

Narrative Craft Grade 5	
Bend 1 – Generating Personal Narratives	
Session #1 – Starting with Turning Points	
OBJECTIVE	SWBAT generate ideas for personal narratives
CONNECTION	<p>Acknowledge that some students already know some strategies for generating narrative writing. Encourage students to make personal charts of strategies.</p> <p><u>The teacher will say:</u> <i>“Today, as you begin to work on new pieces of writing, I want to remind you that you already know strategies for coming up with stories that make readers sigh and laugh and pull in to read more. I’ve hung a chart from last year, ‘Strategies for Generating Personal Narrative Writing,’ in the front of the classroom, because we will draw on it all the time, and add to it as we learn more.”</i></p>
TEACHING <i>“I DO...”</i>	 <p><u>The teacher will say:</u> <i>“Today I want to teach you another strategy – one that helps people write powerful stories. It usually works to jot moments that have been turning points in your life. These might be first times or last times, or they might be times when you realized something important. Then you take one of those moments and write the whole story, fast and furious.”</i></p> <p><u>The teacher will:</u> Demonstrate the <i>step-by-step sequence of using the strategy for generating ideas for personal narratives</i> by listing first times, last times, or times when you realized something (on chart paper). For example:</p> <ul style="list-style-type: none"> ➤ The first time...I went ice-skating and wobbled out on the ice, so scared I would fall. ➤ The first time...I held my new puppy in my arms. I scanned the other puppies in the room and worried whether I would love mine. ➤ The first time...we moved into our house. I walked around, so excited for what it would look like once all our furniture was in place. ➤ The last time...I visited my grandfather at the hospital and said a sad, confused, goodbye, knowing it would likely be the last time I saw him. ➤ The time...I was acting terrible and my mom gave me a big hug. I realized she would always be there for me.

<p>ACTIVE ENGAGEMENT</p> <p><i>"We Do..."</i></p>	<p>Set children up to try the strategy.</p> <p><u>The teacher will:</u></p> <ul style="list-style-type: none"> ➤ Direct students to open up their notebook and make a quick list of the first and last times or times they realized something. ➤ After a brief moment, get students' attention and have them take notice that you mentioned specifically what you were doing , then underline that part. Thereafter, have them take notice that you also mentioned feelings some of the time, and then circle that part. <p><u>The students will:</u></p> <ul style="list-style-type: none"> ➤ List their first and last times or a time they realized something. ➤ Add exactly what they were doing and feeling to at least one of their items. ➤ Work first alone, quietly, then by talking to each other.
<p>LINK</p>	<p>Remind children that writers draw from a repertoire of strategies to get themselves writing, and meanwhile, add to the chart.</p>
<p>Independent Practice</p> <p><i>"You Do..."</i></p>	<p>Students will independently write.</p> <p>Through conferring, teachers will offer students differentiated support .</p>
<p>SHARE</p>	<ul style="list-style-type: none"> • Convene students in the meeting area and compliment them on their productivity and then, talk to them about the importance of building writerly lives. Inform them that one strategy to build a writerly life is to think back on the best and worst writing times and learn from there. • Have them share those experiences with their partner, ensuring that they be specific about what did not work in their writing and how they can avoid repeating the same mistake, as well as what did work in their writing that made it great. • Get writers to start jotting about their own writing lives in terms of what makes writing the pits and what makes it wonderful for them. Have them push themselves to think about how they can make their writing life the best it can be. Do not share at that time.
<p>MATERIALS</p>	<p>Anchor charts Markers for writing on the chart Writers notebooks / folders Pencils Teacher-created first time, last time, and a time when you realized something important</p>

RESOURCES	Grade 5: Starting with Turning Points pages 2-12
CCSS	W.5.3, W.5.8, W.5.10, RL.5.2, SL.5.1, SL.5.4, L.5.1, L.5.2, L.5.3