

# Lesson 22

Grammar  
Writing: Planning, Drafting

## ✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Plan, draft, and edit a personal narrative with a title, recounting a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure (W.2.3)
- ✓ Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with a nonfiction/informational text read independently and explain how these graphics clarify the meaning of the text (RI.2.7)

At a Glance	Exercise	Materials	Minutes
<b>Grammar</b>	Action Verbs	Worksheet 22.1	20
<b>Writing</b>	Plan and Draft a Personal Narrative as a Class	Worksheet 22.2	40
<b>Take-Home Material</b>	Planning Letter	Worksheet 22.3	*

### Advance Preparation

For this lesson, you will need to display Worksheet 22.2. You will also need to choose an event all or most students participated in recently, e.g., a field trip, a classroom visit, a celebration, a performance, etc. You will help students plan a narrative describing the event. Alternately, if you do not have a shared class experience, use the materials provided at the end of Lesson 22. Finally, make sure the writing process chart is on display.

## Grammar

20 minutes

### Action Verbs



Worksheet 22.1

- Say the following: “Clap your hands.” Have students clap their hands.
- Ask, “What is the noun in that sentence?” (*hands*)
- “What did your hands do?” (*clap*)
- Tell students that *clap* is an action word and ask students what this type of action word is called, i.e., what part of speech? (*verb*) Take a moment to clarify the meaning of the word *action*, if necessary.
- Repeat with the following oral sentences. Have students act out each sentence and then identify the noun and the *action* verb.

- Stomp your feet.
- Shake your head.
- Blink your eyes.
- Wiggle your fingers.
- Say the following two words and write them on the board:
  - Boys run.
- Ask the following questions:
  - Who is the sentence about? (boys)
  - What part of speech is that? (noun)
  - Circle the word *boys*.
  - Is the word *boys* singular or plural? (plural—more than one boy)
  - What do the boys do? (run)
- Draw a wavy line to show action under the word *run*.
- Ask students what this word is called—a word that shows action? (verb)
- Write the sentences below on the board. Have a student come to the board and circle the proper noun and draw a wavy line under the action verb.
  - James runs away. (noun: *James*; action verb: *runs*)
  - Jake rides his bike. (noun: *Jake*; action verb: *rides*)
  - David jumps on the mat. (noun: *David*; action verb: *jumps*)
- Have students turn to Worksheet 22.1. Do at least half as guided practice. If the word is a noun, have students tell you if it is a singular or plural noun.

## Writing

40 minutes

### Plan a Personal Narrative as a Class



Worksheet 22.2

- Remind students they have been learning about the elements of a personal narrative and they recently looked at one or two personal narratives written by students.
- Ask students how a personal narrative is like a fictional story. (Both have the same elements: title, setting, characters, plot.)
- Ask students how a personal narrative differs from a fictional story. (The personal narrative describes something that really happened, and the author or narrator is one of the characters.)
- Tell students you would like them to work together with you to plan a personal narrative.
- Point to your writing process chart. Remind students the first step in the writing process is planning.

- Point to the display copy of Worksheet 22.2 and explain students will use this worksheet—familiar to them from their work on fictional stories—to plan their personal narrative.
- Select an event all students in the class participated in recently, e.g., a field trip, a classroom visit, a celebration, a performance, etc.
- If the class does not have any shared experiences, please turn to the end of this lesson for a piece of writing from Mr. Mowse and guidance for its use.
- Remind students of the shared event and review what happened during the event, asking students to talk about significant details they remember.
- Explain the class experienced this event as a group, so it would be possible to write about it as a group, saying what *we* did and how it made *us* feel. However, this is not the way a personal narrative is usually written.
- Explain a personal narrative is usually written with an “I” character as the narrator, with the narrator describing what he or she did.
- Explain you would like the class to write a personal narrative about something they all experienced but using the voice of one member of the class.
- Choose a student volunteer to be the “I” character, or narrator. Explain that you will be asking this person to share his or her experience, while asking the other members of the class to add details and expand on the narrator’s recollections. The end result will be a narrative of the event as experienced by this student, but with contributions from other members of the class, who were also there.
- Ask the narrator if he or she can think of a good title for the personal narrative the class will be planning. Explain the title should give the reader a sense of what the main event was. (If the narrator has trouble thinking of a title, ask the class. If students have trouble thinking of a title at this point, you can return to this section of the worksheet later, after planning the other parts of the narrative.)
- Ask the narrator and other students about the characters involved in the narrative. Remind students that characters answer the “Who?” question on the 5 “W” chart. One of them should be the student chosen to be the “I” character or narrator.
- Ask the narrator and/or the other students about the setting. Remind students to ask the following “W” questions: Where did the event take place? When did it take place?
- Ask the narrator to answer the “W” question: What happened? Work with the class to add details and divide the events into a beginning, middle, and end. You can write complete sentences or just notes.
- Be sure to consult frequently with the student chosen to be the “I” character. Since it is a personal narrative, the notes you jot down on the planning sheet should reflect his or her experience of the event. Remind students to ask “Why?” from the 5 “W” chart to refine the character’s experience.

- When you are finished, direct students' attention to the 5 "W" chart. Did the class answer all of the questions as they planned the writing? Who? What? When? Where? Why?
- Tell students they have completed the planning stage. The class will now move to the next stage. In the drafting stage, the class will write a draft of the personal narrative using the planning outline they just made.

### **Draft a Personal Narrative as a Class**

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- Point to the writing process chart and remind students of the three steps in the writing process: *plan*, *draft*, *edit*.
- Tell students they have planned the personal narrative, the next step is to write a draft of it. They will do this as a class, with the narrator offering initial suggestions for sentences, the class helping to elaborate on the sentences and add details, and you serving as scribe.
- Tell students the first thing they need to write on the draft is the title. Point to the title on the planning worksheet and write the same title at the top of a blank piece of chart paper.
- Tell students the first sentence of the personal narrative should introduce the narrator and other important characters and also identify the setting (specifying where and when the event took place).
- Work with the narrator and other students to come up with a good introduction sentence for the personal narrative. Encourage the narrator to develop an initial sentence. If he or she needs help, let the other members of the class make suggestions. Before transcribing the sentence, encourage students to expand and elaborate on the initial sentence by asking probing questions to elicit more details and descriptive words.
- Write the sentence below the title on the chart paper, using every other line. (This leaves you space to add words or sentences later.) Make sure to indent the sentence.
- Point out the sentence starts with a capital letter and ends with a punctuation mark.
- Work with the narrator and the other students to write first the beginning, then the middle, and finally the end of the personal narrative, asking students—and especially the "I" character—to help you transform the notes on the planning sheet into complete sentences.
- Encourage students to orally state their ideas in complete sentences. Prior to any transcription, help students expand and elaborate their oral sentences by asking probing questions to elicit more details and descriptive words. Encourage them to think in terms of each of the five senses, e.g., *What did the place we visited look like? What did it smell like? What sounds did we hear?* etc. As you work, you may use some words containing spellings students have not been taught. There is no need to explain every unfamiliar spelling. However, you may wish to draw attention to a few of them, especially if they are in words likely to occur several times in the narrative.

- Remind students when writing more than a few sentences to divide the writing into sections called paragraphs. Remind them that each paragraph is indented. Discuss how the sentences they are writing might be divided into paragraphs. (One obvious method would be to have a “beginning” paragraph, a “middle” paragraph, and an “end” paragraph to match the three sections on the planner.)
- Tell students the last sentence of the narrative should bring the writing to a conclusion and let the reader know the narrative is finished.
- Work with the narrator and other students to come up with a good concluding sentence for the narrative. You may also wish to have them end with the words, “The End.” Write the concluding sentence on the chart paper.
- Read the draft to the class or have students read it out loud.
- Now go back to the 5 “W” chart. Are all of the questions answered in the story?
- Tell students they have just finished the second step in the writing process—they wrote a draft of a personal narrative as a group.
- Tell students in the next lesson they will write a personal narrative of their own. In order for them to be able to do so, they will need to think of a topic—something they have done or something that has happened to them.

#### ***Using the Mr. Mowse Writing***

- If you do not have a shared experience to write about you may use the story at the end of this lesson to introduce the writing from Mr. Mowse:  

“Our class friend, Mr. Mowse, left us a piece of writing about an adventure he had. He also left us his drafting template so we can see how he planned his writing. Let’s go over his template first and then I will show you his writing.”

## ***Take-Home Material***

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### **Planning Letter**

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- Ask students to take home Worksheet 22.3 to share with a family member.

Name Mr. Mowse

**Title:** Gud fud at Karols

**Characters**

Me

**Setting**

Karols howse

**Beginning**

Keds red Keds Xcel

**Middle**

Went Karols howse

8 kakes

**End**

tum tum herts

**Plot**

I hav been lisning to the clas reading kids xcel. I wish thay wud let me read that book. If I were going to rite a tale abut wut I xcel at – I wud rite about how I xcel at chewing holes n things. Jus last evening I went to Karols howz and had a gud time. She has the best food of aneone who has ever lived in that howz. I like her dawg. Her dawg is too scared to git me. But her dog barks when it hears me chueing. I like to chomp on the corn chips. While Karol was at wurk todae I ate all uv her Kakes. My tummy hert after that but I hope she will make more Kakes soon. I think I will nvite my buds to live at Karols howz. Her howz is nice and warm when it is cool outside.