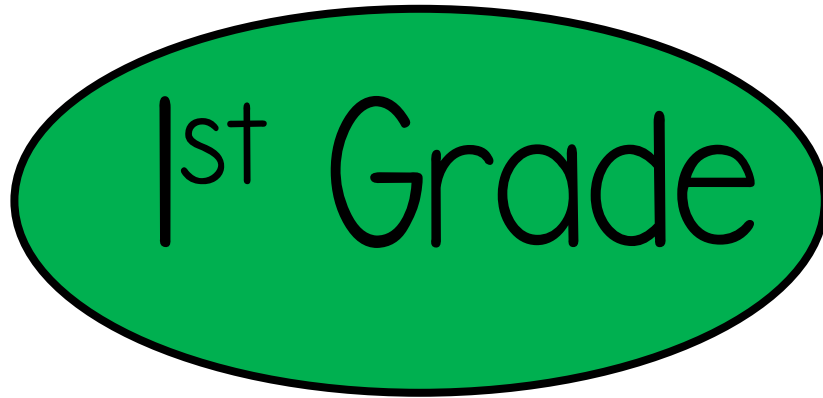


# Writing Unit 2

















































## Sample Mini Lessons

Personal Narrative

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## Personal Narrative: Understanding a Small Moment

Minilesson Teaching Point: Understanding a Small Moment.

[NOTE: RETEACH THIS LESSON AS NEEDED WITH DIFFERENT TEXTS OR STUDENTS EXAMPLES.]

Standards:

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Materials:

- Pre-made/pre-stapled booklets available for students (see paper choice options at the end of this unit)
- Sample mentor text A Chair for My Mother by Vera B. Williams

Connection:

“Writers, we’ve been talking about stories from our own lives. We’ve been thinking about those stories, making pictures in our heads, and writing those stories on paper.

Today we are going to start a new unit of study. We’re going to take a small moment from our lives and learn how to make it into a story.”

Teach (modeling):

Teacher shows mentor text and says: “I read this story to you yesterday. Let’s look at the way ( **the author** ) takes a small moment in his/her story and stretches it across a couple of pages. I want to talk to you about the part where ( \_\_\_\_\_ add part of story here . )

[TIP: Use a dull voice when explaining what Vera could have said.] “Vera could have written, ‘We saw the fire and everyone was safe. The end.’ Instead, Vera stretches out the moment by telling us the tiny little details. As I reread this part about the fire, make a movie in your mind of what’s happening to the characters.”

Reread parts of text, emphasizing the small little details:

My mother and I were coming home from buying new shoes. I had new sandals. She had new pumps. We were walking to our house from the bus. We were looking at everyone’s tulips. She was saying she liked the red tulips and I was saying I liked yellow ones.

Then we came to our block. Right outside our house stood two big fire engines. I could see lots of smoke. Tall orange flames came out of the roof.

“Can you picture it?!”

All the neighbors stood in a bunch across the street. Mama grabbed my hand and we ran. My uncle Sandy saw us and ran to us. Mama yelled, ‘Where’s my grandma?’

"She really stretched out that moment, didn't she?"

Active Engagement (guided practice):

"Writers, you made a movie in your mind about the tiny details that Vera B. Williams added. She wrote many tiny details to tell one part of her story. She stretched out the small moment and made it big by telling us details. Turn and talk about some of the tiny details she wrote."

After students turn and talk with a neighbor, do a quick pop-up share of the details she used in her writing - new pumps, red tulips, yellow ones, etc.

Bridge to Independent Practice:

"When you write today, think about taking a small moment and making it big by stretching it out across the pages in your booklets." Show students a sample booklet if they have not already been using them.

Conferring:

Help students plan out stories by having them touch each page in their booklets and tell what they'll write.

Closure:

Share 1-2 students' preselected examples of small moments; OR one or two students share their small moments.

## Personal Narrative: Discovering One Small Moment

Minilesson Teaching Point: Identifying Small Moments.

[NOTE: Reteach this lesson as needed with alternative texts and writing examples.]

Standards:

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Materials:

- Enlarged booklet to model stretching and sketching a Small Moment
- Chart paper titled “Small Moments” to use for brainstorm and/or large copy of chart provided following this lesson
- Booklets or other paper choice available to students
- Personal narrative mentor text sample: A Chair for My Mother by Vera B. Williams

Connection:

“Yesterday we saw how Vera took one small moment about when her apartment was on fire and stretched it out across pages. She told about how the girl and her mom bought sandals and pumps, and how they noticed the tulips, then turned the corner and saw their apartment on fire. Today, writers, I want to show you how I take a small moment from my life and write about it. I’m showing you this because you all are going to be writing small moments from your lives.”

Teach (modeling):

“As a writer I can think about all the things I did this morning. I got up, I took a shower, I brushed my teeth, combed my hair, got dressed, and then ate breakfast. But, writers, I’m going to focus on just one small moment. I’m going to zoom in on what happened when I ate breakfast.”

Role-play story as you are telling and sketching it.

“Okay, I’m making the movie in my mind of what happened first. I sat at the table with my bowl of Cheerios. I’m going to quickly sketch that on the page so I don’t forget.” (Sketch quickly.)

“What happened next? I took one bite of my cereal.” (Quickly sketch on next page.)

“After that I’m going to say, “Suddenly, I bumped the bowl and it landed in my lap!”

Although you are not modeling writing words, tell students your next step will be to write.

Active Engagement (guided practice):

“Writers, turn and talk with your neighbor about what you noticed I did as a writer.”

Listen in on student conversations and help guide their discussions. As a group, generate a short list of observations.

“What did I do when I wrote my small moment? What did you see me do first, then next, then last?”

Either create your own Small Moments chart from brainstorming results or use the chart provided after this lesson.

### Small Moments

Writers think about a small moment that happened to them. They make a movie in their mind.

They make sketches of their small moment. They write words.

Bridge to Independent Practice:

“Writers, think about the small moment you were writing yesterday, or think about a new small moment. Make a movie in your mind about what happened. Tell yourself what happened first. Tell yourself what happened next. Tell yourself what happened last. When you’re ready, go off and write.”

Conferring:

Help students plan out stories by having them touch each page in their booklets and tell what they’ll write.

Closure:

Share 1-2 students’ preselected examples of small moments and walk through the steps on the chart with the author; OR one or two students share their small moments.

OR if students are wondering if their stories are small moments or not, share a student story and the class decides if it’s a small moment or not. MAKE SURE THIS IS A POSITIVE EXPERIENCE FOR THE CHILD.

Possible questions: Is it true? Is it a small moment? Does it make sense?

## Sample Small moments anchor charts

- Writers think about a small moment that happened to them.
- They make a movie in their mind.
- They make sketches of their small moment.
- They write words

## Personal Narrative: Adding Words to a Small Moment

Minilesson Teaching Point: Adding text to sketches.

Standards:

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Materials:

- “Small Moments” chart
- Your own Small Moment story or use the example below.
- Booklets or other paper choice

Connection:

“Writers, yesterday I showed you how I zoomed in on a small moment that happened to me in the morning. Then I made a movie in my mind about that moment. After that, I showed you how I sketched out my small moment. [Refer to class-generated chart from yesterday.]”

Teach (modeling):

“Today I want to show you how I add words to my small moment story.” Retell the small moment story referring to the sketches.

“Okay, I’m making the movie in my mind of what happened first. I sat at the table with my bowl of Cheerios.”

“What happened next? ‘I took one bite of my cereal.’”

“After that, ‘Suddenly, I bumped the bowl and it landed in my lap!’”

After retelling the entire story, model going back to the beginning and writing words. [NOTE: This is NOT a lesson about stretching out and spelling words – write quickly.]

“On the first page I’m going to write, ‘I sat at the table with my bowl of Cheerios.’” (Quickly write the words and move on.)

“On the second page I’m going to write...” etc.

ELD: Make a list of sequence vocabulary (First, next, then, last, etc.) with visuals (could be numbers) for students to use in their writing.

Active Engagement (guided practice):

“Writers, think about the small moment you were working on yesterday or, if you are starting a new piece, think about a new small moment from your life. Maybe it was something that happened to you on the way to school, maybe it was something silly that happened at school.”

“Make a movie in your mind. Tell yourself what happened first. Tell yourself what happened next. Then tell yourself what happened last.”

“Now turn and talk with your neighbor about your small moment. Tell your neighbor what happened first. Tell your neighbor what happened next. Then tell your neighbor what happened last.”

Bridge to Independent Practice:

“Writers, thumbs up if you’re ready to start writing your small moment.”

Conferring:

As students are writing, refer to the “Small Moments” chart to help them visualize and plan their small moments.

Have students touch each page of their booklets and say the words they are planning to write.

Closure:

Each student evaluates their own writing piece with the whole group. Students bring their folder with the small moment they are working on to the carpet.

Refer to Small Moments chart again.

### Small Moments

Writers think about a small moment that happened to them. They make a movie in their mind.

They make sketches of their small moment. They write words.

“Writers, ask yourself, ‘Did I think about a small moment that happened to me?’ Thumbs up if you did. Ask yourself, ‘Did I make a movie in my mind of that small moment?’ Thumbs up if you did. Ask yourself, ‘Did I make sketches of what happened first, next, and last?’ Thumbs up if you did. Now ask yourself, ‘Did I write words to go with my sketches?’ Thumbs up if you did. Nice work today!”

# Personal Narrative: Brainstorming Ideas

Minilesson Teaching Point: Brainstorming writing ideas.

Standards:

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from

Materials:

- Teacher's mental list of story ideas
- 2 pieces of chart paper, both labeled "Small Moments Ideas," one for teacher modeling and one for a class-generated list
- Chart markers
- "Small Moment Ideas" list paper (sample follows this lesson)
- Pre-made booklets as well as other paper choice available to students
- Second Steps Emotion Cards (if available) or photographs of emotions

Connection:

"Writers, we have been talking and writing about small moments from our lives. Sometimes writers get stuck and cannot think of a small moment to write about."

Teach (modeling):

"When writers get stuck they stop and brainstorm with a friend or by themselves. To brainstorm is to think of ideas and make a list of those ideas."

"Writers, I am going to show you how I brainstorm ideas. I close my eyes and think about an idea. It can be a time that was happy or funny or scary. For example, the time I locked my keys in the car. When I tripped and fell and skinned my knee.

When my hamster got out of his cage. When I dropped my lunch tray. When I was late for school. When I lost my coat."

Model thinking out loud and write the list on the "Small Moment Ideas" list.

ELD: Use sketches on the list of Small Moment Ideas OR use picture cards to make an illustrated list of feeling words. [TIP: Sketch pictures BEFORE the lesson and attach them to the list as you write.]

Active Engagement (guided practice):

"Writers, close your eyes and think about your own life. Think about a small moment that you would like to write about. It might be something that happened just this week or even this morning. Tell yourself one small moment that happened to you.

Make a movie in your mind of what happened first, next, after that, and finally. Turn and talk with your neighbor about your small moment."

Write these ideas on the second chart labeled "Small Moment Ideas."

ELL/SpED adaptation: use visual aids with pictures that show different emotions/feelings (i.e., happy, silly, scared, angry, etc.) Second Steps Cards.

Bridge to Independent Practice:

"Writers, you may use one of these ideas from our class list to write your own small moment, or you may think of another small moment to write about."

Conferring:

Check in with students to ensure they have a small moment to write about. Accelerated learners can be provided with paper to make a list of their small moment ideas.

Continue helping students plan stories across each page and plan what they'll write.

For beginners, help them plan out their sketches or help them stretch out words as they write.

Closure:

Each student evaluates their own writing piece with the whole group. Students bring the small moment they are working on to the carpet. Teacher refers to Small Moments chart again.

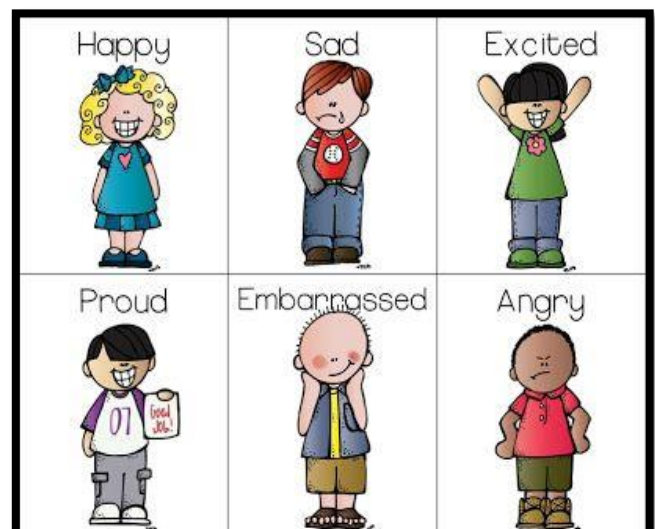
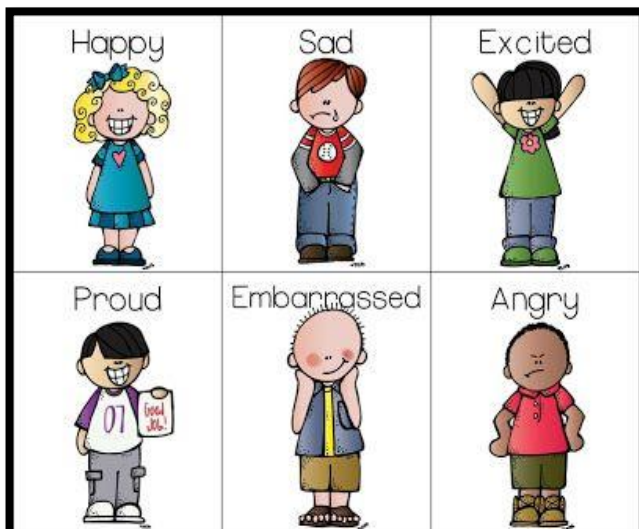
### Small Moments

Writers think about a small moment that happened to them.

They make a movie in their mind.

They make sketches of their small moment. They write words.

"Writers, ask yourselves, 'Did I think about a small moment that happened to me?' Thumbs up if you did. Ask yourself, 'Did I make a movie in my mind of that small moment?' Thumbs up if you did. Ask yourself, 'Did I make sketches of what happened first, next, and last? Thumbs up if you did. Now ask yourself, 'Did I write words to go with my sketches?' Thumbs up if you did."; OR if 1-2 students made a list of their small moment ideas, they could share it with the whole group.





# Sample Small Moment planning page

Name: \_\_\_\_\_ Brainstorm

## Small Moments

Now choose one small moment and write it in the middle of the mind map. Fill the surrounding circles with thoughts, emotions, words, people, places, and things that are associated with your small moment.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Writing About My Small Moments

## What Can I Write About?

Personal Narrative: Writing for Readers

 going to the movies	 playing at the playground	 brushing a tooth	 playing outside	 gardening
 swimming	 working with technology	 taking care of pets	 making food	 eating a meal
 going to the cabin	 going on vacation	 celebrating a birthday	 going to the beach	 playing with toys
 spending time with my family	 working at school	 playing sports	 playing with a friend	 visiting grandparents

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## Personal Narrative: Oral Planning and Stretching Across Pages

Minilesson Teaching Point: Demonstrate how to stretch a story across pages.

Standards:

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from

Materials:

- Pre-stapled booklets
- Class list of Small Moment Ideas
- Partner Sharing Chart
- Mentor text : Kissing Hand by Audrey Penn

Connection:

"Writers come to the carpet and sit in your writing spot next to your writing partner. Yesterday, I saw partners doing great sharing and planning during writing workshop. Today we are going to focus on planning out our stories with our partners. Today let's look at how Audrey Penn stretches out a small moment like you do in your writing.

Teach (modeling):

"Writers, really listen to how Audrey stretches out the moment when Chester is leaving for school and he gives his mom the Kissing Hand."

That night, Chester stood in front of his school and looked thoughtful. Suddenly, her turned to his mother and grinned. "Give me your hand," he told her.

TURN THE PAGE

Chester took his mother's hand in his own and unfolded her large, familiar fingers into a fan. Next, he leaned forward and kissed the center of her hand.

TURN THE PAGE

"Now you have a kissing hand, too," he told her. And with a gentle "goodbye" and "I love you." Chester turned and danced away.

"Audrey took a small moment and told it little by little stretching her moment across three pages."

"I am going to tell my small moment story stretching it across three pages just like Audrey. Listen and watch closely as I do. First I make a movie in my mind about what happened. Then I touch the first page and say what I am going to write."

(Touch page one):

"First, I came to school and saw my hamster was not in her cage."

"Then I touch the second page and tell what happened next and what I am going to write."

(Touch page two):

"Then I looked all around the room for her. I didn't see her anywhere." "Finally I touch the third page and tell what happened last."

(Touch page three):

"Finally, I saw food on the floor by the cabinet. I found the hamster stuck in the cabinet."

"Writers, close your eyes and make a movie in your mind of what I did to tell my story. Now turn and talk and tell your partner what you noticed I did to tell my story?"

"First, I made a movie in my mind. Then I touched each page and said what I would write on page one, page two and page three."

ELD: Use sketches, pictures or act out the hamster story.

Active Engagement (guided practice):

Writers, now we are going to practice retelling my small moment story across three pages by touching each page and telling what I am planning to write on each page.

(Pass out booklets)

"Touch the first page and tell out loud what I am planning to write first on this page."

Pause and let students point and tell.

"Touch the second page and tell out loud what I am planning to write on this page."

Pause and let students point and tell.

"Touch the third page and tell out loud what I am planning to write on the last page."

Bridge to Independent Practice:

"Writers, if you are going to start a new story today, practice stretching out your story by touching each page and saying aloud your story before you start writing."

Note: This can be done with established writing partners also.

## Personal Narrative: Sketching Instead of Drawing

Minilesson Teaching Point: Sketching instead of drawing.

Standards:

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions

Materials:

- Chart pad with a line down the middle – one half for drawing and the other half for sketching
- MARKERS, and PENCIL
- Booklets or other paper choice for students
- Large sticky notes (3 X 5) or index cards and pencils for each student
- Enlarged booklet to model sketching out story
- Teacher-created story or adapt example below

Connection:

“Writers, yesterday after school I looked through your writing and I noticed pictures with lots of details and colors. I realized that you probably did not have enough time to write your words! I was so sad because I really wanted to READ your writing.”

Teach (modeling):

“Today I’m going to show you how to SKETCH your illustrations instead of drawing your illustrations.”

“First, I am going to show you how I DRAW my bicycle. I’ll draw a yellow bike. Let’s see...it has black tires and red wheels. It has two gray pedals and a basket.

My bike is outside so I’m drawing the grass and trees. I’m drawing so I can get down all the details”.

“Now I’ll sketch.” (Quickly draw a picture of your choice in PENCIL). “During writing workshop, we sketch so we have time to WRITE. You can sketch out your ideas QUICKLY, and then write your words. Afterward, when you finish your piece, you can go back and add more details and color to your sketches.”

“Sketching helps a writer plan and tell the story. It also helps us get our ideas down on the paper quickly so we don’t forget what our story is about. Because we are writers during writing workshop, we sketch rather than draw.”

“Writers, I’m going to plan and then do my writing. Okay, I’ve got the movie in my mind.”

"On my first page (touch page 1 of a booklet or chart page) I'm going to write, 'I was in my warm, cozy bed dreaming.' On page two (touch page 2) I'm going to write, 'I dreamt my cat, Bailey, was on top of me.' On page three (touch page 3) I'm going to write, 'I opened my eyes and lying on my stomach was...my cat, Bailey!'"

"Watch me as I draw myself lying in bed. I'm not drawing all of the patterns on my bed cover. I'm not adding details to my face. I'm not even adding hair on my head! When I'm finished with my writing I can go back and add those details." (Quickly sketch on the next two pages.)

"Because I quickly made my sketches I have enough time to do my writing. I'm going back to page one and I am going to write the words to go with my sketch. "I will finish my writing later because I want you to do your writing."

Active Engagement (guided practice):

(Pass out sticky notes or index cards and pencils.)

"Writers, I want you to think about my story today. Now on the post-it make a quick sketch of yourself on your bed dreaming like I did." A sketch is quick and takes just a minute because you will add details after you write your words."

"Show your partner your sketch. Thumbs up if you did a quick sketch."

Bridge to Independent Practice:

"Today when you write, tell yourself what you are going to write and make a quick sketch before you write your words."

Conferring:

Help students who are stuck drawing rather than sketching. Remind them that they will be able to go back to their sketches when they are done with their stories to add more details. Tell them how excited you are to read the words to their stories and you don't want them to forget their words.

Continue to help students plan out and stretch stories across pages.

For those who are ready, encourage them to add more details, including dialogue, to their stories. You can also encourage them to add their feelings to their stories.

Closure:

Share 2-3 students' sketches and show how much writing they were able to complete. OR Students share sketches with a partner and share one or two pages of writing.

# Personal Narrative: Small Moment Checklist

Minilesson Teaching Point: Using a checklist to revise their work.

Standards:

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions

Materials:

- “Small Moment Checklist” (see resource section at end of this unit)
- Finished piece of writing (teacher’s piece from Lesson 3 or student sample)
- Student’s finished piece of writing

Connection:

“We write to tell something to a reader. When we write about a small moment, we are sharing that small moment with a reader. As writers, we need to make sure the reader understands what we are writing about. Today we are going to use a tool, a checklist, to help us do that.”

Teach (modeling):

Introduce Checklist: cover the lines and reveal as you explain each one.

When Writing A Small Moment Did you . . . Use “I” Tell what happened Tell the story in order
---

“Whenever someone writes a small moment, it is about something that’s happened to them. So, every small moment must use the word “I.” “I did, I saw, I was, I went, I had.” (Reveal first line.) “Small Moments are always about something that happened... “I what?” “I did, I saw, I went, I had.” (Reveal second line on chart.) Whenever writers tell a small moment, they tell it by saying what happened first, what happened next, what happened last. When we write a story by telling what happened first, what happened next, what happened last we call this writing in order.”

“Now, I’m going to use this Checklist to check my writing. First, I’ll read this small moment I wrote.” (Read aloud.)

“Writers, ask yourselves, ‘Did (Mrs. Yarne) use “I” sentences in her writing?’ Can someone point out where I used “I”?”

"Ask yourself, 'Did (Mrs. Yarne) tell the reader what happened?' Can someone point out or tell us, what happened?"

"Now, ask yourself, 'Did (Mrs. Yarne) write her story in the order that it happened – first, second, third, and finally?' Can someone tell me where this is in my writing?"

(Refer to the checklist and have students confirm each line.) "Thumbs up if I did this."

Readers, is my writing clear? Do you understand my small moment? By using this checklist, I am confirming—checking—that my writing is clear to myself and the reader."

"I'm going to hang this checklist in the classroom so when you are writing your small moment, you can check your work."

Active Engagement (guided practice):

"Now it's your turn to check your work with your writing partner." (Students select a finished piece and set up partners OR you could have students check their own writing instead of partner work.) "Before we begin checking our writing, I want to remind everyone that writers will revisit their work often. Today, if your writing does not include everything on this checklist, you will have the opportunity to add to it later. Let's begin by reading Partner 1's story. Take a moment to read through Partner 1's together."

"Writers, find and discuss with your partner – 'Did the writer use 'I'? Thumbs up if you see the word, 'I'.

"Now, find and discuss with your partner, 'Does this piece tell what happened?' Thumbs up if the author wrote about what happened.

"Finally, did your partner tell what happened in order – first, next and last? Thumbs up if your partner included what happened first, next and last – in that order".

"Now that we've checked this piece of writing, Partners, please discuss what you've learned about this piece of writing and the checklist."

Bridge to Independent Practice:

"When it is time to come back to the carpet for our sharing time, Partner 2, have a story ready because you and your partner will get to check your writing. And, writers, don't forget to use this checklist when checking your own writing today and everyday."

Conferring:

Assist students with using the checklist to check their writing.

For readers who may have difficulty reading their story and the checklist, match them with a partner to help them read.

Closure: Partners use the checklist to look at Partner 2's writing. If there is enough time...

Invite a few students to read the sentence in your writing that uses "I." Invite a few students to read their "what happened" sentence.

Invite a few students to read their sentences that tell what happened first, next and last.

## Personal Narrative: Planning Details

Minilesson Teaching Point: Planning details.

Standards:

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from

Materials:

- Class anchor chart - "Small Moment Ideas" list
- Lesson refers to previously read stories: The Kissing Hand by Audrey Penn, A Chair for My Mother by Vera B. Williams or another personal narrative mentor text
- Whole-class shared experience
- A student to be your partner during the 'Teach' section of the lesson.

Connection:

Use previously read authors and/or student small moment stories.

"Writers, last night I was thinking about Chester in the Kissing Hand and how the author, Audrey Penn, really uses details to tell her story. Remember when she says, 'he unfolded her large, familiar fingers?' What details! Or, when Vera Williams tells us about how they 'walked past red and yellow tulips.' What details! In the Storm Seal, Judy tells us how, 'the seal touched Peter lightly with his nose.' Again, what details! Today, I want you to help me write a story with beautiful details. I want us to learn that, as writers, we plan our stories to make sure we use details."

Teach (modeling):

Use a class shared experience and plan how you might write about the experience.

"Remember how we had the all-school fire drill last week? I want to write about it today because I was remembering how we walked out of our room, down the hall and then we went outside and it started to rain."

"I am going to work with my partner to plan my story. Madison, will you be my partner?" Touch the first page. "First I am going to write, 'We heard the fire alarm.'" Point to the next page. "Next, I will write, 'We went outside.'" Point to the last page. "Finally, I will write, 'We came inside.'"

"I wrote my small moment story, but I am wondering, 'Did I add enough details to clearly show what happened during the fire drill?' Let me retell it again. 'We heard the fire alarm. We went outside. We came inside.' I feel like I am missing something. I said what happened, but I didn't give you, the readers, details to help you make a picture in your mind."

"Madison, thank you for being my partner. Now I need ALL of you to be my partners, my editors."

Active Engagement (guided practice):

"Writers, since we were all at the fire drill last week and shared a small moment experience, let's share with a partner details I can include to make my story better. Turn and talk to your partner and tell what other details you remember."

Students turn and talk.

"As you were sharing, I heard some really important details I can use in my story. Would anyone like to share a detail I can add?"

Possible student comments:

"You could say it was freezing outside and we didn't have our coats." "You could add that it started to rain and we got wet."

"Thank you, writers, for giving me important details that I can include in my story. Now it will be easier for my readers to make a clear picture in their minds of what is happening in my story. Let me try to plan my story using some of those details.

Madison, please be my partner again."

(Touch the first page.) "First I am going to write, 'We heard the fire alarm ring loudly.'" (Touch the next page.) "Next I will write, 'We pushed the door open and it was freezing cold outside. We walked quickly, rubbing our arms to keep warm.'" (Touch the last page.) "Last, I will write, 'It started to rain, but we did not have our coats so we began to get wet. Finally, the bell rang and we hurried back to the warmth of our classroom.' Doesn't that sound better than before?"

Bridge to Independent Practice:

"Writers before we write today let's remember all the things we have discussed in our Small Moments study." Refer to chart.

### Small Moments

Writers think about a small moment that happened to them. They make a movie in their mind.

They make sketches of their small moment. They write words.

ADD to the chart (or reveal the next line): They use details.

"Today tell your partner your story with details. Plan together how your story will go. You can sketch and write across the pages. Thumbs up if you are ready to start!"

Conferring:

Work with students to plan their story with details across the pages.

Use the "Small Moments" chart as a reference with assisting students. Take them through the steps as necessary.

Remind students about how to use class resources to get their ideas on paper (wall charts, sound cards, etc.).

Closure:

Share student work that uses details to tell the small moment story. Focus on how the details help you as the reader understand the story and make a picture in your mind.

## Personal Narrative: Inside vs. Outside

Minilesson Teaching Point: Adding feelings and thoughts to our stories.

Standards:

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from

Materials:

- A small moment that shows what happened and the narrator's response – can be a sample from a student in your class, a teacher-made example, OR use provided example and adapt as desired
- Whole-class experience or adapt example from “Active Engagement” section
- Highlighters in 2 different colors (for teacher use)
- Booklets or other paper choice for students

Connection:

“Writers, we’ve been taking small moments from our lives and stretching them across pages. We’ve learned to do that just like Vera does in A Chair for my Mother. Today, I want to teach you about another strategy that you can use to stretch your small moment out even longer.” [Stretch out arms like a rubber band.] “I want to show you how you can write about what happened in your small moment (motion and make fist with one hand) –the outside story, and then how you can write your thoughts and feelings about what happened –the inside story (gesture and make fist with the other hand to show that they are two separate “stories”).

Teach (modeling):

“I’m going to read you a piece that one of my students wrote last year. Listen closely to how Ronnie writes about what happened–the outside story–and then how he writes about his feelings about what happened–the inside story.”

This morning I gave Ms. Schmidt my necklace to hold. She put it on her neck. When it was time to go home, she tried to take it off. It got stuck, but I pulled it off. I felt proud!

ELD: Use a sketch to illustrate the idea of “outside” and “inside.” In the “outside” portion draw action and label with words. In the “inside” portion draw faces to represent feelings. You may want to create a feeling word bank.

Active Engagement (guided practice):

“Writers, talk with your partner about Ronnie’s story. Tell your partner the outside story–what happened. Then tell the inside story–how Ronnie was feeling.”

Listen to students talk and help them identify the outside and inside stories. Reiterate what they said and highlight this on Ronnie’s story.

"I heard you say that the outside story—what happened—was this part...[Highlight in one color and reread: "This morning I gave Ms. Schmidt my necklace to hold. She put it on her neck. When it was time to go home, she tried to take it off. It got stuck, but I pulled it off."]

"I also heard you say that the inside story—what he was thinking and feeling—was this part... [Highlight in the other color, "I felt proud!"]

"Remember when we had a fire drill and we went outside and it was raining?" Gesture with one hand and say, "Retell with your partner the outside story - how we heard the fire alarm ring, we lined up quickly in two rows, walked down the hall and then outside. And how we pushed the door open and it was freezing cold outside. We walked quickly rubbing our arms to keep warm. It started to rain, but we did not have our coats so we began to get wet. And, finally, when the bell rang we hurried back to our classroom."

Gesture with the other hand and say, "Now talk with your writing partner about —the inside story. How did you feel when it started to rain? What were you thinking?

What were you wondering?"

Listen to students talk and aid them as needed. Then share with the whole group a couple of examples you overheard or 1-2 students could share their own examples.

Bridge to Independent Practice:

"Today, when you're working on your small moment, if you write both the outside story—what happened—and you also tell the inside story—how you felt or what you thought, please let me know."

Conferring:

Prompt students to write about their feelings or thoughts about what happened in their story.

For the beginning learner, you may want to prompt the student to show expressions in the illustrations.

For the advanced learner, you may want to prompt the student to inject the inside story in more than one place in the story. Students could add more details, including dialogue (i.e., I wondered, "Will I ever get to go to Disneyland?"), to their inside story.

Closure:

Share writing from 1-3 students who used, or attempted to use, the inside story in their writing; OR if a student is struggling with putting in thoughts or feelings, the class could brainstorm possible feelings/thoughts to put into her/his piece.

This morning I gave Ms. Sally my necklace to hold. She put it on her neck.

When it was time to go home, she tried to take it off. It got stuck, but I pulled it off. I felt proud

## Personal Narrative: Inside vs. Outside 2

Minilesson Teaching Point: Practice adding feelings and thoughts to stories.

Standards:

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from

Materials:

- A small moment that shows what happened and space to add “the inside story”
- Whole-class experience or adapt example from “Active Engagement” section
- The Inside Story chart
- Sticky notes
- Booklets or other paper choice for students

Connection:

“Writers, yesterday we learned a new strategy for stretching out our small moments even more. We learned you can write about what happened (use hand motion with one hand) –the outside story, and then how you can write your thoughts and feelings about what happened –the inside story (gesture with the other hand to show that they are two separate “stories”).

Teach (modeling):

“I noticed that some people had a hard time getting started yesterday writing their thoughts and feelings – the inside story – in their small moment stories (gesture with one hand). So, I made a chart to help us with the inside story.”

Reveal chart and read with the children:

The Inside Story I felt

I thought I wished

I wondered

I remembered

“Listen to my small moment story. Listen to what happened (motion and make fist with one hand)–the outside story–and then watch how I use the chart to help me tell my inside story–what I thought and felt about what happened” (gesture with the other hand to show that they are two separate “stories”).

This morning my cat woke me up at 5:00 am!

I opened my eyes and yawned. [Act out story.]

Think out loud and reread chart. "Gosh, what was I thinking when my cat woke me up? How was I feeling? I know! I wished I could sleep forever!" [Point to "I wished..."]

This morning my cat woke me up at 5:00 am! I opened my eyes and yawned.

Quickly add to the end of the story: I wished I could sleep forever!

Active Engagement (guided practice):

"Writers, remember when we were going to go outside for an extra recess and it was raining? I started writing the small moment here, I wrote "the outside story." But, I need your help with adding the inside story—what were you thinking or feeling when you saw that it was raining?"

We got on our coats and lined up. We walked down the hall and opened the door. It was raining.

"Talk with your writing partner about —the inside story. How did you feel when you saw it was raining? What were you thinking? What were you wondering?" [Gesture again with one hand.]

Listen to students talk and aid them with using The Inside Story prompts.

"I heard lots of wonderful inside stories—what you were thinking and feeling. Who has an inside story—a thought or feeling—that we could add to our story?"

Teacher adds one student's suggestion to the class story:

"I wished it would stop raining." "I felt sad." "I thought, 'Will we get to play?'"

Gesturing with one hand, say, "Now that we've added the inside story, I'm going to reread our small moment."

Bridge to Independent Practice:

"Today, if you write the inside story, get one of these sticky notes, write your name on it and post it on our Inside Story chart."

Conferring:

Prompt students to write about their feelings or thoughts about what happened in their story.

For the beginning learner, the teacher may prompt the student to show expressions in illustrations.

For the advanced learner, the teacher may prompt the student to inject the inside story in more than one place in their story. Students could add more details, including dialogue (i.e., I wondered, 'Will I ever get to go to Disneyland'), to their inside story.

Closure:

“Wow! Look at how many of you added the inside story to your small moments! You not only told the outside story—what happened—but you also told your thoughts and feelings. [Refer to the sticky notes on “The Inside Story” chart.]

Share 1-3 students’ writing who used the inside story in their writing; OR if a student is struggling with putting in thoughts or feelings, the class could brainstorm possible feelings/thoughts the student could put in her/his piece.

# The Inside Story

I felt...

I thought...

I wished...

I wondered...

I remembered...

# Personal Narrative: Telling Your Story across Your Fingers

Minilesson Teaching Point: Telling a story across your fingers.

Standards:

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Materials:

- A simple small moment story to tell across your fingers or use example below
- Previous whole-class experience from Lesson 12 (e.g., fire drill story)

Connection:

“As writers we find stories in the everyday happenings and keep these stories in our minds to write later. As a writer I see stories happening all day long.”

Give an example of a time when you thought, “Hey, I could write about that!”

“Last year one of my students was passing out the papers during Math and accidentally dropped the papers. They went floating down to the ground like a feather, but one paper flew further than the rest and landed in the sink.”

“Today I am going to show you a way writers ‘catch story ideas.’ When you realize something happens that could make a story, you catch the idea like this (act like you are catching the story and putting it in your pocket). Writers do that. We find stories everywhere in our lives and hold onto them (act out catching and holding the story again) until we can write them down.”

Teach (modeling):

“Later we can reach our hand into our pocket and pull out a story. And you have a story-helper, too, because you pull your story out like this. (Reach into pocket and pull out hand in a fist.) Watch how I tell a story across my fingers.”

Prepare a story to tell across your fingers.

Raise your thumb. “I went to the cafeteria to get my lunch.” Raise your second finger. “When I stood in line to get my tray, I could smell the pizza.” Raise your third finger. “I chose hot, cheesy pizza and cold chocolate milk.” Raise your fourth finger. “I was excited because we got a cookie treat.” Raise your pinky finger. “I walked to my seat and sat down and ate my delicious lunch. Did you see how I told one part of my story on each finger?”

### Active Engagement (guided practice):

"Now let's catch a small moment from our class. When we had the fire drill, that was a small moment where a lot happened. Let's tell the story together across our fingers." Thumbs up. "First, The fire alarm rang loudly while we were reading." Second finger up. "Then, We lined up quickly and walked down the hall quietly." Third finger up. "What happened next?" (Students can answer). "We went outside in the freezing cold and rubbed our arms to keep warm." Fourth finger up. "We are getting to the end of the story. It started to rain. Big raindrops fell on our heads." Pinky finger up. "Time to close up the story. The bell rang and we came inside our toasty warm classroom. We were thrilled to be out of the freezing rain!"

"Now I want you to catch a small moment from your minds in one of your hands. Think about what you are writing about." (Give think time.) "Now close your hand and turn to your partner; try to tell your moment using your fingers. Remember when you have one or two fingers left, this is a sign that you should be finishing your story."

Writing Partners turn and talk and tell their stories across their fingers.

### Bridge to Independent Practice:

"Now you have practiced telling your small moment story; you are ready to write it. Today, if you are writing a new story, I want you to practice telling your story across your fingers to see if this helps your story have a beginning, middle and end."

### Conferring:

Meet with students and have them practice telling their story across their fingers or across the pages of a booklet.

Check in with students to see if they are labeling pictures to help their sentence writing. Help students who are ready to turn their labels into sentences.

For students who are ready, help them tell their stories across their fingers using transition words (e.g., first, then, next, finally). You can add these transition words to these students' portable word walls.

### Closure:

Pick authors to share their stories that have a beginning, middle, end and/or details in their stories; OR have a student model telling his/her story across his/her fingers.

## Personal Narrative 2: Tell-A-Story Words

**Minilesson Teaching Point:** Introducing a list of temporal words for the Tell-A- Story Word Wall/Chart.

[NOTE: This lesson will be more effective and efficient if you pre-teach/discuss temporal words in the story(ies) during read aloud.]

### Standards:

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

### Materials:

- A story that contains temporal words
- Chart paper and markers
- Tell-A-Story Words <http://kidwriting.com/TellaStory.html>; Eileen Feldgus (option: print on colorful paper, laminate and display—sample of words in interesting fonts in teacher resource section) Include “one morning, one evening, soon, just before.”

### Connection:

*“Writers, when we wrote our How-To pieces we learned to use **transition or temporal words**, words that help us go from one step to the next. For example, we learned to use words like ‘first,’ ‘second,’ ‘third,’ ‘next,’ and ‘finally’ when we wrote our instructions.”*

### Teach (modeling):

*“Today I want to teach you that, when we write our small moment stories, we also use temporal words. Some of the words are the same as the ones we used for our How-To pieces and guess what? There are a lot more temporal words we get to use for our small moment stories! When we write our small moment, we sometimes call these temporal words Tell-a-Story words.”*

*“We will revisit \_\_\_\_\_ As I read, I want you to listen for the words the author uses that take us from one event to the next. Listen for words or phrases that help us connect ideas and events, the Tell-a-Story words. I will model the first couple of pages for you.”*

Read the first couple of pages of the story.

**Active Engagement (guided practice):** Refer to the chart.

Using words that are specifically on the Tell-A-Story word chart, invite students to think of a sentence that begins with one of the words or phrases. For example: *“Finish the sentence, ‘One afternoon...,’ or ‘After a while...,’ or ‘Suddenly. . .’”*

*“Think of a small moment you would like to write about today. Use your fingers to tell the story to your partner. Make sure you start your story with a tell-a-story word.”*

Do a pop-up share after partners have had an opportunity to share with each other.

**Bridge to Independent Practice:**

*“Writers, today as you are writing, whenever you use a Tell-a-Story word, put your name on a sticky note and stick it on the word you use. Also, when you are reading, if you discover a Tell-a-Story word that is not on the chart, please give it to me so I can add it.”*

**Conferring:**

Prompt students to reread their writing and see where they might be able to add a Tell-a-Story word. If needed, walk them to the chart and help them identify an appropriate temporal word. Encourage them to post their name by the word(s) used.

**Closure:**

At the end of writing workshop, invite students to read and share the sentences where they used a Tell-a-Story word.

## Personal Narrative 2: Using Tell- A- Story Words

**Minilesson Teaching Point:** Revise by using Tell-a-Story words.

[NOTE: Depending on your students, you may want to divide this lesson into two sessions.]

### Standards:

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

### Materials:

- Teacher-created sample with lots of 'then' or 'and then' words, (or use teacher example following this lesson)
- Student writing sample that contains many 'and then's - individual copies for partners and an enlarged copy to share with the class (make one up, use a student sample from your class, or use the student example following this lesson)
- Highlighter(s)
- Revision strips
- Editing and revision pens for the Active Engagement
- Tell-A-Story Words on Word Wall/Chart

### Connection:

*"Yesterday we learned about Tell-a-Story words - transition words - that take us from one event to another event in our story. I noticed that a lot of you are already using some Tell-a-Story words, which is great. I have noticed a little problem. A lot of you really like to use the word 'then.' 'I went to the zoo. I saw a monkey scream and then I screamed too, and then, and then, and then..."*

### Teach (modeling):

*"Today, writers, I want to show you how we can use our Tell-a-Story words to help us **revise** our writing, to make our good writing even better, to make it more interesting for our readers to read."*

*"It's okay to use the word 'then' in our writing, but we don't want to use it all the time, especially when we have all of these other wonderful words we can use."*

*"The other day I wrote about my cat, Sadie. As I was rereading my story, I realized I could make it more interesting if I used some Tell-A-Story words because I noticed that I kept using 'and then.' Watch me as I use our chart to help me revise my story."*

First, read the teacher sample aloud. Then go back and highlight the 'then' and/or 'and then' words in the story. Model your thinking aloud as you highlight. Afterward, use an editing and revision pen (and a revision strip, if needed) to replace the overused words with Tell-a-Story words. Again, model your thinking aloud.

### Active Engagement (guided practice):

*"Writers, a former student of mine was writing a story about his first day of school and he asked me for some help. He used the word 'then' a lot. You all know other words he could use instead, so I thought you could be teachers and help him, too! I'm going to read his story, and then you and your partner will get a copy of it and, using your editing and revision pens, you get to revise it by changing some of his 'then' words into Tell-a-Story words. When you're done, I'll give your suggestions—your ideas—to him."*

Show an enlarged version of the story and read it to the children. Then hand out copies of the provided example, or use an example from one of your students. (If you do use a sample from a current student, discuss it with the student beforehand.) Work with partners to find transition words that fit the story.

ELD: Help students find words on the chart and reread sentences to them to have them listen for fluency.

This lesson has gone on quite long at this point, so as partners finish up revising the piece, you can send them off to do their own writing. Or, you can reconvene the group and take their suggestions for changing the 'then' words to Tell-a-Story words.

### Bridge to Independent Practice:

*"Today, as you do your writing, you may want to revisit one of your previously written pieces and add appropriate Tell-A-Story words to make your writing more interesting. Whenever you use a Tell-a-Story word, put your name on a sticky note and stick it on the (Tell-A-Story poster) word you use."*

### Conferring:

ELD: "\_\_\_\_\_ would make the writing more interesting."

Prompt students to reread their writing and see where they might be able to add a Tell-a-Story word. If needed, walk them to the chart and help them identify an appropriate transition word. Encourage them to post their name by the word(s) used.

### Closure:

Give students an opportunity to share how they revised their writing using the Tell-a- Story words. As a class, revisit the poster and note all the sticky notes/names where students used one of the Tell-a-Story words.

## Bedtime for Sadie

It was late. Sadie needed to go to bed, but she wouldn't come in the house.

I called, "Sadie! Sadie!" She looked at me and then ran away. Then I ran after her. Then she ran farther away.

Then I had an idea. "This is a job for turkey!" I said to myself. Then I went to the kitchen, got some turkey from the fridge, stood in the front doorway and dangled the turkey from my fingers.

Then Sadie came running up and into the house. She gobbled up the turkey.

I smiled. "I tricked her again," I thought to myself.

*On The First Day of School*

I said hello to Ms. Jones. Then I found my spot.

Then ate my breakfast. Then I went to the carpet. We did the morning message and then we did calendar. Then we did shared reading and we made words on the dry erase boards with Expo markers. Then we went to lunch.

## Personal Narrative: Story Endings

Minilesson Teaching Point: Writing story endings that 'stay in the moment. [NOTE: This lesson could be taught in 2 sessions.]

Standards:

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure

Materials:

- Chart paper
- Chart markers
- Story written up on chart or for Elmo based on whole-class experience
- Additional story based on whole-class experience with intentional "bad" ending

Connection:

"Writers, I love your small moments stories. You are s-t-r-e-t-c-h-i-n-g them across pages, telling the parts bit by bit. You are telling the outside story - what happened - AND the inside story - how you were feeling and what you were thinking. I've been reading these great stories and then, when I get to the end I say, 'What happened?' Your stories sound like this: We went to the park. We played soccer. I scored two goals." (Change your intonation to sound boring): "Then we went home.

"Today, we'll learn how to write endings that go with your wonderful stories-story endings that 'stay in the moment.'"

Teach (modeling):

"Usually, you have these wonderful stories about going to Chuck E. Cheese, or playing at recess, and then you end it with, 'Then we went home,' or 'Then we went to lunch,' or 'The End.' When you do this, your stories jump away from your small moment.

"Endings are so important that we want to keep them 'close-in to the moment.' We know you are going to go home or go to lunch, so you don't need to write that in your small moment.

"Let's think about our Harvest Parade on Friday. Here is the start of my small moment:

On Friday afternoon it was our Harvest Parade. After "Snow White" read us a spooky story, we lined up at the door. Then, we slowly followed Mrs. W's class down the hallway and out the door to the playground. We walked around the playground.

(When you read the last part make it sound boring): Then we went  
back to the classroom.

"Gosh, we all know we went back inside! I'm going to cross that part out. I want to stay in the moment. Let me think...one way to end my story is to think back to the very next thing that happened. Oh, that's right, we walked around the playground one more time. That could be an ending: 'Then we walked around the playground one more time.'

"Another way to end the story and 'stay in the moment' is to say what you thought or felt – the inside story – during that moment. I'm going to go back and make a movie in my mind – again – to help me think about our feelings or thoughts. I remember someone wondering, 'Will we get to do this again?' So, that could be an ending, 'We wondered, Will we get to do this again?'"

"So, one way to 'stay in the moment' is to tell the very next thing that happened. Or, you can tell what you thought or felt in the moment—tell the inside story like we've been talking about the last couple of days."

Active Engagement (guided practice):

"Writers, I've been working on another story about the fire drill and how it was raining. Will you listen closely with your partner to see if you can help me with my ending?"

Read your writing and emphasize how the ending doesn't "stay in the moment."

Suddenly, the fire alarm rang. We quickly lined up and walked outside. We stood on the grass in one long line. It was raining really hard. Then we went back inside.

"Could you talk with your writing partner about how to make my ending better?"

Listen to students' ideas for story endings and cross out "Then we went back inside." Then, call on one student who had a strong ending to share with the class. Add this ending that 'stays in the moment' and reread the story to the class.

Possible endings, which could also be repeats from the first "Outside vs. Inside Story" lesson:

I wondered, "How long will we have to stay outside?" We felt really cold and wet.

We shivered and shivered and shivered. Our clothes and hair got really wet.

[NOTE: It is okay to "FEED" students story endings. When it is time to share, pretend the students came up with the ideas themselves.]

ELD: Help students quickly act out their feelings and/or how they were all wet. Use a feeling vocabulary chart if you created one earlier (or make one now) and have students form sentences using the following sentence frames:

(Beginner) "I felt \_\_\_\_\_"

(Intermediate) "I felt \_\_\_\_\_ because \_\_\_\_\_."

(Advanced) "I was \_\_\_\_\_ and \_\_\_\_\_ and I felt \_\_\_\_\_."

Bridge to Independent Practice:

"So, when you write and it is time to end your story, ask yourself, 'How can I write a good ending? Let's say we cannot end our stories with, '...and then I went home' or, 'The end.'" [TIP: It is always helpful to exaggerate when you're trying to get your point across – sound boring!]

Conferring:

Guide those students that are ready to put an ending to their small moments and help them to "stay in the moment."

Continue to help students add the inside story where appropriate in their stories. Aid the beginners with developing a small moment, perhaps through sketches.

Closure:

Teacher shares 1-3 students' preselected examples of "close-in" story endings;

OR the class can brainstorm story endings for a student who is having difficulties.

## Personal Narrative: Preparing for Publication

Mini-lesson Teaching Point: Attempting to revise and edit utilizing a checklist.

[NOTE: THIS LESSON COULD BE DIVIDED INTO SEPARATE LESSONS ON REVISING AND EDITING or you could do the “Teach” one day and “Active Engagement” the next day. Editing could also be separated into a lesson on spelling, a lesson on punctuation, and a lesson on capitalization – you could reteach the editing lessons from the LAUNCHING UNIT as you and your students prepare for publication.]

Standard(s):

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Materials:

- Chart paper
- Chart markers
- Enlarged “Small Moments Checklist” (sample following this lesson)
- Individual copies of “Small Moments Checklist” (sample at end of this unit)
- Story written up on chart (or for the document camera) based on whole-class experience (see teacher sample following this lesson)
- Copies of an additional “small moment” example for each set of partners (or use provided example)
- Students’ small moment piece that they want to “publish”
- Markers or special editing and revision pens
- Construction paper for book covers (optional)

Connection:

“Writers, we’ve been learning a lot of new writing strategies to make our small moments stories really exciting. You are s-t-r-e-t-c-h-i-n-g these stories across pages, telling the parts bit by bit. You are telling the outside story – what happened – AND the inside story – how you were feeling and what you were thinking. You are writing “close-in” story endings.”

“Today is a really important day. Today you will choose a small moment story that you want to publish. We are going to have a publishing celebration. When you get ready to publish your writing, it is like people “fixing and fancying” themselves up for a birthday or a wedding. When we “fix up” and “fancy up” for a birthday, a lot of times our mom or dad or sister helps us. When we fix up our writing, a lot of times we have a writing partner help us”.

Teach (modeling):

“Writers, like Vera B. Williams, all have partners that help them with their writing and in the grown-up world these people are called editors. The editor’s job is to go through our piece and help us “fix up and fancy up” our piece. When we do ‘fixing and fancying up’ we often use a special pen to help us make changes to our writing. This pen is our special editing and revision pen. We only use this when we make changes to our writing. Watch how I use it.”

Show enlarged checklist and read it to students.

Fixing up Small Moment Stories	Yes	No
Does my story make sense?		
Can I fix my story?		
Can I add details to my story?		
Do my words look right?		

Ask a student to be your editor. “Will you listen to see if this piece makes sense?”

Yesterday we tasted apples  
we tasted 4 types of apples  
tha yummy.

“Does my story make sense?”

The student should point out the missing word – “tha were (tasted) yummy.” Refer to the second question on the chart and ask, “Can I fix my story?” Oh, I can! I can add the word ‘were’ to my piece. Add the word using the special editing and revision pen.

“Another important job an editor does is help the writer think about what else could be added. As I reread my story, think about what else we could add.

Yesterday we tasted apples  
we tasted 4 types of apples  
tha were yummy.

“Talk with your writing partner about what I could add.” “You could say we tried Granny Smith apples.” “You could say they tasted sour.”

“Thanks for such great ideas! I’m going to add a ‘D’ here so I know to add those details right here in my story.”

“Editors have a lot of different jobs. They help you make sure your piece makes sense, they help you add details, and they help you with your spelling. Read our apples story and ask yourselves, ‘Do my words look right?’ Check to see if my words look like they are spelled

correctly.”

Students discuss spelling words. You make changes on the story and reread.

Active Engagement (guided practice):

“Editors, I have another piece that I’d like you to help me with.

Last night mi cat slept wif me. She snored.

It funny.

“I am going to give you and your partner a copy of my story, a checklist, and a special editing and revision pen. You are going to be editors and help me fix up my small moment. Refer to the chart and say, “Think about the job an editor does, and you and your partner need to ask yourselves, ‘Does the story make sense? Can we fix the story? Can we add details to the piece? Do the words look right?’”

“If you find spelling mistakes, fix them with your marker. If you find a place where I can add more details put a ‘D’ there like I did. If my story doesn’t make sense, let me know why and think about how I can fix it.”

Bridge to Independent Practice:

“Writers, it is time for you to choose the small moment piece you want to publish. You and your partner will need to decide whose piece you will edit – fix up – first. You’ll work together to fix that piece. When you’re done, you will fix up the other person’s piece. Use our chart to help you.”

Conferring:

Help emergent writers choose a piece to “publish” and use the checklist and give them whatever language they might need for their piece to make sense.

Help students use the checklist as a resource. Model rereading a student’s story and then have them reread their story, pointing to each word as they read to check for missing words or to see if the story makes sense.

Model being an editor for partners.

With advanced learners, you might focus on more advanced use of punctuation, encourage them to add even more details.

[TIP: “READ” YOUR STUDENTS – THEIR PIECES DO NOT NEED TO BE PERFECT. MAYBE JUST HAVE THEM FIX ONE OR TWO THINGS IN THEIR PIECE.]

Closure:

Tell students that, not only do writers fix up their writing, they “fancy it up” too.

“Before our celebration, you are going to want to “fancy up” your writing too. You may want to add colors to your front page (cover) or add colors to your pages. Decide how you want to “fancy up” your piece. You’ll have a few minutes to do that right now”.

Give students a few minutes to do this. [TIP: Have available an example that another student already fancied up or show them one of your examples. You can also make this section into an additional lesson.]

Name:

Date:

Fixing up Small Moment Stories	Yes	No
Does my story make sense?		
Can I fix my story?		
Can I add details to my story?		
Do my words look right?		

Name:

Date:

Fixing up Small Moment Stories	Yes	No
Does my story make sense?		
Can I fix my story?		
Can I add details to my story?		
Do my words look right?		

Teacher Sample for lesson

Yesterday we tasted apples  
we tasted 4 types of apples  
tha yummy.

Partner Writing Sample

Last night mi cat slept wif me. She  
snored.

It funny.

## Personal Narrative: Celebrating Small Moments

Mini Lesson Teaching Point: Share small moments writing with peers.

Standard(s):

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Materials:

- Students' small moment pieces for publishing celebration
- Put students into pairs within the class (optional)
- Sticky notes
- Partner with older reading buddies (optional)
- Sharing protocols (e.g., giving compliments, listening closely)
- Juice and/or snack to enjoy after sharing writing

Connection:

"Writers, today is a really important day. It is our publishing celebration! You are now all authors like  
-----"

Teach (modeling):

"When authors publish their writing, they celebrate it by sharing it with others. Today we are going to celebrate our writing with..."

Taking time to celebrate the children's work is very important. It helps give students purpose for their writing and it's an opportunity for self-expression. Writing celebrations do not have to be grandiose.

Explain to students what they are going to be doing. You can actually practice the celebration the day prior during the "closure/sharing" part of writing workshop.

Otherwise, show them at this point how you reread your story quietly to yourself, pointing to each word, and then select a page you will share with the whole group and post that page with a sticky note.

You may want to review partner sharing, particularly giving compliments.

Active Engagement (guided practice):

There are many options for simple writing celebrations:

- Students can use a sticky note to mark one page of their story that they want to share with the whole group. Class sits in a circle and shares one at a time or students come up and share their chosen pages on the document camera.
- Students are paired with a friend or with their writing partner and go to a special place in the room to read their writing.
- Students are paired with their upper grade reading buddies. AFTER SHARING,

Bridge to Independent Practice:

“Writers, congratulations! You can all feel very proud of your small moment stories! As you go off and read to your partner, use a strong voice. And, partners, listen closely and remember to give your partner a compliment about the writing. Tell one thing you liked about the story.”

Conferring:

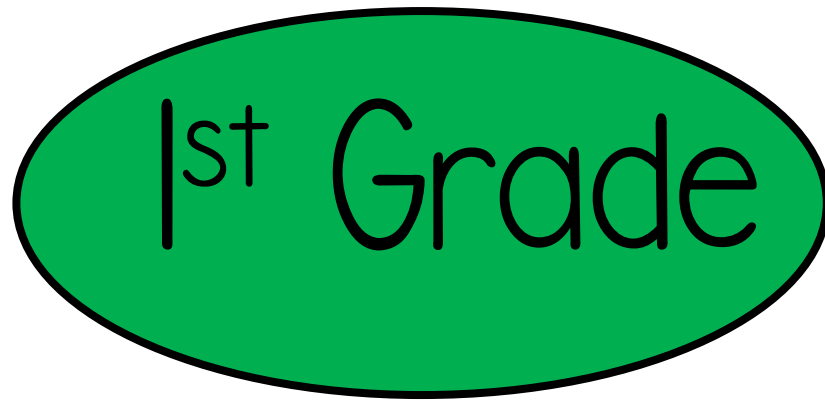
Help small groups/partners share their writing by modeling giving compliments, asking questions, and demonstrating listening closely.

Some groups/partnerships will finish early. You can have them reread their stories and/or partner read a book of their choice until the rest of the group is finished. Then, reconvene the whole group.

Closure:

Celebrate with a special snack. Have fun!

# Writing Unit 2



## Sample Mini Lessons

Narrative Mechanics

# Personal Narrative: Introduction to Mechanics

**Minilesson Teaching Point:** Examining unreadable writing.

[NOTE: You may want to dismantle the partnerships from the previous unit and organize them according to similar reading levels, in addition to behavior compatibility. If your students have reading partners, you may want to have these be the “writing partners” for this unit.]

## Standard(s):

- L.1.1.a. Print all upper- and lowercase letters.
- L.1.2.a. Capitalize dates and names of people.
- L.1.2.b. Use end punctuation for sentences.

## Materials:

- Student writing samples that have some unreadable writing OR use the provided sample and pretend it is from one of the students or a student from a previous year.
- Pre-established partnerships (optional, but highly recommended!).

## Connection:

*“Writers, we just celebrated our **small moment** stories. You all did an amazing job and it was so exciting to see you share your writing. We’re going to continue to write **small moment** stories. But, starting today, we are going to learn how to make your good writing even better by making it easier for other people to read.”*

## Teach (modeling):

*“I want to tell you a story. Yesterday after school I packed up all my things to go home. Then I remembered, ‘Gosh, I want to take home all of your stories and read them tonight for my bedtime reading.’”*

*“So, I got all cozy in bed and had all your writing on my bed. I picked up one of the stories and I was reading...”*

Me and DaD and my siStr went to the moutin.

We went down the sled

*“I was so excited! I wanted to know what happened next, so I turned the page and...”*

thnWEpIDNtheSo (Then we played in the snow)

*“I was so disappointed. I really wanted to know what came next in the story. I went back and reread.”*

Teacher rereads the first two “pages” or sentences and models trying to figure out what the next sentence is.

*“I was really sad. I couldn’t figure out the ending. Today I want to teach you that when we can’t read our own writing or our friends’ writing, we can fix it. Remember, you want other people, like me, to be able to read your stories.”*

**Active Engagement (guided practice):** *“Writers, could you talk with your (new) partner about the last page of this story. Ask yourselves, ‘What made this last page hard to read? Why is it hard to read?’”*

Possible student responses:

The letters are smashed together.

There aren’t any spaces between the words. There aren’t enough letters in some of the words.

**Bridge to Independent Practice:**

*“Writers, as you go off and write today, think about me or your friend or mom or dad. As you are writing, think, ‘Will Ms. \_\_\_\_\_ be able to read it? Think about me, sitting in bed all cozy, reading your writing. Remember, I’m going to want to be able to read your WHOLE story.’”*

**Conferring:**

Assist students with putting spaces between words.

Assist students with stretching out words, adding more letters, and using the word wall.

Remind students that you want to be able to read their writing. Assist students with rereading their writing, pointing to each word and helping them with making it more readable.

If students are able to space and spell strongly, continue to assist them with story development, adding **details, inside story, dialogue**, etc.

**Closure:**

Share writing from one or two students who realized their writing was unreadable and show what they did to make it readable (adding more letters to words, using the word wall/portable word walls, rewriting some words, making spaces, etc.).

Me and DaD and my siStr wnt to  
the moutin.

We wnt down the sled

thnWEpIDNtheSo

## Personal Narrative: Introduction to Readable Writing

**Minilessons Teaching Point:** Evaluating writing – Is it readable or unreadable?

### Standard(s):

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

L.1.1.a. Print all upper- and lowercase letters.

### Materials:

- A student folder with writing samples that are hard to read and easy to read OR teacher makes up own writing samples, some readable and some unreadable stories
- Students' folders with writing samples from previous and present unit
- Pre-established partnerships
- "What makes writing easy to read?" chart (sample at end of unit) [optional]

### Connection:

*"Writers, yesterday we talked about how to make our good writing even better – how to make our writing easier for others to read. I showed you this great story I was reading. and when I got to the end I was so disappointed because I couldn't read the ending.*

*You noticed the letters were all smashed together so it made part of this great story hard to read."*

### Teach (modeling):

*"Today we're going to examine – study – our own writing. We're going to look at our writing and ask ourselves, 'Is this piece easy to read or hard to read?' If a writing piece is easy to read we'll put it in one pile, and if it's hard to read we'll put it in another pile.*

Take out one student's writing from a previous unit or previous year, or use your own sample. If you're using a student's example, you may want to shield it from the group and hold it close to your face as if you're closely examining it.

*"Oh, this looks like Becky. It looks like she doesn't feel very well." Pause, then,*

*"Writers, make a movie in your mind of what I just did."*

*"Now I'm going to try and read the words. I copied them so you all could see them and watch what I do as I try to read the writing." Show enlarged version of words. 'I had a...' Hmm...this word is hard... rely Oh, I got it! Really.' Continue to concentrate to sound out the words, and then read, 'I had a bad stumick ake.' Yep, it looks like Becky has a stomachache."*

*"Will you talk with your partner just for a moment? Tell your partner what I did when I really wanted to read Becky's writing. Students turn and talk for a brief moment. "You're right, I looked at the picture.*

*Then I pointed to the words and used my phonics*

*skills to sound out each word. I can read this writing, so I'm going to put it in the*

*'Readable' pile. The writing that I have a really hard time reading, I'm going to put in this other pile over here."*

### Active Engagement (guided practice):

*“Writers, you are going to open your folders and reread the writing that is in it. When you’re rereading your writing, make two piles like I did – one pile for the readable writing (easy for you to read), and one pile for your writing that is hard to read. If you have a piece that is partly easy to read and partly hard to read, then put it in your ‘hard-to-read’ pile.”*

*“If you feel kind of funny about not being able to read all of your writing, don’t worry about it. It’s no big deal. Just put it in the pile that has the hard to read writing. Remember, we’re working on making our good writing even better. It’s an exciting time because you’re learning how to fix your writing so I can read it, so your friends and family can read it, so millions of people can read it!”*

As students are sorting their work, help them determine if their writing is easy or hard to read. If it is easy to read, ask them to tell you why it is easy to read. Prompt students as needed with the following ideas:

- has spaces between words
- has neat handwriting
- has enough letters in each word
- has word wall words spelled correctly
- has periods to tell the reader where to stop.

Some students may say, *“All my writing is easy to read.”* Again, ask them to tell you why. Also, you can tell them you are going to be their **editor** and examine a piece or two of their writing.

ELD: Give students the following sentence frames to talk about their work:

(Beginner) “This piece has \_\_\_\_\_.”

(Intermediate) “This piece doesn’t have \_\_\_\_\_.”

(Advanced) “This piece has \_\_\_\_\_ and \_\_\_\_\_ but not \_\_\_\_\_.”

*“Writers, let’s make a chart of all your smart ideas about what makes our writing easy to read.”* The following is a possible list. Try not to make the list too long for today.

As you progress with this unit, you and your students can add to the list during future minilessons.

#### **What makes writing easy to read?**

- has spaces between words
- has neat handwriting
- has enough letters in each word
- has word wall words spelled correctly
- has periods to tell the reader where to stop

### Bridge to Independent Practice:

*"Writers, if you are in the middle of a piece, before you write, go back and reread it. As you're reading, think about our chart, and, like yesterday, think about me or your friend or mom or dad. As you are writing, think, 'Will Ms. \_\_\_\_\_ be able to read it?' Think about me, sitting in bed all cozy, reading your writing. Remember, I'm going to want to be able to read your WHOLE story."*

### Conferring:

As you are helping students, refer to the chart. Assist students with putting spaces between words.

Assist students with stretching out words and using the word wall.

Remind students that you want to be able to read their writing, assist students with rereading their writing, pointing to each 'word' and helping them with making it more readable.

If students are able to space and spell strongly, continue to assist them with story development, adding **details**, **inside story**, adding **dialogue**, etc.

### Closure:

Share writing from one or two students who realized their writing was unreadable and show what they did to make it readable (adding more letters to words, using the word wall/portable word walls, rewriting some words, making spaces, etc.).

## What makes writing easy to read?

- It has spaces between words.
- It has neat handwriting.
- It has enough letters in each word.
- It has word wall words spelled correctly.
- It has periods.

# Personal Narrative: Revisiting Complete Sentences

**Minilesson Teaching Point:** Students will practice identifying and writing complete sentences.

[NOTE: This lesson has a lot of prep, but you can save the materials for next year. Also, you could reteach the intro lesson from the Launching Unit with the updated "Complete Sentences" chart.]

## Standard:

L.1.1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2.b. Use end punctuation for sentences.

## Materials:

- "Complete Sentences" template plus small versions of the template for partners to use during the lesson
- Pocket chart
- Sentence strips with sentences cut into two parts written in two different colors for the pocket chart (Suggestion: use orange for who or what and green for action)
- Smaller versions of sentence parts in two different colors for pairs of students (see sentence suggestions from Scott Foresman following this lesson or change sentences to match your specific class curriculum)
- Glue sticks

## Connection:

*"We've been working really hard on making our good writing even better by making our writing easier for ourselves and others to read. I want to remind you of another way to make our writing easier to read. Since the beginning of the school year we've been talking about writing **complete sentences**. And guess what?! This is another way to make our writing easier for us to read."*

## Teach (modeling):

*"Remember our 'Complete Sentences' chart? Well, I revised it - fixed and fancied it up! We're going to use this chart to help us with our writing."*

Refer to updated "Complete Sentences" chart as you are talking. *"To write a complete sentence we need to tell 'who or what did something.' This is the **naming part** of the sentence (See Scott Foresman "Grammar and Writing Practice Book," Pig in a Wig story). And then we need to explain 'what they did,' the **action part** of the sentence."*

*"I have some sentence parts and I'm going to see how they fit together."* Read the sentence parts and model your thinking aloud. *"Each sentence needs to have a 'who' or 'what' part and those are (orange) and a 'what they did' part and those are (green). I*

remember, too, the **action part** has a **period** at the end. This will also help me put my **sentences** together correctly. The **period** tells me the idea is finished and that I need to stop.” (See sentence fragments following this lesson.)

The cat	walked to the store.
We	picked me up.
My mom	hurt its paw.
The car	

“Let’s see...what makes sense?” Switch sentence parts on the pocket chart. “Gosh, ‘The car?’ That doesn’t make sense. That is not a sentence! Now I’m going to reread these other sentences to make sure they make sense.”

#### Active Engagement (guided practice):

“Writers, now it’s your turn to practice! You and your partner will each get three **naming parts** – the ‘**who or what**’ part of the sentence, and three **action parts** – ‘what they did.’ You’ll also get a mini version of this chart. You and your partner get to glue your sentence parts onto your chart.”

Pass out mini “Complete Sentences” charts (1 per pair), sentence parts in 2 different colors (or photocopied on 2 different colored sheets of paper), and glue sticks. (See attached sentence fragments.)

ELD: color code “naming parts” and “action parts” for partner work. Color-coded cards could have visuals to show who/what or action. [TIP: Use orange for naming part, green for action.]

After a couple of minutes, even if not all are finished, have students turn their attention back to you. “Who would like to share a complete sentence they put together with the **naming part** –the **who or what** and the **action part** – **what they did?** How do you know the sentence is complete?”

Use enlarged version of student sentence parts and put them on the pocket chart as the student shares the sentence with the whole group.

#### Bridge to Independent Practice:

“As you write today, remember that complete sentences have two parts: ‘**who or what**’ – the **naming part** and ‘**what they did**’– the **action part**. Remember, after you write the **action part**, you need to put a **period!**”

“After you write and then check to make sure you have complete sentences, make sure you put your name on a sticky note and post your name on our ‘**Complete Sentences**’ chart. I really want to see your name on our chart so I know you checked your writing!”

### Conferring:

Carry a mini version of the chart or refer to a child's chart as you confer with them about complete sentences.

Does your sentence have a "who or what?" Does your sentence have "what they did?"

Is this a complete sentence (use the chart)? Prompt students to use end punctuation. With more advanced writers, encourage them to use question marks and exclamation marks as well.

**Closure:** Select 2-4 students to share one sentence from their small moment and to explain how they know it is a complete sentence.

It has a 'who or what' - naming part. It has 'what they did' - action part.

It has a period at the end of the action part.

OR

If a student noticed they didn't have a complete sentence, he/she could share the first version and then the changed version.

Sentence examples for Teaching portion of the lesson:

The cat walked to the store.

We picked me up.

My mom hurt its paw.

The car

Sentence examples for Active Engagement part of the lesson:

Mom gives milk.

The hen gets the eggs.

The cow lays the eggs.

## Personal Narrative: Reread and Touch Each Word

**Minilesson Teaching Point:** Reread and touch each word.

[NOTE: This lesson is OPTIONAL. You could skip to the next lesson.]

### Standards:

L.1.1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

### Materials:

- Chart Paper
- Pen
- Planned sample story to write in front of class
- Sample of student's writing

### Connection:

*"When I write something, I want the words I write to match the words I say. Excellent writers get their ideas on paper and then they **reread** to check to make sure all their words are on their paper. We practiced this writing strategy when we 'fixed up and fancied up' our Small Moment stories for our writing celebration."*

### Teach (modeling):

*"When I am writing, I get my ideas down on the paper first and then I **reread** to make sure it says what I think it does. Watch me."*

*"I already made my movie in my mind, so now I will write my story."* Quickly write a sample on chart paper or use some version of the following:

I was sitting on the couch.

I thought, "I need to get ready for bed." Suddenly, Bailey, my

cat, jumped on my lap. "Oh, no! Now I can't go to bed," I said.

*"Now, I will reread to make sure it says what I wanted it to say and make sure it makes sense. As I **reread** I will **touch each word**. I want to be sure I didn't leave out any important words."* Reread, touching each word.

*"Writers, talk about the way I reread my writing today. What did you notice me doing? What did you hear me doing? Why was I doing it?"*

*"Writers, authors get their ideas on the paper first and then after writing they reread their writing and*

**Active Engagement (guided practice):**

*"Today we are going to look at a piece of first grade writing. We're going to read the story together first on the chart and then you and your partner are going to get your own copy of the story and practice the 'reread and touch each word' strategy."*

After reading the story as a whole group, pass out copies to partners. Assist students as needed with touching each word.

*"Writers, turn and talk and remind yourselves what good writers do to make sure their writing makes sense."*

*"Remember writers we are working on this editing strategy to help us catch missing words."*

**Bridge to Independent Practice:**

*"Today as you are writing I would like you to try rereading and touching each word after you write."*

**Conferring:**

Check in with students and watch them reread their writing touching each word as they read. If a student leaves out a word, teach them to use a caret and add the word (using a class editing pen).

Continue to refer to the "What makes writing easy to read?" chart to aid students in making their writing easier to read.

For the advanced learner, start teaching them more advanced punctuation (periods, question marks, exclamation marks, ellipses, quotation marks, etc.).

**Closure:**

Have students' peer-edit and use a piece of writing to show how they can reread and touch each word as you reread.

*"Remember, writers get their ideas on the page and reread and touch each word to make sure they did not leave out any words."*

# Personal Narrative: Reread to Add Carets and Missing Words

**Minilesson Teaching Point:** Reread and touch each word

## Standards:

L.1.1.c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2.d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

L.1.2.e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

## Materials:

- Chart Paper
- Markers
- Pre-written sample story written on chart paper (or used attached)
- 1 copy of sample story for each partner pair (or each student)
- Editing pens (any universal marker you have available for all students)

## Connection:

*"Writers, yesterday we practiced rereading and touching each word to make sure our writing matches our words. Sometimes when we reread we find that we have forgotten a word in our writing. When we forget to write a word, we must add it so the reader can understand our story."*

## Teach (modeling):

*"Today I am going to reread my writing from last night and check for missing words. If I find words are missing, I get to use a special editing pen to add the missing words. This special pen is ONLY for editing to write the missing word, NOT to write your story."* Read and touch each word.

### Fun at the Beach

This summer I went the beach with my family. We drove in the car and sang songs the radio. We made sandcastles the sand and had a fabulous day! I love going to beach with my family.

*"I meant to write, I went 'to' the beach. When writers find a missing word, they must add the word to their writing. Using my special editing pen, I am going to add a symbol called a **caret**. It is not the carrot you eat. It is a symbol professional writers use to edit their work. Between the words 'went' and 'the,' I need the word 'to' so I am going to draw the caret symbol. I draw it like a mini-carrot, a mini-mountain between the two words. Then I write the word 'to' at the top of the mountain. Then I reread the sentence to make sure it is correct, make sure it makes sense."*

Reread sentence with the added word:

This summer I went to the beach with my family.

*"Good! Now I can continue reading to see if I am missing any other words. I will use a caret to add any words I may have forgotten to write."*

Continue reading the second sentence. *"Did you notice any missing words?"* Model using a caret to add 'with' between 'songs' and 'the.'

### **Active Engagement (guided practice):**

*"Now it is time for you to read the rest of the story. Mark the two corrections we found so far on a copy of your own."* (Pass out copies of the story and editing pens.)

*"Now listen and touch each word as I read the next sentence. Listen for any missing words."* Ask for suggestions and have students add the word "in" between "sandcastle" and "the." Repeat for the fourth sentence. Students add "the" between "to" and "beach."

*"Writers, turn and talk and remind yourselves what good writers do to make sure their writing makes sense."*

### **Bridge to Independent Practice:**

*"Today I would like you to try rereading and touching each word after you write to listen for missing words. If you find a word is missing, use the editing pen and a caret and add the missing word to your story."*

### **Conferring:**

Check in with students and watch them reread their writing touching each word as they read. If a student leaves out a word, help them use a caret and add the word (using a class editing pen).

Continue to refer to the "What makes writing easy to read?" chart to aid students in making their writing easier to read.

For the advanced learner, start teaching them more advanced punctuation (periods, question marks, exclamation marks, ellipses, quotation marks, etc.).

### **Closure:**

Have students peer-edit and use a piece of writing to show how they used an editing pen to add a caret and missing word. *"Remember, writers get their ideas on the page and reread and touch each word to make sure they did not leave out any words. They want to make sure their writing makes sense."*

## Fun at the Beach

This summer I went the beach with my family. We drove in the car and sang songs the radio. We made sandcastles the sand and had a fabulous day! I love going to beach with my family.

# Personal Narrative: Why Do We Use Punctuation?

## Minilesson Teaching Point:

Students will attempt to identify where and when punctuation is needed.

## Standard:

L.1.1.j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

L.1.2.b. Use end punctuation for sentences.

## Materials:

- “I put periods at the end of my sentences.” chart (see updated version from Launching Unit)
- Sticky notes
- A short student writing piece with no periods, a second version with periods (example provided following this lesson or make up one to fit your class needs)
- An additional teacher example written up with no periods (example follows lesson)

## Connection:

*“We’ve been working really hard on making our good writing even better, making our writing easier to read. You’ve been rereading your writing and checking for missing words. You’ve learned to add more sounds to your words. You’ve also been checking your word wall words. All of these strategies you are using are making your writing easier for you to read and easier for others to read.”*

*“But, writers, we now have a new problem. Now that you are writing more and your stories are longer it’s becoming a little trickier, a little harder, to add **punctuation** at the ends of your sentences, to add **periods** at the ends of your sentences.”*

## Teach (modeling):

*“Listen to this story and see if you can notice the problem.”* (Exaggerate as you read how there are no periods and you are out of breath.)

I was dribbling the soccer ball Isabel came I tried to get the ball she dived at me on accident I cried my mom and dad helped me and I went back in the game

*“What’s my problem?”* Students will probably volunteer that there are no periods. If not, tell them. *“You’re right. There are no **periods**. I got really confused reading it because I didn’t know where to stop and think for a moment. That’s what **periods** do – they show our readers where to stop and think and then go on to the next stop. Now look at the story with **punctuation**, with **periods** at the end of the sentences.”*

Pull out the new version of the story with **end punctuation**.

I was dribbling the soccer ball. Isabel came. I tried to get the ball. She dived at me on accident! I cried. My mom and dad helped me and I went back in the game.

*"Gosh, that was so much easier to read and understand, wasn't it?"*

*"When I'm writing, sometimes I get so focused on getting my words down on the paper that I forget to add **end punctuation, periods** at the ends of my sentences. Listen to my writing and notice how I have trouble reading it. I don't have any **periods** or any **capital letters** so I'm not sure how to read it. I'm not sure how it should sound. It could sound like this"*(Read it as if the periods are at the end of the line and touch each word as you read):

On Monday I heard a knock on  
the  
door I wondered who it was

*"Or I could read my piece like this"*(touch each word as you read):

On Monday I heard a knock on the door I  
wondered  
who it was

*"So, what writers do is reread their pieces and decide how they want it to sound. I put in periods to teach other people, my readers, how to read my writing."*

*"Watch me as I reread and add end punctuation, add periods, to make it sound like I want it to sound."*  
Model thinking aloud, exaggerating pauses and then placing periods. Add **capital letters**, but don't emphasize this point, unless your students are ready for it. This is an end punctuation lesson.

"A period is a dot that acts as a sign to my reader. A period tells my reader how to think like I did about my story. A period is a mark that tells readers that they need to stop and think for a second about the idea they just read before they go on to the next thought." (Lucy Calkins, p.105, Session XIV: Peer-Editing: Punctuation)

**Active Engagement (guided practice):**

*"Writers, I need you to act as my **editors**. I need you to help me figure out where I need to put more periods to 'break up the rest of my ideas.' I want my story to sound like this: On Monday I heard a knock on the door. I wondered who it was. It was the mailman with a package for me. I jumped up and down!"*  
*"Partners, reread what I wrote and tell your partner where I need to put my periods so that my writing matches my thinking."*

Elicit responses from students.

*"You need a period after 'me.'"*

*"You need a period after 'down.'"* (Some students might say you need an exclamation mark here. You can say that you are adding a period with a line on top. All sentences end with periods, but some have exclamation marks or question marks on top!)

Reread the piece. *"I like that. It sounds like I wanted it to sound. This is how I want my readers to read my writing. Thanks for your help!"*

*"I want to show you one more thing, and it's something that we've talked about since the beginning of the school year. After you put in the period, you need to make the next letter a capital letter. The period says one idea has ended and the capital letter tells my readers that another idea has begun."* (Lucy Calkins, p. 106, Session XIV: Peer-Editing: Punctuation)

### **Bridge to Independent Practice:**

*"As you write today and every day from now on, think about how you want to break your ideas apart. Use your periods and capital letters to let your readers know where one idea ends and another idea start. When you do this, you are telling your reader to think like you. If you get stuck on where to put your periods, your writing partner can help you break your ideas apart and put in those periods."*

*"After you put periods in you writing, make sure you post your name on our chart, 'I put periods at the end of my sentences.'"*

### **Conferring:**

Reinforce to students that it is THEIR writing and they get to decide how they want it to sound.

Encourage PARTNERS TO HELP EACH OTHER AS THEY ARE WRITING.

Have students reread their writing to you and help them notice where they pause and then help them put in periods.

Read students' writing to them in different ways, asking them where they want you to pause.

Read students' writing the way it is written. It may have no punctuation or punctuation in the wrong places. Again, exaggerate as you read.

If students are still stuck, read their writing the way it should sound, exaggerating the 'pauses' and telling them where to put the periods.

Advanced learners - teach them advanced punctuation - ! ? ...

**Closure:**

Teacher emphasizes all the students who posted their names on the "periods" chart.

Students bring their folders and a writing utensil to the meeting area. Partners read Partner One's story and check together for periods. Then, they do the same with Partner Two's writing.

OR Teacher writes up a student's story and the class helps this student put in periods. The child reads the piece and then the students talk with their partners and share out where punctuation is needed.

I was dribbling the soccer ball Isabel came I tried to get the ball she dived at me on accident I cried my mom and dad helped me and I went back in the game

I was dribbling the soccer ball. Isabel came. I tried to get the ball. She dived at me on accident! I cried. My mom and dad helped me and I went back in the game.

On Monday I heard a knock on the door I wondered who it was it was the mailman with a package for me I jumped up and down

## Personal Narrative: Capitalizing Proper Nouns: Names and Places

### Minilesson Teaching Point:

Using capital letters at the beginning of each sentence and proper nouns.

### Standards:

L.1.2.a. Capitalize dates and names of people.

### Materials:

- Copy of text from A Big Fish for Max
- 1 highlighter per student

### Connection:

*"A few weeks ago, we talked about using a capital letter at the beginning of each sentence. Writers also use capital letters at the beginning of every name, and when they use the word 'I'. Today, we're going to see how writers use capital letters."*

### Teach (modeling):

Think aloud: *"I'm going to write a sentence. 'The dog belongs to Ann.' I know the first letter of the word the is a /t/ - how should I write it?"* (class responds - capital) Continue to write the rest of the sentence. Before writing the name Ann, pause and explain that names are important so all names begin with a capital letter. *"So when I write the name Ann, what kind of a letter should I use?"* (class responds - capital)

### Active Engagement (guided practice):

*"Today, let's look at a story that we're all familiar with, A Big Fish for Max."* Teacher shows story. Do a quick summary of the story. *"You are each going to get a copy of part of the story."* (Pass out copies and highlighters.)

*"We all know good readers use their reading finger to track each word. As we read this part of A Big Fish for Max together, check to see if the author began each sentence with a capital letter. When you come to the first word of each sentence, highlight the capital letter - only the capital letter."* (Go through the text - call on a student or ask the class, *"Which letter did you highlight?"*)

*"Now we're going to look for other words that writers capitalize. Names are very important so when we write a name, it is always capitalized. As we read through A Big Fish for Max again, let's check to see if the writer started each name with a capital letter. As you read a name, highlight the uppercase letter."* (Go through the text - call on a student or ask the class, *"Which letter did you highlight?"*)

**Bridge to Independent Practice:**

*"It's your turn to check a piece of your own writing. Select one piece of writing from your folder/journal. It can be one you have already finished or the one you are currently working on. As you re-read your writing, highlight the capital letter at the beginning of each sentence. Also highlight the first letter of every name you used. If you forgot to use a capital letter, you can change it."*

**Conferring:** Teacher can assist students who have difficulty with what a sentence is by reading their text with them.

**Closure:** Writing partners share their writing, focusing on the use of capital letters.

## A Big Fish For Max

The path in the park led to the pond. “Max can fish in this pond,” said Ruby. Max sat.

He got a red ball in his net.

But no fish bit.

Then Max got a black ship in his net. But no fish bit.

# Personal Narrative: Using Periods

**Minilesson Teaching Point:** Using periods at the end of sentences.

## Standards:

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

L.1.2.b. Use end punctuation for sentences.

## Materials:

- Simple text for students to look at
- Red marker
- Chart paper
- Optional: Stop signs for students to hold up for periods (see pattern at end of lesson to run on red cardstock)

## Connection:

*"We have talked about making our writing easier for readers to understand by giving them signals to pause-punctuation. We have been using punctuation. However, I've noticed that sometimes we need to give our readers a few more signals."*

## Teach (modeling):

*"I want you to listen carefully, as I read part of the story, Who Works Here?" Read pages 72 - 73 with no pauses, stops and awkward intonations and phrasing. "What did you think about how I read? (Someone will note that it didn't make sense, there were no periods, etc.) "When I read these sentences to you, I read it without any periods. Without periods, it was hard for me to read and understand what I just read. Writers use periods to tell the reader **how to read** their words. By telling the reader **how to read** their words, writers are also telling the reader how to think like they did as they wrote it, one idea at a time. Today we're going to practice using periods."*

*"I'm going to re-read this part of Who Works Here? But this time, I want you to raise your sign/hand whenever you hear a complete sentence - whenever there should be a period." (Read p. 72-73 )*

*Whenever students raise their hands, acknowledge them by "pausing" and saying something like, "Yes, there is a period. Yes, that's the end of a sentence."*

ELD: Refer to "Complete Sentence Chart" to guide students thinking. Show text of Who Works Here either on chart paper or using document camera. Circle, highlight or underline the "who/what" using one color and "action" using another color

**Active Engagement (guided practice):**

*"Today, you are going to help me write a small moment. This is what I want my story to say." (Read as you write):*

Yesterday I went for a bike ride We rode to the park It started to rain so we went home

*"Turn and tell your partner where I should put periods so my words match my thinking."*

*"Now let's re-read this again. Whenever there needs to be a period, hold up your hand/sign and I will add a period." Add periods when applicable.*

**Bridge to Independent Practice:**

Students select one piece of writing to look at with partner. *"Today, you and your partner are going to read one piece of writing at a time. As you read, use your stop sign/hand at the end of the sentence. If you forgot to add a period, be sure to write it in."*

**Conferring:**

Meet with a small group of students who may have difficulty reading their work or identifying a sentence.

**Closure:**

*"From now on, whenever you write, think about how you want the reader to read your work. You know that writers use a period and a capital letter to let the readers know where a sentence ends and begins."*



## Personal Narrative: Exclamation Points

**Minilesson Teaching Point:** Using Exclamation Points.

**Standards:**

L.1.2.b. Use end punctuation for sentences.

**Materials:**

- Chart paper and markers
- Dry-erase boards and pens or clipboards, paper and pencils

**Connection:**

*"Last night when I was writing in my journal, I was writing some strong feelings and it reminded me that an exclamation is a sentence that shows strong feelings. When writers, write about a strong feeling they need to use an exclamation mark to end their sentence."*

**Teach (modeling):**

*"Writers use an exclamation point at the end of sentences and single words that express a strong feeling. If I want to tell about a time I was very happy I can write..."*

It was fabulous day!

*"If I want to write about a time I was upset, I can write..."*

I was so mad, I turned and stomped away!

*"I use an exclamation point to show my strong feelings. Good writers use exclamation points to show a strong emotion."*

**Active Engagement (guided practice):**

*"Today you and your writing partner are going to write a sentence that expresses a strong feeling. It can be happy, sad, mad, excited, etc. Turn and talk to your partner about a strong feeling you have had."*

*"Now write a sentence that expresses that feeling. Use an exclamation point at the end. Then share your sentence with your partner. Does your sentence express a strong feeling?"*

**Bridge to Independent Practice:**

*"Writers, today as you are writing, watch for places where you express a strong feeling. Use an exclamation point if you are writing about a strong feeling."*

**Conferring:**

Meet with students to check punctuation. Are they using any? Can they reread their writing and find where punctuation, especially exclamation points, might go?

**Closure:**

Peer-share or whole group share sentences where students used exclamation points.

Remind students that writers use an exclamation point at the end of sentences and single words that

## Personal Narrative: Word Splashes

**Minilesson Teaching Point:** Writing synonyms.

[TIP: Add synonym games to the morning message in order to pre-teach this concept. For example, instead of the traditional analogy, write: 'nice : \_\_\_\_\_' Then have students fill in the blank with a synonym.]

### Standards:

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

L.1.5.d Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by

### Materials:

- Chart paper prepared for Synonyms
- Sticky notes to add adjectives to chart
- Teacher writing sample with an overused adjective/verb (or used example following this lesson)

### Connection:

*"We are working on adding details to our writing so our readers better understand what we want to communicate. Sometimes we are trying to describe something and we use a generic word, a plain word, to describe it because we cannot think of anything else. Like yesterday, I used the word 'cute' and it didn't help you figure out which dog I was talking about. When I used other **amazing adjectives, descriptive words**, it helped you figure out which dog I was talking about. Remember how much easier it was when I said, 'The small dog, with white fur and a black nose looked at me with a sad face.'?"*

### Teach (modeling):

*"Today we are going to talk about using different adjectives to help better describe a noun-person, place or thing-in our story. We are going to use **synonyms**. A synonym is a word that means the same as another word. For example 'happy' is the same as 'glad' or 'cute' is the same as 'pretty.'"*

*"Here is the first part of another story about Sadie, my cat. Listen."*

Last night Sadie got mad, really mad. She didn't want to come inside. I grabbed her and took her inside anyway. She got so mad she bit me! Blood oozed out of my hand. I cried.

*"I used the word 'mad' three different times. So, I want to think of a synonym I could use. What's another way I could say 'mad?' I know! 'Furious' or 'angry' are other ways to say 'mad.'"*

Reread the story and model thinking aloud: *"I like how it sounds here using 'mad' two times '...mad, really mad,' but I think I could change this 'mad.' Instead I could write, 'She got so furious she bit me!'"* Make the changes quickly with an editing and revision pen and then reread it to the children.

### Active Engagement (guided practice):

*"Writers, I have noticed many of you writing about your friends and family. Many of you are using the word 'nice' to describe them (insert any word you notice students overusing – cool, fun, etc.). 'Nice' is a generic word, a plain word. We want a word that makes more of a splash when we read it. There are many other words or synonyms that mean the same as 'nice.' Turn and tell your partner another word for 'nice.' Let's add those words to the chart."* (e.g., kind, thoughtful, sweet)

Write student ideas on chart paper. If time allows, or with another follow-up lesson, choose other generic words to make **Splash Words**. (e.g., fun, good, happy, like)

### Bridge to Independent Practice:

*"Today in your writing think about your word choice and try to use a splash word or go back and reread old stories to look for generic words, plain words, to change to splash words."*

### Conferring:

Meet with students to help add splash words to today's writing or a previous day's writing. Meet with small groups to make word splashes for the words: fun, went, like, cool. You can continue to work on synonyms in the morning messages and then make synonym charts. Have them visible so you and the students can refer to them during conferring/writing.

### Closure:

Share adjectives/synonyms two or three students used in their writing. You could share what their writing might have sounded like without the adjectives (or with a generic word like 'nice') and then share how *amazing* it sounds with the adjectives. You, or the students, can post their "amazing" adjectives on the chart; OR

Share the word splash from the small group or individuals you worked with.

## Last Night

Last night Sadie got mad, really mad.  
She didn't want to come inside.

I grabbed her and took her inside  
anyway. She got so mad she bit me! Blood  
oozed out of my hand. I cried.

## Personal Narrative: Descriptive Language: Vigorous Verbs

**Minilesson Teaching Point:** Introduce students to word choice: vigorous verbs (action words).

[TIP: Include a 'vigorous verbs' section in the morning message for the week; try to teach verbs during grammar lessons. During read aloud, you could point out vigorous verbs in the story and begin to make a **Vigorous Verbs** chart prior to this lesson.]

### Standards:

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

L.1.5.d Distinguish shades of meaning among verbs differing in manner (*e.g., look, peak, glance, stare, glare, scowl*) and adjectives differing in intensity (*e.g., large, gigantic*) by defining or choosing them or by

### Materials:

- A text with strong verbs with which children are familiar
- Chart labeled "Vigorous Verbs"
- Sticky notes – large ones for writing verbs and attaching to the chart

### Connection:

*"During writing workshop yesterday, we talked about amazing adjectives, words that help us better describe something. They are amazing because they can describe something so exactly. Today I want to talk to you about another way we can help our readers make a strong picture in their minds of what we want to say."*

### Teach (modeling):

*"During our reading time we've learned about verbs – action words. I like to give these action words a special name. I like to call them **vigorous verbs**. This means they are really strong action words. A verb is an action word that shows how something is moving or what it is doing. For example: 'We are sitting,' 'I am speaking,' and 'You are listening.'"*

*"Listen closely as I reread part of \_\_\_\_\_ Read part of the text and refer to pages 8 and 9: 'The author could have said 'going by in baby strollers,' or 'going on Mother's back,' but, instead she uses vigorous verbs that really help to make a picture in our minds as we read. When she says, 'rolling by in baby strollers,' I can picture a baby in a baby stroller and I can see the wheels of the stroller rolling on the sidewalk."*

*"I hear another one – 'grabbing.' The baby chimpanzee isn't just holding onto her mom, she is grabbing, holding tightly."*

*"I'm going to keep reading. Give a 'thumbs up' when you think you hear another vigorous verb, an action word that describes how the animals are moving. I'll add it to our Vigorous Verbs chart. Remember, an action is something you do, a way of doing something such as moving."*

#### **Active Engagement (guided practice):**

*"Now it's your turn to act out some of these vigorous verbs, some of these action words. I am going to say a verb from our chart and you are going to act it out. However, there is one rule: You must stay in your space and be careful of those around you."*

#### **Bridge to Independent Practice:**

*"Today, when you are writing, pay close attention to the verbs, the action words you choose. If you use any of the vigorous verbs from our chart, or you come up with your own vigorous verbs, let me know. I'll want you to share them at the end of writing workshop."*

#### **Conferring:**

If students are using generic verbs like 'went,' help them brainstorm other options. If needed, have them act out *how* they went. Don't have students change too many words, or they may become overwhelmed.

#### **Closure:**

Do a pop-up share. Have students share the vigorous verbs they used in their piece of writing. They could act out the verbs.

This lesson is intended to be an introduction to vigorous verbs. You should provide opportunities over time for students to recognize vigorous verbs in literature and infuse them in their writing.

Future minilessons might include:

- Find examples of people or animals doing things. Cut and paste pictures to class generated poster. Add vigorous verbs by the picture.
- Find verbs written in magazines/newspaper. Students create web of vigorous verbs.
- Continue to role play or act out vigorous verbs.
- Observe a class pet or insect. Use words to describe how the creature moves.
- Build class list of vigorous verbs from writing sessions.
- Create a chart of characters and verbs that tell how they move.

## Personal Narrative: Revising With a Partner

**Minilesson Teaching Point:** Using a partner to help you revise your writing.

### Standards:

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

### Materials:

- Teacher writing sample (or “Goldie” sample following this lesson)
- Chart paper
- “Revising With a Partner” chart (see resources at end of unit)
- Student volunteer to act as a writing partner/teacher
- Optional: Revising and Editing Checklist available for student and teacher reference

### Connection:

*“Writers, I’ve noticed that there is often a line of students waiting to talk with me while I’m conferring with one student. Some of you are waiting to share your writing with me and some of you are wanting my help. Today, I want to teach you how writing partners can be writing teachers.”*

NOTE: How and when partner conferences are done is up to you. You may prefer to have all partner conferencing done together in a central location, like the carpet, if this is easier for you to monitor. Another alternative is to set up a student conference center. Writers determine when they are ready to confer with a partner on their own.

### Teach (modeling):

(Select a student to model partner conferencing with you.)

*“What is the first thing you do when you are ready to revise your work?”* (Students respond: “reread.”)

*“Yes, so the first thing I’m going to say to my partner is, ‘Can you read my writing?’”*

The student partner reads the writing sample aloud.

I have a pet goldfish. His name is Goldie. Goldie swims in a big fish bowl. I feed him once a day. I like when he nibbles on the glass bowl.

*“If my partner needs help reading my work, it’s okay to help. When my partner is done reading, he/she is going to ask me, ‘What is the main idea? What is the most important part of the writing?’ and I’ll say, ‘The main idea in my writing is my goldfish.’”*

*“Now my partner needs to think about ‘the movie’ my writing created in his/her mind. I know my partner just read my work, but he/she might have some questions – questions to help make a better, clearer movie in his/her mind. So he/she is going to ask me a few questions. He/she will say, ‘Tell me **more** about...’ For example, maybe my partner wants to know when I got my pet, where I got him, or why the fish nibbles on the glass. So, partner, complete this question: ‘Tell me more about...why your fish nibbles on the glass.’”*

Respond to partner’s question(s). *“I think Goldie nibbles on the glass because she can’t see the glass and wants to keep on swimming farther.”*

*"As a writing partner and teacher, it's important to tell me what you think I should add to make my good writing even better. So, partner, tell me, "You should add the part about how Goldie can't see the glass and wants to keep swimming more." (Tell the student what to say, if necessary.)*

*"I always end my conference with my partner by saying thank you for being a good partner. Then, I'm going to go back to my desk and revise my work."*

### Active Engagement (guided practice):

*"Writers, turn and talk with your partner about what my partner did to help me with my writing. What did my partner do to be my writing teacher? What did you see my partner do first? Second? Third?"*

Listen to what the partners are saying and start to make a list. Then finish the chart with the class.

*"Let's review what my writing partner did. First..."*

List should include:

Read partner's writing.

Ask: "What's the main idea/thing you are writing about?" Ask: "Tell me more about...?"

Tell the writer what they should add.

### Bridge to Independent Practice:

Post the list and invite writing partners to practice revising together. Have students select a piece of writing (finished or incomplete) to share. Make sure they revise one piece of writing at a time, and refer to the list on the chart

### Conferring:

Review the list with selected students. Guide pairs or small groups through process.

### Closure:

*"When I was listening to writing partners, I heard some terrific writing teachers! You were good listeners, asked good questions, and made good suggestions. So the next time you want to share your work, or need some help revising your work, you don't have to wait for me. You can ask your writing partner to help you. To help you remember what to do, I'll post this list for you and your partner to use."*

You could share with the group some specific interactions you noticed between partners. For example, "I saw Aida tell Alex, 'You should add the part where you put when your dad pushed you up in the tree and you stayed there for a long time.' That is very strong teaching Aida did. And guess what?! Alex went back to his writing and added that! Nice work, writers and teachers!"

# Goldie

I have a pet goldfish. His name is Goldie. Goldie swims in a big fish bowl. I feed him once a day. I like when he nibbles on the glass bowl.

# Personal Narrative: Strong Endings

**Minilesson Teaching Point:** Writing strong endings.

[TIP: During read aloud this week, discuss the endings to the stories you are reading. Point out if they circle back to the beginning, end with dialogue, end with feelings, etc.]

## Standards:

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

## Materials:

- Koala Lou by Mem Fox (PRE-READ or any other text with which your students are familiar)
- Pre-made “Strong Endings” Chart (see sample chart following this lesson)
- Whole-class shared experiences
- Markers
- Revising and Editing Checklist available for student and teacher reference (see resources at end of unit)

## Connection:

*“We’ve been talking about how to make our good writing even better. We’ve talked about a lot of different ways to revise our writing to make it more interesting for our readers to read. Today we’re going to talk about **strong endings**. The ending may just be the most important part in a piece of writing. The final words leave a lasting impression on the reader.”*

## Teach (modeling):

*“When we read, we often slow down and enjoy the last part before the end. Let’s look at one of my favorite authors, Mem Fox. Listen as I read the end of Koala Lou. Remember that Koala Lou had lost the race and was sad, but then her mother found her. Her ending ‘closes down her story.’ Listen:”*

Her mother said, “Koala Lou, I do love you,” and she hugged her mother for a very long time.

*“As writers it is important to show the ending is special. This ending tells us the very last thing that happened and it also shows us, not tells us, how Koala Lou is feeling.”*

*“As writers, we can study other authors to get ideas for our own endings. Let’s read Mem Fox again and see how she links her ending in Wilfrid Gordon McDonald Partridge to her lead or beginning. Writers do that sometimes. They have an ending that is almost like their beginning.”*

Read the first and last sentences in the book.

First sentence:

Once there was a small boy called Wilfred Gordon McDonald Partridge and what's more he wasn't very old either.

Last sentence:

And the two of them smiled and smiled because Ms. Nancy's memory had been found again by a small boy who wasn't very old either.

*"See how Mem Fox uses many of the same words but adds some other words that bring closure to the story?"*

### Active Engagement (guided practice):

*"Writers use strong endings to leave a lasting impression on the reader. It finishes the story and gives the reader something to think about. One way to make a good ending is to reread and think about what was important. Maybe there is a message or lesson, thought or feeling, or the last important thing that happened." Let's practice story endings together today.*

Show chart: "Strong Endings!"

*"Let's do the first one together: 'End with a thought or feeling.'" (This type of ending is probably most accessible to the students, but exposure to others is valuable.) "Turn and tell your partner how you were feeling after our music performance last week" (or some other all-class event). Students share possible ending sentences for chart (or you can add examples of each type of ending using mentor texts--see PNI Resources).*

Continue with "End with a hope, wish or dream." Followed by "End with something you want readers to remember." Offer your own ideas for endings and give students as much help as they need.

*"Writers, remember, you can also circle back to the beginning like Mem did in Wilfrid Gordon McDonald Partridge."*

### Bridge to Independent Practice:

*"When you are writing today, you may want to write or revise your ending by thinking about what is important and what you want to leave as a last impression with your readers. Use one of the ending hints on the chart to help you. I will ask people to share their **endings** at the end of writing time today."*

### Conferring:

Meet with students who are ready to revise the ending. Use the chart to guide them in choosing a model for the ending. Have some mentor texts available to students and use them to help students write their endings.

For beginners, suggest they write how they were feeling: "I was happy." But, if they are ready, suggest they 'show, not tell' their feelings - "I smiled for a very long time."

Encourage advanced learners, if appropriate, to circle back to the beginning of their story, or try one of the other more challenging endings. Also, you could encourage them to end with dialogue.

**Closure:**

Share 2-3 strong endings you read during conferences. You can do a comparison of before and after a strong ending was added; OR If a student is struggling to write an ending, the class could brainstorm possible endings; AND/OR Add additional examples of strong endings to the chart.

## Strong Endings

- End with a thought or feeling.
- End with a wish, hope or dream.
- End with something you want your readers to remember.
- End with something you learned.
- End by circling back to the beginning.
- End with some advice.

## Personal Narrative: Using an Editing Checklist– 2

**Minilesson Teaching Point:** Revising and editing utilizing a checklist.

### Standards:

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

### Materials:

- Writing sample with errors for modeling use of checklist (use document camera or enlarged copy)
- Editing Pen – felt pen
- Enlarged copy of Editing Checklist (resource section of this unit)
- Enlarged copy of Revising and Editing Checklist (resource section of this unit)
- Student-size copies of Revising and Editing Checklist

### Connection:

*“Earlier we used this Editing Checklist. Remember, writers use checklists to make sure their writing is easy to read. Since we started using this list, you’ve have been doing a lot of good writing and learned about several new writing skills.*

*Today I want to introduce a new checklist (Revising and Editing Checklist) that includes these new skills. We know it is important to **reread** our writing each time, for each item on our checklist.”*

### Teach (modeling):

*“This Revising and Editing Checklist shows a list of things that are important to have in your writing.”* Share the chart: read each line item and give a brief explanation of why it is important.

*“I’m going to read my writing, and carefully check for one thing at a time. I’m going to use an editing pen to make notes or changes. First, I’m going to read my work and check to see if it makes sense. (Read aloud.) Did you notice any missing words? How do we add a word?”* (Students respond – “caret” and you make the correction on the sample.)

(Refer to checklist.) *“Now I’m going to **reread my writing** to check for spaces between words and my handwriting. Who remembers what to do when I’m missing a space?”* (Students respond: “backslash or slanted line”) *“Yes, I make a slanted line between the words so the reader can tell that it should be two separate words.”* (Make the correction on the sample.)

*“Now, I’m ready to **carefully reread** my writing and pay close attention to words that I know are on the word wall. As I read them, I’m going to ask myself if the words look right. What should I do if I’m not sure if I spelled a word correctly?”*

(Students respond – “check word wall or portable word wall.”) *“When I reread my writing to check for punctuation (periods, questions, exclamation), I have to pay close attention to how I want the reader to say this, so it’s important that I read this aloud.”* (Make corrections on sample.)

*“The last thing I’m going to check for is capital letters. When do writers use capital letters? Since I’ve already checked for ending punctuation I know the next word is the beginning of a sentence, so that letter right after the ending punctuation needs to be a capital. I also want to pay attention to any name.”* (Mark any corrections on sample.)

*“Now, that I’ve checked my writing, I feel it is finished and ready to publish.”*

**Active Engagement (guided practice):**

Writing partners select a recently finished piece of writing to practice using the checklist. Using a checklist, partners work together and edit one piece at a time.

**Bridge to Independent Practice:**

*“Writers, when you have a piece of writing you want to publish, remember to use a checklist to make sure you are done.”* (Make checklists available for students to use as needed.)

**Conferring:**

Encourage students to use checklist independently.

As time goes by, make sure all students have experience with the checklist sometime during writing workshop.

**Closure:**

*“Sometimes I’ve heard a writer say ‘I’m done’ after writing the last word. We know good writers, aren’t really ‘done’ until they’ve edited – checked their work. Thumbs up if you are ready to use a checklist for your piece. Thumbs up if you have started using the checklist. Thumbs up if you have finished using the checklist and now have a finished piece of writing.”*

## Personal Narrative: Celebrating as Authors

**Minilesson Teaching Point:** Share readable writing with peers.

**Standard(s):**

W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**Materials:**

- Students' pieces for publishing celebration
- Guests: teachers, buddy class, principal, specialists
- Sharing protocols (e.g., giving compliments, listening closely)

**Connection:**

*"Writers, today is a really important day. It is our **third publishing** celebration! All of you are very different writers now. When we started, many of you were writing stories that were hard to read. Now we are writing in ways that make it easier for other people to read and benefit from your stories. You are all authors like the ones we have been reading in class: Rosemary Wells, A Big Fish for Max and Alyssa Satin Capucilli, Get the Egg! And Biscuit books."*

**Teach (modeling):**

*"When authors **publish** their writing, they celebrate it by sharing it with others. Today we are going to celebrate our writing with..."*

Taking time to celebrate children's work is very important. It helps give students purpose for their writing and it's an opportunity for self-expression. Writing celebrations do not have to be grandiose.

Explain to students what they are going to be doing. You can actually practice the celebration the day prior during the "closure/sharing" part of writing workshop.

ELD: Use a chart (can be from a previous unit or newly created) to help children understand what is expected of them during the Authors' Celebration.

**Active Engagement (guided practice):**

There are many options for simple writing celebrations:

- Students can share their stories on the document camera.
- Students can be divided into two groups. Half the group will be author's first and half will be readers. Author's sit with one or two buddies and who will read their story. Author's show and tell the readers what they did to make your writing easier to read. Switch groups after 10-15 minutes. Authors become readers and readers become authors.
- Students are paired with their upper grade reading buddies.

**Bridge to Independent Practice:**

*“Writers, remember today is a celebration. Congratulate one another and compliment each other’s stories. Well done! You should feel very proud of your stories and all you have learned these past weeks. Now we all know how important it is to write easy-to-read stories for everyone to enjoy!”*

**Conferring:**

Help small groups/partners share their writing by modeling giving compliments, asking questions, and demonstrating listening closely.

Some groups/partnerships will finish early. You can have them reread their stories and/or partner read a book of their choice until the rest of the group is finished.

**Closure:**

Teacher acknowledges students’ hard work.

# Personal Narratives include:

- Characters
- Setting
- Events

In a personal narrative,  
you are one of the  
characters.

Keep your ending in  
the small moment.

1. Tell the last event.

2. Tell how you felt.

3. Tell what you  
learned.

Keep your ending in the small moment.

1. Tell the last event.
2. Tell how you felt.
3. Tell what you learned.

Examples:

*"We sure did get a soaking, Mamma," I say, and we head home purely soothed, fresh as dew, turning toward the first sweet rays of the sun.*

Come On, Rain! by Karen Hesse

*From that time on, I never feared the voice of thunder again.*

Thunder Cake by Patricia Polacco

*"I love my mommy!" said Bill.*

Owl Babies by Martin Waddell

*But I couldn't even lie down until I climbed up and put mine right into our big jar on the shelf near our chair.*

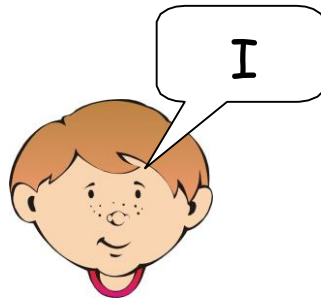
Music, Music for Everyone by Vera B. Williams

When Writing A  
**SMALL MOMENT**

*Did you...*



Use "I"



Tell what happened



Tell the story in order



I used periods. .

*We walked slowly.*

I used question marks. ?

*Are you happy?*

I used exclamation marks. !

*I jumped up and down!*

I used quotation marks. “ ”

*“Yippee!” we yelled.*

# Capital Letters

I used capital letters at the beginning of my sentences.

*We skipped to the store.*

I capitalized the pronoun "I."

*My sister and **I** jumped up and down.*

I capitalized people's names.

*Lily and Zoë giggled and giggled.*

I checked my spelling.

I used the word wall to check my word wall words.

I stretched out my words to check my spelling.





