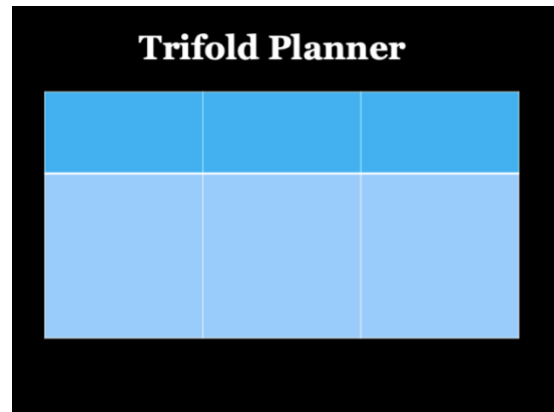


THE TRIFOLD PLANNER

The Trifold Planner is a simple and versatile graphic organizer for a range of text forms, but is particularly useful for personal narrative writing. It asks writers to outline the beginning, middle and end of their stories, then fill in details for each section. In this way, writers are less likely to miss key details or include them out of order. It also lends itself to drafting in paragraphs.

You can provide students with a reproducible, but it saves time and energy to teach them to fold a piece of paper in three and make a horizontal fold about 1/3 of the way down. For more capable writers, you might want to add a 1" (2.5 cm) fold at the top and bottom of the page to plan an opening and closing to the piece.



Because our writing minilessons should be no more than 10-15 minutes long, with plenty of time to practice and implement the strategy, this instruction has been broken down into 3 lessons.

Some tips for teaching the trifold planner:

1. Start by summarizing beginning, middle and end before adding in the supporting details.
2. You may want to require a minimum number of details, say 2-4-2. Usually the middle section will have more details than the beginning or ending.
3. Have students work in pairs to share their trifolds and encourage partners to ask questions to help the writer know what additional details are needed.
4. Don't require planning the opening and closing until students are comfortable with the BME portion.
5. Teach techniques for lead and concluding sentences before expecting students to include them in a plan.
6. **Have students practice two or three planners before turning any into drafts.**
7. Model how to turn the plan into a draft. Let students know that it's okay to change some of the plans as their draft. Talk about which key details merit elaboration. Encourage students to paragraph as they draft.



The Trifold Planner – Lesson 1

LEARNING GOAL: Students will be able to summarize the beginning, middle and end of their stories.

I DO: Review the structure of narrative writing; discuss beginning middle and end (chronological order). Model how to use this three-part planning tool using a topic of your own or use the planner to retell a familiar story.

WE DO: Choose a topic from a shared class experience and use a shared writing approach to collaboratively record the beginning, middle and end.

YOU DO: Have students choose a topic of their own and complete the beginning, middle and end of their planner.

Trifold Planner

Julie and I snuck out of the house and down to our raft on the slough.

We poled out to the middle, where the raft sank.

We sat in the tree house in our underwear all day, waiting for our pants to dry.



The Trifold Planner – Lesson 2

LEARNING GOAL: Students will be able to plan key details for the beginning, middle and end of their narrative.

I DO: Talk about the difference between topics and details. What details should a reader know to understand your narrative? Invite students to ask questions about your framework. Complete the framework by adding pertinent details to each section.

WE DO: Use a shared writing approach to collaboratively complete the planner about the class experience.

YOU DO: Have students work in pairs to share their BME planners and invite partners to ask questions. In this way, writers know what kinds of details a reader needs in order to understand and appreciate the story. Then have students complete their planners by adding at least three details to each section.

<i>Julie and I snuck out of the house and down to the slough.</i>	<i>We poled out to the middle, where the raft sank.</i>	<i>We sat in the tree house in our underwear all day, waiting for our pants to dry.</i>
<i>-10 years old and not allowed to go rafting on the slough -The slough was a dirty old pond where cows drink -had to get past my aunt in the kitchen.</i>	<i>-The raft was an old waterlogged door with a broom handle. -When it sank, we jumped off -not too deep but our jeans got soaked</i>	<i>-chilly October afternoon -pants finally dried as sun was setting -"shivering in our skivvies"</i>



The Trifold Planner – Lesson 3 (optional)

LEARNING GOAL: Students will be able to plan an opening and closing for their piece of personal narrative writing.

I DO: If you haven't taught strategies for "super ways to start" and "wonderful ways to end," you might wish to break this goal into separate lessons. Talk about the importance of an opening sentence that grabs the reader's attention and a closing sentence that wraps the piece up neatly. Look at examples from published and student writing. Introduce one or two strategies for opening a piece of narrative writing, such as the dialogue in the example below. A good ending might "wrap around" to the beginning (e.g., "We never went near the slough again.") or a lesson learned, as in the example below.

WE DO: Have students work in pairs to create openings/closings for the collaborative class piece.

YOU DO: Have students compose a potential opening and closing for their narrative piece and record them on the Trifold Planners. (It's quite possible that they will change one or both once they get drafting.)

<p>"Don't go near the slough!" warned Aunt Dorothy as Julie and I tiptoed out the door behind her.</p>		
<p><i>Julie and I snuck out of the house and down to the slough.</i></p>	<p><i>We poled out to the middle, where the raft sank.</i></p>	<p><i>We sat in the tree house in our underwear all day, waiting for our pants to dry.</i></p>
<p><i>-10 years old and not allowed to go rafting on the slough</i> <i>-The slough was a dirty old pond where cows drink</i> <i>-had to get past my aunt in the kitchen.</i></p>	<p><i>-The raft was an old waterlogged door with a broom handle.</i> <i>-When it sank, we jumped off</i> <i>-not too deep but our jeans got soaked</i></p>	<p><i>-chilly October afternoon</i> <i>-pants finally dried as sun was setting</i> <i>-"shivering in our skivvies"</i></p>
<p>If my aunt saw us that afternoon, she never said a thing. I guess she figured we'd learned our lesson shivering in our skivvies in the tree house all day.</p>		



