***English Instructional Plan – Narrative Writing About Experiences K-1***

**Primary Strand: Writing K.11, 1.12**

**Integrated Strand/s: Communication and Multimodal Literacy K.2, 1.2**

**Essential Understanding:**

All students should:

* understand that their writing serves a variety of purposes (Kindergarten)
* understand that writing communicates thoughts and ideas (Kindergarten)
* understand that writers communicate ideas for a variety of purposes (First Grade)
* understand that writers plan, write, revise and share their writing with others (First Grade)
* understand sound-symbol correspondence is used to write unfamiliar words (First Grade)

**Essential Knowledge, Skills, and Processes:**

To be successful with this standard, students are expected to:

* distinguish print from pictures (Kindergarten)
* write daily for a variety of purposes, including narrative stories to describe experiences (Kindergarten)
* write on assigned and/or self-selected topics (Kindergarten)
* use writing, dictation, and drawing to tell a story (Kindergarten)
* write to describe a person, place, or thing (Kindergarten)
* generate text to communicate and make meaning by creating drawings, letter strings, scribbles, letter approximations, or other graphic representations, as well as phonetically spelled words (Kindergarten)
* use previous experiences to generate ideas (Kindergarten and First Grade)
* participate in teacher-directed brainstorming activities to generate ideas (Kindergarten and First Grade)
* write narratives that include at least two sequenced events, with details, and a conclusion (First Grade)
* share writing with others (Kindergarten and First Grade)

**Primary SOL:**

K.11 c) Compose simple sentences.

g) Share writing with others.

1.12 b) Use prewriting activities to generate ideas.

c) Focus on one topic.

h) Share writing with others.

**Reinforced (Related Standard) SOL:**

K.2c Tell stories orally.

1.2b Tell and retell stories and events in sequential order.

1.13a Use complete sentences.

**Academic Background/Language:**

Students will benefit from the introduction and/or review of using the comparative and superlative forms of adjectives in conversation (e.g. “They are big. He is bigger. She is the biggest.”). In addition, students will need to be introduced to the term “narrative.” Students need to understand a narrative piece of writing tells a story with at least two sequenced events, includes details, and a conclusion. Building oral story-telling skills and experiences will need to occur before students will be able to record a narrative in written form.

**Materials**

* Image retrieved from <https://media.nationalgeographic.org/assets/photos/000/007/708.jpg>
* Book: Kang, A. (2014). *You are (not) small*. New York, NY: Two Lions
* Supplemental or Alternative Books:
  + Barrett, J. (2001). *Things that are the most in the world*. New York, NY: Atheneum Books for Young Readers
  + Colfelt, N. (2009). *Big, bigger, biggest!* New York, NY: Henry Holt and Company, LLC
  + Ziefert, H. (2016). *Big, bigger, biggest*. Maplewood, NJ: Blue Apple Books
* Chart Paper or whiteboard
* Markers
* Writing paper for students

## Student/Teacher Actions: What should students be doing? What should teachers be doing?

1. Introduction: The teacher brings the children together to look at the image of the tigers or a similar image that shows an item in three sizes. (If an image is not available the teacher can use three of the same items available in the classroom (e.g. pencils, books, etc.) to show the comparisons. The teacher should use the terms big and bigger when discussing the tigers in the image.
2. Oral language: The teacher encourages students to orally describe the tigers in the image or the objects using the words big and bigger, small and smaller.
3. Teacher Read-Aloud: The teacher reads the book, *You Are (Not) Small,* or a similar text that offers opportunities to hear the words big and small or other comparative adjectives. Following the reading the teacher should again review the comparative adjectives.
4. Modeling: The teacher explains that they are interested in writing a story about a time when they knew they were getting bigger. On chart paper or white board, the teacher should construct a short sentence using the sentence frame “I knew I was getting bigger when \_\_\_\_\_\_\_\_.”
5. Practice: The teacher asks the students to turn to a partner and tell them about a time they knew they were getting bigger. The teacher asks a few students to share their ideas.
6. Assignment and Send Off: The teacher tells the students that today they are going to go back to their seat or writing space and write a story about a time they knew they were getting bigger. Students may use the sentence frame, draw images and label to tell their story or write the story on their own.
7. Conferencing: While the children are working the teacher will circulate through the room to work with children individually.
8. Sharing: At the end of the writing period, the teacher will ask several students to share their story orally with the group.

**Assessment (Formative)**

* The teacher will observe students during the conferences for individual needs. During the sharing session the teacher will observe students’ oral communication skills and their use of images, phonetic writing and complete sentences. The final product may be assessed using a school or teacher-generated rubric.

**Writing or Reading Connections:**

* This lesson includes several alternative texts that can be used to further review comparative adjectives. The teacher may choose to expand these selections and use the comparative words to create a chart of comparisons.

**Extensions and Connections (for all students)**

* The teacher may ask the students to illustrate a situation where they are small and big as demonstrated in *You Are (Not) Small.*
* This lesson focuses primarily on the use of comparative adjectives. The teacher may extend the lesson by focusing on the superlative form of adjectives. The teacher might ask the students to write a narrative piece on what they plan to do when they are bigger.

**Strategies for Differentiation**

* The teacher should post the sentence frame during the writing period for students to use as a model.
* The teacher can label objects in the room that are used to highlight the difference between big and small for students to use as they label their pictures or write sentences.
* If accessible in the school building, students can watch the reading of *You Are (Not) Small* on YouTube.