

# Lesson 1

## Interactive writing



SAY

We are going to sing our Writing Chant. “Who wants to write? We do! Who wants to share thoughts? We do! Who wants to use their words to share their thinking? We do! Ok, get ready, set, begin!”

Sing the chant with students 1-2 times.




DO



Writing Time

Writing Chant

Who wants to write?  
We do!  
Who wants to share their  
thoughts?  
We do!  
Who wants to use their  
words to share their  
thinking?  
We do!  
Ok, get ready, set, begin!



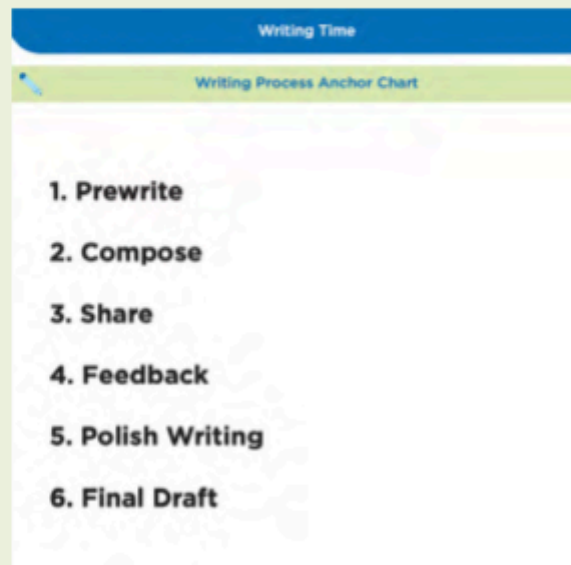
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Today during Writing Time, we are going to explore narrative writing. Remember that narrative writing is when you write about one event in the correct order and tell how you felt about it. For example, you might write a narrative piece on a time you missed a stuffy or item when you were away with family like Trixie in *Knuffle Bunny Free: An Unexpected Diversion* by Mo Willems. Give me a thumbs up if this sounds good to you! In Unit Five, we are going to read stories on the topic, *I Can Do It, Too!*, and explore this guiding question: How can I make good choices?



Wait until students give a thumbs up to confirm they understand. If students have a thumbs down, you can restate the previous comment about narrative writing and/or give other examples.



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SAY

We are going to spend this week practicing writing a narrative about an event that we experienced like the characters in our stories this week. We can use the information in our stories to show us how to explain one event and how we felt about it. The writing process helps us learn the steps we can take to do our very best writing. This process is: 1. Prewrite, 2. Compose, 3. Share, 4. Feedback, 5. Polish Writing, 6. Final Draft. After your writing is finalized, we are going to congratulate each other with a celebration of our learning. So, let's look at the **Writing Process Anchor Chart** and review together.



DO

Complete a review of the Six Step Writing Process. Use thumb-o-meter or another Check for Understanding strategy to ensure students understand the overall process.



SAY

Now, we are going to zoom in on the first step, Prewrite. During this step we are going to think about our audience, message we want to give, and why our message is important. Let's do this together. Our next narrative writing piece will be about a topic that you will choose using the books we read this week. What do you think our audience, message, and purpose is? Turn to the person next to you and share your thinking.

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DO

Listen in as students share to check for their understanding. If you notice any misconceptions, you can refocus students when they are finished sharing.



SAY

Awesome, I heard some really great ideas. I heard that the audience can be children like you, parents, family members, and other adults. I also heard that our message is to provide information about events we've experienced and how we felt about them. I also heard that this is important because learning about each other helps everyone feel included, safe, and we can learn new things.



DO

As you are sharing what you heard students say (feel free to add in other thoughts that align), add them to the **Prewrite Graphic Organizer/Anchor Chart**.

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Now we are going to take our thoughts from the **Prewrite Graphic Organizer/Anchor Chart** to write a sample narrative writing piece together. Pay attention to the steps we are taking. You will have a chance to write your own narrative writing piece for the rest of the week. We will have four-six sentences.

The first set of sentences will state our topic. *[Ask students to share and land on an idea together.]* Consider using Trixie in *Knuffle Bunny Free: An Unexpected Diversion* by Mo Willems or other stories for topic ideas. (One day I went to the park. I always bring my car to zoom down the slide.)

The second set of sentences will give information about the first event in the story. *[Ask students to share and land on an idea together.]* (I am happy to go to the park. I leave my cars at home.)

The third set of sentences will give information about the second event in the story. *[Ask students to share and land on an idea together.]* (I feel sad at the park. I meet a friend.)

The last sentence will share one more event in the story and reaction. *[Ask students to share and land on an idea together.]* (The park was fun with my new friend.)



SAY



DO

Write the narrative writing piece (with corresponding pictures that match text) as you are sharing the four types of sentences. Then, read the narrative writing piece to students.

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Do you agree with our ideas and the words we used in our narrative writing piece? Give me a thumbs up or raise your hand to share ideas to change the narrative writing piece.



Revise the writing piece as needed. Ensure all students were able to share either with a partner or the full group.



When we look at the narrative writing piece, what do we notice about the words we used?



Give space for students to share with partner and then full group.



Yes, we used our topic. We also made sure that our sentences started with a capital letter and ended with an ending punctuation. We did an awesome job today! Next time we meet, you will get started on your very own narrative writing piece!



Ask staff, parents, and other special guests to join the class on the last day of the unit for a Special Celebration of Learning of students' narrative writing pieces!