groups respond to additional questions.



- Make sure each group rereads its narrative to ensure that the revision fits the rest of the piece.
- If students are drafting on word processors, make sure they save their work.



### Check for Understanding

Ask each group to share a question it was asked and the revision it made to answer the question.

### **WRAP-UP (6 MIN.)**

- Arrange student groups so that each group is paired with the group that provided feedback on its narrative in the previous lesson.
- Instruct the groups to take turns sharing their revised narratives.
- Tell students that they will learn about other kinds of revision in future Writing Studio lessons.
- If time permits, you may invite selected groups to share their narratives with the whole class, highlighting the detail they added to enhance their narratives.

End Lesson



### Access

#### **Entering/Emerging**

Provide sentence starters and a vocabulary bank based on the list of student questions. Offer heavy support to help students use these tools to craft responses to the questions.

#### **Transitioning/Expanding**

Provide sentence starters and a vocabulary bank based on the list of student questions. Offer moderate support to help students use these tools to craft responses to the questions.

#### **Bridging**

Provide sentence starters and a vocabulary bank based on the list of student questions. Offer light support to help students use these tools to craft responses to the questions.



# Teacher Resources

|         |                  |
|---------|------------------|
| Grade 1 | Writing Studio 1 |
|---------|------------------|



# Teacher Resources

## Contents

- Writing Prompt for Activity Page 1.1
- First Grade Writing Rubric: Narrative Writing
- Poster 1 (Parts of a Narrative)
- Poster 1 (Parts of a Narrative) Icons
- “Addison’s Apple” – Image Cards

## Activity Pages

- Activity Page 1.1
- Blank Story Map
- Drafting Paper

## Writing Prompt

Most people have a favorite food—something they love to eat, either every day or only at special times. Write a story about a day when someone gets to eat his or her favorite food. Remember that your story may be true or fictional.

## First Grade Writing Rubric: Narrative Writing

### STD W.1.3

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

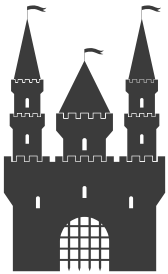
| Category                     | 4                                                                                                                                                                                                                               | 3                                                                                                                                                                                                                                              | 2                                                                                                                                                                                                                                              | 1                                                                                                                                                                                                                                                        |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content and Accuracy</b>  | <p>The composition includes all key components:</p> <ul style="list-style-type: none"> <li>• narrate two or more events in order</li> <li>• include details</li> <li>• use temporal words</li> <li>• provide closure</li> </ul> | <p>The composition includes all but one of the key components:</p> <ul style="list-style-type: none"> <li>• narrate two or more events in order</li> <li>• include details</li> <li>• use temporal words</li> <li>• provide closure</li> </ul> | <p>The composition does not include two of the key components:</p> <ul style="list-style-type: none"> <li>• narrate two or more events in order</li> <li>• include details</li> <li>• use temporal words</li> <li>• provide closure</li> </ul> | <p>The composition does not include three or more of the key components:</p> <ul style="list-style-type: none"> <li>• narrate two or more events in order</li> <li>• include details</li> <li>• use temporal words</li> <li>• provide closure</li> </ul> |
| <b>Organization</b>          | The composition stays on topic.                                                                                                                                                                                                 | The composition stays on topic.                                                                                                                                                                                                                | The composition periodically veers off topic.                                                                                                                                                                                                  | The composition consistently veers off topic.                                                                                                                                                                                                            |
| <b>Writing Conventions</b>   | The composition reflects advanced phonetic principles and grammatical conventions beyond grade-level expectations.                                                                                                              | The composition consistently reflects grade-level phonetic principles and grammatical conventions.                                                                                                                                             | The composition inconsistently reflects grade-level phonetic principles and grammatical conventions.                                                                                                                                           | The composition does not reflect grade-level phonetic principles and grammatical conventions.                                                                                                                                                            |
| <b>Exceptional Qualities</b> | The composition includes strong imagery.                                                                                                                                                                                        | N/A                                                                                                                                                                                                                                            | N/A                                                                                                                                                                                                                                            | N/A                                                                                                                                                                                                                                                      |

# Parts of a Narrative



## **Title**

hints at what the narrative is about



## **Setting**

where and when the narrative takes place



## **Character**

who is in the narrative



## **Plot**

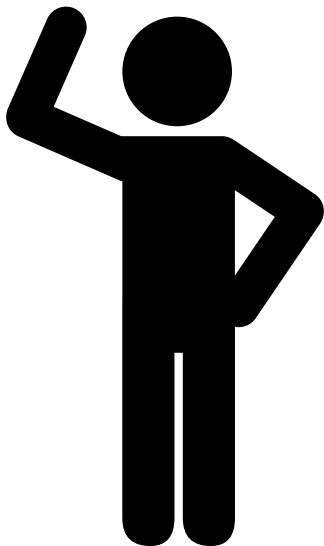
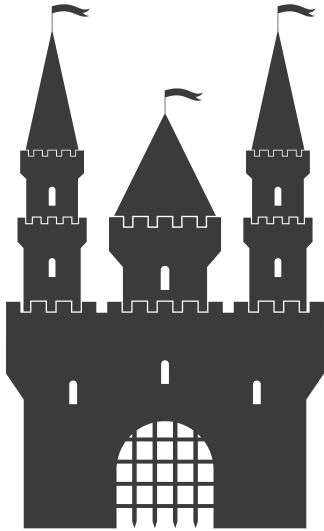
what happens in the narrative



## **Conclusion**

the narrative's last thought





"Addison's Apple" – Image Cards



# Activity Pages

|         |                  |
|---------|------------------|
| Grade 1 | Writing Studio 1 |
|---------|------------------|

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## Eating My Favorite Food

Follow your teacher’s instructions and use the space below to write a story responding to the following prompt.

### Writing Prompt

Most people have a favorite food—something they love to eat, either every day or only at special times. Write a story about a day when someone gets to eat his or her favorite food. Remember that your story may be true or fictional.

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**Title**



**Character(s)**



**Setting(s)**

**Beginning**

**Middle**



**Plot**

**End**



**Conclusion**



# Core Knowledge Language Arts

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