

Mini Lesson: Personal Narrative 1 (16) Story Endings

Standards: CC1.4.1.M Write narratives to develop real or imagined experiences or events.
CC1.4.1.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize dates and names of people.
 - Use end punctuation; use commas in dates and words in series.
 - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.
- CC1.1.1.B Demonstrate understanding of the organization and basic features of print.
- Recognize the distinguishing features of a sentence.

Materials:

- Chart paper
- Chart markers
- Story written up on chart or for Elmo based on whole-class experience
- Additional story based on whole-class experience with intentional “bad” ending (this could be the story from Lessons PN1-12 and PN1-13.

Connection: “Writers, I love your small moments stories. You are s-t-r-e-t-c-h-i-n-g them across pages, telling the parts bit by bit. You are telling the outside story – what happened – AND the inside story – how you were feeling and what you were thinking. I’ve been reading these great stories and then, when I get to the end I say, ‘What happened?’ Your stories sound like this: We went to the park. We played soccer. I scored two goals.” (Change your intonation to sound boring): “Then we went home.

“Today, we’ll learn how to write endings that go with your wonderful stories—story endings that ‘stay in the moment.’”

Teach (modeling): Teach (modeling):

“Usually, you have these wonderful stories about going to Chuck E. Cheese, or playing at recess, and then you end it with, ‘Then we went home,’ or ‘Then we went to lunch,’ or ‘The End.’ When you do this, your stories jump away from your small moment.

“Endings are so important that we want to keep them ‘close-in to the moment.’ We know you are going to go home or go to lunch, so you don’t need to write that in your small moment.

“Let’s think about our Harvest Parade on Friday. Here is the start of my small moment:

On Friday afternoon it was our Harvest Parade. After “Snow White” read us a spooky story, we lined up at the door. Then, we slowly followed Mrs. W’s class down the hallway and out the door to the playground. We walked around the playground.

(When you read the last part make it sound boring):

Then we went back to the classroom.

“Gosh, we all know we went back inside! I’m going to cross that part out. I want to stay in the moment. Let me think...one way to end my story is to think back to the very next thing that happened. Oh, that’s right, we walked around the playground one more time. That could be an ending: ‘Then we walked around the playground one more time.’

“Another way to end the story and ‘stay in the moment’ is to say what you thought or felt – the inside story – during that moment. I’m going to go back and make a movie in my mind – again – to help me think about our feelings or thoughts. I remember someone wondering, ‘Will we get to do this again?’ So, that could be an ending, ‘We