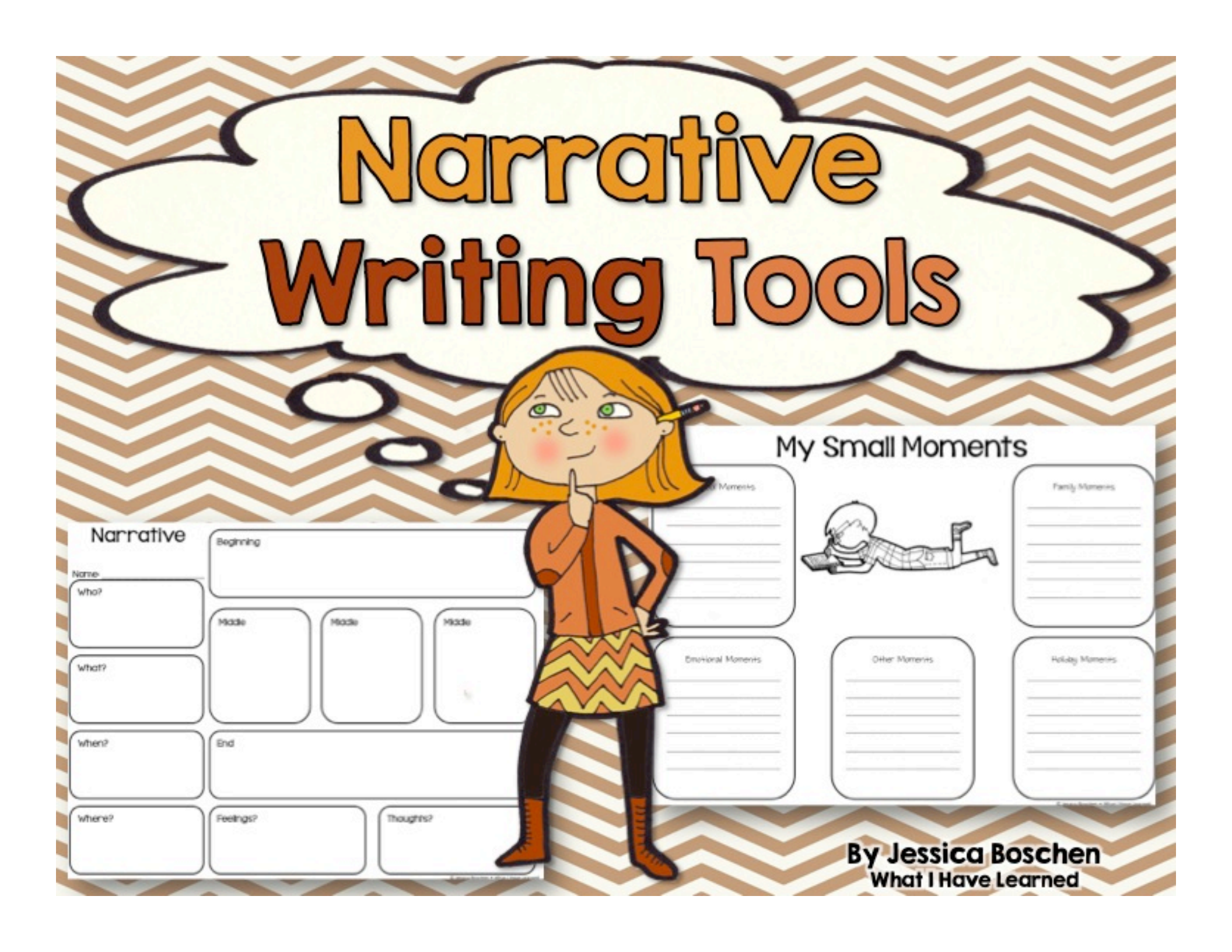
Narrative Writing Tools



By Jessica Boschen
What I Have Learned

Teacher Notes

These Narrative Writing Tools are something I use in my classroom whenever I teach personal narrative story writing. They are designed for second grade, although they can be used in grades 2-5. The tools help provide a framework for narrative story writing and include:

- Watermelon vs. See Ideas
- My Small Moments Chart
- Graphic Organizer for Planning
- Checklists
- Sample Writing

This product aligns with the following Common Core State Standards:

W.1.3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.2.3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.3-5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

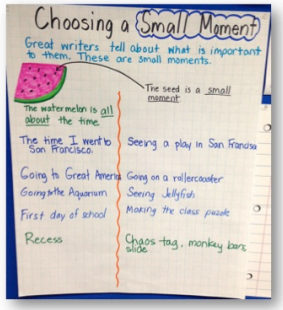
W.5.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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Teaching Small Moments

Students often have a lot of stories to tell, helping them narrow it down to a small moment can be tricky. Here's how I do it:

1. Mini-lesson – Teach what a small moment is through a t-chart. Elicit ideas from students about what they can write about. List it either under watermelon or seed and figure out the alternate idea.
2. Partner Sort – Give pairs of students the following two pages. Have them sort the ideas as either watermelon or seed ideas. Follow-up with a whole-group discussion about any that are difficult to sort.
3. My Small Moments – Have students list their own, personal small moments.

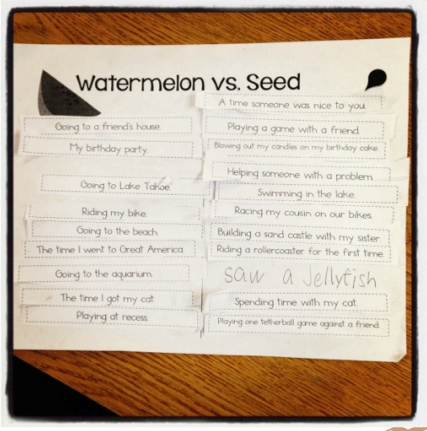


See this Blog Post for more information.

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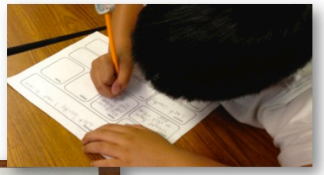
Sample Partner Sort

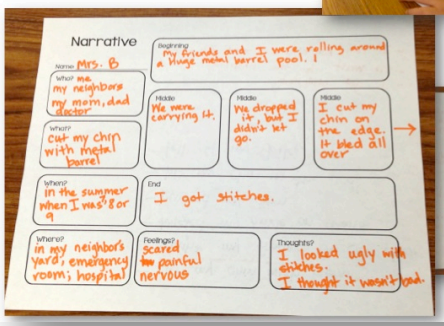
An extension to this activity could be to give students various watermelon ideas and have students write a corresponding seed idea.



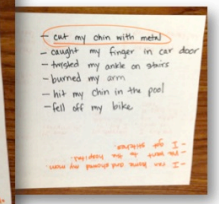
Prewriting

After brainstorming, we circled one moment to write about. I modeled the graphic organizer first and then had student do their own writing. While modeling, I broke it into parts, doing the left hand side first (the who, what, when, where) and then the right hand side (beginning, middle, and end).





See this Blog Post for more information.

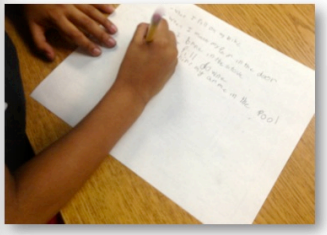


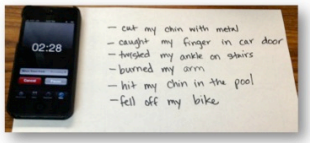
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Brainstorming

For years, I went straight into prewriting and skipped brainstorming. I recently realized that brainstorming is an integral part of the writing process that often gets skipped over. Here's what we did:

1. I gave students a topic (a time we got hurt) and we brainstormed all the times we got hurt. First I modeled my own brainstorming (above) and then gave students Three minutes to write as many ideas as they could.





2. After brainstorming, I had students get up and share their ideas with a partner. This verbalization gives students another opportunity to work with their ideas before choosing one to write about.



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Checklists for grades 1-5

I can write Narratives that:

- ❑ tell about two or more events in order
- ❑ include details that tell what happened
- ❑ use temporal words to tell event order
- ❑ provide a sense of closure



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Narrative Checklist

Title: _____

Author: _____

- ❑ tell about two or more **events in order**
- ❑ include **details** that tell what happened
- ❑ use **temporal words** to tell event order
- ❑ provide a **sense of closure**

Narrative Checklist

Title: _____

Author: _____

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Narrative Checklist

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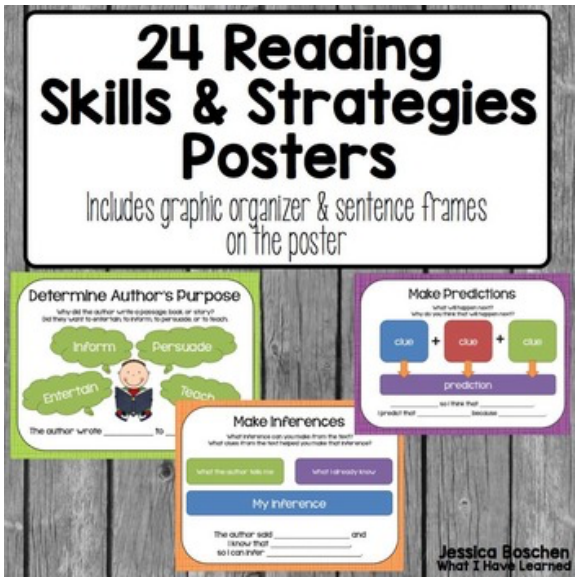
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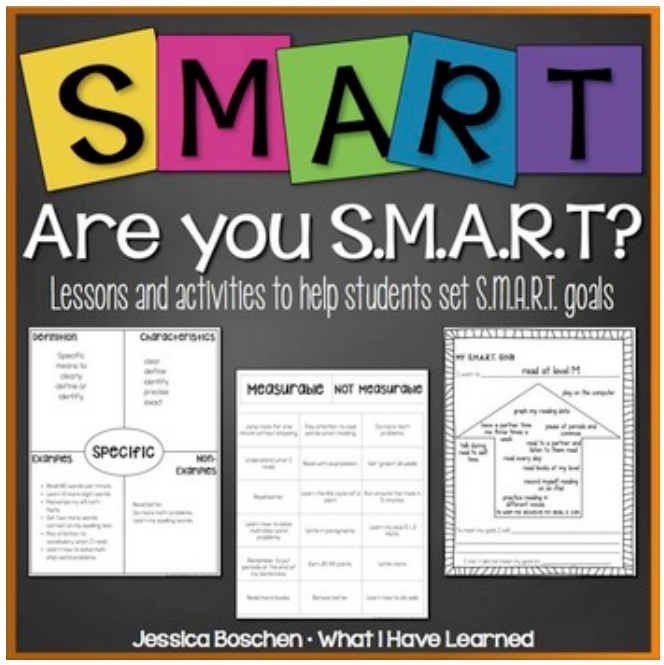
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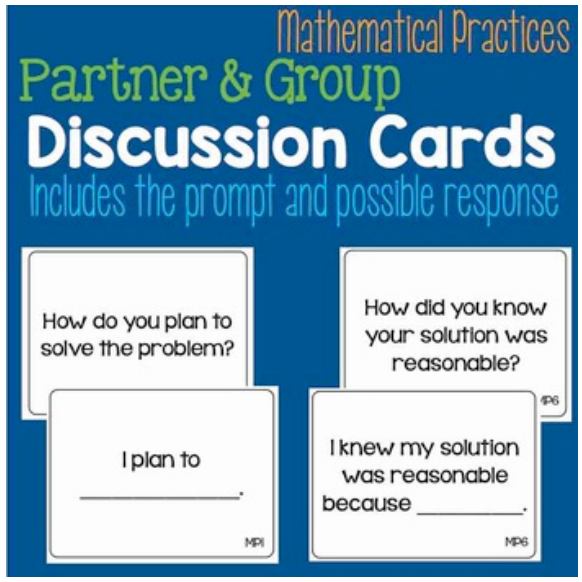
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