

Mat 2a: Narrative Writing: Beginning, Middle, End

Mat 2a builds on the sentence writing skills from Mat 1. With Mat 2a, combine three sentences to form a story with a beginning, a middle, and an end. The directions and mat are identified by the tree symbol, meaning it is for young writers at a beginner level.

Students: Plan your idea by drawing or writing the beginning, middle, and end of your story. Then write one sentence for each part.



Use QR code to access a video of how to use the mat!



TRACING LETTERS:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z

TIME TO PLAN:

Beginning

Middle

End



SOME WORDS TO USE:

LET'S WRITE:

Handwriting practice area with multiple sets of blue top and bottom lines and a red dashed midline.

CHECK YOUR GRIP:



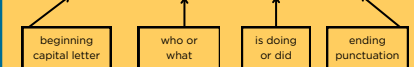
CHECK YOUR WORK:

Do your sentences?

- begin** with a **capital letter**?
- include a **who** or **what** the sentence is about?
- include **what** your who/what **is doing**?
- end** with punctuation (. ? !)

PARTS OF A SENTENCE:

The dog jumps.





Mat 2a: Narrative Writing: Beginning, Middle, End Guide

Print out the page to write on it with a pencil. You also can place the printed page in a plastic sheet protector to use with a dry- or wet-erase marker with a thin point.



CHECK YOUR GRIP:



Parents/Caregivers/Teachers: The tri-pod pencil grip is the recommended way to hold a writing utensil (pencil, pen, marker, etc.). One tip for practicing the grip is to first lay the pencil/writing utensil on a flat surface with the tip pointing towards the writing hand. Have your child/student pinch the utensil with their thumb and index finger (first finger next to the thumb) close to the tip of the utensil. Then, while still holding the tip, have your child/student use their other hand to flip the end of the utensil over so that it is resting between the thumb and index finger of the hand holding the utensil. Now, slide the second finger of that hand over to support the other side of the pencil. Check to make sure your child/student is not holding on too tightly. You will see a visual of the grip to use as a model on the mat.

Students: Take a look at the picture of someone holding a pencil. Try to use this grip when holding your pencil or anything you use to write. You will see that your first finger and your thumb do most of the work, while your second finger helps to keep the pencil in place. Be careful not to squeeze too tightly. Check your grip whenever you are writing.

TRACING LETTERS:



Parents/Caregivers/Teachers: The mat includes a model of the alphabet in lowercase and uppercase printed letters. The letters are printed with dashed lines so they can be used for tracing practice. For example, your child/student could trace each letter and then say the name of the letter. They also might trace the letters in their name or use the alphabet while writing to help remember how to form each letter.

Students: At the top of your mat, you have the alphabet written in uppercase (capital) and lowercase print. The letters are dashed so that you can practice tracing the letters. Also, use the letters to help you write the letters in the words of your story.

SOME WORDS TO USE:



Parents/Caregivers/Teachers: Another part of the mat is a place to write words your child/student may want to use in their story. You can write words that you believe would be difficult for them to write independently. You also could ask your child/student if there are any words that they would like to include in their writing. For example, if their story is about a trip to the park with their dog, Tahlula, you would write the dog's name in a box. You also may want to write the words *walk* and *park*. Of course, you want to encourage your child/student to sound out the words and spell the words as best they can, using what they know about letters and sounds. Therefore, don't write all the words your child/student will need. Limit this to words that they would not be able to sound out on their own.

Students: Now that you have your idea and a plan for what you will write, think about some words that might help you write your story. You can write these in the Words to Use box, or your parent/caregiver/teacher can write the words for you. Don't forget that your spelling does not need to be perfect. Use what you know about letters and sounds to spell the words.

TIME TO PLAN:

Parents/Caregivers/Teachers: On the left side of the mat, you will see a space for your child/student to plan their story. Planning is an important part of the writing process because it helps your child/student think about what they want to write and how they will put their ideas onto the paper. Encourage your child to think of something they would like to write about. For example, they may want to write about a family pet, a trip to the park, a special event, or a favorite toy. Be sure to have your child/student tell you about their idea before or after they draw a picture of their idea.

Students: On the left side of your mat, you have a space to plan what you want to write. Take a few minutes to think about your idea. Then, draw a picture of this in the box. Don't forget to share your idea with someone or say it aloud to yourself.

PARTS OF A SENTENCE:

The dog jumps.



Parents/Caregivers/Teachers: You will see an example sentence in the bottom right-hand corner of the mat. Take a few minutes to read the example sentence and talk about the important parts of a complete sentence. Starting at the beginning of the sentence and moving left to right, point out the parts of the sentence. First, the sentence begins with a capital letter. Next, the sentence must include a subject, or the who or what the sentence is about. The sentence also must include a predicate. A predicate is a verb or the action happening in the sentence. It tells what the subject of the sentence is doing/has done/will do. Finally, the sentence ends with some kind of punctuation. Depending on the sentence, this could be a period, question mark, or exclamation mark. Ask your child/student to think about these parts while they are writing.

Students: Before you start writing, take a look at the sentence in the bottom corner of the mat. You will see that the sentence begins with a capital letter [The]. Your sentence must include a subject. This is the who or what your sentence is about [dog]. You also will need a predicate (verb) that tells what the subject is doing/has done/will do [jumps]. Finally, you will need to end your sentence with some kind of punctuation. It will change depending on your sentence. If you are telling something, use a period [.]. If you are asking something, use a question mark [?], and if you are excited or want to emphasize something, use an exclamation mark [!].

LET'S WRITE:

Parents/Caregivers/Teachers: Your child/student will complete the writing portion of the mat. Using the drawing and words recorded on the mat, have your child/student write at least one sentence for each part of the story—the beginning, middle, and end on the lines provided. If the mat is printed, have your child/student use a pencil. If the mat is in a plastic sheet protector, have your child/student use a dry- or wet-erase marker with a thin point.

Students: Now it's time to write! Look at your drawing and the words on the mat. Then, include sentences for the beginning, middle, and end of your story. You should have at least three sentences. Use a pencil on a printed mat. Use a thin point dry- or wet-erase marker on a plastic sheet protector. Have fun!

CHECK YOUR WORK:

Does your sentence?

- begin** with a **capital letter**?
- include a **who** or **what** the sentence is about?
- include **what** your who/what **is doing**?
- end** with punctuation (. ? !)

Parents/Caregivers/Teachers: After your child/student is finished writing their story, have them read it aloud and check to see if each sentence makes sense and says what they want it to say. They may need to add, take away, or change the words at this time. Then, help your child/student use the sentence writing checklist to check that they have included all the important parts of a sentence for each sentence they have written. If they are missing any of the parts, prompt your child/student to go back and revise their sentences to include what is missing. Remember to have your child/student use the model sentence to help them check.

Students: After you finish writing your story, read it aloud and check to see if it makes sense. You can always add or take away parts until your sentences say what you wanted them to say and the story makes sense. The last step is to use the checklist to make sure you have included all the important parts of a sentence in each sentence you wrote. . If not, go back and add the parts you are missing. You can use the model sentence to help you check.