

Building Foundations That Last

First Grade Narrative Modeled Writing Plan

Date: October

Quarterly Benchmark: Quarter 1

Audience: First Grade Writers

Standards & Curriculum Connections:

1.W.3 - Narrative Writing

Reach – Unit 2 – Shoot for the Sun

Grammar – Adjectives

Phonics – Short vowel review /e/ & /u/ and /ck/

High Frequency Words – when, & Green Card Words

Benchmark Focus

Process:

- Sketches a 3-part plan
- Story reflects a small moment memory

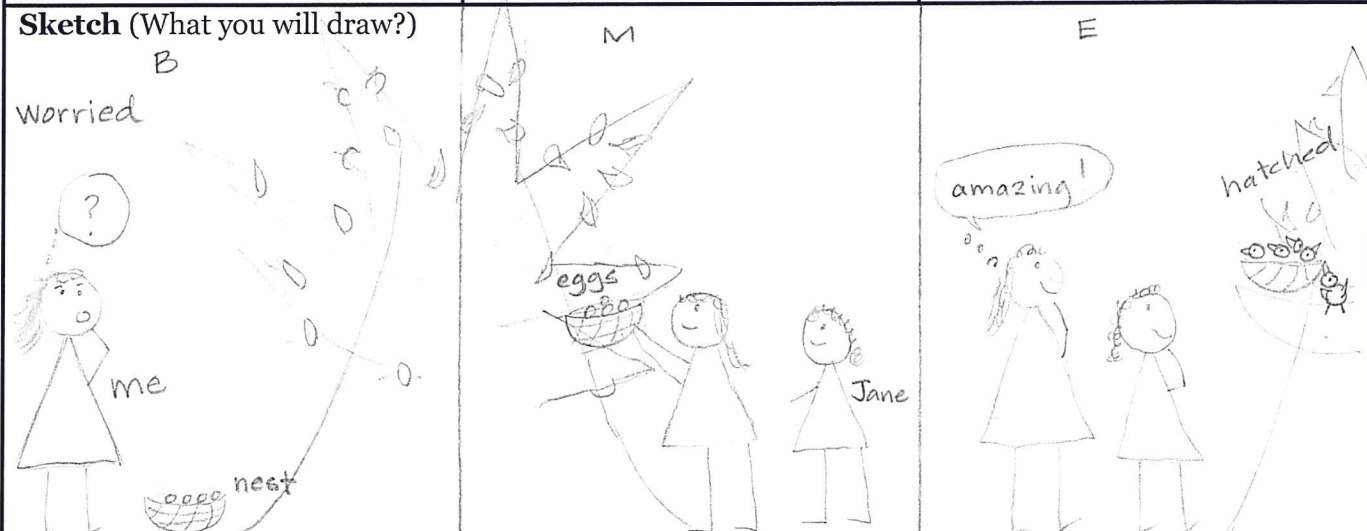
Surface Features/ Conventions:

- 3 sentences
- Lower case letters
- Consistent spacing

Content:

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

Sketch (What you will draw?)



The Story (What will you say?)

Background Story: Playing in the backyard by our trees. Found a bird's nest on the ground with 4 tiny eggs. Wondered – would these baby birds survive?

(B) – Focus on character, setting, & emotion

- Me and kids playing in the backyard
- Noticed a bird's nest on the ground – had fallen from the tree
- Looked closer and saw 4 tiny eggs in the nest – had not cracked in the fall
- Wanted to help – worried about the baby birds

(M) – Focus on significant event

- Knew that we should not touch the eggs
- Gently put nest back on the tree branch
- Made sure it was secure

(E) – Focus on emotion and speech bubble

- Waited to see mama bird return
- Watched over the next few days
- So amazing to see baby birds hatch ("amazing!")

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

When we found the tiny nest on the ground, we wondered what to do.

Gently, we set the nest back in the leafy tree without touching the eggs.

Luckily, the mama bird returned and we watched in amazement as the babies hatched.

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 – When is something alive?* This story is about a time I felt worried that something would not stay alive.
- 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, 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 (have students focus story around a small moment memory linked to an emotion – worried, surprised, amazed, etc.)
- 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 (nest, set, eggs, luck) and /ck/ & /ng/ (back, luck)
 - Emphasize capital to begin each sentence, spaces between words and end mark
 - Review adjectives (words that describe a noun) that were used or add adjectives as part of revision process (tiny, leafy)
- 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)

Day 3 –

- Use time on day 3 to have students complete writing, hold writing conferences, support revising and editing, set goals for upcoming writing or sharing (author's chair)