

All-About-Me Story

Summary

Students will create a personal narrative by generating ideas for writing from their personal experiences, write details of their experience in an organized manner, and revise their draft to add details.

Main Core Tie

English Language Arts Grade 2

[Writing Standard 3](#)

Additional Core Ties

English Language Arts Grade 2

[Writing Standard 5](#)

Time Frame

3 class periods of 45 minutes each

Group Size

Large Groups

Materials

1. [An All-About-Me Story Planning Sheet](#) (pdf)
2. [All-About-Me Story First Draft Sheet](#) (pdf)
3. [All-About-Me Story Final Draft Form](#) (pdf)

Blue pen (Revision Pen)

Red pen (Checking Pen)

Clipboard (optional)

Chart paper

Willingness to share your life

Student Prior Knowledge

Stories have a beginning, a middle, and an end. They need a basic understanding of what details are - the 5 W's - what, who, why, when, where. Good understanding of end punctuation, capital letter usage, and grade level spelling.

Intended Learning Outcomes

Demonstrate persistence in completing tasks.

Participate with others when making decisions and solving problems.

Demonstrate appropriate behavior.

Share ideas using communication skills.

Instructional Procedures

Day One

Teacher will model how to use the All-About-Me Planning Sheet by creating an overhead copy of the planning sheet and working through it in front of the students.

Begin by telling about three incidents that have occurred in your own life.

Ex. 1. I fell into a river while walking back from the bathroom in the middle of the night during a camping trip to Zion National Park.

Ex. 2. My house was on fire.

Ex 3. I was left at the Statue of Liberty.

Choose one of the story ideas you would like to write about.

Tell your story orally to your students. Ask them, "Could I write this story down?"

Model how you could take the oral story and put it into a written personal narrative.

Start the story with a bang - writing an exciting first sentence to draw the reader in. (ex. Splash! I'm all wet.)

Model how you would tell the details of your story in an organized format. Be sure to include the beginning, middle, and end.

Purposely you may want to leave some important details out so you can model how students can ask questions to generate more of the story details.

Encourage the students to ask you questions about the story - to help you get the important missing details.

Model writing the story in front of your students on chart paper.

Pass out the An All-About-Me Story planning sheet to each student.

Have them list two or three things that have happened to them and write them on their planning sheet.

Have the students pick one idea from their list to write their personal narrative about.

Pair the students up with a partner and have them tell their partner the complete story of the incident.

Encourage students to list a lot of details telling what happened. Encourage the partner to ask many questions to get as many important details as possible. (Remind them of when you were telling your story.)

Remind them of your exciting first sentence and have them try writing an exciting first sentence for their story.

Now have them copy that exciting first sentence on All-About-Me first draft page.

Have them write their story. Remind them to include all the wonderful details that they told to their partner.

Day Two

Revise

Referring to the planning sheet section 3, students now revise their first draft. Teacher uses her modeled story and a blue marker (Revision Pen), to go back through and add details that may have been missing in the first draft.

Have the student take their first draft copy of their All-About-Me story, a clipboard, and the blue pen (Revision Pen) and have them meet again with the same partner they had on day one. Each student will read their first draft to their partner and then add any missing details. Students ask self and partner - Did I forget anything? Do I need to add any details to make my story better?

Add details to make the story more interesting or clear.

Then go back with their partner to reread their revised story.

Day Three

Teacher models how to take the revised first draft and use her red pen (Checking Pen) to check for errors. Check for and correct end punctuation, capital letters, and spelling.

Teacher then models how to add a title and then how to write a neat final copy on All-About-Me final draft form.

Have the students take their revised first draft and their red pen (Checking Pen) and make corrections for end punctuation, capital letters, and spelling.

Have them copy their corrected first draft neatly on their final draft form.

The student then can add the title and illustration.

The created stories will be compiled into a class book and shared during Author's Chair.

Assessment Plan

Create your own rubric using the [UEN Rubric Tool](#) to evaluate the final personal narrative.

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