

Building Foundations That Last

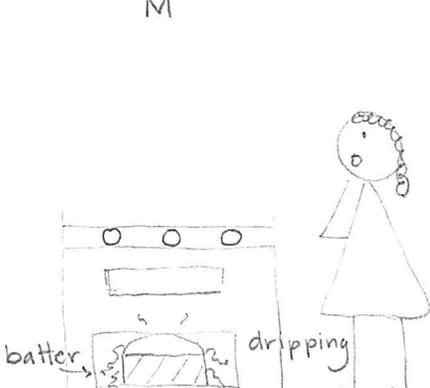
First Grade Narrative Modeled Writing Plan

Date: Sept/Oct

Quarterly Benchmark: Quarter 1

Audience: First Grade Writers

<p>Standards & Curriculum Connections: 1.W.3 - Narrative Writing Reach – Unit 1 – My Family Grammar – Nouns Phonics – Short vowels High Frequency Words – find & Green Card Words</p>
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Benchmark Focus		
<p>Process:</p> <ul style="list-style-type: none"> • Sketches a 3-part plan • Story reflects a small moment memory 	<p>Surface Features/Conventions:</p> <ul style="list-style-type: none"> • 3 sentences • Lower case letters • Consistent spacing 	<p>Content:</p> <ul style="list-style-type: none"> • Writes with B/M/E to match plan • Incorporates all story elements
<p>Sketch (What you will draw?)</p> <div style="text-align: center; margin-bottom: 10px;">B</div> 	<div style="text-align: center; margin-bottom: 10px;">M</div> 	<div style="text-align: center; margin-bottom: 10px;">E</div> 
<p>The Story (What will you say?)</p> <p>Background Story: Birthdays are a special time in my family! We always celebrate by eating cake and ice cream. It is usually my job to make the cake because I love to bake! This year my husband was having a big birthday and turning 50. I wanted the cake to be extra special and extra big because we were going to have lots of people over to celebrate. I took my time to follow the recipe and carefully measure all the ingredients.</p> <p>(B) – Focus on character, setting, emotion</p> <ul style="list-style-type: none"> • Excited to make the birthday cake • Measured and mixed all the ingredients • Filled pan to tippy top (brim) – thinking “the bigger the better” • Put cake in oven to bake <p>(M) – Focus on significant event</p> <ul style="list-style-type: none"> • Peeked in the oven • Batter was overflowing and dripping down the sides • Overfilled the pan <p>(E) – Focus on emotion and speech bubble</p> <ul style="list-style-type: none"> • What a mess to clean up – birthday cake disaster • Start all over 		

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

After measuring and mixing the ingredients I filled the pan to the tippy top.

What a shock to find the batter over flowing and dripping everywhere!

It was a birthday cake disaster!

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?* In my family celebrations are an important part of what makes us a family. Birthdays are one of those celebrations and usually bring back happy or funny memories
 - One family birthday memory was not quite as funny – it was a disaster!
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- 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
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- 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, er*) 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* (ingredients, pan, batter, cake)
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- 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)