

Building Foundations That Last First Grade Modeled Writing Plan

Date: September

Quarterly Benchmark: Quarter 1

Standards & Curriculum Connections:

1.W.3 – Narrative Writing

Reach – Unit 1 – My Family

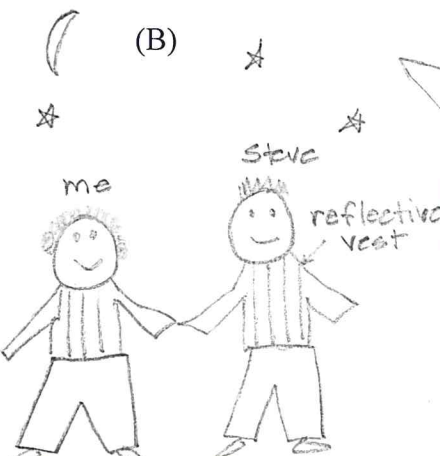
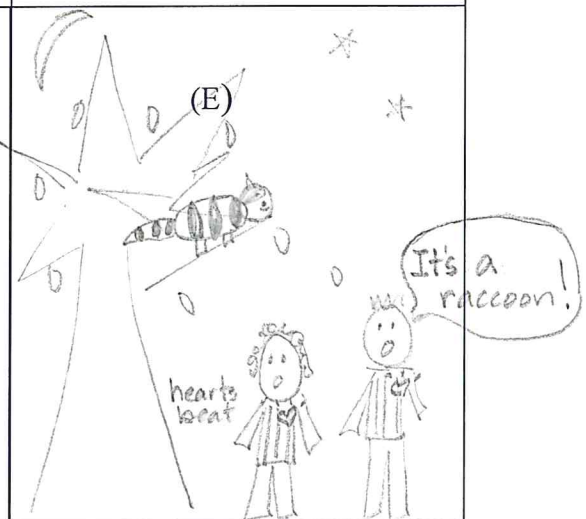
Grammar – Nouns

Phonics – Initial consonant sounds and short vowel

Vocabulary – family, together, share

High Frequency Words – what, we

Early Story Card – Story Elements and Sight Words (Words you can write in snap!)

Benchmark Focus		
Process: - Introduce a sketched 3-part plan - Story reflects a small moment memory	Surface Features: 3 sentences - Uses lower case letters - Consistent spaces	Content: - Writes with a B/M/E – matched to plan - Character, setting, event - Includes emotion
Picture (sketch - what you will draw) 		
The Story Background Story: One activity my family and I love to do is walk together every evening after dinner. This is a special time for us to share with each other about our day. This walk stands out in my mind as memory because of how I felt. The story has three parts – a beginning, middle and end. As I tell and sketch my story, listen for how I was feeling during each part.		
(B) – Highlight neatness and sketching process of characters, setting and labels - Heading out for our evening walk - dusk - Wear reflective vests for safety		
(M) – Highlight emotion and significant event - Walked past a large oak tree - Felt leaves falling on our heads - Startled – surprised – shocked - looked up		

(E) – Highlight use of speech bubble (“It’s a raccoon!”)

- Hearts beat like a drum (fast)
- Saw a raccoon!

The Sentences (key sentences you will write)

(B) Wearing reflective vests, our family headed out for our evening walk.

(M) What a surprise to feel leaves dropping on our heads.
(shock)

(E) Our *hearts beat like a drum* as we looked up to see a raccoon!

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?* Our family is really busy so one way we like to spend time together is walking after dinner. This way we get our exercise and have time to talk with each other about the day.
 - One clear, fall evening we had quite a shock on our walk!
- Model setting up paper for 3-part plan – B/M/E (My story has a beginning, middle and end so that is how I’m going to organize my plan.)
 - 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
- Students – think, share and plan their own narrative story – focus on family memory or experience
 - 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 3-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 short vowel sounds and adding word endings (*ing, ed*) to spell longer words
 - Emphasize capital to begin each sentence, spaces between words and end mark
 - Review nouns that were used – people, place or *things* (vests, leaves, heads, drum, raccoon)
- Students – review plans and write stories (3 sentences) to match B/M/E
 - 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)