

Lesson 1: Getting Up to Write

Connections: “The important thing for you to know is that, in sixth grade, expect ideas themselves. I am going to expect that each of you, as a writer, can fill a page and a half or so of your notebook every day with a compelling true story. That’s ambitious, and you are going to need help, so it’s great that some of you have experience at this and can help others.”

Teaching Point: “Today I want to teach you – to remind you, really – that as a writer, you can get help not only from each other and from me, but also from texts others have written. To learn from finished texts, you need to study them, imagining the strategies the writer probably used so you can then try those same strategies in your own writing.”

Teaching:

1. “Have you ever seen one of those amazing cakes that have a ton of layers? I saw one this summer and I found my self thinking about how the chef kept those layers from tipping or sliding. I’m telling you this because writers study other peoples’ finished work (writing) in just the same way that I studied that towering cake!”
2. “Let’s start by studying a personal narrative: *Ali’s example from Ali’s notebook*, and see if we can figure out the recipe for this piece of writing. First, I just read the writing like it’s a book. Then I think, “What did this writer do that worked?” And then I look more closely at the piece to try to figure it out.”
3. Start by reading the story. Then, after reading, have students think about what the author did to write that piece. Have a class discussion.
4. Debated by starting the anchor chart: *How to Write a Powerful Personal Narrative*, and go over the steps of how to study narratives: First read the text, then think what worked that this writer has done, then re-read the text looking for more specifics and evidence.

Active Engagement: Have students read the next sections of the exemplar student piece, asking themselves what they think worked well. Have students share out their answers.

Link: Send students off to their writing spots. “Today I want you to spend time continuing to read and annotate Ali’s draft. Then, I will give each group a writer’s notebook from one of my students last year. I want you to look through it and ask your self the following questions: How are writers’ notebooks organized? What seems to be the rules for writer’s notebooks? What kinds of ideas for writing am I having now?” Give each group chart paper to write down their answers.

Mid-Workshop: Convene the class and ask them to finish up their charts. Then, have students leave their charts where they are, and roam around the room, noticing the work of other groups.

Share:

1. “What is one thing that you can imagine working even harder at? I have put two of my goals up here, and they are both things that I am already doing well, but I want to turn my strengths into a superpower! (Show the chart: *My writing goals*)”
2. Have students start their own list of ways they want to continue working hard.

Homework: “Tonight, you need to finish writing down your own writing goals. Continue to study Ali’s personal narrative and notice the writing moves that inspire you. Then, draft some ideas in your notebook tonight. I expect that you will write about a page and a half in total.”

Personal Narrative Lesson Plans 6th Grade

Michal Rosen-Zvi



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