

Narrative Writing Minilesson:

Planning a Story

Kelley, Kindergarten

**Teacher speaking to whole class:**

“Alright boys and girls everybody should be crisscross applesauce, everybody’s hands should in their lap, and everybody should be ready to write this morning. Are you ready Malaki? Alright, we have been writing true stories. Remember that true stories are stories that have happened to you, something you did or something that happened to you. We read this book ‘Creak! Said the Bed’ and this is a true story that the author wrote. Alright? Before she wrote this book she had to plan her book out. And if you remember our chart, let’s look up here at our chart of how to write a true story. Ready, I want everyone to repeat after me: how to write a true story.”

**Whole class speaking:**

“How to write a true story”

**Teacher speaking to whole class:**

“Think”

**Whole class speaking:**

“Think”

**Teacher speaking to whole class:**

“Practice telling with a story teller’s voice”

**Whole class speaking:**

“Practice telling with a story teller’s voice”

**Teacher speaking to whole class:**

“And then put your picture and words that tell”

**Whole class speaking:**

“Put your pictures and words that tell”

**Teacher speaking to whole class:**

“You have to have who the story is about”

**Whole class speaking:**

“Who the story is about”

**Teacher speaking to whole class:**

“Where the story took place”

**Whole class speaking:**

“Where the story took place”

**Teacher speaking to whole class:**

“And what happened”

**Whole class speaking:**

“What happened”

**Teacher speaking to individual student and whole class:**

“So let’s see if we can remember about ‘Creak! Said the Bed’. Who was in my story, Bradley who was in the story?”

**Student speaking:**

“The boy”

**Teacher speaking to individual student and whole class:**

“Ok, there was a boy. Sebastian?”

**Student speaking:**

“A dog”

**Teacher speaking to individual student and whole class:**

“There was a dog. Kamari?”

**Student speaking:**

“A little girl”

**Teacher speaking to individual student and whole class:**

“Little girl. Kason?”

**Student speaking:**

“Another little girl”

**Teacher speaking to individual student and whole class:**

“Alright. Where did my story take place, Jazlin?”

**Student speaking:**

“In the bedroom”

**Teacher speaking to individual student and whole class:**

“In the bedroom. Where at in the bedroom, Ariana? Where were they at in the bedroom?”

**Student speaking:**

“In the bed.”

**Teacher speaking to individual student and whole class:**

“In the bed very good. And last what happened? Sykes what happened?”

**Student speaking:**

“The floor broke”

**Teacher speaking to individual student and whole class:**

“The floor brook in the end that’s exactly right but what made the floor break, Jeremiah?”

**Student speaking:**

“The thunder”

**Teacher speaking to individual student and whole class:**

“The thunder. Kamari what made the floor break?”

**Student speaking:**

“There was too many people in the bed”

**Teacher speaking to whole class:**

“Yeah. Do you remember the author wrote what happened first. ‘Squeak said the door and then one of the children came in and said I’m scared, and mama said get in bed. Then the door went squeak, the child came in, said I’m

scared, mama said get in the bed and then last all the way at the end the bed cracked and so did the floor'. So you boys and girls can be just like this author. Alright, now I want for us to look at this chart right here because today Ms. Creswell has this chart in your writing folder and this chart is going to help you to plan your story just like our big chart. You're going to get to keep this in your writing folder so it will be easier for you to look at. So the first thing you have to do is think. Everyone say: first think..."

**Whole class speaking:**

"First think"

**Teacher speaking to whole class:**

"Second tell"

**Whole class speaking:**

"Second tell"

**Teacher speaking to whole class:**

"One day this happened, then this happened, last this happened. Third write and draw, say write and draw."

**Whole class speaking:**

"Write and draw"

**Teacher speaking to whole class:**

"Write and draw. Very good. So we're going to practice this together, you ready? Here is my booklet that I have to plan, so the first thing I have to do is think. I have to think about something that happened to me or something that I did. Oh, I remember - Do you remember that day that the author came to our school about the 'pirates don't change diapers'? I think that would be a good story because we were all there. Remember? We were all in the commons area. So watch, you ready? I'm going to tell, and I'm going to touch my paper as I do it. 'One day an author came to visit our school and we all went to the commons area. Then she told us all the stories about how she became an author. Last, she read a book to us about pirates that she wrote'. Did you see how I just told you the story? I planned my story out so guess what I get to do now? I have to go back and write and draw what I just said. So now you boys and girls are going to have a turn. I want for you to turn to your partner and I want you to practice telling your partner the story I just told you. Think about the details that you remember about that day. Alright, ready?"

**[Student speaking inaudible]**

**Teacher speaking to pair of students:**

"Very good. Now what happened next? You say what happened next."

**[Student speaking inaudible, retelling story]**

**Teacher speaking to pair of students:**

“What happened next? The author came we sat down.”

**[Student speaking inaudible, retelling story]**

**Teacher speaking to pair of students:**

“Very good and what happened last?”

**[Student speaking inaudible, retelling story]**

**Teacher speaking to pair of students:**

“Very good”

**Student speaking:**

“I don’t remember that day.”

**Teacher speaking to pair of students:**

“You don’t remember that day? Sebastian, do you remember that day?”

**[Student speaking inaudible]**

**Teacher speaking to pair of students:**

“Oh ok, alright so what happened first? One day... You can repeat what Ms. Creswell said, one day...where did we go?”

**Student speaking:**

“One day we went to the commons area”

**Teacher speaking to pair of students:**

“One day we went to the commons area to...”

**Student speaking:**

“To listen to an author”

**Teacher speaking to pair of students:**

“To listen to an author, then what?”

**Teacher speaking to pair of students:**

“Very good. And last, do you know what we did last? After it was over what did we do?”

**Student speaking:**

“Came to the classroom”

**Teacher speaking to pair of students:**

“We came back to the classroom, it’s as easy as that.”

**Teacher speaking to whole class:**

“Class, class, class”

**Whole class speaking:**

“Yes, yes, yes”

**Teacher speaking to whole class:**

“I need everyone to turn around and look at Ms. Creswell. Very good, you know what. In the back I had some children who said ‘I don’t really remember that day’. So guess what? I had them each tell one little thing that they remember and then they were like ‘oh yeah’. They could remember better. Alright so, Jeremiah. Boys and girls today as you go to your writing space, I want for you to make sure that you are planning your story by looking at our chart. You can look at the big chart but you can also look at the little chart that is in your writing folder. So right now I want everyone to think. I want you to think about something that happened to you or something that you did. Maybe it’s something that you did afterschool yesterday afternoon. Maybe it’s somewhere that you went afterschool yesterday. Maybe it’s something that you did in P.E. yesterday. Maybe it’s something you did while you were at school. Ok? But remember you have to think about something that happened to you and something that you did. Very quietly red may stand up and walk to their writing spot. Blue may stand up quietly, orange may stand up and walk, purple may stand up, and green may stand up.”