**Kindergarten – Unit 8a**

**Narratives to Develop Imagined Experiences**

***The Little Creature***

**Teacher Information**

**Ideas to Share with Students:**

In the ***Literacy by Design*** program **Theme 15** and **Theme 16** students read many stories about growth over time. In Theme 15, for example, students read ***Just the*** ***Right Size, The Growing-up Tree, New Shoes for Silvia*** and ***Another Important*** ***Book.*** In Theme 16 students encounter stories about what changes take place as living things grow through such stories as; ***See What It Will Be, Three Feet Small,*** ***Horton Hatches an Egg, Verdi*** and ***Are You My Mother***? Now students are invited to write their own imaginative story about a little creature and what it becomes when it grows up. **Note: Teachers may substitute alternative titles that are familiar to their students.**

**Overview of the Writing Task/Prompt:**

In this end-of-unit writing task, students are introduced to a picture of a little creature and invited to write an imaginative story about what it becomes when it grows up. Based on the book **“*See What It Will Be”*** by Teresa Celsi, students are asked to look at the picture and write an imaginative story:

*Look at the little creature.*

*It is very small.*

*Soon it will change.*

*What will it be?*

**Graphic Organizers:**

Teachers and/or students may select the graphic organizer of their choice for planning this task. Several examples of graphic organizer planners for opinion, informative/explanatory, and narrative story writing have been uploaded into Rubicon.

**The Little Creature:**

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**Supporting Students in Becoming Independent Writers:**

As students develop their narrative writing skills, they may benefit from using a narrative self-assessment checklist. The following is one example of such as checklist that aligns with the Kindergarten CCSS Narrative Writing Standards. Teachers may design their own self-assessment checklist for students or add pictures in place of the words for beginning writers.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Kindergarten Narrative Self-Assessment Checklist**  I use pictures and words to tell a story. | | | | |
|  |  | **NOT YET** | **STARTING** | **YES!** |
| **Introduction\* (W.K.1)** | At the beginning of my writing I told, drew and wrote what my story will be about. |  |  |  |
| **Organization (W.K.1)** | My story had a page or part for the beginning, a page or part for the middle, and a page or part for the end. |  |  |  |
| **Elaboration**  **(W.K.1)** | I told, drew and wrote about who was there, what they did, and how the characters felt. |  |  |  |
| **Transitions (W.K.1)** | I put the events in order. |  |  |  |
| **Conclusion\* (W.K.1)** | I told, drew and wrote an ending for my story. |  |  |  |
| **Task Focus** | I told, drew, and wrote a whole story. |  |  |  |
| **Grammar Usage (L.K.1)** | I used words correctly to help the reader understand my writing. |  |  |  |
| **(L.K.1f)** | I used complete sentences. I used different kinds of sentences to make my writing interesting. |  |  |  |
| **Punctuation (L.K.2)** | I put spaces between my words. |  |  |  |
| I used lowercase letters unless capitals were needed. |  |  |  |
| I wrote capital letters to start every sentence. I wrote a capital I for the word I. |  |  |  |
| **Spelling**  **(L.K.2)** | I could read my writing. |  |  |  |
| I wrote a letter for the sounds I heard. |  |  |  |
| I spelled no excuse words correctly. |  |  |  |
| \*Exceeds Kindergarten Narrative Writing Expectations | | | | |

*Adapted by East Otero School District, La Junta, CO from the work of Lucy Calkins’ Units-of-Study*