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# Sharing Stories: Writing a Personal Narrative, 1st grade

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## Sharing Stories: Writing a Personal Narrative, 1st grade

Stage 1 – Desired Results		
<p>Established Goals (e.g., standards)</p> <p>1.18(A) write brief stories that include a beginning, middle, and end (literary)</p> <p>1.17(C) revise drafts by adding or deleting a word, phrase, or sentence</p> <p>1.21(B) recognize and use basic capitalization for:</p> <p>(i) the beginning of sentences (ii)* the pronoun "I"</p> <p>(23) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students (with adult assistance) are expected to:</p> <p>(A) generate a list of topics of class-wide interest</p> <p>(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p>(A) plan a first draft by generating ideas for writing (e.g., drawing, sharing ideas, listing key ideas);</p> <p>(B) develop drafts by sequencing ideas through writing sentences;</p> <p>(C) revise drafts by adding or deleting a word, phrase, or sentence;</p> <p>(D) edit drafts for grammar, punctuation, and spelling</p> <p>(E) publish and share writing with others.</p>	<b>Transfer</b>	
	<p><i>Students will independently use their learning to</i></p> <p>write stories about small moments in their lives.</p>	
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**Stage 2 – Evidence**

CODE (M or T)	Evaluative Criteria (for rubric)	
	BME Worksheet Conferencing Revising and Editing Checklists	<p>Performance Task(s) <i>Students will demonstrate meaning-making and transfer by</i></p> <p>Sharing a small moment they have written with others in their school. Each student will write and illustrate a small moment that they have experienced. This will be published into a class anthology. After students have published their personal narrative, they will participate in a publishing party. Those who would like will share their writing with another class. Every student will have their story read and students will take a gallery walk to read and see their classmates' writing.</p> <p>-----</p> <p>Other Evidence (e.g., formative) Pre- and Post-Assessment Prompt: Tell me about a favorite memory from your summer vacation Anecdotal records- What were the students pictures about? Sticky note or index card with emoji and small moment Beginning-Middle-End recording sheet Individual conferences throughout 5 Senses Web Editing Checklist Revision checklist</p>

**Stage 3 – Learning Plan**

CODE (A, M, T)	Pre-Assessment <i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i>	
	Day 1 Writing Prompt: Write a story about a favorite memory from your summer.	
M	<p><b>Learning Activities</b></p> <p style="text-align: center;"><b>Week One:</b></p> <p style="text-align: center;"><b>EQ: What is the role of stories in sharing experiences?</b></p> <p><b>Day One: Pre-assessment/Eliciting Prior Knowledge</b> <b>Mini Lesson:</b> 10-15 min (quick brain break after reading) Students come to the carpet in a circle. Choose a mentor text that you would like to use to introduce personal narratives. (Ex. The Relatives Came by Cynthia Rylant)</p> <p>Discussion questions could include: What is this book about? What do you notice about this book? Have you ever had a similar experience? What was your summer vacation like? What are some fun things that you did? Have students illustrate a picture of their summer.</p>	<p>Progress Monitoring (e.g., formative data)</p> <p>Pre-Assessment</p>

	<p><b>Independent writing practice:</b> Spend 15-20 min drawing a picture of the students vacation and then attempting to label or write (During this independant writing practice, teachers will be conferencing individually with students)  <b>Share:</b> After everyone returns to the carpet spend about 10 min choosing several students to share out what they were working on.</p> <p>Keep this writing to see what students are capable of and to compare to writing at the end of the unit.</p> <hr/>	
M	<p><b>Day Two: Introduction to Personal Narrative and Telling Stories</b>  <b>Mini Lesson:</b> Read excerpt from The Storyteller by Evan Turk (It is a more challenging book, so in first grade, read only parts in order to get to the idea that stories have been told and passed down for a long time)  Discussion questions could include: Why are we telling each other stories? What do you like about other students stories?  To engage students in the idea of telling a story come to the carpet to create a class story. At the carpet, make a circle of students and begin to tell a story. Discuss how after you say a word or phrase, you will throw a ball (or some other soft item) to another person who will continue the story with another word or phrase. If you have never done an activity like this before, it is good to start with just a word that comes next rather than a whole phrase to get students comfortable with the process.</p> <hr/>	
M	<p><b>Day Three: Introduction to Personal Narrative and Telling Stories</b>  <b>Mini Lesson:</b> Take a virtual tour of the Lascaux caves.  <a href="http://archeologie.culture.fr/lascaux/en/visit-cave">http://archeologie.culture.fr/lascaux/en/visit-cave</a>  Discussion might include: These cave paintings have been around for a very long time and they tell us stories. What stories might these cave paintings be trying to tell? Use one painting to try and imagine what the story was about or why someone wanted to draw that painting. Teacher will model writing some words and sketching a small picture to remind oneself of what a painting looked like.  <b>Independent Writing Practice:</b> Print photos of several cave paintings so that students can then separate into groups and create their own story based on the painting they received. To keep in line with the personal narrative you might want to instruct students to keep their stories as true to life as possible. (Have a sentence written out for those who need it, ex. This painting tells us..., I think that the people drew this because..., This painting was important because..., etc.)  <b>Share:</b> Have groups share what their picture might have been about</p> <hr/>	<p>Anecdotal record- What were the students pictures about</p>
M	<p><b>Day Four: Introduction to Personal Narrative and Telling Stories</b>  <b>Mini Lesson:</b> Discuss different types of stories (Discussion based on The Art of Storytelling lesson plan by Mensa for Kids)  <a href="https://www.mensaforkids.org/teach/lesson-plans/the-art-of-storytelling/">https://www.mensaforkids.org/teach/lesson-plans/the-art-of-storytelling/</a>  Discussion might include: As long as people have been around they have told stories. From the cave paintings we looked at yesterday to now, we still tell stories. Where have you heard stories before?</p>	

	<p>Make an anchor chart of places they have heard stories, Ex, bedtime stories, newspapers, radio, tv, books, lessons, songs, pictures, talking to a friend about something that has happened to you. What was the last story that you have heard?</p> <p>Stories started being told before there was even paper to write them down on. When stories have been told over and over again, we call them the Oral Tradition. Some stories that you've read probably even started by being said out loud and passed down from person to person.</p> <p>Why do you think people started telling stories? People tell stories to teach us and make us feel something, like a sad book, or a book that makes us laugh. Has anyone ever heard a story that made them feel something?</p> <p>(1)Have students bring in their favorite book to share with the class and why they like it. (Attached is a student letter to send to parents to ask for a book- send at beginning of week)</p> <hr/>	
M	<p><b>Day Five: Introduction to Personal Narrative and Telling Stories</b></p> <p>Discussion questions could include: What is your favorite story? Is it because it was told to you by someone in your family? Does a story tell something that you know about, or something about people different than you? Every culture has their own stories and some even take stories from other cultures and change or adapt them. It helps us connect to other people.</p> <p>Share a song with students and discuss how songs are also stories that we tell.</p> <p>Continue to share student's favorite book.</p> <hr/>	
	<p style="text-align: center;"><b>Week Two:</b></p> <p style="text-align: center;"><b>EQ: How do we choose which stories to share?</b></p>	
A	<p><b>Day Six: Generating Ideas with Lists</b></p> <p><b>Mini Lesson:</b> Model creating a list of several things that make you happy. (Ex. Dogs, swimming, my mom); then have students list (3-5) things that make them happy. If the students have time and energy, create a list of things that make you sad, (friends getting hurt, having to wake up in the morning, etc.).</p> <p><b>Independent Writing Practice:</b> Have students draw and label a picture of one of the things on their list.</p> <p><b>Share:</b> Have several students share what their lists include.</p> <hr/>	
A	<p><b>Day Seven: Generating Ideas with Emojis</b></p> <p><b>Mini Lesson:</b> Have some different types of emojis printed out (in color if possible). Before the lesson, choose one or two emojis that mean something to you to create an (2)anchor chart. For the emojis that you choose, talk about a small moment that comes to mind when you think of that emoji. Encourage students to think about one moment that comes into their minds rather than just the larger emotion of humor, sadness, or happiness etc.</p>	Sticky note or index card

M	<p><b>Independent Writing Practice:</b> Students will choose one or two emojis and return to their seats to draw a picture of a time that those emojis remind them of.</p> <p><b>Share:</b> Have students return to the carpet and choose several students to share out their pictures/idea; each student will turn in a sticky note with a sketch of an emoji and a word or two about what small moment that emoji reminds them of.</p> <hr/> <p><b>Day Eight: Understanding a Small Moment</b></p> <p><b>Mini lesson:</b> Read a few pages of a book that takes a small moment and stretches it out, (ex., A chair for my mother by Vera B. Williams). Make sure to compare it to the same information said in a sentence rather than stretched out in detail. Have students turn and talk to a partner about what small moment details they heard in the story.</p> <p>A print out with one of the texts, highlighted to show those details, as an (3)anchor chart is a good way to display the information you would like them to remember.</p> <p><b>Independent Writing Practice:</b> Students begin to write their own small moments (Have a booklet of 3-5 pages for students to write), possibly using one of the ideas on their list or from their emoji ideas.</p> <p><b>Share:</b> Choose one or two students to share that have done a good job of stretching out the small moment.</p> <hr/>	with emoji and small moment
M	<p><b>Day Nine: Stretching a Small Moment</b></p> <p><b>Mini Lesson:</b> Focus on sequencing the small moment they started into “first..., next..., next...”, over a few pages. Model writing a small moment from your emoji or emotion list. Draw a quick sketch, label several parts of the sketch and write three pages. (Ex. First: It was the first day at the beach; next, Mom and dad and I layed out towels down in the hot sand; Next, my feet burned as I jumped onto my polkadot blanket). Discuss zooming in on one idea and picturing it in your mind. Draw it out and then write words (create an (4)anchor chart with these steps to write a small moment).</p> <p><b>Independent Writing Practice:</b> Students will return to their writing from yesterday and continue extending their ideas on more pages.</p> <p><b>Share:</b> Choose one or two students to share that they stretched out their writing over more pages.</p> <p>*If there is time, Lucy Calkins recommends reading the book Zoom by Istvan Banyai to facilitate a discussion about zooming in on a small moment*</p> <hr/> <p><b>Day Ten: Establishing Long-Term Partnerships</b></p> <p><b>Mini Lesson:</b> Have students come to the carpet. Have students find their name on a piece of paper on the carpet. (Have papers in spots according to writer partnerships). Have students mixed by ability, high writing students with medium, and medium with lower students. Have ELLs in Triads with the most fluent English speakers. Have this grouping ready before the lesson.</p>	

A	<p>Discuss the type of tools that writers use (pens, folders, booklets, pencils, markers, etc.) Add that writers use each other to tell and plan their stories. Explain how using a partner helps them better understand themselves and in turn can help with their writing.</p> <p>Demonstrate with another adult or student what the partnership will look like</p> <p>Ask questions of your partner such as “What are you going to write today,” “How will your story go,” “Are you done, or will you add on today?” (It might be beneficial for your class to have these questions written and posted around the room as a resource). Make sure to point out that you are ready to listen and remind them what a good listener looks like. While students are listening to their partner, to increase accountability, have them draw what their partner is telling them</p> <p>Choose a partnership of students to also demonstrate what they just saw.</p> <p>Students will then practice what was demonstrated while you monitor closely.</p> <p><b>Independent Writing Practice:</b> Have students write independently working on their small moments.</p> <p><b>Share:</b> Have students come back and share what they have written with their partner again.</p> <hr/>	
A	<p style="text-align: center;"><b>Week Three:</b> <b>EQ: How do we choose what stories to tell?</b></p> <p><b>Day Eleven: Stories Across your Fingers</b></p> <p><b>Mini lesson:</b> Share with your students the idea of telling a story across your fingers. Share an example across your fingers making sure to include a beginning, middle, and end. (ex. Raise your thumb (beginning): I went to the beach. Raise your second finger: My mom, dad, and dog came too. Raise a third finger (Middle): It was my dogs first time on a beach. (Remind students here that you only have two more fingers so try and finish the story) Raise a fourth finger: We went straight into the water. Raise your last finger (End): She sat down in the water and stayed there the rest of the day. Have students turn to their partner and practice telling a five finger story.</p> <p><b>Independent Writing Practice:</b> Have students create a handprint cut out to keep and remind them what each finger can stand for. (5) See example at end of unit</p> <p>Choose a partner group to share out their five finger stories.</p> <hr/>	
A	<p><b>Day Twelve: Sequencing Ideas</b></p> <p><b>Mini lesson:</b> Draw pictures of three simple events out of sequence (ex. Going out the door, waking up, eating breakfast). Discuss what is happening in each picture and have students tell you what order these things should happen in. Make sure that they explain their thinking.</p> <p>Discuss how a good way to think of your personal narrative is to think of the beginning, middle, and then end. Choose a small moment from your life and then write/draw out the beginning, middle and end on a (6)recording sheet.</p> <p>Have students choose an idea and brainstorm with their partner about the beginning, middle, and end of their stories.</p>	Beginning-

A	<p><b>Independent Writing Practice:</b> Students use the recording sheet to write a small moment, making sure to include the beginning, middle, and end.</p> <hr/> <p><b>Day Thirteen: Planning Details</b>  <b>Mini Lesson:</b> Today students will be working to help you add details to a small moment of your own. Choose a story that has lots of details and maybe one they have heard before or a topic that your students know a lot about. Tell the story without details. I got up, I ate breakfast, I went out the door. Encourage students to ask questions, such as “What did you have for breakfast,” “where were you going,” etc.  <b>Independent Writing Practice:</b> Students choose one page from a story they have already written to see what other details they can add.  <b>Share:</b> Have students come back together and read what they have added to their stories.</p> <hr/>	Middle-End Recording sheet
A	<p><b>Day Fourteen: Adding Details Using your Senses</b>  <b>Mini lesson:</b> After seeing what kind of details your students add, discuss how our five senses are a great way to help us add details.  Discuss what the five senses are (hearing, smelling, seeing, touching, and tasting).  Read, My Five Senses by Aiki.  Give each student a small handful of popcorn. First have them discuss in small groups things that they smell, hear, see, feel and taste. After students have had about 3-5 minutes to discuss in a small group what they found. Make a list on chart paper of the words that they have used to describe their popcorn. Discuss how these words help us better make a picture of the popcorn in our heads and how we use these descriptions to make our writing more exciting for readers.  <b>Independent Writing Practice:</b> Have each students student choose a food that they have eaten and name at least one thing they felt, heard, tasted, smelled, or seen about that food. Students may use a <b>web(7)</b> to write down one or more words that describe that food using their senses.</p> <hr/>	5 Senses Web
A	<p><b>Day Fifteen: Show, Don't tell</b>  <b>Mini lessons:</b> Discuss how writers don't just tell you how they feel, they show you through their words. Create a chart to show what you mean. Instead of just saying he was sad, say “My brother started crying.” Instead of “she was happy” say “the smile on her face was huge.” Instead of “she was scared”, say “The dog growled loudly.”  Have students turn and talk with a partner about things you could say instead of “I was happy.” Then have groups share out.  <b>Independent Writing Practice:</b> Give students a highlighter. In their writing so far have them look for feeling words like mad, sad, happy, angry, etc. Once they have highlighted these words, on a seperate paper, have them re-write that sentence using more describing/detailed words. This will help them get ready to revise their writing, which they will start next week.  <b>Share:</b> Choose one or two students to share how they changed from telling to showing.</p> <hr/> <p style="text-align: center;"><b>Week Four (Four day week)</b></p>	



**EQ: How do we choose which stories to tell?**

**Day Sixteen: Revising**

**Mini Lesson:** Discuss the word Revising and its meaning. Write the definition somewhere where students can refer back to as a resource. Revising means changing your work to help readers understand it better. Just like yesterday when students looked for their feeling words and changed them to show, not just tell.

Use one of your previous small moment stories from the beginning of the unit and show the students how there are always things that you can change and make better, even as a teacher. Explain that all the books you have read so far have had to be changed so people can better read them. Discuss how writers, like reading with a partner, show their work to others to help the story be better.

**Independent Writing Practice:** Students will use this time to go back through their old writings and choose a piece that they would like to revise and eventually take through the rest of the writing process to share with a larger group such as a younger class, or a buddy class, or another first grade class. Once they have chosen a piece, or started a new one they can work by themselves, or with their writing partner to look for places where they can add more details.

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**Day Seventeen: Revising With a Checklist**

**Mini Lesson:** Remind the students of the definition for revising and discuss the components of personal narrative that you will be looking for. Revising means you are seeing your story again. Have the students ask themselves “Is this really what I want my story to say.”

Create a checklist with the class or things that their stories should have. (Ex. Adding details to show how the people felt; story has a Beginning, middle, and end; story is a small moment, etc). Have a checklist pre-printed out for each student to have, or glue into a notebook.

**Independent Writing Practice:** Read the checklist again together (Have pictures as well to differentiate), and then have students go back to their writing, in partnerships, and use the checklist to continue revising their work.

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**Day Eighteen: Editing**

**Mini Lesson:** Discuss the difference between revising and editing. Editing is fixing up what you are writing for the reader. At this points students should be able to make sure the first word of each sentence and the “I” alone are capitalized, the end of the sentence should have a period, and introduced word wall words should be spelled correctly. Create this checklist (including pictures) as an anchor chart for the class. Have a piece of writing that you have personally created and show students what you mean by editing. Look for and correct any capitalization, punctuation, or spelling mistakes. Have copies for students so that they can correct along with you.

**Independent Writing Practice:** Send students to check their writing using this checklist. Also have a checklist printed individually for students to take with them. Students that finish can edit and revise another piece or continue to practice writing personal narratives.

M

A

A

Revision Checklist

Editing Checklist

M	<p><b>Day Nineteen: Continue to Revise and Edit</b> Continue to confer with writers as they revise and edit their work, both individually and with partners.</p>	
	<p style="text-align: center;"><b>Week Five</b> <b>EQ: How do we choose which stories to share</b></p>	
T	<p><b>Day Twenty: Begin Publishing/Introduce Performance Task</b> <b>Mini Lesson:</b> Discuss publishing and what that means. Publishing means to take the time to re-write what you have written. Writers don't show their work until it is ready, and for the books we read, sometimes that take years. As writers we want everyone to be able to read and understand our stories, and so we take care to write them using all the ideas that we have learned with our best handwriting. Model re-writing the story that you have chosen to publish on fresh paper. <b>Independent Writing Practice:</b> Students begin to publish their stories. While some work independently, work at a table with those who are struggling. Also have extra revising and editing checklist available for those who need/would like another</p>	Performance task
	<p><b>Day Twenty-One: Publishing</b> Continue publishing</p> <p><b>Day Twenty-Two: Finish Publishing/ Performance Task</b> Students will finish the performance task</p>	
T	<p><b>Day Twenty-Three: Publishing Party</b> Several students (those who want to) will share their narratives with a buddy class, and then students will walk around looking at each other's writing in a gallery walk.</p>	
T	<p><b>Day Twenty-Four: Post-Assessment</b> To have an idea of how the writing of students has changed, challenge them to write about the time in their summer vacation that they wrote about the first day of the unit (If they can not remember, show them their old writing, or have them choose a different summer memory.)</p>	
T	<p><b>Mentor Texts for personal narrative:</b></p> <ol style="list-style-type: none"> <li>1. Owl Moon (Jane Yolen)</li> <li>2. A Chair for my Mother (Vera Williams)</li> <li>3. Saturdays and Teacakes (Lester Laminack)</li> <li>4. The Relatives Came (Cynthia Rylant)</li> <li>5. When I was young in the Mountains (Cynthia Rylant)</li> <li>6. My Rotten Redheaded Older Brother (Patricia Polacco)</li> <li>7. Stella Tells her Story (Janiel Wagstaff)</li> <li>8. Fireflies (Julie Brinckloe)</li> <li>9. Ralph Tells a Story (Abby Hanlon)</li> <li>10. I fly (Anne Rockwell)</li> <li>11. Salt Hands (Jane Chelsea Aragon)</li> </ol>	Post assessment Prompt: Tell me about a favorite memory from your summer vacation

	12. Chicken Sunday (Patricia Polacco) 13. Shortcut (Donald Crew)	
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(1)Dear Parents and Guardians,

On thursday and friday of this week, I am asking that the students bring in a book that will be used for sharing and discussion about our favorite stories.

In the next few weeks we will be writing personal narratives. Before we start writing, we will be talking about the importance of telling our stories, and how the stories we tell, and read, and see and read are important to us. Because of this I am asking for students, if able, to bring in a book that they love to hear or read. For an example I will be reading the book "the friendship Maker" which is one that my mother was read by her mom and then read to me and my younger brother when we were kids.

This is to show the students how big of an impact that books and stories can have on us throughout our lives. This book will be kept in their book boxes until the end of this personal narrative writing unit

Thank you for your support,

Ms. Hall

## Generating Ideas with emojis



My favorite thing to do is sing and when I was younger I learned how to whistle. Some times without even knowing it. My mom and dad got mad when I would do it cause it was loud




Once I was with my friends in the house I lived in, and I was telling a story where I was very tired and busy and started to cry. But then my friend told a funny joke and so then I was crying and laughing at the same time.

(2)

# Lessons From a Mentor Text :

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*[Small text from a mentor text with highlighted sections]*


Show inner thought to set mood

Using dialouge to set mood


(3)

## Writing a small Moment


Discuss zooming in on one idea




Picturing it in your mind



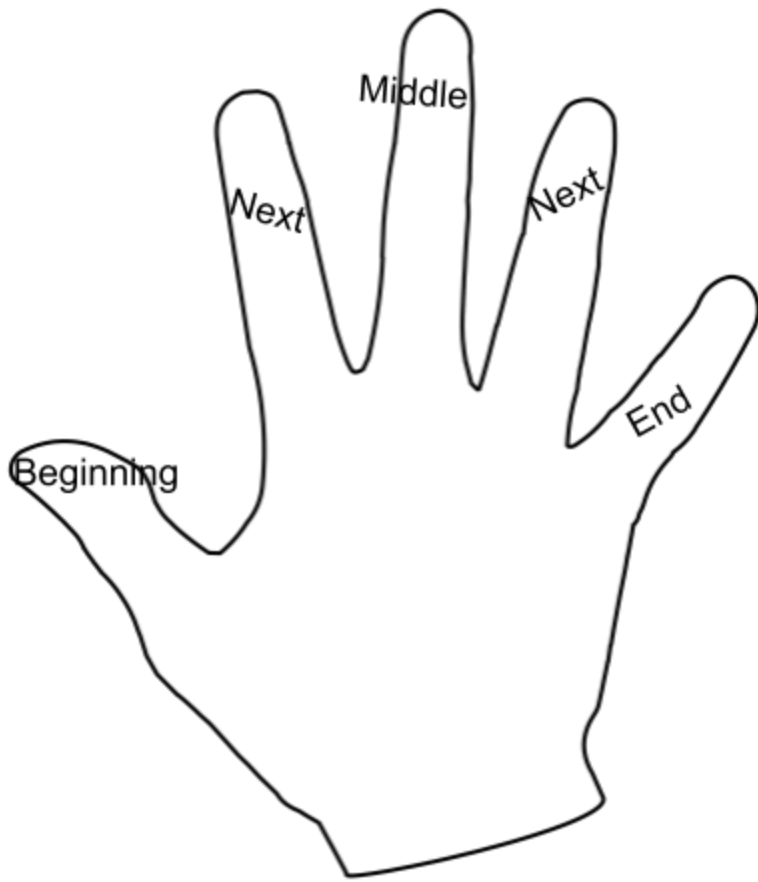
Draw it out



Writing words



(4)



(5)

(6)Beginning Middle and end wkst

**B-M-E**

**Beginning**

**Middle**

**End**

(7)

