

Building Foundations That Last
First Grade Narrative Modeled Writing Plan

Date: September

Quarterly Benchmark: Review of Kindergarten Q4

Standards & Curriculum Connections:

1.W.3 – Narrative Writing

Reach – Unit 1 – My Family

Grammar – Nouns

Phonics – Initial consonant sounds and short vowel /a/

Vocabulary – family, play

High Frequency Words – K review (the, and, this, I)

Benchmark Focus

Process:

- Sketches 2-part plan
- Matches oral words with written text

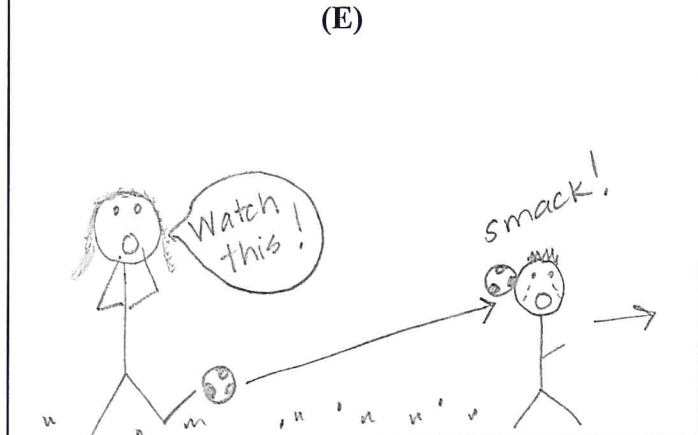
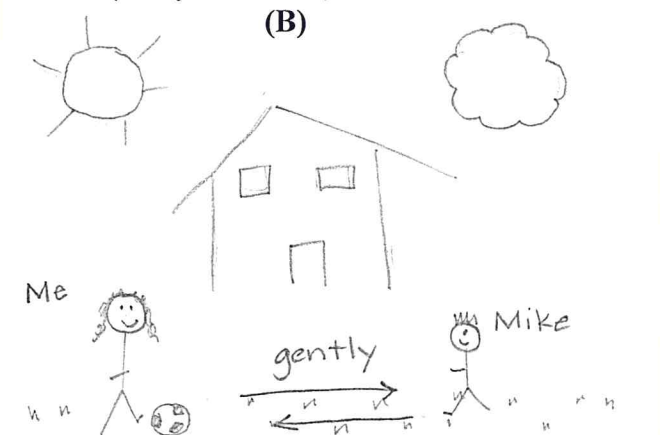
Surface Features:

- 2 sentences to match plan
- Spells words with close approximations
- Contains correctly spelled “Yellow Card” words

Content

- Character, setting & event
- Speech bubble
- Descriptive language
- Emotion

Sketch (what you will draw)



The Story

Background Story: Summer – family picnic, played soccer in the backyard with my family

(B) Focus on character and setting

- Gently passing the ball back and forth
- Played for about 15 minutes

(M) Focus on significant event, dialogue and emotion

- Decided to show off
- Stepped back and shouted “Watch this!”

(E) Focus on descriptive language and emotion

- Nailed the ball as hard I could
- Smacked Mike in the face
- Ran off crying to mom

The Sentences (key sentences you will write)

(B) We gently kicked the soccer ball back and forth at the family picnic.

(E) Trying to show off, I accidentally smacked Mike in the face.

Day 1 –

Review

- Writer's Think First!
 - My memories often become my stories that I share with others
 - I must think – What is my story and what do I need to include? (Use Narrative Elements Poster and/or Green Card)
 - *Big Question – What makes a family?* My family loves sports and we also like to play together in the backyard. This last summer we had our whole family over for a picnic and decided to kick the soccer ball around.
 - This soccer game turned out a little different than I wanted.
- Review and model setting up paper for 2-part plan – B/E (My story two parts so that is how I'm going to organize my plan. My story also has two emotions. I was feeling one way in the beginning and another way in the end.)
 - Share background story
 - Share oral story and sketch 2-part plan (highlight story elements from poster and/or Green Card)
 - Allow time for students to retell oral story using sketched plan
- Students – think, share and plan their own narrative story – focus on family memory or experience with emotion
 - Monitor and conference with students as they plan and sketch
 - Self-check with Green Card for story elements included in plan
 - Remind students – When you think you're done...you've just begin (Add to sketch and labels)

Day 2 –

- Review 2-part plan and oral story
 - Refer to Narrative Elements Poster & Green Card – Time to write!
 - Model writing a sentence to match each part of the plan
 - Use Green Card and/or Word Wall as a support for writing high frequency words (Words I can write in a snap!)
 - Review initial and ending sounds and short vowels
 - Emphasize capital to begin each sentence, spaces between words and end mark
 - Review nouns that were used – people, place or *things* (soccer, ball, picnic, Mike, face)
- Students – review plans and write stories to match
 - Monitor and conference with students – use Green Card as tool for spelling
 - Self-check for capital to begin, lower case letters and spaces between words
 - Remind students – When you think you're done...you've just begin (Reread & Add to words)