

Lesson 1

Interactive writing



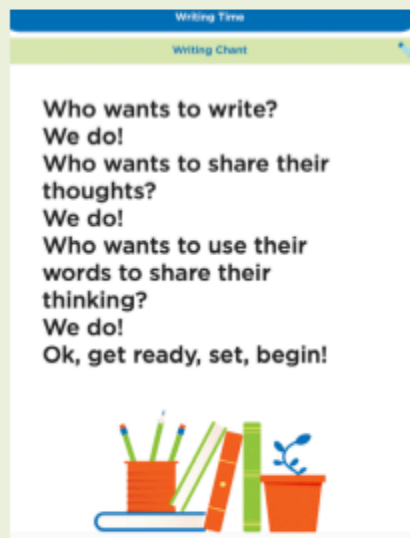
SAY

We are going to sing our Writing Chart. “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



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SAY

Today during Writing Time, we are going to explore narrative writing. Narrative writing is when you write about one event in the correct order and give some details about it. For example, you might write a narrative piece on when you went on vacation to the beach or played at the playground. Give me a thumbs up if this sounds good to you! In Unit Five, we are going to read stories on the topic, Making Good Choices, and explore this guiding question: How can I make good choices?



DO

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



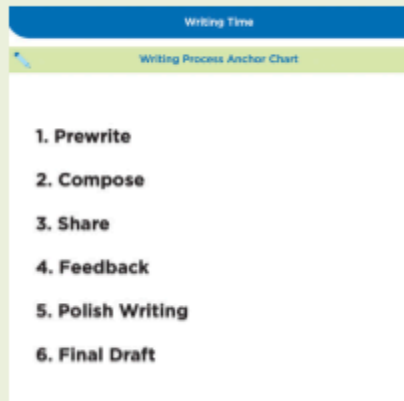
SAY

We are going to spend this week practicing writing a narrative about a time when we made good choices. We can use the information in our stories to show us how to explain one event and use details to tell 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.

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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 time you made good choices. What do you think our audience, message, and purpose is? Turn to the person next to you and share your thinking.



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.

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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 different ways we can make good choices. I also heard that this is important because learning about how we make good choices can teach other people how to do the same.



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 sentence will state our topic. *[Ask students to share and land on an idea together.]* (I went to play with my friend.)

The second sentence will give details about the first event in the story. *[Ask students to share and land on an idea together.]* (My friend fell off of the swing.)

The third sentence will give details about the second event in the story. *[Ask students to share and land on an idea together.]* (I helped my friend feel better.)

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



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.



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 other ideas to change the narrative writing piece.

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DO

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



SAY

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



DO

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



SAY

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!



DO

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!