

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!”



DO

Sing the chant with students 1-2 times.



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 worked together with other people. This could be when you went to a birthday party, a special event, or when you experienced something exciting in your life. Give me a thumbs up if this sounds good to you! In Unit Four, we are going to read stories on the topic, Working Together, and explore this guiding question: How can we understand each other and work together?



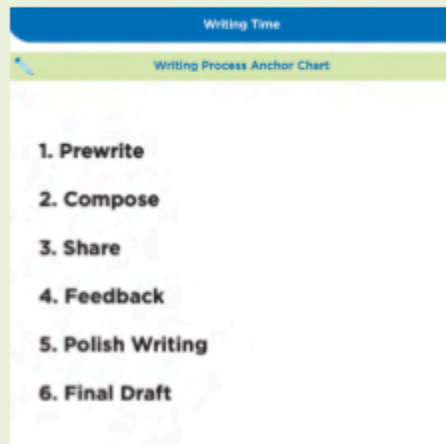
DO

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

Lesson 1



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 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. As you become more comfortable with this writing process, you will notice that sometimes you can complete the steps out of order based on the type of writing you are doing. For example, you might want to compose or write your thoughts about a topic before completing any prewriting. 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.



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.

Lesson 1



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 narrative writing piece will be about a time you worked together with a family member or a friend. 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.



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 use details to describe them. I also heard that this is important because learning about each other helps everyone feel included and safe.



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**.

Lesson 1

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

The first paragraph will give information about the characters, setting, and real or imagined event. The second paragraph will give details about the real or imagined event. The third paragraph will show a clear sequence of events and how the narrative ends. Each paragraph will have six sentences. We will write an example of the first paragraph together today. We will have six sentences in our paragraph.



SAY

The first sentence will state our topic. [*Ask students to share and land on an idea together.*] (I had so much fun working together as a team.)

The second sentence will give the first thing that happened in your story. [*Ask students to share and land on an idea together.*] (I played a game of soccer with my neighbors).

The third sentence will give a detail about the event of the story. (My dad bought me a new soccer ball and my neighbors came over to play.)

The fourth sentence will give the second event in the story. (We decided to play a game of soccer.)

The fifth sentence will give another event in the story. (We ran up and down the yard trying to score.)

The last sentence will give one way you worked together as a team. [*Ask students to share and land on an idea together.*] (We helped each other try to score.)

Lesson 1



Write the narrative piece (with corresponding pictures that match text) as you are sharing the six types of sentences. Then, read the narrative writing piece to students. (In their next paragraph, students will tell what happened in the soccer game and how the players worked together as a team.)



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.



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



When we look 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, working together, to write a narrative story with clear events and some details. We did an awesome job today! Next time we meet, you will get started on your very own narrative writing piece!

Lesson 1



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!