

1st Grade MELD Lessons Aligned to CCSS Narrative Writing

Overview

This series of MELD lessons are set up as a buffet of ideas. Please choose according to the needs of your students. You may also speed up or slow down per the needs of your students.

Breakdown:

Each day has three major focus areas:

- I. New/Review Concepts
- II. Writing Time
- III. Revision Time

Technology Enhancement

Enhancements are included and suggested for 1:1 iPad classrooms and computer classrooms.

| | Day 1 |
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| Common Core Objective(s) CCSS Domain CCSS Standard | <p><i>W 1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal events order, and provide some sense of closure.</i></p> <p><i>L 1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p><i>L 1.2 Demonstrate command of the conventions of standard English capitalization punctuation, and spelling when writing.</i></p> <p><i>L 1.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing speaking and listening at the college and career readiness levels; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</i></p> <p><i>RL 1.6 Identify who is telling the story at various points in a text.</i></p> |
| Materials and Resources | Writing paper, pencils, graphic organizers, chart paper/white board, markers, highlighters |
| Essential Question "Big Idea" | <p><i>What is narrative writing?</i></p> <p><i>How to use pronouns in a narrative?</i></p> |
| MELD Lesson Objective(s): (Intended) | <p>Students will learn characteristics of a personal narrative:</p> <p>Students will learn how to use pronouns in a narrative.</p> <p>Students will participate a in interactive reading of "Just Like Me"</p> |

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| <p>Student Learning Outcomes:)</p> | |
| <p>Instructional Strategies</p> | <p>IS: Instructional Conversations facilitated by purposeful use of Participation and Discussion Protocols (P). Use Graphic Organizers. Activate Prior Knowledge. Academic Vocabulary Development (APK) Small Group Learning Task. (T/P/S) Think-Pair Share, I Do, We do, You do, Pick A Stick, and Interactive Reading</p> <p>Whole Group:</p> <ul style="list-style-type: none"> * Students gather on the rug or in the front of classroom. * Teacher will tell students that they will learn how to write a personal narrative. Teacher will explain that a personal narrative is a story about you and something you have done. * Teacher will introduce the personal narrative chart. <p style="padding-left: 40px;"><u>Personal Narrative</u></p> <ul style="list-style-type: none"> • Tells about something in the writer’s life • Has words such as I, me, us, and we • Tells the events in order <p>Small Group:</p> <ul style="list-style-type: none"> * Students will Think-Pair Share the characteristics of a narrative. * Teacher will check for understanding by calling on a couple of students to name the characteristics that were discussed. (P- pick a stick) <p>Whole Group:</p> <ul style="list-style-type: none"> * Teacher will pre-chart “Just Like Me” story. * Teacher will tell students that he/she will read a narrative story. In the story we will look for the words I, me and we. Remind students that these words are from the narrative chart and that these words are pronouns. Teacher will define a pronoun. * Teacher will read the narrative story “Just Like Me” as an interactive reading lesson. Teacher will demonstrate through metacognition (think aloud) how pronouns I, me,we are used in narrative text.(I do) * Teacher will ask volunteers to help her/him find pronouns I, me and we on the chart. As this is done teacher will underline the pronouns. (we do) * Students will demonstrate their learning by highlighting pronouns on the chart. Teacher will use pick a stick to select volunteers. (you do) |

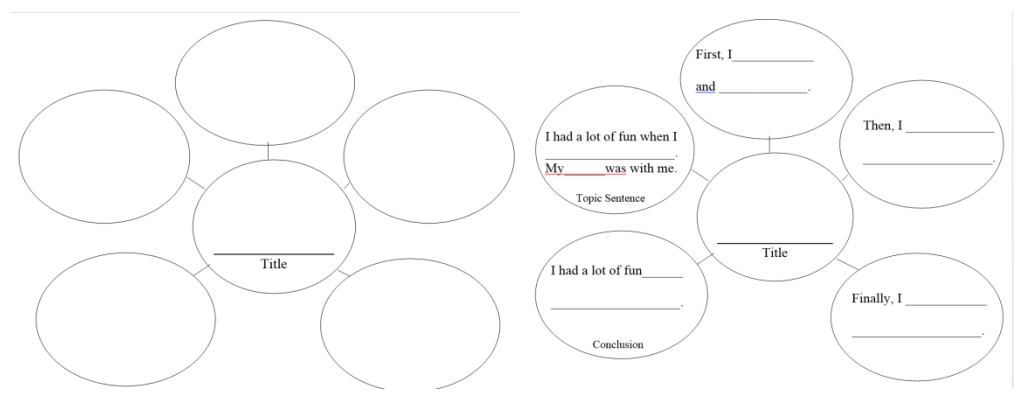
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| | <p style="text-align: center;">Just Like Me By Barbara J. Neval</p> <p>My name is Jennifer. I have a twin sister. Her name is Julie. She has long brown hair. Just like me! She has big brown eyes. Just like me! Julie is in 3rd grade. Just like me! She goes to dance class. Just like me! She likes to roller skate. Just like me! She likes bubble gum. Just like me! She sleeps in a big bed. Just like me! Julian has a kitten. Not like me! She likes to clean house. Not like me! Julie likes to float on the water. Not like me! She likes to wear dresses. Not like me! She likes pancakes.</p> |
| <p>Academic Language</p> | <p>narrative writing, pronoun</p> |

| | Day 2 |
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| Common Core Objective(s) CCSS Domain CCSS Standard | <p><i>W 1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal events order, and provide some sense of closure.</i></p> <p><i>L 1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p><i>L 1.2 Demonstrate command of the conventions of standard English capitalization punctuation, and spelling when writing.</i></p> <p><i>L 1.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing speaking and listening at the college and career readiness levels; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</i></p> |
| Materials and Resources | Writing paper, pencils, graphic organizers, chart paper, white board, markers, bubble map |
| Essential Question "Big Idea" | <i>What is personal narrative writing?</i> |
| MELD Lesson Objective(s): (Intended Student Learning Outcomes:) | <p>Students will learn how to tell about a real life experience and how to convey its meaning.</p> <p>Student will define and learn how to sequence a story.</p> |
| Instructional Strategies | <p>IS: Instructional Conversations facilitated by purposeful use of Participation and Discussion Protocols. Use Graphic Organizers. Activate Prior Knowledge. Academic Vocabulary Development (APK) Small Group Learning Task. (T/P/S) Think-Pair Share, Moment of Silence, Shout out.</p> <p>Whole Group:</p> <ul style="list-style-type: none"> * Teacher will gather students on the rug. * Teacher will tell the students about a time that he/she went on a trip and how he/ she had a great time. * Teacher will tell students that he/she will use a bubble map to write about a personal narrative. * Teacher will use the metacognitive process to engage students in sequencing and how order words are used. * Teacher will reread story quickly and ask students to shout out when she reads an order words. Teacher can circle the order words written in the personal narrative * Teacher will say to the students that you are going to write about an event that is important to you. * Activate Prior Knowledge (APK) Ask students to remember a time when they participated in an activity where they had lots of fun. Give examples: (trip to the mountains, water park, Disneyland etc.) |

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| | <p>Small Group:</p> <ul style="list-style-type: none">* Students, after a moment of silence will think-pair share(T/PK) their ideas with a partner.* Teacher will chart some of the student's events. |
| Academic Language | narrative writing, real life experience, sequencing, order words |

| | Day 3 |
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| <p>Common Core Objective(s) CCSS Domain CCSS Standard</p> | <p><i>W 1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal events order, and provide some sense of closure.</i></p> <p><i>L 1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p><i>L 1.2 Demonstrate command of the conventions of standard English capitalization punctuation, and spelling when writing.</i></p> <p><i>L 1.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing speaking and listening at the college and career readiness levels; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</i></p> |
| <p>Materials and Resources</p> | <p>bubble map, chart paper, marker, pencils</p> |
| <p>Essential Question “Big Idea”</p> | <p><i>What is a personal narrative and how to use order words?</i></p> |
| <p>MELD Lesson Objective(s): (Intended Student Learning Outcomes:)</p> | <p>Students will begin writing a personal narrative story. Review story sequence and how to use order words.</p> |
| <p>Instructional Strategies</p> | <p>AS: Instructional conversations facilitated by purposeful use of Participation and Discussion Protocols. Use of Graphic Organizer, P; Give one, give one, Whip Around</p> <p>Whole Group:</p> <ul style="list-style-type: none"> * Teacher will review how to use the bubble map. Teacher will review the definition of sequencing and how to use order words. * Teacher will ask students to tell a peer what they know about order words. (give one, get one) <p>Whole Group:</p> <ul style="list-style-type: none"> * Students gather on the rug or in the front of classroom. * Teacher will tell students that they will continue to learn how to write a personal narrative. Teacher will explain that a personal narrative is a story about you and something you have done. * Teacher will review the personal narrative chart. <p style="text-align: center;"><i>Personal Narrative</i></p> <ul style="list-style-type: none"> •Tells about something in the writer’s life •Has words such as I, me, us, and we •Tells the events in order <p>* Teacher will do a whip around to have students share prior</p> |

- days learning. Remind students to think about the event that they shared with a partner.
- * Teacher will define sketch.
 - * Students will be given a bank bubble map and asked to sketch a picture of the event that they are going to write about on the back. Then turn map over and complete each bubble.
 - * Teacher will monitor as students write.
 - * Have student use their bubble map to give one, get one to share their story.
 - * (This lesson may take two days.)



Academic Language

order word, sequencing, personal narrative, sketch


| | Day 4 |
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| Common Core Objective(s) CCSS Domain CCSS Standard | <p><i>W 1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal events order, and provide some sense of closure.</i></p> <p><i>L 1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p><i>L 1.2 Demonstrate command of the conventions of standard English capitalization punctuation, and spelling when writing.</i></p> <p><i>L 1.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing speaking and listening at the college and career readiness levels; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</i></p> |
| Materials and Resources | chart paper, marker, bubble map, document projector, pencils, writing paper (look at resources for writing paper) |
| Essential Question “Big Idea” | <i>How do we use the Luck Calkins writing process?</i> |
| MELD Lesson Objective(s): (Intended Student Learning Outcomes:) | Student will write using the Lucy Calkins writing process to complete personal narrative. |
| Instructional Strategies | <p>AS: Instructional conversations facilitated by purposeful use of Participation and Discussion Protocols. Use of Graphic Organizer, Academic Vocabulary Development, I do, you do, Whip Around</p> <p>Whole Group:</p> <ul style="list-style-type: none"> *Teacher will do a quick whip around to review previous days work. * Continue narrative writing using the Lucy Calkins writing process. * Teacher will model by drawing a quick sketch of her/his event and add the title. * Teacher will pass out a packet of paper for sketching and writing to each student. * Teacher will ask student to draw a picture of the event that they described in their bubble map and add a title/ * Teacher will monitor and support students as they draw and write a title. * Teacher will model each sequenced page with a sketch and writing until students finish their entire story include (I do, you do) prompting. * Taking students through the writing process may take more than one days. |

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| | Name: _____ Date: _____ Title: _____ <div style="border: 1px solid black; height: 100px; width: 100%;"></div> | Topic Sentence <div style="border: 1px solid black; height: 100px; width: 100%;"></div> <hr/> <hr/> <hr/> <hr/> |
| Academic Language | sketch, sequence, narrative writing | |

| | Day 5 |
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| Common Core Objective(s) CCSS Domain CCSS Standard | <p><i>W 1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal events order, and provide some sense of closure.</i></p> <p><i>L 1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p><i>L 1.2 Demonstrate command of the conventions of standard English capitalization punctuation, and spelling when writing.</i></p> <p><i>L 1.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing speaking and listening at the college and career readiness levels; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</i></p> |
| Materials and Resources | writing paper, document projector, puzzle map, pencils, narrative checklist |
| Essential Question “Big Idea” | <p><i>Students will practice writing a narrative.</i></p> <p><i>Students will understand how to use a narrative checklist.</i></p> |
| MELD Lesson Objective(s): (Intended Student Learning Outcomes:) | <p>Students will continue to learn the basic structure of narrative writing and how to check their work using a narrative checklist.</p> <p>Teacher will conference with students while others are completing the sequence puzzle.</p> <p>Students will make necessary corrections and additions to narrative story.</p> |
| Instructional Strategies | <p>AS: Instructional conversations facilitated by purposeful use of Participation and Discussion Protocols. Use of Graphic Organizer, Academic Vocabulary Development, I do, you do</p> <ul style="list-style-type: none"> * Teacher will review previous days skills and work. Students will be encouraged to complete unfinished writing. * Teacher will explain and discuss narrative checklist. (use document reader to project checklist) * Tell students that they will use checklist to make sure all bullet points are included in their work. * Students will turn to their elbow partner to discuss new learning. * Teacher will model how to complete puzzle (use document projector) I do, you do * Students will complete puzzle (coloring optional) as others are pulled to conference with teacher. * conference will take more than one day *remember two or three days now to make corrections using a rubric/checklist, means fewer days in the future for corrections. *begin to refer to your students as writers. |

| | <table border="1"> <thead> <tr> <th colspan="2">Grade 1</th> <th>Not Yet</th> <th>Starting To</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td colspan="5">Structure</td> </tr> <tr> <td>Overall</td> <td>I wrote about when I did something.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Lead</td> <td>I tried to make a beginning for my story.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Transitions</td> <td>I put my pages in order. I used words such as <i>and</i> and <i>then</i>, <i>so</i>.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Ending</td> <td>I found a way to end my story.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Organization</td> <td>I wrote my story across there or more pages.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td colspan="5">Development</td> </tr> <tr> <td>Elaboration</td> <td>I put the picture from my mind onto the page. I had details in pictures and words.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>Craft</td> <td>I used labels and words to give details.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table> | Grade 1 | | Not Yet | Starting To | Yes | Structure | | | | | Overall | I wrote about when I did something. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Lead | I tried to make a beginning for my story. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Transitions | I put my pages in order. I used words such as <i>and</i> and <i>then</i> , <i>so</i> . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Ending | I found a way to end my story. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Organization | I wrote my story across there or more pages. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Development | | | | | Elaboration | I put the picture from my mind onto the page. I had details in pictures and words. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Craft | I used labels and words to give details. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
|--------------------------|--|--------------------------|--------------------------|--------------------------|-------------|-----|------------------|--|--|--|--|----------------|-------------------------------------|--------------------------|--------------------------|--------------------------|-------------|---|--------------------------|--------------------------|--------------------------|--------------------|--|--------------------------|--------------------------|--------------------------|---------------|--------------------------------|--------------------------|--------------------------|--------------------------|---------------------|--|--------------------------|--------------------------|--------------------------|--------------------|--|--|--|--|--------------------|--|--------------------------|--------------------------|--------------------------|--------------|--|--------------------------|--------------------------|--------------------------|--|
| Grade 1 | | Not Yet | Starting To | Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Structure | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall | I wrote about when I did something. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lead | I tried to make a beginning for my story. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Transitions | I put my pages in order. I used words such as <i>and</i> and <i>then</i> , <i>so</i> . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ending | I found a way to end my story. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Organization | I wrote my story across there or more pages. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Development | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Elaboration | I put the picture from my mind onto the page. I had details in pictures and words. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Craft | I used labels and words to give details. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Academic Language</p> | <p>writers, narrative writing</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | Day 6 |
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| Common Core Objective(s) CCSS Domain CCSS Standard | <p><i>W 1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal events order, and provide some sense of closure.</i></p> <p><i>L 1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p><i>L 1.2 Demonstrate command of the conventions of standard English capitalization punctuation, and spelling when writing.</i></p> <p><i>L 1.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing speaking and listening at the college and career readiness levels; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</i></p> |
| Materials and Resources | narrative publishing graphic organizer, pencils, crayon |
| Essential Question "Big Idea" | <i>Student demonstrates proficient use of Standard English in written and oral form.</i> |
| MELD Lesson Objective(s): (Intended Student Learning Outcomes:) | Students will review narrative checklist and continue to make additions or corrections to their work as necessary. Students Will publish their work. |
| Instructional Strategies | <p>AS: Instructional conversations facilitated by purposeful use of Participation and Discussion Protocols. Use of Graphic Organizer, Academic Vocabulary Development.</p> <p>P: I do, you do , Think Pair Share (T:PS)</p> <ul style="list-style-type: none"> * Teacher will use document projector to introduce publishing graphic organizer. * Teacher will model how to transfer writing from Lucy Calkins style paper to publishing graphic organizer I do, you do * Teacher will ask student to transfer writing from Lucy Calkins style writing paper to publishing graphic organizer. * Teacher will ask students to use their narrative checklist to make sure publish work is complete. * Teacher is monitoring as students complete writing task. * Students will think-pair share their finished work purposefully and gently advise partner of any corrections. |

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| Academic Language | publish |

| | Day 7 |
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| <p>Common Core Objective(s) CCSS Domain CCSS Standard</p> | <p><i>W 1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal events order, and provide some sense of closure.</i></p> <p><i>L 1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p><i>L 1.2 Demonstrate command of the conventions of standard English capitalization punctuation, and spelling when writing.</i></p> <p><i>L 1.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing speaking and listening at the college and career readiness levels; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</i></p> |
| <p>Materials and Resources</p> | <p>Narrative publishing organizer</p> |
| <p>Essential Question “Big Idea”</p> | <p><i>Students learn how to do an oral presentation.</i></p> |
| <p>MELD Lesson Objective(s): (Intended Student Learning Outcomes:)</p> | <p>Students will learn how to use an oral presentation checklist. Students will do oral presentations.</p> |
| <p>Instructional Strategies</p> | <p>AS: Instructional conversations facilitated by purposeful use of Participation and Discussion Protocols. Use of Graphic Organizer, Academic Vocabulary Development. P: Think-Pair Share (T/PS) I do, you do</p> <ul style="list-style-type: none"> * Teacher will give each student a copy of oral presentation checklist. * Teacher will project oral presentation checklist and model how it is to be implemented. P: I do, you do. * Students will practice P: think, pair, share (T/PS) with their elbow partner. * Oral presentation can be done three to four students a day and/or throughout the day. <p style="margin-left: 20px;"><u>Oral Presentation Checklist</u></p> <ul style="list-style-type: none"> • Did I introduce myself? • Did I talk about an activity that I did? • Did I tell the events in order? • Did I use a visual when talking about my personal narrative? • Did I ask a question about my personal narrative? • Did I answer a question about my presentation? |

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| <p>Academic Language</p> | <p>oral presentation</p> |
| <p>Differentiation : Intervention / Enrichment</p> | <ul style="list-style-type: none"> * Students can create a flip book for a new narrative story. * Students can retell story to partner using the sequence puzzle. * Create a new personal narrative no your own and present to your partner. * Create a foldable book retelling your story using pictures. <div data-bbox="443 478 597 674" data-label="Image"> </div> <p>(sample of a flip book)</p> <ul style="list-style-type: none"> * Create retelling cards that have pictures about your personal narrative story/new or story that was already written. |