

<p>Mini Lesson: Personal Narrative 1 (26) Checking the Content of Small Moment Stories</p>
<p>Standards: CC1.4.1.M Write narratives to develop real or imagined experiences or events. CC1.4.1 P Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure. 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>Materials:</p> <ul style="list-style-type: none"> • A teacher list-like story and then a ‘zoomed in’ story • Student writing folders or journal • Chart paper • Sticky notes • Small Moments list from Lesson PN1-8
<p>Connection: “Writers, you’ve been writing stories for several days now. You’ve been learning to make your good writing even better! You’ve been learning to make your writing easy to read and that is important. Today, let’s revisit and go back and check to see if your writing retells one small moment that happened.”</p>
<p>Teach (modeling): “Writers, listen to the story I wrote.” Yesterday I went to dinner with my family. I went to the library. At home I watched a movie. “When I read this again, I realized that I had several different small moments and that my story sounded more like a list. Going to dinner is a small moment. Going to the library is a small moment and watching a movie is another small moment. Instead of making a list, I can zoom in on just one of these small moments.” Model thinking aloud: “I want to zoom in on going to dinner. Let’s see, what happened first? I went to Kenny’s restaurant. I’m going to write that down. What did I do next? I ate a pastrami sandwich.” (Write): I ate a pastrami sandwich and a salad. (Think aloud): “What happened last? I had ice cream.” (Write): I ate chocolate ice cream. “Before I am done, I want to check my writing.” (Model referring to Small Moments checklist) “Thumbs up if you think I... use ‘I,’ tell what happened, and tell my story in order.” ELD: Teacher uses a sketch on chart paper to illustrate: Yesterday I went to dinner with my family. I went to the library. At home I watched a movie. Sketch for dinner has more details and teacher writes the words “zoom in” and uses the visual of a camera or binoculars.</p>
<p>Active Engagement: “Now writers, I would like to invite you to look through your writing folders/journals for a story that goes on and on and on - a story that has more than one small moment like mine. Find one part that you can turn into a whole story.”</p>
<p>Bridge to Independent Practice: As you write today, stop and reread from time to time to see if your story is one small moment or if it goes on and on. If it goes on and on, zoom-in on one small moment. Use Small Moment checklist to guide your discussion with select students. Partners review a few stories together.</p>
<p>Closure: Whole group sharing. Selects or ask for volunteers to share a story that was more than one small moment and tell how they could zoom-in on just one small moment.</p>

