

<p>Mini Lesson: Personal Narrative 1 (15) Zooming In—Adding Details</p>
<p>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.</p> <ul style="list-style-type: none"> - 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. <p>CC1.1.1.B Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> • Recognize the distinguishing features of a sentence. <p>CC1.4.1 T Production-with guidance from peers and adults focus on topic and respond with adding details to strengthen writing</p>
<p>Materials:</p> <p>A picture or photo of recess and an enlargement of part of that picture, i.e., zoomed in photo of the tire swing or the monkey bars (or you can refer to one wall of your classroom and then zoom in on something specific)</p> <p>Image of or actual camera and/or binoculars (see pictures following this lesson)</p> <p>A list-like story and then a section of the story that you zoomed in on (or use example below)</p> <p>ELD prep: pre-sketch pictures to accompany your list in the “Teach” section</p>
<p>Connection: “Writers, today we are going to talk about focusing on the most important part of our story. When writers focus on the most important part, they are like photographers. Photographers can look through the lens of their camera and see whole images like recess: children playing 4-square, jumping rope, a kickball game, playing basketball, climbing on the monkey bars, kids playing wall ball - everything that is going on on the playground during recess. Photographers can also zoom in on just one thing, like just the children playing basketball. Writers can write about everything that happens during recess, but usually writers want to zoom in on a small part, what we’ve been calling a small moment. “</p>
<p>Teach (modeling): Teach (modeling):</p> <p>“First, I’m going to think of an event or story in my life. I’m remembering what I did on Saturday morning (Use a hand gesture for each activity – avoid counting-off on your fingers). “I woke up, had breakfast, read a magazine went to the grocery store, baked cookies, and ate lunch. Doesn’t this sound like a list? What I’m going to do is zoom in on one small moment of my morning. I’ll zoom in and write about the most important part of my memory. I’m going to zoom in on baking cookies. My writing will sound like this.</p> <p>“We were going to visit my aunt on Sunday. She loves oatmeal chocolate chip cookies so I wanted to bake some to bring to her. I made two cookie sheets full. I left the cookies on the counter to cool. The whole house smelled like cookies so my son and husband came into the kitchen. They asked if they could eat some. I said “yes” and poured a glass of milk for each of us. Before we realized it, we had eaten all the cookies on one cookie sheet.” ELD: Use a sketch for each activity: I woke up, had breakfast, read a magazine, went to the grocery store, baked cookies, and ate lunch. Make sketch of cookie baking full of the details listed above. Write the words “zoom in” above the detailed sketch and use the illustration of the camera or binoculars.</p>
<p>Active Engagement: “Writers, I would like you to re-read the story you are working on or the most recent</p>

story you wrote. As you read your story, ask yourself 'Is this big (like the playground) or small (like the basketball players)? Is it big like my list of everything I did on Saturday, or is it small, zoomed in, like my baking cookies? If it is big, how could you zoom in?'" Have 2-3 students share with the whole group.

Bridge to Independent Practice:

"Today, as you are writing, think about being the photographer zooming in on the most important part of your memory."

Help students decide on the most important part of their story. Give them ideas for zooming in and adding more details, but keep it simple. For some students it may mean simply adding a word or two. For others, it may mean taking that idea and starting a whole new story. Know your students and how far you think they can be nudged at this point in the year.

Closure:

Pre-select 2 or 3 student stories and show how the student zoomed in on the most important part. You could make a contrast with what was written initially or what could have been written.

"Jonathan could have written about everything he did on Saturday, but instead he zoomed in on the most important part of his day – tripping when he was playing tag with his cousins."