

Mini Lesson: Personal Narrative 1 (12) Inside vs. Outside Story—2

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.
 CC1.4.1 O Include thoughts and feeling to describe experiences and events.
 CC1.4.1 Q Use a variety of words and phrases

Materials:

- A small moment that shows what happened and space to add “the inside story”
- Whole-class experience or adapt example from “Active Engagement” section
- The Inside Story chart
- Sticky notes
- Booklets or other paper choice for students

Connection: “Writers, yesterday we learned a new strategy for stretching out our small moments even more. We learned you can write about what happened (use hand motion with one hand) –the outside story, and then how you can write your thoughts and feelings about what happened –the inside story (gesture with the other hand to show that they are two separate “stories”).

Teach (modeling): Teach (modeling):

“I noticed that some people had a hard time getting started yesterday writing their thoughts and feelings – the inside story - in their small moment stories (gesture with one hand). So, I made a chart to help us with the inside story.”

Reveal chart and read with the children:

The Inside Story
 I felt
 I thought
 I wished
 I wondered
 I remembered

“Listen to my small moment story. Listen to what happened (motion and make fist with one hand)—the outside story—and then watch how I use the chart to help me tell my inside story—what I thought and felt about what happened” (gesture with the other hand to show that they are two separate “stories”).

This morning my cat woke me up at 5:00 am!

I opened my eyes and yawned. [Act out story.]

Think out loud and reread chart. “Gosh, what was I thinking when my cat woke me up? How was I feeling? I know! I wished I could sleep forever!” [Point to “I wished...”]

This morning my cat woke me up at 5:00 am! I opened my eyes and yawned.

Quickly add to the end of the story:

I wished I could sleep forever!

ELD: Use sketches on “The Inside Story” to illustrate the meaning of the words.

Active Engagement: “Writers, remember when we were going to go outside for an extra recess and it was raining? I started writing the small moment here, I wrote “the outside story.” But, I