

# Unit 2

## Fall

(personal narrative)

### Part 1: Standards Addressed in This Activity

- 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.
- W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

### Part 2: Description of Activity

The student will participate in pre-writing activities and then write a personal narrative about Halloween.

## Part 3: Teacher and Student Instructions

### Task A: Pre-writing

After reading "Sam's Bag" in Unit 2, ask students to share their memories of Halloween with a partner, small group, or the whole class. Allow time for sharing. Record students' ideas on a whiteboard, chalkboard, or chart paper. Examples are given below.

Halloween was...	Activities	Costumes
scary	dress up	vampire
fun	trick-or-treat	witch
creepy	eat candy	cat
dark	Halloween party	superhero

### Task B: Write a Personal Narrative

#### *Directions for the Student*

A personal narrative is a story about something that happened to you. Think about what you did last Halloween. Use the Story Map to tell about your Halloween. What costume did you wear? Where did you go? What did you do? Who was with you?

Fill in the blank. Tell what you were for Halloween. Draw a picture in each box to tell about things that happened on Halloween. Write a sentence next to each picture to tell about it. Write one word in the blank in the last sentence at the bottom of the page to tell how you felt about Halloween. Use the words on the chart to help you with spelling.

## Part 4: Handouts/Suggested Responses

Halloween Story Map (sample)

Halloween Story Map (blank)

# Halloween Story Map

Name: \_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

On Halloween, I was

First, I

\_\_\_\_\_

-----

\_\_\_\_\_

Then, I

Last, I

\_\_\_\_\_

-----

\_\_\_\_\_

Halloween was

\_\_\_\_\_

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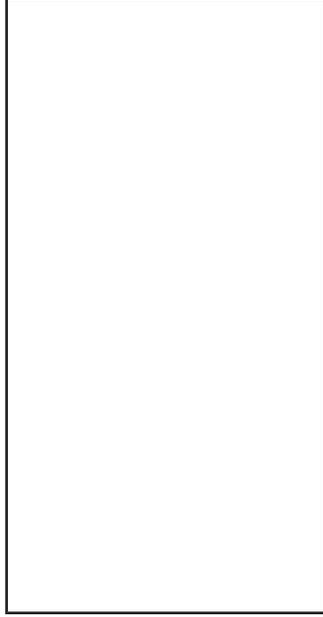
\_\_\_\_\_

Name: \_\_\_\_\_

## Halloween Story Map Sample

a cat

On Halloween, I was

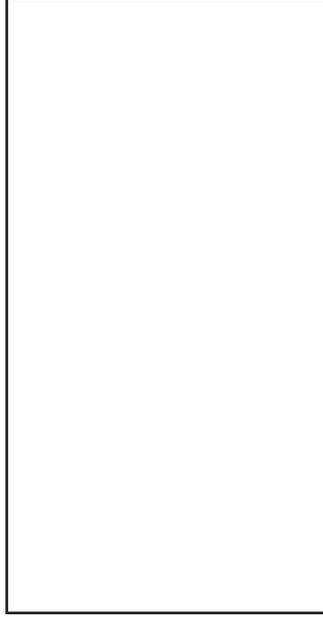


First, I

put on my costume.

Then, I

went trick-or-treating.



Last, I

ate candy



fun

Halloween was

