|  |
| --- |
| **DEVELOPMENT: Stretch the middle of a narrative story** |
| **Introduction**: **(1 -2 minutes)*** LESSON LINK: *You know stories have a beginning, middle, and end. But I’m also asking you to “add more details and write more sentences.”*
* SKILL/TRAIT: *So today, I want to show you how to add more sentences to a story and make it longer. This will improve the trait of ideas.*

**Instruction**: **(7- 8 minutes)*** *We already know that a story needs a beginning, middle, and end.* Reveal the 3-box graphic organization.
* Point out the train engine in the beginning, the middle car, and the caboose in the end.
* Hold up a toy train connecting the parts to the same 3 boxes of the graphic organizer.
* Reveal sticky notes that retell a simple personal narrative (e.g., nap in California sun, woke up to sunburn, put on aloe to take away the sting).
* Reiterate that these details *do* tell a story, although a very short one.
* Standing in front of the students holding the train, explain that when making a story longer, they need more middle cars. They need to add more middle sentences. (With each additional sentence/middle car, the train is getting longer and longer.)
* Reveal the 5-box organization. Point out there is one engine/beginning and one caboose/ending. Note how many middle cars there are.
* Transfer the original 3 sticky notes to the 5 boxes. Point out that to make a story longer, you do NOT add more before the beginning. And you do NOT add more after the ending. You add more in the middle.
* Think Aloud about what details happened between the middle (e.g., woke up with a sunburn) and the end (e.g., put on aloe). Emphasize that they have to slow the story down. Have them close their eyes and remember the details so they can include them. Brainstorm several to yourself and then reveal 2 of them written on sticky notes. Place them in the middle boxes.

**Interaction**: **(5 - 6 minutes)*** *Let’s try one together.* Reveal the 3-box organizer. Provide a beginning, middle and end on sticky notes (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.
* Clarify that they already have the beginning-- at lunch, carrying tray. Remind them that they don’t need to add any more details to the beginning.
* Touch the middle sticky note-- spill tray. *So what happens between the spilling of the tray and friend/adults helping you?*
* Encourage them to close their eyes. *Imagine what it looks like. What about your lunch? And your clothes? Are you hurt?*
* Students T&T to brainstorm. Share examples. Write one down on a sticky note. Reteach and clarify as necessary.
* Acknowledge that they added one middle car, but they still have an empty box. Encourage them to close their eyes. *So you’re on the ground. Your lunch made a mess. You have food all over your shirt. We already said that. But you have to add something else in the next middle car. BEFORE friends/adults help… what can you add? What are the other kids doing? How are you feeling?*
* Students T&T to brainstorm. Share examples. Write one down on a sticky note. Reteach and clarify as necessary.

**Closure with Writing-Time Task**: **(1-2 Minutes)*** *Today and every day when you write a narrative, you want to have one beginning, one ending, and lots of middle sentences. This makes your stories longer and improves the trait of ideas.*
* Provide students 3 sticky notes (e.g., character, a recess problem, the solution).Guide them to add sticky notes as you transition to the 5-box organizer.
 |