

## "ZOO Trip"

### ZOO Trip

We had a blast on our trip to the zoo. It started with the bus ride. I sat by my mom then I sat by my 2 best friends Michelle and Taylor. Michelle is in 1<sup>st</sup> grade. Taylor is in 2<sup>nd</sup> grade. Michelle, Taylor and I are really good friends. Then we were at our stop. We came out of the bus. I had to remember this number: 1722. We had groups. I was with my moms group and Suzies group. Suzie is Michelle mom. We saw the anancondas, I Love anancondas. The anancondas looked really cool! Do you like anancondas? Then we saw the monkeys. They were so cute. I wish I could take one home. We saw the gorilas. The female gorila is pregnant. I saw the polar bears. The female polar bear had babies. Then we ate lunch. Besse came and tried to eat our lunch! Suzie and my mom were talking on the bench while the rest of the group were playing tag. Then we had to get back on the bus. I had a fun time.

## Second Grade—Narrative

### “ZOO Trip”

#### Zoo Trip

We had a blast on our trip to the zoo. It started with the bus ride. I sat by my mom, then I sat by my two best friends, Michelle and Taylor. Michelle is in first grade. Taylor is in second grade. Michelle, Taylor, and I are really good friends. Then we were at our stop. We came out of the bus. I had to remember this number: 1722. We had groups. I was with my mom’s group and Suzie’s group. Suzie is Michelle’s mom. We saw the anacondas. I love anacondas! The anacondas looked really cool! Do you like the anacondas? Then we saw the monkeys. They were so cute. I wish I could take one home. We saw the gorillas. The female gorilla is pregnant. I saw the polar bears. The female polar bear had babies. Then we ate lunch. Geese came and tried to eat our lunch! Suzie and my mom were talking on the bench, while the rest of the group were playing tag. Then we had to get back on the bus. I had a fun time.

<b>Ways to Use this Sample during Writing Instruction</b>	
<ul style="list-style-type: none"> <li>▪ To help students identify the focus of their stories. When you come across this type of writing in a conference, ask the writer, “What was the best part of your ____ (trip to the zoo)? Circle it.” Have the writer lightly circle the most important part of his or her story and write long about that piece, focusing his or her energy on the “hot spot” of that day or time.</li> <li>▪ To show how the writer could choose just one “slice” to focus his or her ideas on. Draw a big pizza on chart paper. Divide it into slices. Write one event from this story on each slice.</li> <li>▪ To explain bed-to-bed stories and how they leave their writers feeling exhausted! Read it all the way through and elicit students’ feedback about why we feel so tired reading it.</li> </ul>	
<b>Questions to Consider in Study Groups</b>	
How can we discourage this type of rambling, while at the same time encourage writing?	
<b>Narrative Elements</b>	This piece is a good example of bed-to-bed writing typical of this age of writer. This piece lacks focus.
<b>Narrative Strategies</b>	The writer includes some random details about animals and the zoo trip.
<b>Conventions</b>	<p><i>Syntax and Vocabulary</i> The story uses mostly passive verbs (saw, had, was) and lacks enthusiasm. It reads more like a list of events loosely tied together.</p> <p><i>Spelling</i> This piece has been edited for spelling.</p> <p><i>Punctuation</i> This piece has been edited for conventions. The writer demonstrates control over ending punctuation.</p>