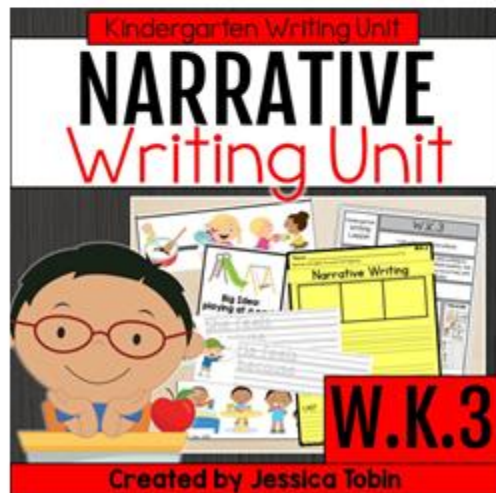


W.K.3

This ELA unit provides resources to use while teaching the standard **W.K.3**, which states that students will be able to **"Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened."**



Using This Unit

Let's look at the structure of this unit.

Lessons

- There are 6 lessons in this unit. These lessons will likely take more than one day to complete, so you can break them up over the course of one to three days. It all depends on how much time you have for writing. I suggest at least 10-15 minutes for your daily lesson, then 15-20 minutes+ for practice time.

Prompts

- These can be used throughout the unit as you see fit. They can be incorporated into daily writing, morning work, or used throughout the school year as cyclical practice.

Graphic Organizers

- These can be used throughout the unit as you see fit, too. You can use them with your lessons if you need more or use them within your independent practice time.

Writing Papers

- There is primary lined paper. You can choose the paper you like best. There are three options: one with a large picture, one with a medium picture option, and one with a small picture option.

Assessments

- There is a student self-assessment included as well as a teacher rubric to use. Have the student complete the self-assessment before conferring about their pieces.

©Tobin, Nov. 2018

Mini Lessons

There are 4 mini lessons within this unit, plus 2 guided review lessons. These may take between 2 to 3 days to complete, depending on how long your ELA block is. Activities range from group work, partner activities, whole group lessons, and independent activities. **Here is a close-up of Lesson #1 + materials!**

Kindergarten Writing Lesson

W.K.3

I can write narrative pieces.

Use a combination of drawing, dictating, and writing to narrate a single event, or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction.

What...

LESSON

Step 1: Create an anchor chart on a large sheet of anchor chart paper. Give each student a poster given and discuss different writing. Make sure to discuss the difference between personal and fictional narrative writing.

Step 2: Teacher will read the mentor text. Throughout the text, discuss the events that happen to decide actions, feelings, and reactions.

Step 3: Each student will write a narrative and Teacher will provide feedback. Students will show which they think they will turn and talk with they choose that.

Narrative Writing

Personal Narrative- author writes about an event in his or her life

Fictional Narrative- author writes about an event in the form of a story

-Try to include the **Who, What, When, Where, and How**

WHAT WE INCLUDE IN A NARRATIVE

Story Elements	-Characters -Setting
Sequenced Events	-What happens first? -What happens next? -What happens last?
Reaction or Character Feeling	-How do they feel? -What do they do?

Suggested Mentor Texts

FOCUS: NARRATIVE WRITING

Knuffle Bunny by Mo Willems	Rocket Writes a Story by Tad Hills
My Day by Mark Keats	First Day Jitters by Julie Danneberg
Cut by Crews	Wemberly Worried by Kevin Henkes
Les! by Mark Keats	"Let's Get a Pup!" Said Kate by Bob Graham
Jumps by Cornwall	The Relatives Came by Cynthia Rylant

Personal

Fictional

A story about a time you felt scared.

A story about a dog riding in an airplane.

A story about a family on vacation.

A story about two kids on a pirate ship.

A story about the time you built a huge snowman.

A story about a mouse stealing cheese.

Mini Lessons

Here's a quick glance at Mini Lessons #2, 3, and 4.

Kindergarten Writing Lesson

W.K.3

I can write narrative pieces.

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, provide a reaction to what happened.

Focus: Transforming

LESSON 2

Step 1: Teacher will guide students through a transforming lesson. On a short paper, he or she will write a list of ideas generated by the students on what they can write about. (Extra paper offered if teacher wants to let students write and copy the list on their own after the class is finished generating ideas.)

Step 2: Teacher will put one big idea on big event card

What We Can Write About



Big Idea:
going to the zoo



Big Idea:
going to school



Big Idea:
playing at the slide



Big Idea:
the aquarium

going to Disney World

first day of school

Kindergarten Writing Lesson

W.K.3

I can write narrative pieces.

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Focus: Sequencing Events

LESSON 3

Step 1: Teacher will show sequence strip on the board one at a time. Students will be in the Par-Shares and tell they find a new partner and created about the story they can create from a picture strip. Remind them to use tempo each event.

Step 2: Students will work with a partner to create a sequence of three cards. They will then tell to their partners about what is happening. They will repeat this for the three cards.

Step 3: Students will practice writing in order. Teacher can use the empty boxes to be creative and tell their own story or use the graphic organizer that has a picture strip.



Kindergarten Writing Lesson

W.K.3

Narrative Writing

Name _____

Illustrate and explain the events that happened.





FIRST

Kindergarten Writing Lesson

W.K.3

Narrative Writing

Name _____

Illustrate and explain the events that happened.





FIRST

Kindergarten Writing Lesson

W.K.3

I can write narrative pieces.

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, about the events in the order in which they occurred, provide a reaction to what happened.

Focus: Providing Reaction and Feeling

LESSON 4

Step 1: Teacher will display an action card. The students will participate in a Par-Shares activity. They will mix up around the room, pair up with a new partner, and share how they think the character feels in the picture. Repeat for all six cards.

Step 2: Students will draw a strip from their pile and at a time. They will study the picture on the strip, then think about how the character feels. They will finish the sentence that begins, "He feels" or "She feels" to practice adding reaction and feeling.

Step 3: Students will complete a fold and grab book. They will fold along the dotted line and grab the dotted line. Then students will look at the problem on the front of the fold and grab book, then write one sentence on the inside. The sentence on the inside should be what reaction or solution the character took to solve his or her problem. The teacher will do the first one with the students.



What Can They Do?

She feels because _____

He feels because _____

It feels because _____

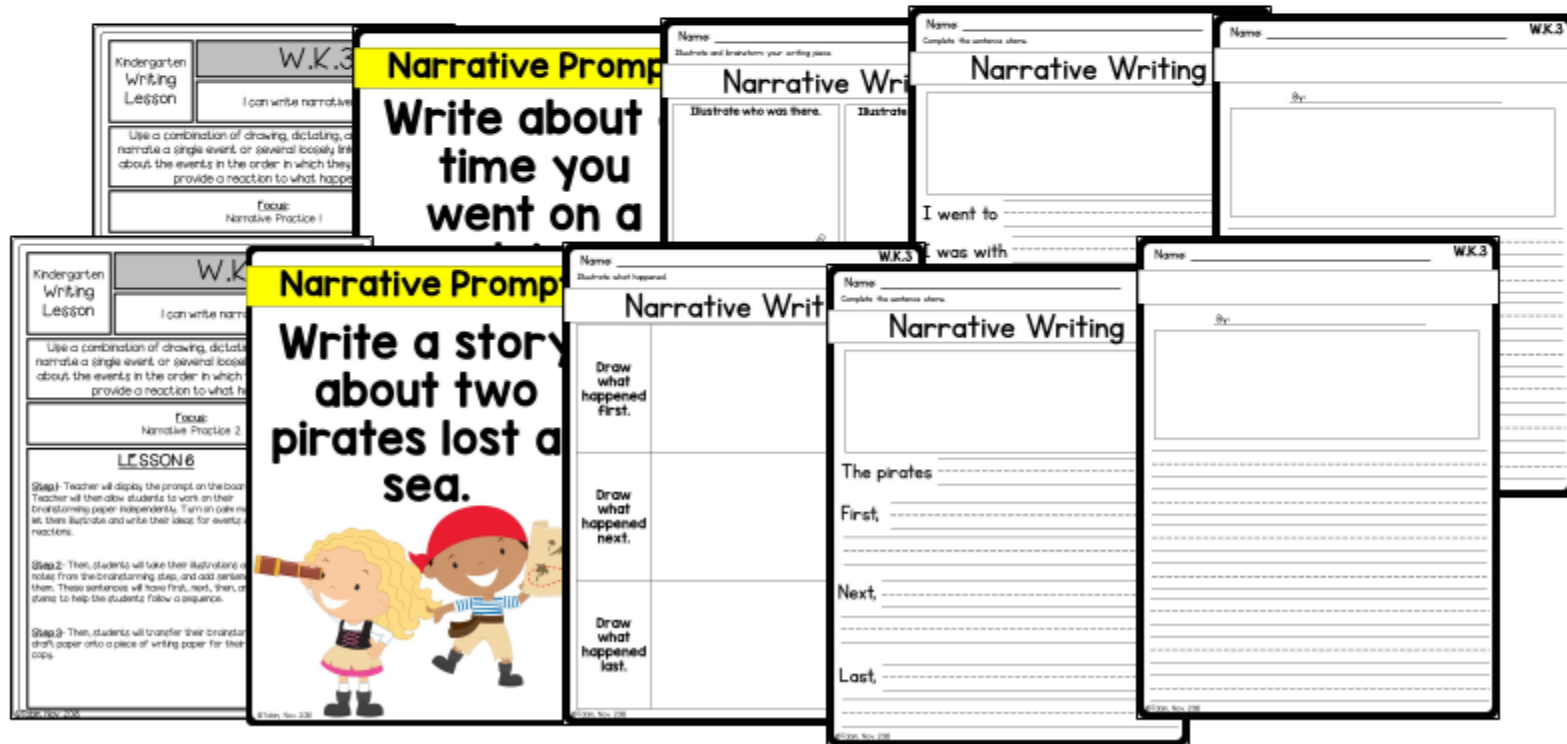
He feels because _____

She feels because _____



Practice Lessons

Here's a quick glance at Mini Lessons #5 and 6, which are review mini lessons. After the scaffolded lesson plans, there are extra mini lessons that gives students a guided practice through their writing. The teacher will guide them through a mini lesson including a review, prewrite, and drafting.



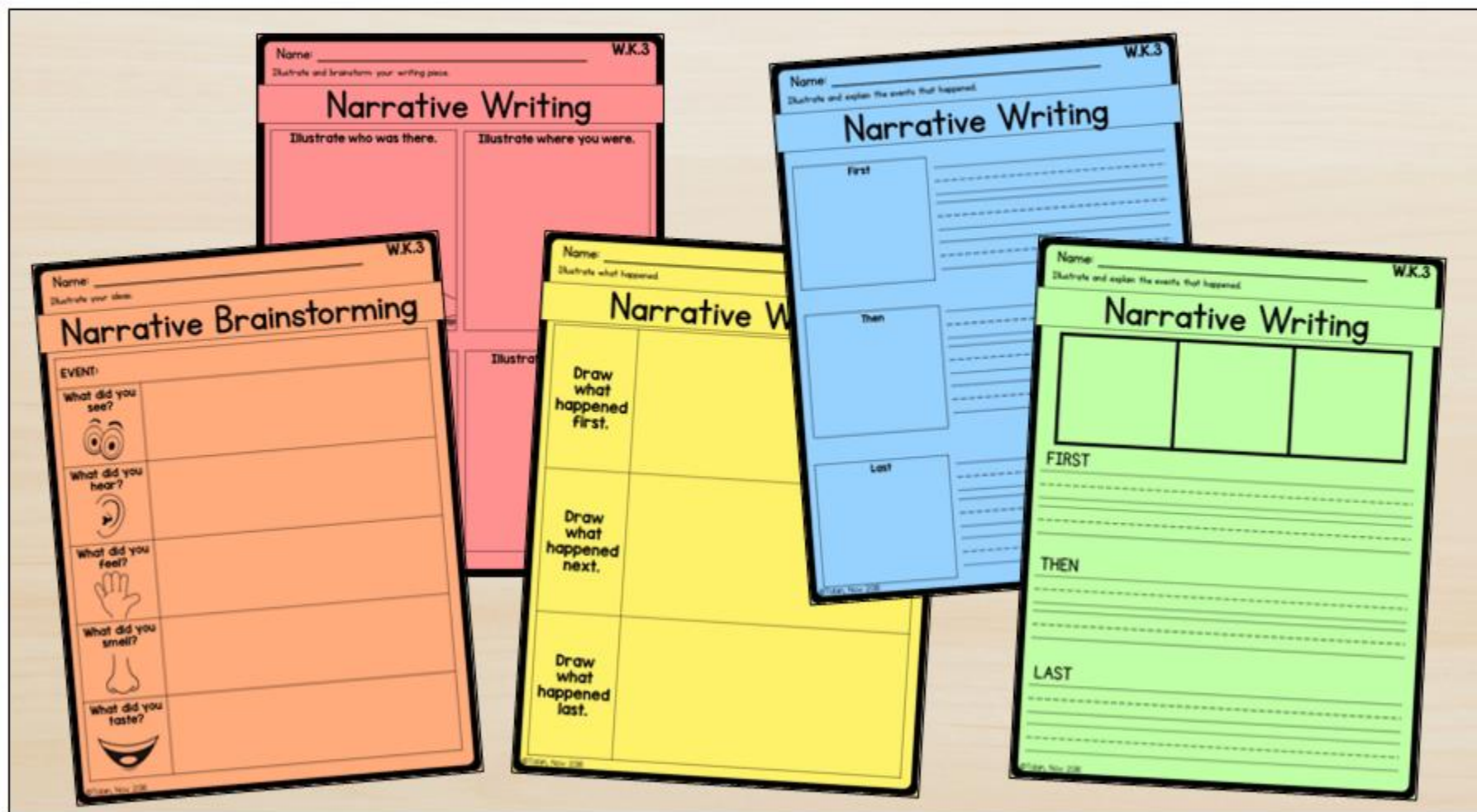
Extra Prompts

You're also provided with **prompts** that will help give students practice.



Graphic Organizers

You're also provided with **graphic organizers** that you can pull from and use for any narrative writing activity.



Extra Writing Papers

You're also provided with **writing papers** that you can pull from and use for any narrative writing activity. It includes primary writing lines, plus three options of illustration box sizes.

The image displays three overlapping writing paper templates. Each template features a header section with a 'Name:' label and a line for the student's name. The middle template also includes a 'W.K.3' label in the top right corner and a 'By:' label with a line for the student's name. Below the header, there is a large rectangular illustration box. The bottom section of each paper consists of primary writing lines, which are composed of a solid top line, a dashed middle line, and a solid bottom line. The three papers are shown with different illustration box sizes: the leftmost is the largest, the middle is medium-sized, and the rightmost is the smallest. Each paper has a copyright notice '©Tobin, New 2018' at the bottom left corner.

Rubrics & Self-Assessment

You're also provided with **rubrics, teacher tracking pages, and a self-assessment** that you can use to help your students assess themselves and you assess your students' work.

The image displays three educational worksheets designed for student self-assessment and teacher tracking in narrative writing.

My Self-Assessment (WK.3): This worksheet is divided into two columns, each with a star icon and a pencil icon. The left column contains five items for self-assessment, and the right column contains five items. Each item has a star icon and a pencil icon. The items are:

- I told about an event that happened.
- I used sequencing to put events in order.
- I included reaction and feelings.
- I used my best drawing, spelling, and handwriting.

Narrative Writing Rubric (WK.3): This rubric is a table with 5 rows and 6 columns. The rows are: Narratives on Event, Sequenced Events, Provided a Reaction, Spelling, and Convention. The columns are: 0, 1, 2, 3, 4. The descriptions for each row and column are as follows:

	0	1	2	3	4
Narratives on Event	Student goes to attempt to narrate an event.	Student shares events that don't fit together.	Student attempts to narrate an event but it doesn't flow or make sense.	Student narrates an event.	Student clearly narrates an event with detail.
Sequenced Events	Student goes to attempt to sequence events.	Student writes about one event.	Student writes about two events but out of order.	Student writes about two sequenced events.	Student writes about two sequenced events in detail.
Provided a Reaction	Student goes to attempt to provide a reaction.	Student provides a reaction but it doesn't match the event.	Student attempts to provide a reaction.	Student provides a reaction.	Student provides a reaction that strengthens their narrative writing.
Spelling	Student goes to attempt to spell words phonetically.	Student spells some words phonetically.	Student spells most words phonetically.	Student spells all words correctly or phonetically.	All words in student's writing are clear, correct or phonetic.
Convention	Student goes to attempt to use correct spacing and punctuation.	Student uses incorrect spacing and punctuation throughout paper.	Student makes several mistakes with spacing and punctuation.	Student uses mostly perfect spacing and punctuation.	Student uses perfect spacing and punctuation.

Narrative Writing Pieces: This worksheet is a table with 5 rows and 6 columns. The rows are: Student Name, Date of Piece, Narrated an Event, Put Events in Order, Provided a Reaction and Feelings, Used Imagery, Spelling, and correct punctuation, and Total Score. The descriptions for each row and column are as follows:

Student Name	Date of Piece	Narrated an Event	Put Events in Order	Provided a Reaction and Feelings	Used Imagery, Spelling, and correct punctuation	Total Score

Digital Additions

4 pieces of this writing unit have been converted into digital options. The passages and graphic organizers now come in Google Slides.

- Graphic organizers
- Self-assessment
- Prompts
- Writing papers



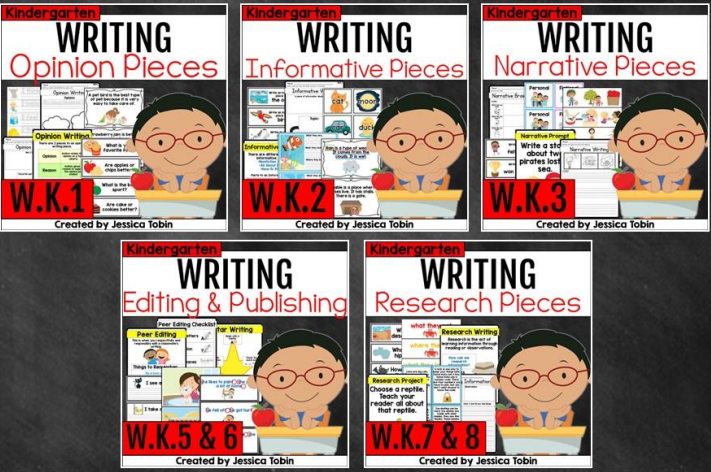
Bundle Opportunities

If this layout looks ideal for your classroom, and you know you'll be needing resources like this for **all** standards included in Common Core, check out the bundles that save you money!

Writing Domain

Kindergarten

Common Core WRITING BUNDLE



Created by Jessica Tobin

All 6 ELA Domains

ALL-YEAR ELA Kindergarten



Created by Jessica Tobin

-or-