

Humble ISD 2011-2012
Kindergarten – Personal Narrative - Unit of Study

Planning Calendar

Week 1	<p>Immersion-Doing the work of writers</p> <p>What does personal narrative writing look and sound like?</p>	<p>Immersion-Doing the work of writers</p>	<p>Immersion-Doing the work of writers</p>	<p>Immersion-Doing the work of writers</p>	<p>Immersion-Doing the work of writers</p>
Week 2	<p>Telling and Planning Stories</p> <p>Resource: <u>Marvelous Minilessons for Teaching, Beginning Writing, K-3</u> by Lori Jamison Rog</p>	<p>Telling and Planning Stories</p> <p>Resource: <u>Marvelous Minilessons for Teaching, Beginning Writing, K-3</u> by Lori Jamison Rog</p>	<p>Telling and Planning Stories</p> <p>Resource: <u>Marvelous Minilessons for Teaching, Beginning Writing, K-3</u> by Lori Jamison Rog</p>	<p>Generating Ideas</p> <p>Resource: <u>Marvelous Minilessons for Teaching, Beginning Writing, K-3</u> by Lori Jamison Rog</p>	<p>Generating Ideas</p> <p>Resource: <u>Marvelous Minilessons for Teaching, Beginning Writing, K-3</u> by Lori Jamison Rog</p>
Week 3	<p>Idea Development</p> <p>Resource: <u>Small Moments: Personal Narrative Writing</u> by Lucy Calkins and Ted Kesler</p>	<p>Idea Development</p> <p>Resource: <u>Small Moments: Personal Narrative Writing</u> by Lucy Calkins and Ted Kesler</p>	<p>Idea Development</p> <p>Resource: <u>Small Moments: Personal Narrative Writing</u> by Lucy Calkins and Ted Kesler</p>	<p>Idea Development</p> <p>Resource: <u>Small Moments: Personal Narrative Writing</u> by Lucy Calkins and Ted Kesler</p>	<p>Idea Development</p> <p>Resource: <u>Small Moments: Personal Narrative Writing</u> by Lucy Calkins and Ted Kesler</p>
Week 4	<p>Word Choice/Voice</p> <p>Resource: <u>Small Moments: Personal Narrative Writing</u> by Lucy Calkins and Ted Kesler</p>	<p>Word Choice/Voice</p> <p>Resource: <u>Small Moments: Personal Narrative Writing</u> by Lucy Calkins and Ted Kesler</p>	<p>Organization/Structure: Endings</p> <p>Resource: <u>Small Moments: Personal Narrative Writing</u> by Lucy Calkins and Ted Kesler</p>	<p>Publishing</p> <p>Resource: <u>Small Moments: Personal Narrative Writing</u> by Lucy Calkins and Ted Kesler</p>	<p>Celebrations Reflections</p>

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Big Ideas/Enduring Understandings	Essential Questions	TEKS	Resources
<p>Genre Characteristics/Attributes</p> <ul style="list-style-type: none"> • Writers often write about a seemingly small episode-yet it has big meaning for the writer. • Uses first person. • Talks to the reader. • Tells about personal experiences, memories, and passions. • Is often connected to home and family. • Writers often tell the story in such a way that the reader can almost experience it from start to finish. The story is written step-by-step. • The stories have a beginning, middle, and end. • Writers often convey strong feelings, and they often show rather than tell about the feelings. • Is usually written in first person. • It tells a story from the author’s life. • The author shares something important with the reader. • The author uses descriptive language/writing. • The story is focused. • Many stories have illustrations. <p>Craft</p> <ul style="list-style-type: none"> • Plan stories orally before starting to write them. • Words create a vivid picture for the reader. • Correctly spell more frequently used words. • Uses some of the techniques for developing a story in writing: adding thoughts or feelings, adding details. <p>Writing Process Writers:</p> <ul style="list-style-type: none"> • plan a first draft by generating ideas for writing • approach writing with a topic, • edit drafts for clarity • publish and share their writing 	<ol style="list-style-type: none"> 1. Where do authors get ideas? 2. How can I use pictures, letter sounds, and words to write? 3. How do I choose one idea to share and write about? 4. How can I share my thoughts and ideas with others? 5. What can I learn from listening to texts by mentor authors? 6. What details can I add to my pictures and stories? 7. How will I end my story? 8. How can I make my writing better? 9. How will I share my published piece in a celebration? 10. What can I learn from reading and talking about my writing with others? 	<p>13A, B,D,E, 14A, 17B,C, 18a,B</p> <hr/> <p style="text-align: center;">ELPS</p> <p>5B, 5G, 5D, 3C, 3E, 5G</p>	<p>Professional Books</p> <p><u>Craft Lessons</u> by Fletcher and Portalupi</p> <p><u>Units of Study...Small Moments: Personal Narrative Writing</u> by Lucy Caulkins and Ted Kesler</p> <p><u>Marvelous Minilessons for Teaching Beginning Writing, K-3</u> by Lori Jamison Rog</p>

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Personal narrative is telling the big and small stories of our lives. It is especially well suited for K-1 students because they are already natural-born storytellers. When they walk into the classroom, they can't wait to share what's happened to them, how they feel, and what they wish for. They never get tired of hearing stories about themselves and their family, and they enjoy learning the stories of others.

Personal narrative is typically the easiest, most natural form of writing for children because the stories are already complete inside of them, enabling the words to flow more easily onto the paper. As responsive teachers, we can capitalize on what children are already doing independently to help them grow as writers.

Preparing to Teach:

A “mentor piece” is a short text or portion of a text used as a support for the work we are trying to accomplish in the workshop. Before beginning this unit of study, familiarize yourself with the mentor texts in order to consider the possibilities. Take your time reading each story, noticing and embracing your reactions to the text. What strikes you while you are reading? What questions do you have? Do you notice stories, paragraphs, sentences, or words that illustrate important aspects of writing? Are there word combinations that delight your senses? How did the author do that? What elements make this story personal narrative? In doing this, you are preparing to share these books from a writer’s point of view.

From exemplary texts, you can teach children how to:

- Generate memories and areas of focus
- Structure the content
- Write with detail, image, and voice
- Write fantastic beginnings and endings

What we look for when choosing a mentor text:

- The topic is one the kids can relate to and will spark ideas for their own writing.
- The text not only tells a story, but also addresses an underlying issue that children are able to readily uncover and write about in relation to their own lives.
- The text is well written and provides many opportunities to teach the qualities of good writing.
- The text is written in a specific genre we are focusing on in a genre study.

Creating a Storytelling Environment:

Set the stage for the immersion by displaying the mentor texts prominently. Create a bulletin board or wall display, which you will add to throughout the unit. Post pictures of the unit authors, and take snapshots of your students and post them up as part of immersing them in the idea that they are already writers with their own stories to tell. Use pictures along with the text on the chart. As students create and illustrate their stories, tack them up for others to appreciate and emulate.

Lessons adapted from Craft Lessons by Fletcher and Portalupi; Units of Study...Small Moments: Personal Narrative Writing by Lucy Caulkins and Ted Kesler; Marvelous Minilessons for Teaching Beginning Writing, K-3 by Lori Jamison Rog.

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FRAMEWORK FOR WRITING WORKSHOP

<p>TIME TO TEACH</p> <p>Mini-Lesson 10 to 15 minutes</p>	<p>Ongoing demonstrations are necessary to ensure that students have ideas for writing, expectations for quality, and an understanding of the elements of the genre so they apply them to their own work, and the knowledge and confidence to write independently.</p> <p>Demonstrations/modeling may involve one or more of the following, or any combination of these, depending on your purposes: Students are gathered up close and on the floor. The way we start the workshop should set the tone for the rest of that block of time.</p> <ul style="list-style-type: none"> • New focus lesson on one aspect of the genre • Teacher thinking aloud and writing in front of students, modeling what the students are expected to do • Reviewing a previous lesson from the previous day or days before • Sharing a piece of children’s writing that supports the lesson or work we’ve been doing in genre share • Reading and discussing a genre and its characteristics • Reviewing workshop routines or ways to use materials
<p>TIME TO PRACTICE</p> <p>Work & Practice Time 30 to 40 minutes</p>	<ul style="list-style-type: none"> • Independent writing: time for children to think, write, and talk about their writing either with classmates or with the teacher in individual conferences or guided writing groups
<p>TIME TO SHARE</p> <p>Sharing and Celebrating 5 to 10 minutes</p>	<ul style="list-style-type: none"> • At the end of the workshop, children gather to share their work. Typically, children who share are the ones the teacher has had individual conferences with that particular day. These children share their teaching points and teach the class what they learned. • Students may share completed work with peers.

Independent Work: Explain to students that when it’s time for independent writing, the first thing they should do is *reread a little bit of what you already wrote the day before. Then you have two choices. You can keep writing on the same piece or you can start a new piece. If you want to continue with the same piece, just write the date in the margin.* Model this on chart paper. Have a poster ready to remind students what they need to do.

Conferencing : Affirming Writers’ Efforts

- Circulate the room, stopping to briefly talk with students. The following are typical comments:
 - Why did you choose this topic? Tell me the story. What is the important part you want to focus on?
 - Capture and celebrate the writing “gems.” Listen and look for writing “gems”-those words or phrases that are especially powerful. When a child says or writes one, may stop and draw everyone’s attention to what the writer has done well. This should continue every day.

Assessment: What students/teacher will complete as documentation of growth

- Student work samples from beginning, middle, and end of study with anecdotal notes
- Reflection
- End of unit rubric

**Writing Workshop Structure During Immersion
 (Framework is ONLY for Immersion)**

25 minutes for reading aloud the mentor texts and discussion	Read mentor texts to the class. Stop periodically to share thoughts, observations, or inquiries about text.
15 minutes independent or small group work	Optional activities can be done at the meeting area or students’ desks.
10 minutes for a share	Share work that was done or ideas that were discussed.

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Suggestions for Mentor Text

Read texts that highlight a range of significant topic possibilities. Have students share other possible stories for the topic. Begin a chart of possible topics to write about. These first person stories may not all be true personal narrative, but are written as if they were.

Possible texts:

- *Do Like Kyla* by Angela Johnson (about a younger sister wanting to do everything like an older sister)
- *When I Was Five* by Arthur Howard (relates to the day to day experiences of the children's lives.)
- *Tell Me Again About the Night I Was Born* by Jamie Lee Curtis (good example of adding thoughts and feelings)
- *My Steps* by Sally Derby (show how an author makes a common place special by showing readers what it means to her personally)
- *I Love My Hair!* by Natasha Tarpley (illustrates the relationship between personal narratives and storytelling, personal experiences)
- *Roller Coaster* by Marcia Frazer (A scary or exciting adventure you had)
- *Butterfly House* by Eve Bunting (A time you built something)
- *A Chair For My Mother* by Vera Williams (A difficult time you had)
- *My Big Brother* by Valorie Fisher (demonstrate to students how personal narratives can record important moments and special memories from the writer's home and family life)
- *Little Nino's Pizzeria* by Karen Barbour (shows how one family's story is told)
- *My Little Island* by Frane Lessac (descriptive details to recreate for readers the special places where important events and memorable moments occurred)
- Read texts to highlight strong examples of adding details. Possible texts: *My Little Island* by Frane Lessac
- Read texts to highlight strong examples of structure and organization. Possible texts: *My Big Brother* by Valorie Fisher and *Little Nino's Pizzeria* by Karen Barbour
- Read texts to highlight strong examples of dialogue and writing different voices. Possible texts: *Do Like Kyla* by Angela Johnson and *I Love My Hair!* by Natasha Tarpley

Other texts to consider:

- *The Keeping Quilt* by Patricia Polacco
- *When I Was Little and When I Was Five* by Jamie Lee Curtis
- *My Visit to the Aquarium* by Alike
- *I Fly* by Anne Rockwell
- *Night Shift Daddy* by Eileen Spinelli
- *Joshua's Night Whispers* by Angela Johnson

Suggestions for Mentor Text: Spanish

- *Con Mi Hermano/With My Brother* by Hielen Roe
- *Cuando-Yo-Tenia-Tu-Edad* by Rachna Gilmore
- *Me encantan los Saturdays y los domingos* by Alma Flor Ada
- *Mis abuelos y yo/My Grandparents and I* by Samuel Caraballo
- *Mi visita a los dinosaurios* by Alike
- *My Very Own Room/Mi propio cuarto* by Amada Irma Pérez

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WEEK ONE: IMMERSION

Any genre study begins with immersing students in read (or reading to them) a stack of examples we've collected, much as we'll do with any product study. Choose examples that will show our students a good variety of possibilities for their own writing in that genre. As you read through this stack together, think process and product.

- *What are these books about?* This question helps us get at the topic potential in this genre.
- *How do we think the authors got the ideas for these books?* This question helps us think about how we might choose a topic for this genre.
- *What do we imagine the authors had to do to write these books?* This question helps us think about what work (if any) writers have to do other than writing-research, observation, etc.
- *What are the characteristics of this kind of writing? What makes it different from other kinds of writing?* These questions help us begin to identify the genre more specifically as a certain kind of writing.
- *What are some different ways writers approach the writing? What do we notice about the craft of the writing in these books?* These questions help us find possibilities for how to write well in this genre. Look for interesting uses of language, punctuation, text structure, print, and illustrations.

Books that fit the genre can also be read during Reading Workshop or Read Aloud and looked at through the eyes of a writer as well as a reader. Even though the study begins with reading and discussion about the features of personal narrative writing, the teacher should continue using mentor text throughout the composing process, helping students with the understanding "I want to write like..."

- Create excitement for the unit by showcasing the books in a prominent place. Invite students to explore the books with you. Pick them up and pass them around. Encourage students to preview the books by looking at the covers and flipping slowly through the inside pages. Welcome students' comments and questions.

Mini-Lesson-This mini-lesson structure will be repeated across the week, with the teacher modeling, noticing, thinking aloud with them (the first few days) about what it would look like if one of them illustrated, used words like that, etc. in a book in this way. Show children some things in books to help them develop writers' eyes. As quickly as possible, you will want to begin letting them tell you what they notice. You know they're ready when they begin interrupting you to show you something you never even noticed.

1. Explain that that for the next few weeks, *we're going to be telling and writing the stories of our lives that matter to us the most. I always love to hear new stories, don't you? Good stories start with an idea or topic that the writer loves and knows a lot about. They can be about anything-your hair, your pet guinea pig, your family vacation, or a trip somewhere. All of these new books are personal stories about friends and family our writers really care about, and places and things in their life that are important to them.*
2. *You have all been telling personal narratives since the moment you learned to talk, and share with each other every day your accomplishments, your memories, and your observations, just like our professional storytellers do!* (Give examples.)
3. *Let's look at how one of our writers, ____, chose something personal to write about and share with her readers.* Demonstrate that you move from reading and experiencing to reading and noticing or bringing out pointers about good writing. Use a book that relates to the day to day experiences of the children's lives.
4. Introduce the book by showing everyone the cover and title and asking why the author might have written this story.
5. After reading, talk about how the author used an everyday event from his/her own life, about something that was important to him/her.
6. Teacher models books that relate to the day to day experiences of their lives to introduce students to some components of personal narratives (e.g., realistic details and first-person narrators.) Read the story, asking students to raise their hands if they make a connection to the story. Have students turn and talk about the connections they make.
7. Continue scanning the story and modeling your thinking. Notice the details in the illustrations, the way the writer may have chosen to write a word big to give it more importance, a repeating word, used tiny details, etc.
8. As the teacher continues to read, students experience the text, making a movie in their mind. Then reread, and this time they think about it as a writer, trying to notice the ways the author has written that allows them to experience the story. *Think, what are the main things the writer has done with his/her writing that you could do?* Continue reading, stopping for students to report/share out their findings and thinking... *"What are the main things this author has done that I could do? Need to keep in mind if I'm going to write this?"*
9. *There are a lot of people, places, and things that are important to you, so you could do the same thing pretty easily too, don't you think?*

Independent Work/Share-Suggestions for independent work/share across the week...

- Ask students to share what are some of their favorite personal stories. *Can you draw a picture of something that happens in one of your favorite stories about yourself or another family member?*
- Ask students to think about and then draw a picture of someone they love, someone they would like to share stories about with readers.
- Ask students to share with a partner some personal details about home and family. In small groups or as a class, have students share ideas about their family members as possible story subjects.
- Ask students to think of a special place and share with the class. Be sure to ask where and why it is special. Students can share with each other and then the whole group. Teacher should help students articulate the details of their special place.
- Allow time for partners or small groups of students to look at the mentor texts.

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WEEK TWO: Idea Development

Idea Development- Telling and Planning Stories

Even though students orally told their stories during launching, you will continue to teach children about oral storytelling through whole-group guided practice. You'll still demonstrate and give examples of the concepts you are teaching, but you'll spend more time working with the class as a group, perhaps asking students to turn and talk with a partner while you listen in or asking specific children to try telling their story to the whole group while you coach them.

Mini-Lesson

1. Continue to refer students back to anchor chart created during Launching unit. Today I want to remind you how to write your personal narrative by telling your story across your fingers. We can use our fingers as our "story helpers".
2. Model/Example: *Watch me as I use my "story helper" to help me plan and tell my personal narrative.* (The teacher motions to fingers/hands.) *Here I go!* (The teacher tells a story across her fingers and emphasizes using transitional words such as: "then," "next," "last.") One day I was playing with my dog named Snowball. First Snowball jumped up and licked my face. Then, my cheek got wet. After that, I got a towel to wipe my face. Yuk!
3. Did you see how I told my story across my fingers to help me plan it out? And did you notice how I used words like "then" and "after" to tell the story in order? Now I'm ready to put my story on paper. Okay, now you give it a try. Start by closing your eyes. Picture your story in your mind like a movie. Do you see your story? Good! Now catch your story in your hand. Open your eyes. Turn and tell your partner your story using your "story helper." (The teacher circulates and listens to several partnerships tell their stories to one another.)
4. You did it! You used your "story helper" to plan and tell your story just like real writers do. So today and every day before you go off and write, remember to catch your story in your hand and use your fingers to tell your story in order.

Think of an idea

Tell the whole story

Draw picture

Write the words
I went to Wal-Mart and bought new shoes.

Independent Work

5. Ask students to do what they saw you do. Take the story they captured in their hand and tell it across their fingers (story helper) and retell on their story paper or in booklets. Elicit and support storytelling in conferences. *Will you tell me the story that goes with your picture? What's happening?* Writing down their story will help you remember what their story is about and enable you to scaffold their thinking.

Share

6. Have a few students share and demonstrate how they told their story across their hand.

Extending the Lesson

- Continue this lesson on day two and three by retelling your own story from the day before across your fingers then model writing your own story.
- Create many opportunities for children to storytell about their lives. *Tell your partner a story that happened to you at recess today.*

Remember that at this point in the year, students writing may consist of pictures, some letters, words or sentences.

Idea Development-Generating Ideas

Provide each student with a large envelope to paste into their writing books or put in their writing folders.

Mini-Lesson

1. Start by making connections to some of the topics students have written about in recent writing workshops, which will help remind them that there are many different things they can write about. Use the topic to reinforce the language of writers. It is probably a good idea to establish writing partners prior to the lesson.
2. *Every piece of writing starts with an idea called a topic. Every day when you write, you pick a topic to write about. There are lots and lots of topics we can write about. I could write about why I love my Grampa or how I made a mud pie.* At this point, most students will want to share what they've written about. Take a few minutes to let them share their writing with the group or with a partner.
3. *There are lots and lots of topics we can write about one at a time! I don't want to forget all those other ideas because I might want to write about them another time. So I'm going to show you how you can use a "Topic Pocket" to tuck away those extra ideas and save them for another day.*
4. Help students begin to generate topics for their topic pocket by giving each student a sheet of paper divided into three or four sections (you may want to have the squares pre-cut or use index cards.) Tell students that in each square they will draw a quick picture with just enough detail for the student to remember what the picture represents. Even if students can't remember what they drew, the activity still reinforces the concept of generating several ideas, choosing one to write about, and tucking away the others to use another day.
5. *Close your eyes for one minute and take a picture in your mind of a person who is very important to you. Turn to the person beside you and tell him/her who your special person is. I'm going to give you two minutes to draw a quick picture of the person in the first box.* Model how you would draw a quick picture of a favorite person (Grandpa, etc.) and then allow students to sketch their favorite person. Continue this process, telling students to think about and draw 1) a special place they like to go, 2) a food they love to eat, and 3) something they like to do. Provide students with an opportunity to draw and to talk about their pictures as they draw. After they finish, tell them that these are topics they can write about.
6. *Now you have pictures that could be topics for writing. Point to each picture on your model. I might write about my Grampa, going swimming, camping, or my favorite food-spaghetti. I think today I'm going to write about going swimming and I'm going to tuck those other ideas away to use for another day.*
7. After thinking aloud as you choose a topic, model for the students how you use another paper to draw and detailed picture and add some writing.

Independent Work

8. Have students choose one of their topics to draw and write about and tuck the other away for another day. Remind them to use their "story helper" their fingers to help them tell their story then begin drawing and writing.

Share

9. Let students share their stories with a partner then choose 2 or 3 to share with the group.

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WEEK THREE: Idea Development You will be asking your children to write across a sequence of pages in small booklets. The pages provide concrete support for the chronological nature of stories. Teachers will use their own writing as well as mentor texts (may use excerpts from texts to help children understand what it means for a writer to write about a small moment.)

<p>Idea Development—“<i>I want to write like that.</i>”</p> <p>You will need a familiar mentor text in which a writer has written about small, true moments. Select a few pages to read that shows how the author stretches out the sequence of actions across several pages to make the moment feel important and interest. The excerpt you read aloud needs to match what you’ll ask your students to do. You will be asking your children to write across a sequence of pages in small booklets. You’ll want your children to learn that in true stories from our lives, one thing happens and then the next and the next. You will also need a supply of stapled booklets, each containing three or four blank pages. Writing in booklets to help them stretch their stories across the pages.</p> <p>Mini-Lesson</p> <ol style="list-style-type: none"> 1. Reiterate that personal narrative writers are storytellers. <i>We have been talking about how writers write about their own lives. As writers, we have been thinking of stories, making pictures in our heads, and telling our stories out loud to each other. We have used our fingers to help us remember to tell all the parts of our story. Today, we are going to learn how to stretch our stories across several pages as we write.</i> 2. Read an excerpt from a familiar mentor text. Tell students to notice the way the author takes a “Small Moment” (much like the stories they have been telling) and stretches it across a few pages. <i>Remember the part where _____?</i> 3. Point out that the author could have just said _____ and told that part in one or two sentences. (Give a very bland sentence or two instead of the 2 to 3 pages the author used to tell this part of the story.) <i>But instead of just telling it like that, the author decided to stretch the moment out by telling us tiny little details.</i> Be sure students understand that you are looking at what the writer did, not discussing the story (schema etc.). 4. Continue reading the selected excerpt aloud, pausing briefly to highlight the details used to stretch out an important moment. Be sure to point out, “this is a detail” when you read a detail. Think aloud about the picture those details create. Have students close their eyes and visualize. 5. Ask students to share with a partner (then whole group) the details the author used to stretch out the moment. 6. Reiterate that all those things the writer did are techniques to “stretch out a Small Moment” and we want to write like that. 7. <i>You know, you could make a picture book like this if you’d like. We have everything you need to make one of these if you want. You could put in pictures and words, just like (author) does. And you could even make your book be about anything you want.</i> 8. Show students the pre-stapled books and generally “talk up” how they can make books just like (author) did. <p>Independent Work</p> <ol style="list-style-type: none"> 9. Storytelling is an important part of students’ “rehearsal” before writing. Provide time and opportunity for students to tell their stories before writing. Students plan their stories before writing by telling their story across the pages. After storytelling, students begin to draw and write their stories. 10. During conferencing, ask students to “tell” you their story. Ask honest clarifying questions. This helps them think about the details/sequence/heart of the story. As students tell you about their story, you can scaffold their learning by turning the page of their book and asking what happened next and then suggesting they draw that there. <i>How does it end? Draw that here. Let’s go back and remember the whole story. It starts...</i> <p>Share</p> <ol style="list-style-type: none"> 11. Two to three students share out. Students listen for and discuss, does it make sense? Is it a true story? Is it stretched across the pages? <p>Extending the Lesson</p> <ul style="list-style-type: none"> • If students need more time, this lesson may be repeated using another mentor text. 	<p>Idea Development—“<i>I want to write like that.</i>”</p> <p>Mini-Lesson</p> <ol style="list-style-type: none"> 1. Ask the class to contribute to a shared writing story about a Small Moment they have experienced together. The class could compose the story together in the mini-lesson, the teacher writing either on paper or “in the air” (which means the story could be talked through but not written). <i>So if we were going to write like (author from yesterday) instead of writing about _____, we could focus on (fire drill, program, class pet, etc.). If we started our story _____ (give the students the beginning of the story), would you tell your partner the story of _____ (the fire drill, etc.)?</i> <p>Independent Work</p> <ol style="list-style-type: none"> 2. Students return to their writing. Continue to scaffold student’s understanding of making a book, telling their story across pages. <p>Share</p> <ol style="list-style-type: none"> 3. Ask a child to read aloud a Small Moment (or read it aloud yourself), reinforcing what you want your writer to notice. 	<p>Idea Development—“<i>I want to write like that.</i>”</p> <p>Remind the class that they have been telling and writing stories from their lives and saw how an author took a Small Moment and turned it into a story, adding tiny details that stretched their story across the pages. Explain that you want them to watch carefully as you show them how you are going to write like (author), stretching the story across the pages by adding tiny details.</p> <ol style="list-style-type: none"> 1. You will need to think of a Small Moment from your everyday life and plan how to tell the story of this moment briefly, yet in a way that moves through time (first this happened, then this, and finally this) and includes a detail or two. 2. Write in front of the children, modeling/thinking aloud about how instead of writing on a huge/broad topic (like all the things you do with your dog- too hard) instead you zoom in on a more focused topic like giving the dog a bath. Demonstrate how you write about a topic that is important to you. <i>I could write about all the things I did with my dog yesterday, but I am going to zoom in on just how I gave him a bath! Writers do that. We zoom in on just a small part.</i> 3. Model how writers envision their stories in their minds and sketch the stories, bit by bit, across pages, adding the details. Quickly sketch your story as you tell it, across the pages. Remind them that writers can plan their stories by touching each page as they tell their story to their partner. 4. Ask students to turn and talk to a partner about what they saw you do as a writer. Help the class generate a short list of observations. <p>Independent Work</p> <ol style="list-style-type: none"> 5. Students think about their own Small Moment story and tell their story to a partner touching the pages to their books as they go. 6. Students begin writing their own small moment stories, (or continue their story from the day before) choosing topics that are important and meaningful to them. <p>Share</p> <ol style="list-style-type: none"> 7. Two to three students share out. Share why they chose their story idea.
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Kindergarten – Personal Narrative - Unit of Study

WEEK FOUR

Word Choice/Voice	Voice	Structure-Endings
<p>Mini-Lesson</p> <ol style="list-style-type: none"> Celebrate that your children have been adding details into their stories by adding details and stretching their stories, bit by bit across the pages. Point out specific examples of a detail a student has added. Explain how those details, the words the author chooses, creates a picture in the reader’s mind. Choose an excerpt from a mentor text to read aloud and notice a detail that added to the story. Explain that today they will help you include details in your writing. Remind the class of a shared experience. Tell the story with all the details. Then plan how you might write about that experience. Touch each empty page and say aloud a bare-bones version of the story. Let students listen in as you think aloud over whether your story has details. Ask the students to tell their partners some details you could add to improve the story. Listen in as students turn and talk to their partners. Ask the students which details they think should be included. <i>Let me try again to plan out my story. I’m going to write ____ - touch the first page orally telling that part with all the details, then repeat on the next two pages.</i> Remind students, you’ll want to think of something that happened to you, picture in your mind, and then, before you write, tell a partner the story with all the details. Plan together how your story will go. Then you can draw and write it across the pages. <p>Independent Work</p> <ol style="list-style-type: none"> Students work on their own writing. In conferencing you may need to focus on students getting writing down, hearing and recording sounds, rereading what they have written, or leaving spaces between words. <p>Share</p> <ol style="list-style-type: none"> Ask two students who have written stories with details to share. Highlight the details, showing how these help the reader. Ask the students to read or tell their stories to their partners and notice the details/words they included. <i>Did they help make a picture in your mind?</i> 	<p>Mini-Lesson</p> <ol style="list-style-type: none"> Tell students that today you will teach them how to say more about their story. <i>I’m going to show you that you can write what happened and then you show your feelings or thoughts about what happened.</i> Read an excerpt from a mentor text (<u>Little Nino’s Pizzeria</u>, <u>Do Like Kyla</u>, <u>I Love My Hair</u>, <u>Salt Hands</u> and <u>Rollercoaster</u>, are a few examples of mentor texts read the first week that show the inside thoughts/feelings) to show how the author showed what happened and also showed thoughts and feelings about what happened. Be sure to talk about the illustrations and how they can also show inside feelings (someone screaming, happy, sad, etc.). <i>What did you notice? Did the writer use his/her words or pictures to tell the inside story-how someone was feeling?</i> Remind everyone of an event in the classroom each is sure to remember. Ask the children to tell the inside story and the outside story of that event to their partner. Repeat for the class the outside and inside story that you overheard partners talking about. Students may need scaffolding to tell the inside story. Encourage and invite students to try this strategy in their own writing. <i>When you write today and from now on, try to remember that on the one hand, you can tell what happened. But then, on the other hand, you can tell what you thought and felt. Then you can go back to what happened.</i> <p>Independent Work</p> <ol style="list-style-type: none"> Students work on their own stories. During conferencing, help students add the inside thoughts or feelings to their stories. <p>Share</p> <ol style="list-style-type: none"> Admire the way students write the outside and the inside story and share examples. Connect their efforts to a favorite mentor text/author. You are writing just like ____. 	<p>Mini-Lesson</p> <ol style="list-style-type: none"> Compliment the children on the stories and tell them sometimes their story endings need work. <i>Often your stories tend to end like this...and give examples (The end. Then we went home. etc.)</i> Tell children how you see them ending stories. They jump far away from the story. Use an example from one of the shared stories you and the class created. <i>You might tell the story about... (the fire drill etc.), and then say we went back to our room..</i> Ask the class to join you in writing a new ending for the story you cited earlier. Think aloud to get them started thinking about an ending that stays with the story. Offer several possible endings and how you got to them. <i>One way to end a story is to remember back to the very next thing that happened.</i> Give an example. <i>Another way to end the story is to say what you thought or felt (the inside story) during that moment. What did you think or feel....Give example.</i> <i>Do you see how one way to write story endings is to end the story while staying in the moment, saying what happened next? Another way is to tell what you thought or felt like you learned.</i> Tell the class that you need help to write an ending to a story based on one of the shared experience stories written together. Read the piece and then ask students to talk about if it has a good ending. Could they improve it? Ask for suggestions for a better ending. Reread the piece, but this time add the ending a student suggested. Encourage students to try and think about writing good endings to their stories. <p>Independent Work</p> <ol style="list-style-type: none"> During conferencing, show children how you generate good endings. <p>Share</p> <ol style="list-style-type: none"> Read some student pieces emphasizing how the writers ended their stories. <p>Extending the Lesson</p> <ul style="list-style-type: none"> Read the endings of several mentor texts. Discuss what makes them good endings.

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WEEK FOUR (continued): Publishing/Celebration

<p>Conventions-Editing/Publishing</p> <p>Mini-Lesson</p> <ol style="list-style-type: none">1. Tell students that it’s time to choose work to fix up and fancy up for publication. <i>Writers, this is an important day. You need to choose the piece that you will publish. We need to fix our writing up just like people fix themselves up for a graduation or a wedding.</i>2. Have a few examples of published books mentor texts.3. Tell the students that today we are going to look at what published books contain to make sure we include the same elements in our books.4. Take a picture walk of the books noticing various elements and drawing attention to them.5. Create a chart “Published books have....” <div data-bbox="283 678 716 836" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"><p style="text-align: center;">Published books have...</p><ul style="list-style-type: none">• Name of author• Name of illustrator• Cover with a picture and title</div> <ol style="list-style-type: none">6. Tell students that published books include the name of the author and illustrator on a cover. Explain what the author and illustrator do. Tell them they will include their name on their cover as author and illustrator.7. <i>You are going to want to fancy up your writing. You’ll have to decide how to make your writing beautiful. Some of you may want to add colors to your cover or make your favorite page more beautiful. Decide what you could do to dress up-fancy up-your writing and then do it!</i> <p>Independent Work</p> <ol style="list-style-type: none">8. Students choose the story they want to publish. Show/read their story to their partner. Send students off to publish their work. Encourage students to include and emulate elements of a mentor text. <p>Share</p> <ol style="list-style-type: none">9. Students can share how they published their books.	<p>Celebration</p> <p>Think about different ways your class can celebrate.</p> <p>Consider:</p> <ul style="list-style-type: none">• Students celebrate their hard work in completing their published piece. Guests (parents, other classrooms, school librarian, reading buddies) are invited to attend and either read book independently or have book read to them by students.• Students could travel in small groups to other (assigned) classrooms reading their stories.• Students could be seated around the room or in the library and the guests gather at individual student stations to hear their stories, and then move on to another student.• If students have older reading buddies, they could share their stories with them.• Tea party• After celebration make one copy of book for students to take home. Place other copy in school or classroom library for check out and further reading.• Be sure to write a note to each child telling him/her what you have noticed that he or she can do uniquely well. <p>Reflection</p> <ol style="list-style-type: none">1. Ask students what is something they have learned how to do as a writer. Students turn and talk then share out with class. Consider making a chart of their answers with their names.2. Ask students what is their favorite piece and why?
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	<i>4 Advanced</i>	<i>3 Proficient</i>	<i>2 Basic</i>	<i>1 Below Basic</i>
Standard	Consistently meets and often exceeds.	Regularly meets.	Beginning to meet.	Working below level.
Errors	Rare to none	Limited	Many	N/A
Teacher Support	Rarely needs support to meet standard.	Occasionally needs support. Demonstrates proficiency.	Frequently needs support.	Needs strong instructional support.

Rubric for Kindergarten Personal Narrative Unit of Study: Teacher Assessment of Student Performance	Score
<i>Generating Ideas</i>	
<ul style="list-style-type: none"> • Approaches reading mentor texts (immersion) with enthusiasm and curiosity • Draws inspiration from personal or family stories and/or experiences for writing • Integrates descriptive details into her or his own writing • Plans stories before writing by thinking of and saying aloud a story 	
<i>Qualities of Good Writing</i>	
<i>Idea Development-Details-Word Choice-Voice</i>	
<ul style="list-style-type: none"> • Comprehends the importance of planning how his or her writing will go from beginning to end • Writes stories about single significant events • Adds details into own pictures and stories 	
<i>Organization</i>	
<ul style="list-style-type: none"> • Closes stories with an ending 	
<i>Mechanics</i>	
<ul style="list-style-type: none"> • Shows growing sound-letter correspondence 	
<i>Publishing and Celebrating</i>	
<ul style="list-style-type: none"> • Takes pride in the finished product and ownership of it 	