



BIG GREEN LESSONS

WINTER WRITING, PERSONAL NARRATIVE: GRADES 6-8

KEY

In this lesson, students will...

UNDERSTANDINGS

- create personal narratives based on the Learning Garden by drawing on their own experiences from the fall.

STANDARDS

ALIGNMENT

Common Core - English Language Arts

- **CCSS.ELA-Literacy.W.6.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **CCSS.ELA-Literacy.W.7.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
- **CCSS.ELA-Literacy.W.8.3.** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.

MATERIALS & PREPARATION

- Chart paper/whiteboard and markers
- Writing materials for students (pencils/paper, computers, tablets, etc.)
- Graphic organizer, optional
- Prepare a teacher moment from the Learning Garden in order to do a model writing
- Narrative writing rubric

TEACHER BACKGROUND

The winter may seem like a slow season for your school Learning Garden without active planting, observing, and harvesting activities happening during a prime growing season. This can be the optimum time, however, for students to reflect on their Learning Garden experiences from the fall and detail what they believe was memorable in their own personal narrative.

If the weather allows, consider touring the Learning Garden to introduce this writing – giving students time to jog their own memories of Learning Garden experiences. You may also consider introducing the activity in the Learning Garden space, doing the student discussion and brainstorming, even writing the first drafts in the Learning Garden.

Personal narratives ask students to expand upon a moment that was meaningful to them. Students at the middle school levels should be working to develop their writing so that the sequence of events in the narrative flows logically. They should be using a variety of narrative techniques and expounding on relevant details with sensory language.



INTRODUCTION

Spend time discussing the following introductory questions:

- What was our Learning Garden like in the fall when we were planting, growing and harvesting our first crop this year? (What did it look like? Smell like? Sound like? Feel like?)
- Is there any small moment you remember from the Learning Garden? (This could be something that happened in the Learning Garden, or related, such as consuming Learning Garden produce in the classroom.)
- Why do you think you remember that moment? What stands out about it for you?

LESSON

1. Review as necessary the components of personal narrative writing.
2. Have students “Think, Pair, Share” their moment from the introduction questions.
3. Allow pairs to share the moments they talked about, and record on a chart paper or whiteboard all ideas.
4. Share your own small moment from the Learning Garden this fall in order to model the writing process.
If using a graphic organizer, model how to use the graphic organizer with your own idea. *Use this opportunity to highlight a classroom focus for writing.
5. Model drafting your own personal narrative for students.
6. Give students time to choose a small moment of their own and begin drafting their narrative.
7. Circulate as needed, reinforcing desired writing techniques with students.
8. As time allows (possibly over the remainder of the week), move through the writing process with the Learning Garden personal narratives. After drafting, revise and edit your model and then have students revise and edit their own; repeat as necessary.
9. Create a final draft of your model and publish, and have students create a final draft and publish. Lastly, if possible, allow students to share or present their narratives.
10. Use your school’s personal narrative writing rubric to score student writing and provide feedback.

CONCLUSION

Have students share key parts of the lesson and review the Key Understandings.

ADDITIONAL WRITING PROMPTS TO CONSIDER

- What was the first food you tried from the Learning Garden? Did you like it? Why or why not?
- Has the Learning Garden influenced your life outside of school? How?



- What's your favorite fresh food? Why is that special to you?

Even more writing prompts can be found on our [BG Writing Prompts document!](#)





NAME: _____ DATE: _____

LEARNING GARDEN PERSONAL NARRATIVE

SMALL MOMENT: _____

Tell me more:

SENSE(S)		EMOTION(S)	
Beginning	Middle	End	