

| Crafting True Stories Grade 3 | |
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| Bend I-Writing Personal Narratives with Independence | |
| Session 1-Starting the Writing Workshop: Visualizing Possibilities | |
| OBJECTIVE | <ul style="list-style-type: none"> • I will examine a Third Grade Writer’s Notebook • I will explain what third-grade writers do and do not do within their writer’s notebooks. |
| CONNECTION | <p>Suggest that today is New Year’s Day for the writing workshop and invoke a mini in-place celebration.</p> <p><u>The teacher will say:</u> <i>“Today I want to teach you that writers, too, make New Year’s resolutions. They think about-they imagine-the kind of writing they want to make, and they set goals for themselves to write in ways they imagine. Then they work hard to reach their goals.”</i></p> |
| TEACHING “I Do...” |  <p><u>The teacher will say:</u> <i>“Writers benefit from having a clear picture of the kind of thing they are trying to make. They might for example, study an exemplar writer’s notebook. Today we will study Rebecca’s writer’s notebook.”</i></p> <p><u>The teacher will:</u></p> <ul style="list-style-type: none"> • Facilitate a tour of a really great writer’s notebook. • Read Rebecca’s notebook entry orally (FIG.1-1 page 5) • Ask, “Are you noticing what this writer has done that you could do as well?” |
| ACTIVE ENGAGEMENT “We Do...” | <p>Set children up to talk in small clusters about what third-grade notebook writers do and don’t and then convene to collect observations.</p> <p><u>The teacher will:</u></p> <ul style="list-style-type: none"> • Reread a section from one entry of Rebecca’s notebook. • Ask students “What are you noticing?” <p><u>The students will:</u></p> <ul style="list-style-type: none"> • Discuss their noticing on Rebecca’s notebook entry. • Identify “What third-grade writers do” and “What third-grade writers don’t do.” |
| Link | Channel students to continue this work in groups studying an exemplar notebook and charting observations. |
| Independent Practice “You Do...” | Students will independently write. Through conferring, teachers will offer students differentiated support. |
| SHARE | Review the “What Third-Grade Notebook Writers...chart. |
| MATERIALS | FIG. 1.1 Rebecca’s notebook entry page 5 FIG. 1-3 What Third-Grade Notebook Writers... Do: Don’t: FIG. 1-4 One notebook entry marked up with students’ observations |
| RESOURCES | Grade 3: Crafting True Stories pages 4-11 |

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| CCSS | W.3.5, W.3.8, W.3.10, RL.3.5, RL3.1, SL.3.1. a,b,c,d; L.3.6 |
| Crafting True Stories | |
| Bend I-Writing Personal Narratives with Independence | |
| Session 2-Finding Ideas and Writing Up a Storm | |
| OBJECTIVE | <ul style="list-style-type: none"> I will create a small moment story of a person who matters to me. |
| CONNECTION | <p><i>Revel over the fact that yesterday many children already began generating story ideas. Channel children to tell their stories quickly to nearby students.</i></p> <p><u>The teacher will say:</u> <i>“I want to teach you a strategy you can use whenever you are having trouble coming up with an idea for a true story.”</i></p> <p><u>The teacher will:</u> Point to the anchor chart-</p> <p>Finding Ideas for True Stories</p> <ul style="list-style-type: none"> Think of a person who matters to you, list small moments, choose one, and write the whole story. |
| TEACHING “I Do...” |  <p>First teach your students the contexts in which a writer might use the strategy you are about to teach, and gesture to the chart on which the strategy is written.</p> <p><u>The teacher will:</u> Model the <i>step-by-step process of using a strategy to generate ideas for true stories.</i></p> <ul style="list-style-type: none"> Verbally identify a special person List small moments related to the person Choose one small moment Write the moment on chart paper |
| ACTIVE ENGAGEMENT “We Do...” | <p>Help students imagine themselves in the situation that calls for the strategy. Then lead students through the steps you’ve demonstrated.</p> <p><u>Students will (in their minds):</u></p> <ul style="list-style-type: none"> Identify a special person Think of shared small moments List small moments across their fingers Select one special small moment Describe what happened at the start of the event <p><u>The teacher will:</u></p> <ul style="list-style-type: none"> Ask students, “What are you noticing?” Reread a section from one entry. Provide students with the opportunity to turn and talk with a partner to discuss “what third grade writers do” and “what third-grade writers don’t do.” |
| LINK | Remind writers that whenever they want help thinking of a true story, they can use this strategy. After each writer begins to write |

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| | fast and furiously, the teacher will send the students back to their seats to continue writing. |
| Independent Practice “You Do...” | Students will independently write. Through conferring, teachers will offer students differentiated support. |
| SHARE | Cheer on your writers; ask students to compliment themselves and to use stickers to mark their best parts. Encourage students to read their writing aloud to clusters and help listeners listen well and generate compliments. |
| MATERIALS | Chart paper FIG. 2-2 page 21 |
| RESOURCES | Grade 3: Finding Ideas and Writing Up a Storm pages 12-21 |
| CCSS | W.3.3. a, b, W.3.4, W.3.5, W.3.10 RL.3.5, SL.3.1. a,b,c,d; L.3.6, L.3.1 |