

Building Foundations That Last

First Grade Narrative Modeled Writing Plan

Date: January

Quarterly Benchmark: Quarter 2

Audience: First Grade Writers

Standards & Curriculum Connection:

1.W.3 Narrative Writing

Reach – Unit 4 – Growing and Changing

Grammar – Subject and Object Pronouns

Phonics – Long Vowels /a/& /i/ and contractions

High Frequency Words – almost, two, was & Green Card Words

Benchmark Focus

Process:

- Sketches a 3-part plan with words and pictures
- Story reflects a small moment memory

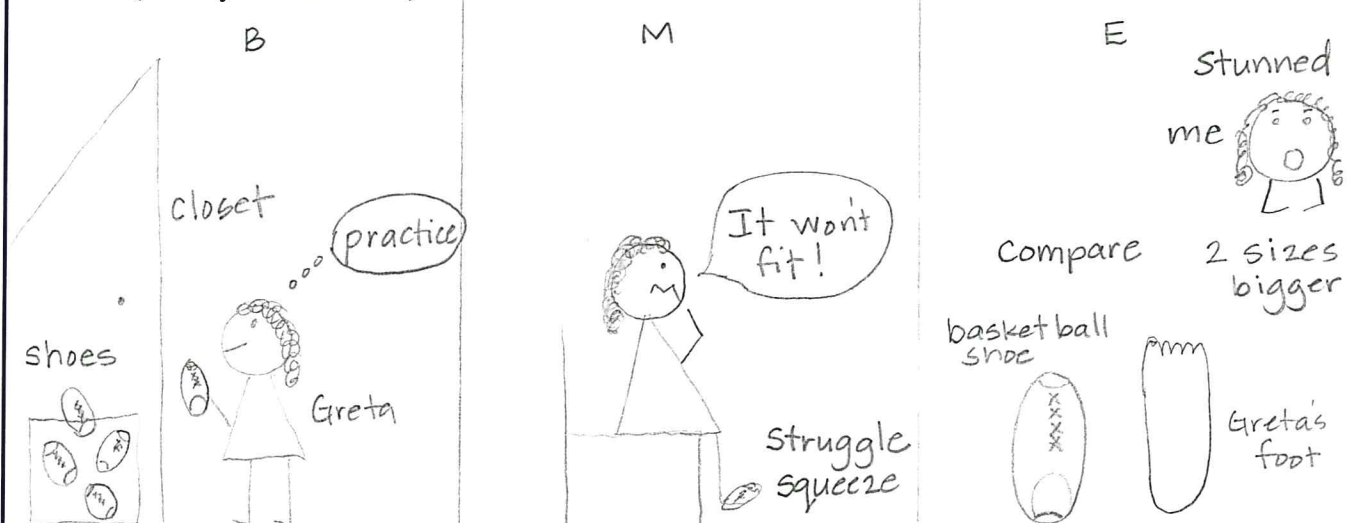
Surface Features/ Conventions:

- 4-5 sentences
- Uses ending punctuation
- Capitalizes beginning of sentences

Content:

- Writes with B/M/E to match plan
- Incorporates all story elements
- Contains increasing details

Sketch (What you will draw?)



The Story (What will you say?)

Background Story:

It was time for a new basketball season to start. The girls were collecting gear to get ready for practice.

(B) – Focus on character and setting

- Greta searching for basketball gear
- Digs shoes out of closet

(M) – Focus on significant event and speech bubble

- Struggles to get shoe on
- Squeezes foot into shoe (It won't fit!)

(E) – Focus on emotion

- Realizes way too small
- Compared foot with shoe
- Stunned – foot was two sizes bigger
- Time for new shoes

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The Sentences (What are the key sentences you will write?)

Greta dug her basketball shoes out of the closet just in time for practice.

She struggled to squeeze her foot into the shoe but couldn't make it fit.

Realizing it was too small, we compared her foot with the shoe.

We were stunned that she had grown almost 2 sizes from last year!

Time for new shoes!

Day 1 –

Review -

- Writer's Think First!
- Focus on small moment – my memories often become stories that I share with others
- What is my story and what do I need to include? (Use Narrative Elements Poster and/or Green Card)

Teacher Model

- Big Question – *How do animals change as they grow?* Our new unit is about growing and changing. That made me think about time that we were surprised by how much Greta had grown from one season to the next.
- Model setting up paper for 3-part plan – B/M/E
- Share background story
- Share oral story and sketch 3-part plan (highlight story elements from poster and/or Green Card)
- Allow time for students to retell oral story using sketched plan
- Monitor and conference with students as they plan and sketch
- Remind students – When you think you're done...you've just begin (Add to sketch – pictures or labels)

Students

- Think, share and plan narrative story – focus on a time they have grown or changed, possible emotions – surprised, shocked, relieved, excited, sad
- Self-check with Green Card for story elements included in plan

Days 2 & 3 –

Teacher Model

- Review 3-part plan and oral story
- Refer to Narrative Elements Poster & Green Card – Time to write!
- Model writing sentences to match each part of the plan
 - Use Green Card and/or Word Wall as a support for writing high frequency words
 - Focus on lengthening story by adding additional sentences that include more detail and description
 - Review long vowels /a/ & /i/ and contractions (*time, make, won't, couldn't*)
 - Emphasize capital to begin each sentence, spaces between words and end mark
 - Review subject pronouns (*she, we, it, her*)
- Monitor and conference with students – use Green Card as tool for spelling
- Remind students – When you think you're done...you've just begin (Reread & Add to words)

Students

- Review plans and write stories to match
- Self-check for capital to begin, lower case letters and spaces between words

Days 4 & 5 –

- Complete writing, monitor, conference, provide feedback, revise, edit, share and/or publish