

# Kindergarten Writing Lesson #1 / Narrative Prompt

## Summary

Students will write to describe a summer activity.

## Time Frame

2 class periods of 30 minutes each

## Materials

### Teacher Materials

:

Picture book about the seasons

Bag with summer objects (swimsuit, sunglasses, sprinkler head, sunblock, toy car, etc.)

### Student Materials:

Writing paper

Pencil

## Instructional Procedures

### Session 1

Read a book about the seasons (for example: Caps, Hats, Socks; Mittens; Changing Seasons; or The Apple Pie Tree).

Discuss what summer is like and how it is different from other seasons.

### Session 2

Have a bag with summer-related items inside (sunglasses, a swimming suit, a sprinkler head, etc.). Have students take turns taking out one item at a time. Discuss how each item might be used in the summer.

Read the prompt. Allow students sufficient time to write.

### Writing Prompt:

Write to tell about one of your favorite things to do in the summer.

## EXEMPLARY

[Exemplary Example](#) (pdf)

### IDEAS AND CONTENT:

The writing contains sentences that embellish and expand.

Student includes a topic and several details.

The writing shows clarity and focus.

### ORGANIZATION:

The writing is balanced on the page.

Ideas are grouped together.

### VOICE:

The writing shows personality through the choice of activities the student chooses to write about.

### WORD CHOICE:

The writer "stretches" to use new and precise words: *train, roller coaster, sky ride, airplanes, grandma, grandpa, Lagoon.*

### SENTENCE FLUENCY:

The writer experiments with longer sentences by stringing words together.

### CONVENTIONS:

All high frequency words are spelled correctly.

Student correctly capitalizes names and the beginning word in a sentence.

Some words are spelled phonetically but are easily read.

**WHAT TO DO NEXT WITH THIS STUDENT:**

Model punctuation and capitalization through interactive writing.

Encourage student to expand ideas to make the story more interesting.

Encourage the use of a story title.

**AVERAGE**

[Average Example](#) (pdf)

**IDEAS AND CONTENT:**

The paper includes two sentences that expand on the topic.

The writing shows clarity and focus on the topic.

**ORGANIZATION:**

The writing is balanced on the page.

There is evidence of revision. The student erased "go" and wrote "put" and changed "city" to "water."

**VOICE:**

Shows emerging personality in writing.

**WORD CHOICE:**

The student "stretches" to use new/precise words, such as sun screen, park, swimming, and water.

**SENTENCE FLUENCY:**

The student uses more complex sentence structures, rather than just repeating, "I like."

**CONVENTIONS:**

High frequency words are spelled correctly.

The punctuation is correct.

The student capitalizes "I."

Some words are spelled phonetically but are readable (pork for park, wont for won't).

The paper shows directionality, and the writer spaces between words.

**WHAT TO DO NEXT WITH THIS STUDENT:**

Model capitalization and the proper use of lines through interactive writing.

Encourage the child to reread the final piece for clarity.

**Authors**

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