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| **DEVELOPMENT: Stretch the middle of a narrative story** |
| **Introduction**: **(1 -2 minutes)*** LESSON LINK: *You already have a beginning, middle, and end within your narrative stories, but I’m wanting you to write longer stories.*
* SKILL/TRAIT: *So today’s lesson is all about how to develop a story and stretch the middle. All of these added story details will improve the trait of ideas.*

**Instruction**: **(7- 8 minutes)*** *We already know that a story needs a set-up/beginning, mix-up/middle, and a fix-up/end.* Reveal 3-box graphic organization.
* Reveal a sticky-note pre-write with details for set-up, mix-up, and fix-up.Label this as a pretty good story pre-write…. *for first grade!*
* Reveal the 5-box organization and point out that they have to stretch the middle (more mix up). Transfer the 3 sticky notes to the 5 boxes. Point out that to make a story longer, you don’t add more after the ending. You add more in the middle. Slow down the middle. Reveal a 5-box example of the same topic.
* Clarify that the story is getting longer, but it’s because the middle is more developed/stretched. Then label this as a pretty good story pre-write… *for second grade!*
* Reveal the 9-box organization. Transfer the 5 sticky notes to the 9 boxes. Point out that now they need a little more set-up (beginning) and a little more mix-up (before the end/fix-up).
* Emphasize that they have to slow the story down. Have them close their eyes and remember the details so they can include them.
* After revealing the completed 9-box pre-write, point out that the story is more interesting and longer because the middle is more developed/stretched.

**Interaction**: **(5 - 6 minutes)*** *Let’s try one together.* Reveal the 3-box organizer and provide the basic set-up, mix-up, and fix-up (e.g., lunchtime, spill tray, friends/adults help you).
* Acknowledge that it’s a story (because it has a problem and solution)-- but not a great story. Not very exciting/interesting.*Let’s stretch the middle more!* Reveal the 5-box organizer and transition the 3 original sticky notes.
* *So what details could you add to really describe the spill? What does it look like? What are you thinking? What are you feeling? What are others doing?*
* Students T&T to brainstorm. Share examples. Reteach and clarify as necessary.
* Acknowledge that this new pre-write is better, if they were second graders! Reveal the 9-box organizer and transfer the 5 sticky notes.
* *OK, so now we need to add a little more in the beginning. BEFORE the spill, what happened? What caused the spill/trip?* Students T&T for two more details. Share examples. Reteach and clarify as necessary.
* *Now we have to add more to the middle. Like how did your friends/adults help you? What did they do?* Students T&T for two more details. Share examples. Reteach and clarify as necessary.

**Closure with Writing-Time Task**: **(1-2 Minutes)*** *Today and every day when you write a narrative story, you want to have a long, stretched-out middle. This improves the trait of ideas.*
* *During Writing Time, you are going to stretch a story. Here are 3 sticky notes. Think of a problem at recess* (middle sticky note), *how it is solved* (end sticky note), *and who the main character is. Guide them to add sticky notes as you transition to the 5-box and 9-box organizers.*
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