



BIG GREEN LESSONS

WINTER WRITING, PERSONAL NARRATIVE: GRADES K-2

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.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- **CCSS.ELA-Literacy.W.1.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- **CCSS.ELA-Literacy.W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

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 may need a graphic organizer or template,



INTRODUCTION

such as “First, Next, Last,” to help organize their writing.

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?)
 - Consider showing students something from the Learning Garden, if in the classroom to physically jog thoughts of small moments. You may show a carrot, handful of soil, seeds, etc.
- 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?

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 white board 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, for example picking a *small* moment.
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. Create a final draft of your model and publish, and have students create a final draft and publish. Consider putting all student writing together to create a class book of Learning Garden moments!
9. 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
PROMPT TO CONSIDER**

- What was the first food you tried from the Learning Garden? Did you like it? Why or why not?

There are even more prompts on our BG Writing Prompts document!





NAME: _____ DATE: _____

LEARNING GARDEN PERSONAL NARRATIVE

SMALL MOMENT: _____

Tell me more:

First	Next	Last
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