Writing Unit of Study
1st Grade – Small Moments: Personal Narrative Writing

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Resource Materials

See Separate Packet
Abstract

This unit of study has a twofold focus: writing an effective small moment story and readability. First, students will focus on the writing of personal narratives by stretching out a small moment. Small moment stories are when an author takes a true story from his/her life and instead of telling the whole story, s/he tells a small part of the story and stretches it across pages. It is important to teach writers to hold these moments in their heads as they stretch their one moment across a sequence of several pages. Revisiting the strategies for generating stories students learned in kindergarten, in addition to learning new strategies, will develop students’ repertoire for gathering story ideas. The unit will emphasize and elaborate the qualities of good writing including detail, dialogue, setting, sequence, and answering reader’s questions. Students will be taught the importance of focus in their writing.

The expectation is that first graders will write approximately three to four booklets a week during the course of the unit. These three to five page booklets will have two to four sentences on each page. These are rough estimates and will vary based on students’ needs and writing background. Writers will be taught how to make thoughtful decisions on what goes on each page. The idea of quantity versus quality is often brought up in units such as this. In first grade, we are providing students with many opportunities to try out new skills and techniques through writing multiple pieces. When asking students to go back to the same piece, we often find that we are teaching the writing, not the writer. Our focus needs to be on the writer and his/her growth over time.

Partnerships will play a critical role in the development of young writers. Students will be taught to rehearse and share their pieces with each other like storytellers. Partners will provide compliments and suggestions in a kind way. Along with developing a critical eye, partners need to be taught how to note and celebrate detailed topics, actions in pictures, dialogue and other qualities of good writing.

The second focus of the unit is readability. Young writers will be taught to reread their pieces to see if they are readable and then make adjustments. Partnerships continue to play an important role as we move to this second focus. Partners will review each other’s pieces and suggest ways to make them more readable. During share time, friendly tips, compliments and asking questions will be highlighted so partners learn that part of feedback is also attending to parts well done.
Resources and Materials Needed

- See Atlas Rubicon for Assessment information and options
- Small Moment Mentor Text (See Resource Materials Packet: Suggested Mentor Text for Small Moments)
- Writing Folders
- Writing booklets (3-5 pages)
  - Differentiate paper based on student needs. Paper selection is important as it lends itself to increased stamina. Start the year by providing booklets in which to write. Booklets can contain three to five pages, with each page containing only a very small box for the picture and plenty of lines for the writing. Paper conveys expectations. As children become more skilled as writers, steer them toward paper with more lines, encouraging them to write more. (See Resource Materials Section- Paper Choices)
- Anchor Chart Paper or Blank Big Book and markers (purple marker for revision/editing work)
- Ball of string and scissors
- Materials duplicated from Resource Materials Packet
- Shared class experience (this could be used for whole class demonstrations or small group work)
- Multiple teacher stories for modeling purposes – see lessons for focus areas per story
- Post-it notes (various sizes) and/or post-it flags
- “Revision” pens (different color from drafting utensil)
- Alphabet charts
- White boards and white board markers

- IMPORTANT: Teachers should keep student work (finished pieces and drafts) for next unit. They will be able to apply/practice newly learned strategies to existing work.
Why a Script?

Teachers, whether new to the profession, Writing Workshop, or to the Common Core Standards can benefit from scripted lesson plans. A script serves as a “writing coach” by guiding instruction to include routines, procedures, strategies, and academic vocabulary. The goal over time is that teachers will no longer need scripted lessons because they will have studied and gained procedural knowledge around writing workshop, the Common Core, and the units of instruction. The script is a framework from which teachers can work -- rewrite, revise, and reshape to align with their teaching style and the individualized needs of their students. Furthermore, the scripted lessons can also be easily utilized by student teachers or substitute teachers.

Additional lesson information:

Share Component –

Each lesson includes a possible share option. Teachers may modify based on students’ needs. Other share options may include: follow-up on a mini lesson to reinforce and/or clarify the teaching point; problem solve to build community; review to recall prior learning and build repertoire of strategies; preview tomorrow’s mini lesson; or celebrate learning via the work of a few students or partner/whole class share (source: Teachers College Reading and Writing Project). See Resource Materials Packet for more information – Some Possibilities for Purposeful Use of the Share Time.

Mid-Workshop Teaching Point –

The purpose of a mid-workshop teaching point is to speak to the whole class, often halfway into the work time. Teachers may relay an observation from a conference, extend or reinforce the teaching point, highlight a particular example of good work, or steer children around a peer problem. Add or modify mid-workshop teaching points based on students’ needs.

Assessment –

Assessment is an essential component before, during and after a unit to determine teaching points and plan for individual and small group work. See Assessment link on Atlas Rubicon for more detailed information and options (e.g. on-demand procedures and analysis, proficiency checklists for product, behaviors and process, formative assessment strategies, writing continuums, see and hear observational sheets, etc.)
Overview of Sessions – Teaching and Learning Points

Alter this unit based on students’ needs, resources available, and your teaching style. Add and subtract according to what works for you and your students.

Assessment: On-demand Pre-write

Concept I: Writers utilize mentor texts to craft their writing
- Immersion Day 1: Writers read mentor texts as writers to discover the elements/characteristics of small moment stories
- Immersion Day 2: Writers reread mentor texts as writers to discover the elements/characteristics of small moment stories (Continuation of previous day)
- Immersion Day 3: Writers reread mentor texts as writers to discover qualities of good writing in small moment stories
- Immersion Day 4: Writers reread mentor texts as writers to discover qualities of good writing in small moment stories (Continuation of previous day)
- Immersion Day 5: Writers gather ideas for their own small moment stories from mentor texts

Concept II: Writers plan and rehearse their writing
- Session 1: Writers have strategies for gathering ideas
- Session 2: Writers narrow the focus of their ideas, thinking about where their story begins and ends
- Session 3: Writers tell their stories across their fingers
- Session 4: Writers tell their stories using a storyteller’s voice
- Session 5A: Writers sketch pictures to plan their ideas (optional lesson)
- Session 5: Writers sketch their ideas across the pages (beginning, middle, and end)

Concept III: Writers attend to the qualities of good writing
- Session 6: Writers stretch words slowly writing the sounds they hear
- Session 7: Writers use actions in their pictures to write words
- Session 8: Writers write what characters say in sentences (add detail of dialogue)
- Session 9: Writers show where they are by the words they use (add detail of setting)
- Session 10: Writers have an important job to do during a writing conference
- Session 11: Writers use punctuation to improve their small moment stories (.!?)
- Session 12: Writers write endings that are close in the moment
- Session 13: Writers reread to make sure they stuck to their plans and stay focused
- Session 14: Writers celebrate qualities of good writing

Concept IV: Writers check the readability of their writing
- Session 15: Writers identify readable and unreadable writing
- Session 16: Partners share each other’s pieces giving kind compliments and suggestions
- Session 17: Partners identify focus: Is it on topic? What are you trying to show me?
- Session 18: Partners share each other’s piece asking: Does it look right? Does it sound right? Does it make sense?
- Session 19: Partners share each other’s piece to edit for spelling
- Session 20: Partners share each other’s piece to edit for punctuation

Concept V: Writers share and reflect on their writing
- Session 21: Writers choose and rehearse a piece, then share and reflect with an audience
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Routines and Rituals: Building a Community of Independent Writers

Writing workshops are structured in predictable, consistent ways so that the infrastructure of any one workshop is almost the same throughout the year and throughout a child’s elementary school experience (Calkins, 2005). One means of developing a community of independent writers is to implement routines and rituals that are consistent within and across grade levels. Typically in Kindergarten and First grade, many lessons are devoted to the management of the writing classroom. Also, it is assumed that many of these routines and rituals go across curricular areas so they will be addressed and taught throughout the school day and not just in writing workshop. This shift in focus allows more mini lessons to be devoted to supporting students in cycling through the writing process and acquiring a toolbox of writing strategies.

The following are a collection of routines and rituals teachers may want to review. Select based on students’ needs.

Routines
- Opening routine
- Mini or Focus Lessons
- Sending children off to work
- Independent work time
- Closing routine or share
- Partnership

Opening Routine – Beginning Each Day’s Writing Instruction
- Meeting area/ Room arrangement
- Signal for students to meet for writing workshop
- What to bring to meeting area
- Partnerships at meeting area

Mini-lessons – The Fuel for Continued Growth
- Student expectations as they participate in a mini lesson
- Partnership guidelines
- How students sit during a mini lesson and share

Sending Children Off to Work – Transition from Mini-lesson to Work Time
- Expectation to “go off” and get started working
- Dismissal options

Independent work time – Students working on their own
- Assigned writing spots
- Getting started – reread writing from previous day
- Students work initially without teacher guidance and/or conference
- Nature of Children’s Work – Topic choice
- Role of Mini-lesson
- Conversations in Writing Workshop: productive talk, silent writing time & whole-class intervals for partnership talks
- Signal for noise volume
- Mid-Workshop Teaching Point
- Invitational/flexible writing groups
- Teacher conferences
- Productivity – early in the year, later in the year (expectations)
- What to do if you need assistance – Example: “Three before me” (Students must ask three students before asking the teacher.)
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Routines and Rituals: Building a Community of Independent Writers, Continued

Closing Routine – Managing the Share Session
• Signal to meet
• Share session at meeting area
• Celebration of growth

Partnership Routine – Being an Effective Partner
• Turning and Talking – discussing something with a partner per teacher’s guidance
• Who goes first?
• Compliments can be helpful when they are specific
• Constructive suggestions – people can be sensitive about their work, so it’s best to ask questions or give suggestions in a gentle way
• One helpful way to listen (or read) a partner’s work is to see if everything is clear and makes sense
• How partners can help us when we are stuck
• Effective questions to ask partners
• If your partner has a suggestion, it may be worth trying (value the input/role of partnerships)
• Appropriate times to meet with your partner, where to meet with your partner, why to meet with your partner

Other Rituals for Consideration

• What students do upon entering the room/leaving the room
• What to do at the beginning and end of Writing Workshop
• How the room is arranged
• Where certain activities take place in the room (e.g., where to meet with another writer to listen to his/her work)
• Where things are kept
• How and when movement is constrained or not constrained
• What to do when one activity is completed
• What to do when we think we are done
• How to use the classroom library
• How to use the word wall and other resources
• How to behave in small group meetings
• How students work
• How to get supplies when needed
• How to turn in work
• How to get the teacher’s attention for a conference
• How to behave when a student is reading/talking
• How to conference
• How to begin the editing process
• How to begin the publishing process
• How to store drafts/past work/finished pieces
• How to communicate writing status

Adapted from a presentation by Sally Hampton, Reading and writing grade by grade: Primary literacy standards for kindergarten through third grade (1999) by New Standards.
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Assessing Writers at the Start of the Year

<table>
<thead>
<tr>
<th>Session</th>
<th>This assessment should be conducted prior to starting the unit. It should be done before the Immersion Phase.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td></td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Assessing writers at the start of the year.</td>
</tr>
</tbody>
</table>

**Materials**

- Writing booklet suggestion – contains plenty of pages

**Assessment Explanation**

It is suggested teachers conduct an on-demand writing assessment. The purpose of this assessment is to see what kind of writing students can produce on their own. Therefore, teachers do not guide students through the process. This is not a teaching day, but a day for students to show what they know about going through the steps of writing a narrative piece. From analyzing this data, teachers will begin to develop insight into what their young writers know and can do on their own; where they need additional help; and possible next teaching moves.

Please see K-2 Writing Continuum and On-Demand Guidelines located in Atlas Rubicon under Assessment Tasks.

**Assessment Suggestion**

Review these pieces alongside a narrative continuum that shows the developmental stages of writing, and names the qualities of writing that defines each stage (see [www.readingandwritingproject.com](http://www.readingandwritingproject.com) for an example). Locate the child’s on-demand writing within the scale. Use the continuum to develop future goals for your young writers.

**Growth comparison**

Pre and post measures: Compare students’ initial pieces to their final pieces to note growth over time.
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Immersion Phase Information

The purpose of the Immersion Phase is to help students develop a thorough understanding of the type of text they will be writing. The goal is to move students from explorers of small moment stories to writers of small moment stories. Through reading small moment stories (via read aloud, shared reading, guided reading/reading workshop, independent reading), students will develop a greater understanding of these areas:

A. Definition and purpose of small moment stories

B. Characteristics of small moment stories - Basically, during this phase, students are thinking, “How do these kinds of text tend to go?” Chart findings
   1. General “noticings” about small moment stories (qualities of good small moment stories)
   2. How do introductions tend to go? What is included?
   3. How does the middle or body tend to go? What is included?
   4. How do endings tend to go? What is included?
   5. Authors’ Craftsmanship

C. Steps to writing a small moment story (this will be discussed as the unit progresses)

Concept I is considered the Immersion Phase of the unit. The immersion phase should be completed before starting the mini-lesson sequence (Concepts II-V). It is recommended that teachers spend several days on immersion activities. The writing unit is based on the assumption that students, through immersion, have developed background knowledge of small moment stories and have begun collecting story ideas, either on a story ideas’ list or in some type of Writer’s Notebooks. Teachers may want to keep their own collection of story ideas so they can model leading a “Writerly Life,” and use them as a resource when writing their own stories.

It is suggested that most immersion activities take place during reading. These may be done during read aloud, shared reading, reading workshop, guided reading or independent reading time. Students should continue to work in writing workshop on completing the previous unit of study while this immersion work is done. However, if time is available or needed in writing workshop, immersion activities may be conducted during that time too. Text selection should include published pieces as well as student authored work.

Immersion lessons typically follow an inquiry approach; therefore, there are no specific lessons. Teachers should follow the lead of their students – notice, restate, and negotiate what they say in order to bring meaning and understanding. This is a time for students to notice the characteristics of small moment stories and view them through a writer’s lens.

The following section provides a possible instructional sequence for the immersion phase.
Sample Immersion Phase Sessions

<table>
<thead>
<tr>
<th>Session</th>
<th>Immersion Sessions 1-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept</td>
<td>Writers utilize mentor texts to craft their writing.</td>
</tr>
</tbody>
</table>
| Teaching Points | • Writers read mentor texts as writers to discover the elements/characteristics of Small Moment stories  
• Writers reread mentor texts as writers to discover the elements/characteristics of Small Moment stories (continuation of previous day)  
• Writers reread mentor texts as writers to discover qualities of good writing in Small Moment stories  
• Writers reread mentor texts as writers to discover qualities of good writing in Small Moment stories (continuation of previous day)  
• Writers gather ideas for their own Small Moment stories from mentor texts |

Materials

- Chart paper  
- Student Mentor texts that are good examples of Small Moments stories from Reading and Writing Project from Teachers College (especially The Missing Trophy by Aixa) - Link: http://tc.readingandwritingproject.com/resources/student-writing/first-grade.html

Mentor Texts

- Joshua’s Night Whispers, Angela Johnson  
- Shortcut, Donald Crews  
- The Leaving Morning, Angela Johnson  
- Night of the Veggie Monster, George McClements  
- Kitchen Dance, Maurie Manning  
- A Chair for My Mother, Vera Williams  
- Canoe Days, Gary Paulsen

Immersion Session 1 (read aloud) - Writers read mentor texts as writers to discover the elements/characteristics of Small Moment stories

- Remember, immersion is being done during read aloud, teachers may want to read mentor texts prior to beginning immersion as an interactive read aloud, focusing on content  
- Read two books and notice things that are the same between the two books and begin an anchor chart of “noticings”

Please note:

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed. See Immersion section as a guide to facilitate discussion.

SAMPLE – Anchor Chart

<table>
<thead>
<tr>
<th>What Makes a Good Small Moment Story?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(or Small Moment Story “Noticings”)</td>
</tr>
</tbody>
</table>
| • It’s about one thing (focus)*  
• A true story about ourselves*  
• It’s about things we (people) do*  
• It has a beginning, middle, and end*  
• Most of the time, the person writing is the main character*  
• Events of the story are told in order*  
• Two or more events*  
*We can delineate these are the things that all small moment stories must have
Sample Immersion Phase Sessions, Continued

<table>
<thead>
<tr>
<th>Immersion Session 1 (read aloud)</th>
<th>- Writers read mentor texts as writers to discover the elements/characteristics of Small Moment stories – Continued</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• This is less of an anchor chart and more of a validation of your students’ ideas. Pictures can also be added alongside each bullet for added support</td>
</tr>
<tr>
<td></td>
<td>• If students don’t notice all elements the first day of immersion or they have some incorrect elements listed, it is okay as the anchor chart will be revised again on day 2 of immersion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Immersion Session 2 (read aloud)</th>
<th>- Writers reread mentor texts as writers to discover the elements/characteristics of Small Moment stories (continuation of day 1).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Remember, this is being done during read aloud, teachers may want to read mentor texts prior to beginning immersion as an interactive read aloud, focusing on content</td>
</tr>
<tr>
<td></td>
<td>• Select and read two new books and notice things that are the same between the two books and continue adding to and/or revising anchor chart of noticings to arrive at a working definition of Small Moment stories</td>
</tr>
<tr>
<td>Please note:</td>
<td>This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed. See Immersion section as a guide to facilitate discussion.</td>
</tr>
<tr>
<td>SAMPLE</td>
<td>Anchor Chart</td>
</tr>
<tr>
<td>What Makes a Good Small Moment Story?</td>
<td>(or What we notice in small moment stories?)</td>
</tr>
<tr>
<td></td>
<td>• It’s about one thing (focus)*</td>
</tr>
<tr>
<td></td>
<td>• A true story about ourselves*</td>
</tr>
<tr>
<td></td>
<td>• It’s about things we (people) do*</td>
</tr>
<tr>
<td></td>
<td>• It has a beginning, middle, and end*</td>
</tr>
<tr>
<td></td>
<td>• Most of the time, the person writing is the main character*</td>
</tr>
<tr>
<td></td>
<td>• Events of the story are told in order*</td>
</tr>
<tr>
<td></td>
<td>• Two or more events*</td>
</tr>
<tr>
<td></td>
<td>*We can delineate these are the things that small moment stories must have</td>
</tr>
</tbody>
</table>
Sample Immersion Phase Sessions, Continued

| Immersion Session 3 (read aloud) - Writers reread mentor texts as writers to discover qualities of good writing in Small Moment stories. | • Remember, this is being done during read aloud, teachers may want to read mentor texts prior to beginning immersion as an interactive read aloud, focusing on content  
• Revisit texts chosen on day one or two of immersion  
• Reread texts, noticing and charting qualities of good writing in Small Moment stories, although students may have many valid ideas, make sure that during the next two days all of the qualities of good writing listed on the anchor chart below are noticed (even if noticings are teacher directed)  
• Other qualities of good writing may be charted and used again in future units of study (Revision & Author’s as Mentors units)  
• Scaffold by asking good questions (intonation plays a key role in questioning), “What do you notice on this page? What are the words telling us? Could it be that the author wanted to ____? What do you think?”  
• Optional: Combine chart from Day 1 and 2 with this chart.  
Please note:  
This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed. See Immersion section as a guide to facilitate discussion. |

**SAMPLE Anchor Chart**

<table>
<thead>
<tr>
<th>Qualities of Good Writing in Small Moment stories</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pictures and action words go together</td>
</tr>
<tr>
<td>• We can hear characters talking in speech bubbles and in dialogue</td>
</tr>
<tr>
<td>• Tells us where and when the story takes place (setting)</td>
</tr>
<tr>
<td>• Uses different types of punctuation (.!??)</td>
</tr>
<tr>
<td>• Ending stays with the Small Moment</td>
</tr>
</tbody>
</table>
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Sample Immersion Phase Sessions, Continued

<table>
<thead>
<tr>
<th>Immersion Session 4 (read aloud) - Writers reread mentor texts as writers to discover qualities of good writing in Small Moment stories (continuation of day 3).</th>
</tr>
</thead>
<tbody>
<tr>
<td>- <strong>Remember:</strong> This is being done during read aloud. Teachers may want to read mentor texts prior to beginning immersion as an interactive read aloud, focusing on content</td>
</tr>
<tr>
<td>- Repeat Immersion Day 3: Revisit texts chosen on day one or two of immersion</td>
</tr>
<tr>
<td>- Reread texts, adding “noticings” and continue charting qualities of good writing in Small Moment stories</td>
</tr>
<tr>
<td>- Although your students may have many valid ideas, make sure that during the next two days all of the qualities of good writing listed on the anchor chart below are noticed (even if noticings are teacher directed)</td>
</tr>
<tr>
<td>- Other qualities of good writing may be charted and used again in future units of study (Revision &amp; Author’s as Mentors units)</td>
</tr>
<tr>
<td>- Scaffold by asking good questions (intonation plays a key role in questioning), “What do you notice on this page? What are the words telling us? Could it be that the author wanted to____? What do you think?”</td>
</tr>
<tr>
<td>- Optional: Combine chart from Day 1 and 2 with this chart</td>
</tr>
<tr>
<td>- Keep adding to this chart throughout the unit of study as students discover more things</td>
</tr>
</tbody>
</table>

**Please note:**
This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed. See Immersion section as a guide to facilitate discussion.

**SAMPLE Anchor Chart**

<table>
<thead>
<tr>
<th>Qualities of Good Writing in Small Moment stories</th>
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<td>- We can hear characters talking in speech bubbles and in dialogue</td>
</tr>
<tr>
<td>- Tells us where and when the story takes place (setting)</td>
</tr>
</tbody>
</table>
| - Uses different types of punctuation (.!?)
| - Ending stays with the Small Moment |
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**Sample Immersion Phase Sessions, Continued**

| Immersion Session 5 (read aloud) - Writers gather ideas for their own Small Moment stories from mentor texts. | - Remember, this is being done during read aloud, teachers may want to read mentor texts prior to beginning immersion as an interactive read aloud, focusing on content  
- Revisit mentor texts read throughout immersion, noticing and discussing mentor authors’ focus, sequence of events, and inspiration (memorable event, emotion/feeling, lesson learned, etc.)  
- Immersion Session 5 foreshadows Concept 2, Session 1 |

<table>
<thead>
<tr>
<th><strong>Writers Gather Story Ideas</strong></th>
<th><strong>Think About...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• A time when you were____ (scared, mad, excited, nervous, funny) <em>(Shortcut, Salt Hands)</em></td>
</tr>
<tr>
<td></td>
<td>• A time you learned a lesson <em>(Shortcut)</em></td>
</tr>
<tr>
<td></td>
<td>• A time you will never forget</td>
</tr>
<tr>
<td></td>
<td>• A family story <em>(The Leaving Morning)</em></td>
</tr>
<tr>
<td></td>
<td>• Something you do well</td>
</tr>
<tr>
<td></td>
<td>• An observation in nature <em>(Salt Hands, Canoe Days)</em></td>
</tr>
<tr>
<td></td>
<td>• Stories about doing something with friends</td>
</tr>
<tr>
<td></td>
<td>• Pet stories</td>
</tr>
<tr>
<td></td>
<td>• List others as noted by students</td>
</tr>
</tbody>
</table>
Lesson Plan

**Session**
1

**Concept II**
Writers plan and rehearse their writing.

**Teaching Point**
Writers have strategies for gathering ideas.

### Materials
- Immersion Session 5, Writers Gather Story Ideas-Anchor Chart
- Writing Process Steps chart (See Resource Materials Packet)
- Writing Booklets (3-5 pages)
- My Small Moment Ideas... sheet (See Resource Materials Packet) – 1 per student
- My Small Moment Ideas… sheet

### Tips
- Using five page booklets, allow your students to make a direct correlation between the stories they are telling across their five fingers to the pages of their booklets. Use three page booklets with students still working at that level
- Check with Kindergarten teachers as to what Writing Process Steps chart they used or use the sample one in the Resource Materials Packet
- Check with Kindergarten teachers as to what story ideas chart they co-constructed with their students last year
- My Small Moment Ideas... sheet could also be discussed and modeled as part of a mid-workshop teaching point

### Connection
- “Writers, in Kindergarten you learned that everyone can be an author and write about true stories about things we know and do. I know you learned a few ways of gathering ideas for your stories. You learned about gathering ideas from books, friends, and things you can do.”
- “Today I’m going to teach you another strategy or way of gathering ideas for your stories.”

### Teach
- “The first step writers do is think of a story idea – something they want to write about.” Refer to Writing Process Steps chart from kindergarten or use one in Resource Materials Packet
- Demonstrate the gesture of pointing to one’s temple when saying, “Think of a Story Idea”
- “Yesterday during read aloud we looked closely at our mentor texts and noticed where authors gathered their ideas. Let’s revisit our anchor chart from yesterday.”
- Teacher rereads chart aloud

### Writers Gather Story Ideas

<table>
<thead>
<tr>
<th>Think about...</th>
</tr>
</thead>
<tbody>
<tr>
<td>A time when you were____ (scared, mad, excited, nervous, funny) <em>(Shortcut, Salt Hands)</em></td>
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<td>A time you learned a lesson <em>(Shortcut)</em></td>
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<tr>
<td>A time you will never forget</td>
</tr>
<tr>
<td>A family story <em>(The Leaving Morning)</em></td>
</tr>
<tr>
<td>Something you do well</td>
</tr>
<tr>
<td>An observation in nature <em>(Salt Hands, Canoe Days)</em></td>
</tr>
<tr>
<td>Stories about doing something with friends</td>
</tr>
<tr>
<td>Pet stories</td>
</tr>
<tr>
<td>List others as noticed by students</td>
</tr>
</tbody>
</table>

- “Just like Donald Crews did in Shortcut, we can use our feelings to write about a time when we were...scared, mad, excited, nervous, etc...”
Lesson Plan – Session 1, Continued

| Active Engagement | “Can you think of a time when you were mad? Was there a time when you were excited or scared? Think about a time when ___ (teacher points to temple and children do the same). When you’ve thought of a time give me a flashing hand signal (indicating done).”
|                  | Have a few students share aloud their story ideas, emphasizing the emotion that brought them to this idea |
| Link             | “As you go off to write today, I want you to think about the strategy or way we just learned to think of story ideas, but also remember you can use our chart for other story ideas.” |
| Mid Workshop Teaching Point | Select a routine or ritual to review with your class. See Routines and Rituals: Building a Community of Independent Writers Section |
| After-the-Workshop Share | “Many of you had great story ideas today! Sometimes we think of many great ideas and don’t have time to write on all of them. I know that sometimes I think…Wow I had a great idea! What was it? So…I’m going to give you a sheet that will help you jot down a place for story ideas and hold your thinking until you are ready to begin writing.”
|                  | Teacher models quickly adding some ideas to his/her sheet |
|                  | Teacher hands out My Small Moment Ideas…sheet and asks students to return to their seats to begin filling it out (Resource 1) |
|                  | Idea sheets are best kept in students’ writing folders for frequent reference |
|                  | See Resource Materials Packet for other Share options |
Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept II</td>
<td>Writers plan and rehearse their writing.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers narrow the focus of their ideas, thinking about where their story begins and ends.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A ball of string</td>
</tr>
<tr>
<td>• Scissors</td>
</tr>
<tr>
<td>• Writing Booklets (3-5 pages)</td>
</tr>
<tr>
<td>• Teacher sample story (there is a sample one in lesson or develop a new one)</td>
</tr>
</tbody>
</table>

**Tips**
- Alternative After-the-Workshop Share: Have students check their own pieces of writing against criteria of a Small Moment or have a fictitious story and check against the criteria
- For writers needing additional support: use a shared writing piece to demonstrate finding the small moment

**Connection**
- “Last week as we read our books, we noticed that the authors did not write about the whole day. They told about one little part. For example, in Shortcut, Donald Crews talked about walking down the railroad tracks as it was getting dark, beginning to hear the train, the train whistle growing louder, and jumping off into a steep slope to save themselves. When he was writing, he only told us about the period of time when they took the shortcut. He didn’t talk about their entire walk home.”
- “Today, I’m going to teach you how writers zoom in on a small part, thinking about where their story begins and where their story ends.”

**Teach**
- Teacher begins to write out loud, (using a ball of string to demonstrate) “Hmm...this ball of string is like all of the things I can write about my friend: we watch movies together, we play at school together, we go for walks, etc. Instead of writing all about everything we do, I only want to write about one small part or one special thing I did with my friend. I’m thinking about the time when we went to the movies together.” (teacher cuts off a portion of string to represent the time at the movies)
- Teacher tells story providing a few more details than necessary for a focused story. Example: “We got in the car, we played games as we drove there, we went to the theater, we bought tickets, we purchased a large pop, we found our seats, my friend juggled the pop, she lost her grip, the whole pop went all the way down her, she was soaking wet and we had to leave without seeing the movie, we got in the car, we drove home, and she changed her clothes.”
- As teacher tells story, s/he is sliding her finger across the string as a timeline
- “I need to think about ‘what is my story really about?’ ‘What is the most important thing I want to share?’ I really want to zoom in on the small part where my friend had problems with her pop. I want to start close to the moment or in this case the pop part...
- Teacher continues to think aloud, “Wow, I really didn’t need that part about getting in the car and playing games in the car. I can snap that part right off. It isn’t close to the moment.”
- Teacher cuts off a portion of the string and says, “I want my story to begin when we bought the large pop at the concession stand. Now I have to think about where I want my small moment to end. I think the most important thing is when I was walking out of the movie theater feeling disappointed about not seeing the show. I can cut this part at the end about getting in the car, driving home, and changing into new clothes. I want to end close to my most important part.”
- “Thinking about where my small moment will start and where it will end will help when I rehearse and write my story.”
Lesson Plan – Session 2, Continued

| Active Engagement | “Turn and talk to your partner about why I would want to make my story shorter.”
|                  | Reiterate the importance of thinking about “What is my story really about? What is the most important thing or part I want to share?” Then, determine where the story should start – close to the moment and where it should end – close to the moment. |
| Link             | “As you go off today thinking about your stories as moments on a string, make sure that they begin close to the most important part and end close to the most important part.” |
| Mid-Workshop Teaching Point | Review the mantra, “When you’re done, you’ve just begun” from kindergarten.  
|                  | Discuss and create a chart of options - e.g. add to the words, add to the picture, start a new story, etc. |
| After-the-Workshop Share | Ask students to bring the story they’ve been working on to the carpet  
|                  | “Today a lot of you raised your hand or tried to come up to me and ask if your stories were okay. Today, I want to teach you that you can be a writing partner for each other. All you need to do is ask yourself or your partner:  
|                  | Is this a true story? (did it really happen to me?)  
|                  | Is this about a small moment story? (an all about vs. zooming in on one small moment)  
|                  | Where did the story start and end? (close to the moment?)  
|                  | Students read their stories to one another asking some of the above questions  
|                  | See Resource Materials Packet for other Share options |
Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>3</th>
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<tbody>
<tr>
<td>Concept II</td>
<td>Writers plan and rehearse their writing.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers tell their stories across their fingers.</td>
</tr>
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<table>
<thead>
<tr>
<th>Materials</th>
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</thead>
<tbody>
<tr>
<td>• “My Story Planning Organizer” sheet (Hand: Beginning, Middle, End) (See Resource Materials Packet)</td>
</tr>
<tr>
<td>• Writing Process Steps chart (See Resource Materials Packet)</td>
</tr>
<tr>
<td>• Writing booklets (3-5 pages)</td>
</tr>
<tr>
<td>• Teacher sample story (from previous lesson)</td>
</tr>
<tr>
<td>• Rehearsal Ideas Bookmark (See Resource Materials Packet)</td>
</tr>
<tr>
<td>• Shared Class Experience</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Tips</th>
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<tbody>
<tr>
<td>• Provide small versions of the” My Story Planning Organizer” - Anchor Chart for students to keep in their folders; may want enlarged version to display</td>
</tr>
<tr>
<td>• This organizer could also be used as a writing/planning tool for students to write their story ideas inside or next to each finger (make a bigger version for writing as needed)</td>
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<thead>
<tr>
<th>Connection</th>
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<tbody>
<tr>
<td>• “We’ve been working a lot on the importance of thinking about where our stories begin and end.”</td>
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<tr>
<td>• “Today we’re going to be learning a way to plan not only the beginning and the ending of our stories, but all of the important parts in the middle.”</td>
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<tr>
<th>Teach</th>
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<tr>
<td>• “We discussed our first step to writing a small moment story is: think of a Story Idea (point to Writing Process Steps” chart and use gesture of one finger on the temple). The next step is to say or plan how a story might go. There are lots of different ways a writer could plan or practice a story.”</td>
</tr>
<tr>
<td>• Referring to “My Story Planning Organizer”, “One way writers can plan for their stories is by telling it across their fingers. As I touch my thumb I can set up the scene of my story by telling: who and where, my next three fingers tell about the events of what was happening, and my pinky finger wraps up my story telling about the ending. Watch and listen (teacher gestures by pointing to eyes and ears) as I tell my movie theater story from yesterday across my five fingers.”</td>
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<tr>
<td>• Model</td>
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<tr>
<th>Active Engagement</th>
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<tbody>
<tr>
<td>• “Now it’s your turn to think of a story idea and tell your story across your fingers. Remember, your thumb is who and where, your middle three fingers tell what you were doing or what happened first, next and after that - and your pinky wraps up the ending.”</td>
</tr>
<tr>
<td>• “Let’s first practice with our shared class experience. We could turn this into a story. Let’s try it together… Model with student input.”</td>
</tr>
<tr>
<td>• Have students practice telling their own stories across their fingers</td>
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<th>Link</th>
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<tr>
<td>• “Writers don’t just pick up their pens and write – they practice first. They think about how their stories might go. If you are going to start a book today, before you start writing talk your story across your fingers and remember you can look at the organizer if you forget how your story is supposed to go.”</td>
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<tr>
<th>Mid-workshop Teaching Point</th>
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<tbody>
<tr>
<td>• Revisit Writing Process Steps chart using gestures:</td>
</tr>
<tr>
<td>Step 1: Think of a Story Idea - point to temple with index finger</td>
</tr>
<tr>
<td>Step 2: Say or Rehearse (practice) – point to mouth</td>
</tr>
<tr>
<td>o self - point to chest</td>
</tr>
<tr>
<td>o story hand - wiggling five fingers</td>
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<thead>
<tr>
<th>After-the-Workshop Share</th>
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<tbody>
<tr>
<td>• “I noticed some of you were telling your story across your fingers before you started to write. This is an excellent way to rehearse or practice before writing. What I want for you to do now is to tell your story again, this time to a partner making sure that you touch each of your fingers.”</td>
</tr>
<tr>
<td>• See Resource Materials Packet for other Share options</td>
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</tbody>
</table>
Lesson Plan

Session 4
Concept II Writers plan and rehearse their writing.
Teaching Point Writers tell their stories using a storyteller’s voice.

Materials
- “My Story Planning Organizer” sheet (Hand: Beginning, Middle, End) (See Resource Materials Packet)
- Writing Process Steps chart (See Resource Materials Packet)
- Writing booklets (3-5 pages)
- Class shared experience or use a prepared sentence (see active engagement)
- Rehearsal Ideas Bookmark (See Resource Materials Packet)
- Two different versions of a story - one that sounds like a list and one written in storyteller’s voice

Tips
- Background for teachers:
  - Storyteller’s voice: Present tense, reenactment of what’s happening, making a movie in your mind and then telling the story bit-by-bit, telling like a story not mere listing of events
  - Not a storyteller’s voice: past tense, already happened, summarizes events, sounds like a laundry list
  - Verb choice is critical when using a storyteller’s voice: need active vs. passive verbs - walking, looking, swimming, etc.
- Using a storyteller’s voice is very complex. Teacher may want to pull a strategy group together with students needing additional support and/or more opportunities to tell their stories in this way
- Reinforce during reading

Connection
- “Writers, yesterday I watched you telling your stories across your fingers, and I realized that some of you were just saying ‘This happened...then this happened...then this happened, etc.’. You were just listing event after event and not telling it interestingly, like a story.”
- “Today I will show you how to take a story idea and share it using a storyteller’s voice. One of the things you need to learn is that there is a difference between talking your story and telling your story like it’s happening now. We call this a storyteller’s voice.”

Teach
- Teacher tells story from previous day across fingers in a talking/listing way - monotone
- “My friend and I got a pop, we sat down, she spilled it all over her, she was all wet, we had to leave without seeing the movie... When I tell my story in this way, I am talking or listing what happened. It really isn’t very interesting to the reader or even for me to share it. Writers want to tell stories like they are happening right now. We make a movie in our minds, and then tell the story scene by scene or bit-by-bit. Listen as I tell my story again, this time like a storyteller.”
- Teacher tells story across fingers like a storyteller. “First I close my eyes and try and get a picture of that small moment. I think about who and where, I think about what happened first, next, after that – I think about the story bit-by-bit. Then, I try and recreate the picture in my mind by giving as much detail as possible. Listen: It was a warm hot day, Lauren and I decided to go to the movies to keep cool. We walked up to the concession stand. Lauren ordered a huge Coke! The theater was dark and crowded as we walked to our seats. We found a great spot in the middle and sat down. Suddenly, I looked over and saw Lauren juggling the Coke. The cup wobbled back and forth in her hand. SPLASH!!! The coke dripped all over the front of her. ‘I have to leave,’ said Lauren. We got up and walked out. I never got to see the movie I really wanted to see.”
**Lesson Plan – Session 4, Continued**

| Active Engagement | “Now I’m going to give you an opportunity to try and turn a talking story into a storyteller’s voice.

  Option A: Take a class shared experience and ask students to say it using a storyteller’s voice. Coach them through it – “Close your eye and get a picture of exactly what happen, bit-by-bit”...

  Option B: Listen to this sentence...I fell and got hurt. So think, what does this look like? What does it sound like? I close my eyes and get a picture in my mind of exactly what happened...

  Turn and talk to your partner each giving a storyteller’s voice a try.”

  Teacher listens in and chooses several good examples to share aloud |
| Link | “Alright I want you to think about your story using a storyteller’s voice. Close your eyes and make a movie in your mind. Where were you? What happened – think of each action bit-by-bit as if it was happening right now. When you think you’ve got it down, find your partner and practice telling your story aloud across your fingers. Remember it’s important that whenever we write we want to tell our stories like a storyteller, instead of talking or listing.” |
| Mid-Workshop Teaching Point | Revisit Writing Process Steps chart using gestures:

  Step 1: Think of a Story Idea - point to temple with index finger

  Step 2: Say or Rehearse (practice) – point to mouth

  ○ self - point to chest

  ○ story hand - wiggling five fingers

  ○ to a partner - two hands together

  Review rehearsal strategy of touching pages from Kindergarten and add to chart

  ○ touch each page of story booklet - motion with index finger pointing to each page |
| After-the-Workshop Share | Review storyteller’s voice.

  Read the two prepared stories asking students to determine which version is list-like and which one is in a storyteller’s voice.

  “Many of you told your stories like a storyteller to your partner and then began to write them. Bring your stories to your partner and read them. Ask your partner, ‘Does this still sound like a storyteller’s voice?’”

  See Resource Materials Packet for other Share options |
# Writing Unit of Study
## 1st Grade – Small Moments: Personal Narrative Writing

### Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>5A - optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept II</td>
<td>Writers plan and rehearse their writing.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers sketch pictures to plan their ideas.</td>
</tr>
</tbody>
</table>

### Materials

- Chart paper
- Writing booklets (3-5 pages)
- Marker
- Writing Process Steps Chart

### Tips

- This is an optional lesson based on students’ needs. Analyze student work and on-demand data to determine if this should be taught whole class or for small writing groups
- Be sure to model in shared writing and/or writing workshop how to effectively use a sketch to rehearse a story. Some students may need additional practice with teacher guidance. Teach students to not just point and list using the sketch – “This is the sun. This is me. This is my dog barking. Over here is my friend…” Model how to use the sketch to guide them in story language – *One sunny day I went for a walk with my dog. (point to sun and character). She started to bark loudly. (point to dog’s mouth). Etc.*

### Connection

- Make a connection to yesterday’s lesson or overall work done to date
- “Today I’m going to teach you a special kind of drawing that writers use to help them plan and to save time for writing. We call it sketching.”

### Teach

- “Let’s learn the difference between drawing and sketching.”
- Teacher divides page in half
  - On one side teacher models drawing someone hitting a baseball (lots of detail: uniform, physical features of baseball player, details on ball and/or bat, etc.)
  - On the other side teacher models sketching a picture of someone hitting a baseball (stick person with bat and ball)
  - Teacher will use this sketch/drawing as an anchor chart for students to reference:

  Teacher thinks aloud while drawing/sketching. “Look how much time I was able to save for my writing when I sketched a quick picture! Remember, a sketch is just to hold your ideas on the page. We can go back later and add more details to our sketch, when we decide to share our story with an audience. But, when we are planning all we need is a sketch.”
- “A sketch is another way to rehearse or practice our stories before we write them. Watch as I rehearse this page of my story using my sketch…”
### Writing Unit of Study

#### 1st Grade – Small Moments: Personal Narrative Writing

**Lesson Plan – Session 5A - optional, Continued**

| Active Engagement | • "Let’s review how to use sketching to help with rehearsal or practicing our stories: We could tell our stories to ourselves or a partner using our story hand. We could touch pages and tell our stories thinking about what part or event would go on each page. Then, we could sketch on each page to help us recall our stories when writing.”
  
  • “You have been practicing possible story ideas, select one that you would like to put in a booklet. Then, think about what would go on each page in a sketch.”
  
  • “Here is a booklet. Practice telling your story touching each page. Then, go back and think about what you would sketch on each page.” |

| Link | • “As you go off today, remember that a sketch is just to hold the ideas on the page and give us more time to write.” |

| Mid-Workshop Teaching Point | • Revisit how to use a sketch to rehearse or practice a story. Model with a page or two in teacher book. |

| After-the-Workshop Share | • "Writers, today I noticed many of you had more time to write the words because you used a quick sketch to hold your ideas instead of detailed drawings.”
  
  • Revisit Writing Process Steps chart using gestures:
    Step 1: Think of a Story Idea - point to temple with index finger
    Step 2: Say or Rehearse (practice) – point to mouth
      o self - point to chest
      o story hand - wiggling five fingers
      o to a partner - two hands together
      o touch each page of story booklet - motion with index finger pointing to each page
    Step 3: Sketch - pretend sketching a picture with pen in hand
  
  • See Resource Materials Packet for other Share options |
Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept II</td>
<td>Writers plan and rehearse their writing.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers sketch their ideas across the pages (beginning, middle, end).</td>
</tr>
</tbody>
</table>

**Materials**

- Model using a 5 page booklet
- Writing Process Steps chart [See Resource Materials Packet]
- New teacher created story
- Rehearsal Ideas Bookmark [See Resource Materials Packet]

**Tips**

- Be sure to model in shared writing and/or writing workshop how to effectively use a sketch to rehearse a story. Some students may need additional practice with teacher guidance. Teach students to not just point and list using the sketch – “This is the sun. This is me. This is my dog barking. Over here is my friend...” Model how to use the sketch to guide them in story language – One sunny day I went for a walk with my dog. (point to sun and character). She started to bark loudly. (point to dog’s mouth). Etc.

**Connection**

- Make a connection to yesterday’s lesson or overall work done to date
- “Writers, we already know the difference between drawing and sketching. (Review if necessary) Remember, when we are planning our writing, we are going to use a quick sketch to hold our thinking and give us more time to write. This is another way to plan or rehearse before we write.”
- “So today I’m going to teach you how we take Small Moments and begin to sketch them across the pages of our booklets. We make picture plans, and then use them to help guide us when we start writing.”

**Teach**

- Use new teacher story
- Teacher first orally tells a story across fingers, and then continues thinking aloud about each part of story while sketching the beginning, middle, and end on each page of the booklet
- Reinforce why it is beneficial to sketch before writing – e.g. “Remember, a sketch is just to hold your ideas on the page. We don’t need to add all kinds of details when we are planning our stories. We can always go back later and add more details to our sketch, when we decide to share a story with an audience…”

**Active Engagement**

- With a booklet in front of each student, teacher says, “Okay listen, open it to page one and whisper what you’ll write, then think of what type of sketch you will put on the page to hold your ideas. Then turn to the next page, touch that page and say in a whisper, what you’ll write on that page. Think about what type of sketch you will make to hold your ideas. (Continue page by page.) If you finish planning your words and sketches, you can go back to page one and using your finger to do a pretend sketch. Continue with each page.”
## Writing Unit of Study

**1st Grade – Small Moments: Personal Narrative Writing**

### Lesson Plan – Session 5, Continued

<table>
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<tr>
<th>Link</th>
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<tbody>
<tr>
<td>• “Today before you write be sure you plan your story. Sketching is a great way to figure out what you will say on each page. Then, after you rehearse a couple of times how your story will go, you can use your picture plan to help you remember what ideas/words to write on each page.”</td>
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<tr>
<td>• Teacher walks around and individually dismisses students</td>
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<thead>
<tr>
<th>Mid-Workshop Teaching Point</th>
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<tbody>
<tr>
<td>• Model, using one page of teacher story, how to effectively use a sketch to rehearse a story. Teach students to not just point and list using the sketch – Example: “This is the sun. This is me. This is my dog barking. Over here is my friend…” Model how to use the sketch to guide them in using story language – Example: One sunny day I went for a walk with my dog. (point to sun and characters). We walked to the corner. (point to part of picture that shows corner). She started to bark loudly. (point to dog’s mouth), etc.</td>
</tr>
<tr>
<td>• Revisit Writing Process Steps chart using gestures:</td>
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<tr>
<th>After-the-Workshop Share</th>
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<tbody>
<tr>
<td>• “Writers would you get with your partners? I want you to show each other how much writing you’ve gotten done today. Did you write more words than yesterday? Partners, if your friend hasn’t gotten much writing done, be a teacher for your friend and say, ‘You’ve got to write!’ Help your friend get started putting some words down.”</td>
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<tr>
<td>• See Resource Materials Packet for other Share options</td>
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Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept III</td>
<td>Writers attend to the qualities of good writing.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers stretch words slowly writing the sounds they hear.</td>
</tr>
</tbody>
</table>

**Materials**

- Writing booklets (3-5 pages)
- Teacher created story
- Alphabet Chart
- Whiteboards for students
- Whiteboard markers

**Tips**

- This should be a review of what has been taught in shared and interactive writing. Students should be familiar with using white boards.
- How writers stretch and write words must be reinforced during shared writing, morning message, interactive writing, etc.
- Teachers must provide other opportunities to support hearing and recording sounds during a balanced literacy program (writing aloud, interactive writing), this is a foundational skill that subsequent lessons will build upon.

**Connection**

- “Yesterday we learned that writers sketch to hold their ideas on a page.”
- “Today I am going to teach you that writers stretch their words slowly writing down the sounds they hear.”

**Teach**

- “I want to start my baseball story by saying, ‘We went to the game’.”
- Teacher begins to record the words to the story by saying “‘We’ – I know how to write that!”
- Teacher rereads and points underneath the print, “‘We went.’ ‘Oh, I don’t know how to write went. Watch as I show you what writers do when they don’t know how to write a word. I’m going to say that word and then say it again slowly, and then I am going to write what I hear”
- Teacher says went, and then says it again slowly, emphasizing each sound w-e-n-t. “I heard the sound /w/ I am going to write w.”
- “Next, I am going to say it again slowly to listen for the next sound. W-e-n-t (teacher runs his/her finger underneath the w and the empty space and says the word slowly) I heard /e/ I am going to write e.” Model using the Alphabet Chart for any sounds teacher feels most students are unfamiliar.
- Continue modeling how to stretch the rest of the word
- Finish writing the sentence in front of the students using other strategies as appropriate (e.g. Word Wall Words, words you know in a snap, etc.).
- Teacher would not write entire story right there in front of students

**Active Engagement**

- Distribute white boards
- “Will you help me keep going? First, I will reread what I wrote. Next, I want to write the next sentence I rehearsed...The sun was shining.”
- “I can write the so I am just going to write it. I am not sure about sun so I think we should stretch it. Let’s stretch sun together. Let’s do that together. Say sun slowly with me. S-u-n. What do you hear first?”
- Student chimes in “I heard an s.” I heard that too. Now you write an s on your board as I write the s on my paper.”
- Teacher tells students to run their finger under the word as they continue to stretch slowly
- Teacher continues saying the word slowly recording what they hear
Lesson Plan – Session 6, Continued

<table>
<thead>
<tr>
<th>Link</th>
<th>“Today when you are writing, you can stretch words slowly. How we do that is we say the word slowly, write the first sound we hear, say it again slowly, and write down what we hear next, continue to do this until you don’t hear any more sounds in the word.”</th>
</tr>
</thead>
</table>
| Mid-Workshop Teaching Point | “Writers you are doing such a nice job writing the words you know in a snap and stretching your words slowly. I wanted to remind you that we have a resource in our room, a Word Wall, which will also help us spell words quickly.”
Teacher draws student’s attention to Word Wall and re-explains how to use it |
| After the workshop share | “Writers, today you stretched words slowly writing down the sounds you hear. When you stretch words slowly and record all the sounds you hear make sure that you leave a space before moving to the next word. Let me show you how I did that in my piece.”
Teacher goes back to story and with a highlighter marks each space between each word
Review steps for stretching words slowly (show anchor chart teacher prepared prior to share) |

Sample Anchor Chart

How writers slowly stretch and write words

1. Say the word slowly
2. Write down the first sound you hear
3. Say the word again slowly
4. Write down the next sound you hear
5. Repeat until you don’t hear anymore sounds

Please note: This chart is just an example. Base this chart on the steps used in shared and interactive writing for this teaching point.
Lesson Plan

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<tbody>
<tr>
<td>Concept III</td>
<td>Writers attend to the qualities of good writing.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers use actions in their pictures to write words.</td>
</tr>
</tbody>
</table>

### Materials

- Writing booklets (3-5 pages)
- Teacher story sketched across the pages of a booklet – new one or from session 5
- Students should bring stories from previous day to meeting area

### Tips

- Role playing is an effective way to help students write action words
- As a way to create incentive for your students and as a check that they are including actions in their words from their pictures, teachers could have students color the part of their pictures that are also included in words

### Connection

- “Writers, yesterday we stretched words slowly writing down the sounds we heard. This helps us write words as closely as possible to book language.”
- “Today I’m going to teach you another way to add more words to your stories. We can use our sketches to help us as writers.”

### Teach

- Referring to sketched story (from Session 5 or new teacher story), “When we begin thinking about the words of our story, we can look back at our sketches to help remind us of what was happening or the action in our stories.”
- Teacher points to the first page of his/her booklet and thinks aloud, “Hmm...My sketch shows my friend Lauren and me at the movie theater concession stand. I even drew the concession stand worker handing Lauren her huge Coke over the counter. Looking closely at the action in my sketch, reminds me of the words I need to write in the beginning of my story. Or if I already wrote about this part then I look to see if I could add even more words. I think I will add xxxx to my words.”
- Teacher gestures by pointing to eye and ear and says, Example 1: “Watch and listen closely as I use the picture to help me write words to my story. I am thinking about what I was or what another character was doing at that time. I get a picture in my mind.” Teacher retells the beginning of his/her story, while referring back to the actions in the picture to help write the words
- Example 2: Selecting a different page, teacher models using the sketch to ADD more words to what was already on the page

### Active Engagement

- “Now it’s your turn to give this a try. Take out your story from yesterday. First begin by carefully looking at sketches you drew. Think to yourself, ‘What was happening? What were we doing?’ Now think about the words that go with the actions in your sketches and reread what you wrote. Does it match? Is there something you left out and forgot to say? Add words.”
- “Give me a ‘thumbs up’ when you find a spot in your story where you could use the action in your sketches to help you write more words.”

### Link

- “It looks like many of you have some more work to do. Based on studying your sketches closely, you have more words to add that describe action or what was happening in each picture.”

### Mid-Workshop Teaching Point

- Teacher selects a favorite page and shows how s/he went back to a page and wrote more information (several sentences) by getting ideas from looking at the sketch
- Encourage students to locate their favorite page and use the sketch to write more on that page

### After-the-Workshop Share

- Teacher chooses a student who was able to use action in his/her pictures to write the words
- Student thinks aloud about the action(s) in the picture and reads the words that s/he added to match
- See Resource Materials Packet for other Share options
Writing Unit of Study
1st Grade – Small Moments: Personal Narrative Writing

Lesson Plan

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<thead>
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<th>Writers attend to the qualities of good writing.</th>
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<tbody>
<tr>
<td>Teaching Point</td>
<td>Writers write what characters say in sentences (add detail of dialogue).</td>
</tr>
</tbody>
</table>

Materials

- Teacher sample story with speech bubbles added
- Optional - These are other good books to reinforce dialogue use for whole class or small groups: *Pigeon and Piggy & Elephant books* by Mo Willems, *Fly Guy* books by Ted Arnold, *Where's Spot* by Eric Hill
- Detail Hand – (See Resource Materials Packet)
- Writing booklets (3-5 pages)

Tips

- A great way to give students additional instruction and practice on how to punctuate and format dialogue is to conduct additional lessons during other parts of your day (e.g. shared reading/writing, interactive writing, morning message, etc.)
- Tip for creating speech bubbles: Have students write the words first, and then create speech bubble around the words to ensure there is enough room
- This teaching point specifically addresses taking information from a speech bubble and expanding it as dialogue in text
- Check with Kindergarten teachers on how they defined the concept of detail and if they used any graphic as a resource

Connection

- “Writers, I’ve noticed many of you have been using speech bubbles in your pictures to show your characters talking. Today I’m going to teach you another way writers can show their characters talking by adding dialogue to their stories.”

Teach

- “Writers add details to their stories to help paint pictures in readers’ minds. Since the reader didn’t actually experience the small moment, writers try and bring it alive by acting as if it was happening right now. We can do this by adding details such as dialogue, physical description, setting, character action, internal thinking – go over detail hand (See Resource Materials Packet or use graphic from Kindergarten). Details help the reader get a good picture in his/her mind of the story from event to event.”
- “When writers add dialogue, they are telling the actual words a character said. Let’s take a look at another small moment written by a first grader called *The Missing Trophy* (The Missing Trophy).
  - In the picture, she drew a speech bubble coming out of her brother’s mouth saying, ‘I got 1st place yay!’
  - This is one way writers show their readers what characters are saying. Another way to show what characters are saying is to put what someone said into the words of the story.”
- Teacher demonstrates adding dialogue to the words of his/her story, while also showing students how to add quotation marks around what was said
- Emphasis is not placed on the correct use of dialogue punctuation in this lesson, teachers are merely giving children exposure to quotation marks and asking students to give it a try
### Lesson Plan – Session 8, Continued

| Active Engagement | “Let’s take a look back at one of the stories you have been working on. I would like you to examine your pictures closely and give me a flashing light bulb signal when you have found a speech bubble. If you don’t have any speech bubbles in your story, look for a spot where you could add dialogue or what the character was saying. Think: What did I or my character say at this part? It is okay if you don’t remember the exact words. Just think what might have been said.”
| Link | “Now I want you to find a good place in your text where you would add this dialogue in sentence form to show your characters talking. Mark the spot with a dot. When you go back to your seat you can write the dialogue in sentence form.”
| Mid-Workshop Teaching Point | “Writers, I noticed that some of you have places where you want to write dialogue, but you don’t have enough room. Remember in Kindergarten you learned to use carets when you needed to add more words, but you didn’t have enough room. Let me show you how I used a caret in my piece when I didn’t have enough room.”
| After-the-Workshop Share | “Wow! It was amazing to see how your pieces changed today when you began to write not only what the characters did, but what the characters said. I also noticed many of you using these talking marks. They’re actually called quotation marks, and they go around the exact words the character says. Like right here, ‘Oh, no,’ I screamed. Quotation marks only go around the words that characters say in your stories. I bet lots of you will be adding quotation marks around the dialogue in your pieces!”
| | See Resource Materials Packet for other Share options
### Writing Unit of Study

#### 1st Grade – Small Moments: Personal Narrative Writing

### Lesson Plan

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<tr>
<td>Concept III</td>
<td>Writers attend to the qualities of good writing.</td>
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<tr>
<td>Teaching Point</td>
<td>Writers show where they are by the words they use. (add detail of setting)</td>
</tr>
</tbody>
</table>

### Materials

- Two mentor small moment books of your choice that have a strong setting
- Detail Hand – (See Resource Materials Packet)

### Tips

- The following link has useful information on setting: Technology Link: [http://www.brainpopjr.com/readingandwriting/storyelements/setting/](http://www.brainpopjr.com/readingandwriting/storyelements/setting/) (5 day trial before subscription is required)
- It may be helpful to create an anchor chart with setting words: weather (snowy, windy, rainy, sunny), seasons (fall, winter, spring, summer), time of day (morning, afternoon, evening, night), etc.

### Connection

- “Writers, so far we have learned to tell our readers who is in our story (character/s) and what they are doing (action/events). Today we are going to focus on another type of detail. I’m going to teach you how writers can show where their characters are by the words they use, this is called the setting.”

### Teach

- “Today I thought we’d study how one of our mentor authors wrote the setting of his/her story. Close your eyes and listen as I read you the beginning of the story. See if you can picture in your mind where and when the story took place by the words used.”
- Teacher reads beginning of story, creating the scene for students. Discuss the where and when of the story.
- Read the setting from a 2nd mentor text having students determine the setting. Discuss as a group.
- “Let me reread it again, as you listen and think about how shows where the characters are by the words s/he uses, setting the stage for his/her story. Would you turn and tell your partner what does that we could do in our stories?”
- Students share out
- “Writers what I’m hearing you say is that didn’t just say dull words like: today, one day, we were there, outside, etc.. Instead s/he used more descriptive type of words that show when or where the story took place, for example....”

### Active Engagement

- “Think about the story in which you have been working. I want you to close your eyes and imagine you are back there right now. Where were you? What time of day was it? What did the sky look like? Was it raining or was the sun shining brightly? What time of year was it? Was there snow on the ground? Were you sweating because it was so hot? Imagine you are there again, what do you see?”
- “Put your finger next to your eye when you can picture the setting, where and when your story took place. Now think aloud to yourself the words you would use to tell someone where you were and when this took place.”
- “Turn to your partner and share the words you are going to use to tell your reader when and where you are to create the setting of your story.”
- Teacher listens and coaches in on partnerships
- Teacher share out a few student examples
Lesson Plan – Session 9, Continued

| Link | “Now that you’ve had some time to picture the setting of your story in your head and practice the words you are going to use to show your readers when and where you are, I’m sending you off to make your stories better. Off you go!” |
| Mid-Workshop Teaching Point | Help students make connection to the setting icon (house) on the “My Story Planning Organizer” and how to plan ahead for the setting of a story before they write – when and where the story took place |
| After-the-Workshop Share | Review Detail Hand – explaining how setting paints a picture in reader’s minds too |
| After-the-Workshop Share | “Writers, I was so impressed at the words you used in your stories to tell your reader when and where your story took place. This helped to set the stage for your story. As I walked around the room, I closed my eyes while many of you read me your settings. Your words were so descriptive it was like I was right there with you!” |
| After-the-Workshop Share | “I would like to give you a chance to read your setting aloud to your partner and see if they can picture where your story took place by the words you used. Go ahead and try that now.” |
| After-the-Workshop Share | “Remember writers, each time you begin a new story you want to make sure to help your reader picture when and where the story took place by using very descriptive words!” |
| After-the-Workshop Share | See Resource Materials Packet for other Share options |
**Session 10**

**Concept III**  
Writers attend to the qualities of good writing.

**Teaching Point**  
Writers have an important job to do during a writing conference.

### Materials

- Writing booklets (3-5 pages)

### Tips

- At the early stages of writing development, most students when asked ‘What are you working on today?’ will declare their topic. Over time, encourage students to also name the writing strategy or process step that they are working on that day. As the year progresses, teachers may use a reference chart to help students think about or name what specific writing strategy or step in which they are working.

### Connection

- “Writers, we all have important jobs during Writing Workshop. One of my jobs is to meet with you to help you improve as a writer. This is called a writing conference. Today, I want to teach you what your job is during a writing conference.”

### Teach

- “Your first job in a writing conference is to tell me what you’re working on as a writer today. Your next job is to listen as I show you a way to improve as a writer. Your last job is to try using what I showed you during the writing conference.”
- Review steps: 1. Tell, 2. Listen, 3. Try
- “Writers I want you to watch and listen as _____ and I have a writing conference.” Teacher models a writing conference with a previously selected student highlighting the 3 general steps.

### Active Engagement

- “Writers, turn and talk with your partner about what you noticed during the writing conference.”
- “Writers we use a lot of signals or cues during workshop to help you know what to do. Let’s think of three signals we can use to help remind us as writers of our jobs during a writing conference. Our first job is to share what we are working on. Can you think of a signal that would help remind us of our first job?” Students share out ideas. “What signal could we use for our second job of listening?” Student share out. “And our last job during a conference is to try what we’ve learned. What signal should we use to remind us of our third job?” (Examples: tell - hands talking; listen - touch ear; and try - pretend writing in air)
- “Let’s practice. I’ll show you the signal and you tell me what your job is as a writer.”
- Practice as needed

### Link

- “As you go off to write today, remember what your job is at a writing conference. Let’s say and gesture your three jobs/responsibilities together.”

### Mid-Workshop Teaching Point

- Teach students the routine and ritual that if they conferenced with the teacher today, they are to put their writing in the “Teacher Inbox” at the end of writing workshop. This way, the teacher can review and celebrate how the student attempted what was suggested, as well as determine if more instruction is necessary.

### After-the-Workshop Share

- Teacher calls up a student who s/he had a conference with that was a good example of completing the three jobs taught. Share what the student did/said.
### Writing Unit of Study

**1st Grade – Small Moments: Personal Narrative Writing**

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<tbody>
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<td><strong>Concept III</strong></td>
<td>Writers attend to the qualities of good writing.</td>
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<tr>
<td><strong>Teaching Point</strong></td>
<td>Writers use punctuation to improve their Small Moment stories (.!?).</td>
</tr>
</tbody>
</table>

#### Materials

- Teacher sample story needing the three different types of ending punctuation (.,!?)
- Sample sentences from active engagement on sentence strips or chart paper

#### Tips

- This lesson goes hand in hand with how readers convey meaning in a story by using inflection in their voices when they read different types of ending punctuation (.,!?)
- Punctuation use should be reinforced in shared and interactive writing as well as in reading
- **Pet Show** by Ezra Jack Keats is a great mentor text for punctuation
- Optional: Give students individual punctuation signs they could hold up during active engagement

#### Connection

- “Writers, we really have been working hard on our stories! I’ve noticed all of you giving new things a try to make your stories even better – you are using a storyteller’s voice, adding dialogue so a reader feels like s/he is there, etc. Today, I’m going to teach you how writers use punctuation to improve their stories and make them more interesting for their readers.”

#### Teach

- “We all know that one way to end a sentence is with a period. We use a period when we are making a statement that gives information. But there are two other types of ending punctuation that writers can use to help readers know what we were thinking or how we were feeling.”
- “When writers use an exclamation point they are showing strong emotion. They want to give a little extra oomph because they had a strong emotion about what was happening. For example, they were so excited, so mad, so scared, or so sad. An exclamation mark looks like this: !”
- “When writers use a question mark, they are showing their reader a little wonder…hmmm??? (with voice inflection going up) or asking a question about something.” A question mark looks like this: ?
- Teacher thinks aloud…“What if I want to write, I caught a humongous catfish___ (use voice to show emotion). What ending punctuation mark would I use to show my reader how I was feeling?” Students respond. “You’re right! I would use an exclamation point to show my reader how excited I was.”

#### Active Engagement

- “Now it’s your turn to help me decide which ending punctuation marks to use to help improve my story.”
- Teacher shows three different sentences from sample story.
  - “This movie is really scary___” (strong emotion)
  - “Where should we sit_____” (wondering or asking a question)
  - “We found two seats together and sat down____” (statement of information)
- “Turn and talk with your partner to decide which ending punctuation marks I should use to help improve my story. Remember, exclamation points show strong emotion and give a little extra oomph, and question marks show wonder or ask a question. Periods are used when we make a statement or give information.”
- Students turn and talk with partner, then share out and explain their thinking. (This is where punctuation signs may be used.)
- After students share, reread showing how each sentence would sound with the punctuation.
Writing Unit of Study
1st Grade – Small Moments: Personal Narrative Writing

Lesson Plan – Session 11, Continued

<table>
<thead>
<tr>
<th>Link</th>
<th>“Are you ready to go back and add different types of ending punctuation to your sentences? Fantastic! I can’t wait to see how your stories will improve when you add your periods, exclamation points, and question marks.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Workshop Teaching Point</td>
<td>Remind and/or demonstrate how students can physically add more information – use caret and write in white space, add a flap, cut and tape/paste more paper, etc.</td>
</tr>
<tr>
<td>After-the-Workshop Share</td>
<td>“How many of you were able to use different types of ending punctuation to make your stories have stronger meaning today? Hands high in the air if you used a period. How about an exclamation mark to show emotion and strong feelings? Did anyone need a question mark to show their reader a little wonder or to ask a question? I can’t wait to take your stories home with me tonight to see how they’ve changed with new ending punctuation marks!”</td>
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<td>• See Resource Materials Packet for other Share options</td>
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Writing Unit of Study
1st Grade – Small Moments: Personal Narrative Writing

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<td>Writers attend to the qualities of good writing.</td>
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<tr>
<td>Teaching Point</td>
<td>Writers write endings that are close-in to the moment.</td>
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</tbody>
</table>

**Materials**
- Post-it notes (for share)
- Teacher story (for teach portion)
- Small Moment mentor text with a close-in ending (mid-workshop teaching point)

**Tips**

**Connection**
- “I loved reading your stories last night, especially now that they have different types of ending punctuation—except writers, I have to tell you one thing—sometimes your stories are so great (hold hand up high) and your endings are a letdown.” (bring hands down low)
- “Your stories go like this… (use voice inflection while reading to show excitement at the beginning then a deflated voice when the story moves away from the moment). ‘Yesterday our class was playing outside on recess. Brian and Rachel were hanging upside down on the monkey bars, swinging back and forth like real monkeys. ‘Ahhhh!’ Brian screamed. His legs let go and he fell to the ground. His knee was bleeding and he was crying very loudly. (change voice on last sentence) Then he went home.’”
- “Oh dear, everything falls apart. Then he went home. -- What a letdown!”
- “Today, we’ll learn how to write endings that keep with what is happening in the story, and are as wonderful as your stories.”

**Teach**
- “What some of you do is write endings that jump away from the Small Moment. You tell the story about Brian on the monkey bars and end it with…then he went home. Do you see how you are jumping away from the Small Moment and going to a whole different time and place?”
- “It doesn’t have to go that way. You will usually get a better ending if you stay close-in to the moment or what was happening in the story. In this case, we would stay close-in to the monkey bars scene. Hmm…one way we could end that story is by telling the very next thing that happened…Let me show you… I think I remember Rachel screaming, ‘Ms. Smith! Help Brian fell!’ I came running over and asked Brian if he was okay. I then asked a few friends to help walk him to the office to get a bandage and some ice.”
- “My story could end that way couldn’t it? See how it ends in the moment of the story versus jumping away to a different time or place.”
- “Or…another way to stay close-in to the ending is to say what you thought or what you felt. What did you think when Brian fell off the monkey bars? What did you feel?” Students respond
- “Do you see how we can stay close-in to the ending by 1) saying what happened next or 2) saying what we thought or felt, instead of jumping away from the moment?”

**Active Engagement**
- “Now I need your help staying close-in to the moment on my movie theater story. I wrote…Lauren was soaked. There was Coke all down the front of her clothes and all over the floor. Then we went home.”
- “Will you turn and talk with your partner about whether I have an ending that stays close-in the moment. Did I end with what happened next or with what we were thinking or feeling?”
- Students share out other possible ways to end the story by staying close-in the moment
Link

- “So when you write today and every day, if it’s time to end your story, pause and ask, ‘How do I want to end my story? Should I end with what happened next or end with what I was thinking or feeling?’ And from now on, let’s say we’re not allowed to end our pieces with ‘and then I went home’ or ‘and then I went to bed.’”

Mid-Workshop Teaching Point

- Read an ending of a small moment mentor text and discuss how the author ended the story – telling what happen next or what the character was thinking or feeling

After-the-Workshop Share

- “Writers reread your endings and see if you think your ending is good or not so hot? Remember for now we are saying a good ending is one that ends with what happen next or with what you were thinking or feeling. How many of you decided that your endings were not so hot? Good for you to see that! I felt exactly the same. When I read my ending, I thought, ‘this isn’t close in. I can do better than this!’ Please revise your endings tomorrow so that they stay close-in to the moment. You can even put a sticky note on that part to remind yourself of the work you need to do.”
- See Resource Materials Packet for other Share options
Lesson Plan

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<td>Teaching Point</td>
<td>Writers reread to make sure they stuck to their plans and stayed focused.</td>
</tr>
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### Materials

- Teacher sample story that doesn’t match picture plan - Teach 1
- Post-it notes
- Student sample of an unfocused story with many moments that is revised into a Small Moment story (previously chosen from a conference) – Teach 2

### Tips

- This is often a lesson that needs to be revisited, as maintaining focus is a struggle for many writers
- This is a lengthier than usual lesson so adjust time accordingly

### Connection

- “Writers, I have been noticing that a lot of you are writing stories that go away from your story plan or you are not writing Small Moments stories anymore. Today, I’m going to teach you how important it is that writers reread their writing and check that they’re writing stays focused and on track with their plans.”

### Teach 1

- “Sometimes writers make great picture plans (sketches), but forget to stick to them when they write the words. Watch (teacher gestures to eye) and listen (teacher gestures to ear) as I check to make sure that my story matches my picture plan.”
- Teacher may want to leave out a detail in their writing that is evident in the picture plan
- Teacher begins by looking closely at the picture on the first page and then reads the corresponding sentences
- Teacher thinks aloud, “Whoops! In my picture I drew ______. I don’t see that part anywhere in my story. I need to go back and write the words to make my picture plan and my story match.”
- Teacher demonstrates revising story to make picture plan and story match

### Active Engagement

- “Will you turn and talk with your partner about what you saw me say and do when I was checking to make sure my picture plan matched my story.”
- Students turn and talk with one another and share out their “noticings”
- “You see writers, rereading is a very important step that writers often forget to do. However, it is extremely important...especially when a writer is checking to make sure their picture plan matches their story.”

### Teach 2

- “Another reason a writer rereads their writing is to check that their story stays focused on their Small Moment. It is important that we hold on to one moment and tell a lot about it.”
- Use previously selected student writing with many moments
- “Boys and girls, yesterday I was conferring with ______, and s/he did such a smart thing I had to share it with you! When I asked _____ to reread his/her story to me, s/he noticed right away that s/he lost his/her Small Moment focus and instead had written about many moments.”
- Teacher reads the many moments story aloud
- “Right away s/he said, ‘I know how to fix this.’ They took their booklet apart and ... (describe what the writer did – deleted pages because not focused on the moment, added new pages if necessary to keep writing about the focused story, etc.) S/he began rewriting the story so that it stayed focused.”
- Teacher reads the student’s new focused Small Moment story aloud- pointing out the revisions
### Writing Unit of Study

**1st Grade – Small Moments: Personal Narrative Writing**

**Lesson Plan – Session 13, Continued**

| Active Engagement 2 | “Now I’d like to give you a chance to reread some of the stories you have been working on, checking for two things:
- Make sure that your words match your picture plan – Do you need to add more information?
- Make sure your story stays focused in your Small Moment.
- If you find a spot in your story that needs some fixing up, put a post-it note on that page so that you will know where to go back and make changes.” |
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<tbody>
<tr>
<td>Link</td>
<td>“Okay writers, as you go off, don’t forget to reread what you wrote checking to make sure 1) that you stuck to your picture plan and 2) that you have a focused Small Moment story.”</td>
</tr>
</tbody>
</table>
| After-the-Workshop Share | Select a student who reread his/her story and made revisions; either to match his/her picture plan to their story or to stay focused on a Small Moment
- See Resource Materials Packet for other Share options |
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<tr>
<td>Concept III</td>
<td>Writers attend to the qualities of good writing.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers celebrate qualities of good writing (detailed topics; actions in pictures; writers who make characters talk; and knowing the setting of the piece...qualities of good writing)</td>
</tr>
</tbody>
</table>

Materials

- Qualities of Good Writing in Small Moment Stories – Anchor Chart (from Immersion Phase)
- Writing booklets (3-5 pages)
- Student to demonstrate lesson with teacher
- Qualities of Good Writing in Small Moment Stories – Anchor Chart (from Immersion Phase)
- Writing booklets (3-5 pages)

Tips

- For a particularly challenging student who does not often work well with a partner, ask him/her to share his/her story with you (allowing you to compliment them personally), and then ask him/her to spend the remainder of the time traveling around the room with a clipboard as a reporter: listening in and watching partnerships work successfully together, complimenting one another, and sharing their stories. The student can take notes and report back to the class on what s/he saw, heard and learned
- Technology: Record students during partnerships using flip camera, iPad, iPhone, then email and show to students during share on Smart Board/TV

Connection

- “Writers, we have learned many new ways to improve our Small Moments stories and make them more interesting for our readers. Today, we are going to celebrate with our partners some of the things we did in our Small Moment stories. I am going to teach you some things to think about while having a conversation about our writing”

Teach

- “Let’s think back on what we’ve learned about Small Moment stories so far in our unit. What are some of the things we know writers can include in their stories to make them a well written piece? Turn and talk with your partner to brainstorm some ideas.”
- Students turn and talk with partners and share out, while teacher jots their ideas or refers back to anchor chart from Immersion Phase. Sample:

<table>
<thead>
<tr>
<th>Qualities of Good Writing in Small Moment Stories</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Write about one idea or thing- FOCUS</td>
</tr>
<tr>
<td>• Show your characters talking with speech bubbles</td>
</tr>
<tr>
<td>• Show your characters talking with dialogue in words</td>
</tr>
<tr>
<td>• Show when and where your story took place- setting</td>
</tr>
<tr>
<td>• Write a close-in ending</td>
</tr>
<tr>
<td>• Use different types of ending punctuation</td>
</tr>
</tbody>
</table>

- With a previously chosen student, demonstrate ways and words to use when celebrating a friend’s hard work and great writing
- “Listen (teacher motions to ear) and watch (teacher motions to eye) as _____ and I share our writing with one another and celebrate our hard work. I am going to be the first reader. I could begin by saying ‘Listen to my story...this is what I worked really hard on...let me show you what I did in my writing...”’
Lesson Plan – Session 14, Continued

<table>
<thead>
<tr>
<th>Teach – Continued</th>
<th>Active Engagement</th>
</tr>
</thead>
</table>
| ● Now listen how my partner talks back to me using some of the ideas on the chart. “Wow! You have a lot of great stuff in your Small Moment story! I really liked when you drew a speech bubble out of your dog’s mouth that said Ruff and then you wrote the dialogue in your words ‘Ruff,’ barked my dog. You worked really hard on your story. Give me a high five!” | ● “What did you notice that _____ and I did and said as we worked together as partners and celebrated our Small Moment stories? Turn and talk with your partner.”  
● Students share out their “noticings”  
● Example: “You talked about something from the chart. You gave them a high five. You used kind words with your partner. You made them feel good inside.”  
● Possible steps could demonstrate and/or discuss -  

**Working with Your Partner**

Step 1: Listening Purpose – Tell partner what s/he should listen for in your piece. How can your partner help you?  
Establish today’s purpose for listening for students: Find something your partner did well.  

Step 2: Partner A Reads/ Partner B Listens  

Step 3: Talk – Partner B gives a compliment/s  

Switch roles

Teacher may want to create a simplified version of these steps that are student friendly.  

Please note: This chart should be co-constructed with students based on how they would describe things.

**SAMPLE – Anchor Chart**

**Working with Your Partner**

- Step 1: Tell Listening Purpose  
- Step 2: Read/Listen  
- Step 3: Talk – Compliment/s  
- Switch roles

<table>
<thead>
<tr>
<th>Link</th>
<th>Mid-Workshop Teaching Point</th>
</tr>
</thead>
</table>
| ● “As you head off with your partners today to celebrate the hard work you’ve done on your Small Moment story so far, remember to show your friend how proud you are of them!” | ● Discuss turn taking in partnerships – how Partner A goes first and gets feedback, then Partner B goes next and gets feedback. Model as necessary to whole class or small group

<table>
<thead>
<tr>
<th>After-the-Workshop Share</th>
<th></th>
</tr>
</thead>
</table>
| ● Share may be done from their partner spots around the room  
● “Writers I am very proud of you today! Give me a ‘thumbs up’ if you are feeling proud of yourself, your Small Moment stories, and your partner. Go ahead and give yourselves a pat on the back for all of your hard work. I can’t wait to see where you will grow as writers from here.”  
● See Resource Materials Packet for other Share options |
Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept IV</td>
<td>Writers check the readability of their writing.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers identify readable and unreadable writing.</td>
</tr>
</tbody>
</table>

**Materials**
- Student writing folders filled with Small Moment stories

**Tips**
- For more comprehensive information, see: Calkins (2003). Writing for Readers: Teaching Skills and Strategies. Portsmouth, NH: Heinemann. – Lesson 2: Examining Readable and Unreadable Writing (Units of Study for Primary Writing: A Yearlong Curriculum)

**Connection**
- “Writers, we all had a great time celebrating our Small Moment stories yesterday. Over the next few days, we are all going to work EXTRA hard to make our writing easier to read. Yesterday, many of you asked me, ‘Can you read this?’”
- “Today, what I want you to know is that I’m not the only one who’ll be trying to read your writing. You will be trying to read your writing, your partners will be trying to read your writing and other friends around the school will be trying to read your writing. We will learn different ways to make our writing more readable to others.”

**Teach**
- “So let’s try it! Today we’re going to try really hard to read our own writing. If it is pretty easy to do, we’ll put it in one pile; let’s call this the readable pile. If it’s difficult to read we’ll put it in the hard pile, let’s call this the unreadable pile.”
- “I want you to watch what I did at home last night when I really, really, REALLY wanted to read your writing.”
- Teacher has stack of writing in their lap, without showing the students the pieces
- Teacher begins by thinking and talking aloud while examining the pictures, reading the words by sounding out tricky parts, and cross-checking with the pictures again
- Ask students to comment on what they noticed teacher doing while trying to read the story
- “I can read this writing! I’m going to put it in the ‘readable’ pile over here. If I get one that I can’t read, even when I try as hard as I just tried, then I’m going to put it in my ‘unreadable’ pile over on this side. If I can’t really read it, then the story doesn’t make sense to me.”
- Discuss what makes some pieces unreadable: no spacing, doesn’t make sense, writing all over the place, misspelled words, not many sounds in the words, no punctuation, etc. What makes other pieces readable – spacing, etc.

**Active Engagement**
- “Right now, will each of you open your folder and reread your writing that is in it. Remember to do your best, hard-work reading. As you reread your writing, remember to be honest... make two piles like I did—one for the readable writing and one for unreadable writing.”
- Teacher circulates listening and coaching while students sort

**Link**
- “Today, when you go off to write your Small Moment stories, make sure you are remembering to go back and try to read your story. From this day on, let’s all try hard to write stories that could go in your ‘easy to read’ pile.”

**Mid-workshop Teaching Point**
- “Some of you asked me what to do if some of your pages are unreadable. Let’s talk about what we can do.” Brainstorm with class how to fix unreadable parts, e.g. – if no spacing- could rewrite that page or that sentence, if can’t read a word – reread and see what makes sense then stretch word out and try to add more sounds, put the new word above the old word, etc. Note and discuss what students are finding as “problems” with their work.
"Writers, all of us need to be honest about whether our writing is readable. Being honest will help us make our writing better. Right now, would each of you look at the writing you did today and decide, 'Should today’s writing go in the easy to read pile or the hard to read pile?' If it would go in the hard to read pile, see if there is one little part that you think you could fix up and put a dot by this part. Then tomorrow during work time it may be the first thing you start working on so it will be easier to read.”

See Resource Materials Packet for other Share options
Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept IV</td>
<td>Writers check the readability of their writing.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Partners share each other’s piece giving kind compliments and suggestions.</td>
</tr>
</tbody>
</table>

### Materials
- Partner Talk - Compliments and Suggestions – Anchor Chart
- Teacher sample story needing some improvements

### Tips
- For more comprehensive information, see: Calkins (2003). Writing for Readers: Teaching Skills and Strategies. Portsmouth, NH: Heinemann. – Lesson 10: Writing for Partners (Units of Study for Primary Writing: A Yearlong Curriculum)
- Think about using the same accountability charts for both reading and writing workshop
- Think about making table tents with anchor charts for student use during partnerships

### Connection
- “Writers, over the past few days we have been working very hard at making our stories easier for others to read. Today I’m going to teach you how to be good partners for each other by giving compliments and suggestions.”

### Teach
- “A good writing partner is someone who helps to make our writing easier to read and someone who takes care of our feelings. They provide us with compliments as well as suggestions for how to make our writing even better. They give these suggestions in a nice way so our feelings won’t be hurt. Being a writing partner is an important job, and you need to do the job carefully.”
- “I made an anchor chart with some possible ways you could compliment your partners on the great jobs they are doing, as well as suggest a way they could make their writing better while taking care of their feelings. Let’s take a look and read over them together.”

#### Partner Talk

<table>
<thead>
<tr>
<th>Compliments...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Great job!</td>
</tr>
<tr>
<td>• This is easy to read.</td>
</tr>
<tr>
<td>• You have finger spaces.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggestions...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have you tried____?</td>
</tr>
<tr>
<td>• You could add____?</td>
</tr>
<tr>
<td>• What if you____?</td>
</tr>
<tr>
<td>• Have you thought about____?</td>
</tr>
<tr>
<td>• This part is a little tricky to read.</td>
</tr>
</tbody>
</table>
## Teach – Continued

- Read compliments and suggestions aloud with students
- Discuss and add additional Partner steps:
  - **Working with Your Partner**
    - Listening Purpose – Tell partner what s/he should listen for in your piece. How can your partner help you?
      - Today you are listening for something to compliment and a suggestion to make.
    - Read/Listen
    - Talk – Compliments and Suggestions
    - Mark the Spot for Changes
    - Make Changes – Revise
    - “I’d like all of you to be my writing partners today. Here’s the story I have been working on (teacher shows story to students). I’d like to read it to you. Please listen for two things: 1) compliments - if you see or hear something you really like you can let me know, and 2) suggestions - if there is something that I need to work on, I will need to know that too!”
    - Teacher reads story aloud to students
    - “Okay partners; remember you have a big job to do. I need you to help me make my story better, but also take care of my feelings! You can use our anchor chart to help you if you’re having a difficult time thinking of how to say something.”
    - Students share out their compliments and suggestions
    - “Wow! You guys are great partners! You made me feel proud of the work I’ve done, but you also used kind words to help me see how I can still improve my story. Thank you for your help!”
    - “I think I will mark this spot right here that I want to change. I will do that when we go off to write today.”

## Active Engagement

- “Before we leave the carpet today, I’d like everyone to practice giving one compliment and one suggestion. Let’s say your partner has very detailed pictures. What compliment might you give him/her?”
- Students turn and practice with a partner complimenting
- “Great job! You really did a nice job of complimenting your partner and making them feel good inside about their writing.”
- “Now let’s practice giving our partner a suggestion about how to add spaces to his/her writing. Remember, it’s important to take care of his/her feelings.”
- Students turn and practice giving a suggestion to their partners
- Remind students that when they really meet with their partner they should do what their partner suggests
- “Very impressive! You were able to give your partners a suggestion to help them improve their pieces, while also taking care of their feelings.”

## Link

- “Whenever you work with a writing partner, give them a complement and provide suggestions in a kind way. Please go off and share your piece with your partner. Let’s review the working with your partner partnership steps.”
- Review steps with students.

## Mid-Workshop Teaching Point

- Discuss/show how to mark the spot that needs revising/changing – put a dot, place a post-it, etc. Then, go back and make the change/s. Remind students: Suggestions lead to action on the writer’s part!

## After-the-Workshop Share

- Share out a partnership that gave compliments and used one another’s suggestions to improve their writing
- Add other possible compliments and suggestions to Partner Talk anchor chart
- See Resource Materials Packet for other Share options
Lesson Plan

Session 17
Concept IV Writers check the readability of their writing.
Teaching Point Partners identify the focus: Is it on topic? What are you trying to show me?

Materials
- A teacher sample story with many moments
- Student to demonstrate lesson with teacher

Tips
- If additional work is needed on effective partnership work, add or modify the Mid-workshop Teaching Point or Share to provide this support
- During reading, ask students to identify the focus of a book

Connection
- “Writers, you did a fantastic job yesterday with working with your partner to help each other make your stories better, while also taking care of their feelings. Today I’m going to teach you another way our partners can help us check to make sure our stories are on track and focused on our Small Moments.”

Teach
- “Remember when we first began planning our stories and I brought in my big ball of string? We talked about how important it is that writers have a focus. Focus means you are writing about one small moment and not all about a topic. I showed you how I only wanted to write about being at the movie theater and Lauren spilling her pop. I cut off a small part of the string to show where I wanted my story to begin and where I wanted it to end. This story has focus or is a small moment. I didn’t write all about everything I did that day. That would be an unfocused or an ‘all about’ story.”
- “Our partners can help us by checking to make sure that we have a focused Small Moment story and not a many moments story. They can ask us questions such as: What is your focus? What are you trying to show me? Is that a Small Moment story or a many moments story? Are you writing about just one idea? Or they can tell us what they think our story is all about: I think your piece was about ___. Am I right?”
- “_______ agreed to be my partner today. S/he is going to help me check to make sure my story is on track and focused. Okay ______, now remember as my partner you are helping me make my writing better, but also taking care of my feelings. If you notice my story is going off track and is becoming a many moments story, please give me a kind reminder such as, ‘Your story is going away from your Small Moment,’ or ask me a question, ‘Are you writing about just one idea?’”

- Teacher reviews possible partnership steps with new purpose for listening:
  - Working with Your Partner
    - Step 1: Tell Listening Purpose
      - Is it a small moment or many moments? Etc...
    - Step 2: Read/Listen
    - Step 3: Talk—Compliments and Suggestions
    - Step 4: Mark the spot for changes
    - Step 5: Make changes—Revise

- Teacher reads the story aloud until student gives reminder or asks question
- “Thank you for helping me notice that my story needs a little fixing up. I’ll go back and make some changes to keep my story focused.”
Lesson Plan – Session 17, Continued

| Active Engagement | “Let’s practice asking questions to help our partners stay focused on their Small Moment. Turn to your writing partner and take turns saying what you think your partner’s piece is about. I think your piece was about ______. Am I right? What would you say if you noticed their story had many ideas and was missing a focus? You might say...I’m confused. Is your story about ____ or ____? Go ahead and practice being a supportive partner.” |
| Link | “As you work with your partners today, remember your job is to help make your partner’s writing better by keeping them focused on one Small Moment. Don’t forget to ask questions, give suggestions, and take care of one another’s feelings. Off you go!” |
| Mid-workshop Teaching Point | Review turn taking in partnerships – how Partner A goes first and gets feedback, then Partner B goes next and gets feedback. Model as necessary to whole class or small group |
| After-the-Workshop Share | Share may be done from partner nooks around the room |
| | “Partners, I’d like to interrupt your hard work to share with you a few things I have seen and heard while walking around the room and visiting with partnerships.” |
| | Teacher shares out several “noticings” that support partner talk and partner work |
| | “Give your partner a high-five for all of your hard work today in partnerships! Also, let’s not forget to thank our partners for their support. We will have more opportunities to work with our partners over the next few days.” |
| | See Resource Materials Packet for other Share options |
Lesson Plan

Session 18
Concept IV Writers check the readability of their writing.
Teaching Point Partners share each other’s piece asking: Does it look right? Does it sound right? Does it make sense?

Materials

- Teacher sample story with several spots needing editing/revision
- Purple pens for revision
- Student to demonstrate lesson with teacher

Tips

- If this is the first time your students are using colored pens to revise/edit, you may want to have some discussion surrounding what they may be used for and what they may NOT be used for. Example: “They are not for drawing pictures, coloring pictures, doodling on the sides of the paper, etc… They are for making changes to our words and punctuation only!”
- Students should be familiar with these concepts from reading: Does it look right? Does it sound right? Does it make sense?

Connection

- “Writers, we are nearing the end of our Small Moment writing unit. Our partners have been helping us prepare our pieces so that they are easy to read by others. Today is going to be our trial run! Your partners are going to have a chance to read your Small Moment story and will help you think…Does my story look right? Does my story sound right? Does my story make sense?”

Teach

- Using teacher sample story, teacher invites students to act as her/his writing partners for the day
- Review possible partner steps:
  - Working with Your Partner
    - Step 1: Tell Listening Purpose
      - Does it look right? Does it sound right? Does it make sense?
    - Step 2: Read/Listen
    - Step 3: Talk – Compliments and Suggestions
    - Step 4: Mark the spot for changes
    - Step 5: Make changes - Revise/Edit
  - “Will you be my writing partners today? You have a big job to do! You will be reading my story aloud, checking to make sure it makes sense, and being careful with my feelings. Are you up for the challenge? Oh, thank you! As you’re reading, if you see something that doesn’t look right, sound right, or make sense, make sure to let me know using your kind words.”
  - Teacher reads sample story aloud, stopping at several key spots (or per page) for students to make suggestions/give reminders for editing and/or revision
  - Teacher shows how she marks a spot that needs changing, and how she goes back later and makes revisions/edits on the spot with partner suggestions using a purple pen

Active Engagement

- “Before I send you off in your partnerships, I want to make sure you are very clear on your job today. Please turn and tell your partner what you will be doing in your partnerships.”
- Students turn and talk with partners, listing their duties for the day
- “As I was listening in, I heard many of you say that the first thing you have to do is take care of your partner’s feelings. How many of you said that to your partner? Great! I also heard you mention that you are going to listen to your partner’s story, thinking…Does it look right? Does it sound right? Does it make sense? You are going to give compliments and suggestions. You will make changes to your writing using our purple pens.”
- Review Working with Your Partner Chart
Lesson Plan – Session 18, Continued

<table>
<thead>
<tr>
<th>Link</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>“Alright writers, I can’t wait to see all of the improvements you’re going to make to your stories. Off you go! Don’t waste any time getting started.”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After-the-Workshop Share</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Teacher shares out 1 or 2 partnerships who successfully helped one another revise/edit their stories to make sure it looked right, sounded right, and made sense</td>
<td></td>
</tr>
<tr>
<td>See Resource Materials Packet for other Share options</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Plan

Session 19
Concept IV Writers check the readability of their writing.
Teaching Point Partners share each other’s piece to edit spelling.

Materials
- Teacher sample story with spots needing spelling work
- A second sample story for partnerships to edit for spelling during Active Engagement – 1 copy per partnership
- Classroom and/or personal word walls
- Purple pens for editing
- Personal word wall charts

Tips
- Students cannot be held responsible for the correct spelling of words that they have not yet been taught, they should be responsible for all Kindergarten target/required words and the First grade words taught to date
- Reinforce the use of the word wall during shared and interactive writing
- It is not an expectation that teachers will take students’ writing home and edit for correct spelling, what students are able to edit (in this case spelling) for themselves and with a partner is an indication/assessment of where they are developmentally
- Operationally define edit in K-2 student friendly language with colleagues and then share definition with students

Connection
- “Writers, it is time to take out those purple pens again! Today, I am going to be teaching you how to edit your stories for spelling with a partner. Editing is... (define based on what K-2 teachers have determined is an operational definition for this level).”

Teach
- “Sometimes when we write, we are working so quickly to get all of our thoughts and ideas on the paper that we speed right through words we already know how to spell. It is extremely important that writers go back and reread their stories looking for words that we already know how to spell or words on our word wall that need some fixing up. One way we can do this is with our partner. It is always a good idea to have another set of eyes because they may spot something that we don’t.”
- “I have a story here that I have been working on for a while and I would like some help editing for my word wall words. Can you help me with that? Let’s read my piece together out loud, and if you see a word wall word that needs fixing go ahead and let me know using your polite words such as, ‘I found one.’ or ‘What about this word?’.”
- Teacher and students read piece aloud, stopping to edit for spelling with purple pen
- Reinforce that it is important to show all of our hard work and that we don’t need to erase the word and write it again the correct way; we can simply cross out the word in purple pen and write it above. This shows our “lines of learning” and the efforts we put into our work

Active Engagement
- “Now I’d like you and your partner to have an opportunity to be editors of another piece of my writing. Go ahead and use your purple pens to edit this story using our word wall to help you.”
- Teacher hands partnerships a purple pen and a copy of a short text with misspellings of word wall words
- Stop writers after a few minutes and say, “Writers, did you have a chance to be editors of my piece of writing? Great! I think you’re ready for the real thing.”
Lesson Plan – Session 19, Continued

<table>
<thead>
<tr>
<th>Link</th>
<th>● Review possible partner steps:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Working with Your Partner</td>
</tr>
<tr>
<td></td>
<td>○ Step 1: Tell Listening Purpose</td>
</tr>
<tr>
<td></td>
<td>Check if word wall words are spelled correctly</td>
</tr>
<tr>
<td></td>
<td>○ Step 2: Read/Listen</td>
</tr>
<tr>
<td></td>
<td>○ Step 3: Talk –Compliments and Suggestions</td>
</tr>
<tr>
<td></td>
<td>○ Step 4: Mark the spot for changes</td>
</tr>
<tr>
<td></td>
<td>○ Step 5: Make changes- Revise/Edit</td>
</tr>
<tr>
<td></td>
<td>“It’s time to get started editing your story with your partner. You and your partner will need to decide whose piece you’ll work on first. Then you will both work together to fix up that person’s piece, looking for any words that are on our word wall that aren’t spelled correctly in his/her story.”</td>
</tr>
</tbody>
</table>

| Mid-workshop Teaching Point |  ● Explain and model that after checking word wall words they may want to look at other words that aren’t word wall words and see if they could fix the spelling by adding more sounds. |

| After-the-Workshop Share    |  ● “Writers, you did a wonderful job today working with your partner as editors for spelling! Give me a ‘thumbs up’ signal if you were able to find a few word wall words that needed some fixing up in your story? That’s great, it tells me that you were taking your job seriously and looking very closely at the words of your stories.” |
|                            |  ● See Resource Materials Packet for other Share options |
# Writing Unit of Study

1st Grade – Small Moments: Personal Narrative Writing

## Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept IV</td>
<td>Writers check the readability of their writing.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Partners share each other’s pieces to edit for punctuation.</td>
</tr>
</tbody>
</table>

### Materials

- Purple pens for editing
- Teacher sample story that needs punctuation editing

### Tips

- Reinforce the purpose and correct use of punctuation in shared and interactive writing

### Connection

- "Writers, yesterday you worked with your partners to edit your stories for spelling. I was proud of you and the improvements in your stories. Today, you will have another opportunity to put on your editor’s hat and take a close look at punctuation. Remember Editing is... (define based on what K-2 teachers have determined is an operational definition for this level)."

### Teach

- "Sometimes when I look back over my writing I realize that I forgot punctuation. Without any punctuation in my story I’m not sure where I want my sentences to start and where they should end. This can make it very hard to read what I wrote! Also, punctuation signals for a reader how to read a piece. Readers pause at a period, exclamation point and question mark. Read to see if you need to add any one of these punctuation marks."
- "I want you to listen as I try to figure out where the punctuation should go in one of my old stories. First, I reread my story and then I think about the way I want it to go. Punctuation will help me decide how my story should be read...”
- Begin reading a few short sentences that are intertwined without punctuation, pausing in the incorrect places
- "Hmm...this is why it is important to have punctuation, because your reader doesn’t know where you want them to pause at the end of a sentence. Even I’m having trouble figuring out where to stop, and I wrote this story! Let me try reading it again deciding where to put punctuation.”
- Teacher reads the few sentences again, this time correctly identifying a few more correct places for pauses/ending punctuation and inserting them with a purple pen

### Active Engagement

- "Writers, I need your help! I still am not sure where my punctuation should go in these last few lines. Would you help me by listening closely as I read this part aloud, thinking about where I should tell my reader to take a breath?”
- Teacher reads the last few lines of text, and then asks students to turn and talk with their partner to discuss where the ending punctuation should go
- "I heard many of you say that my period should go after the word ______. Do you all agree? Let’s reread and make sure it sounds right.” Reread sentence. “Yes I think so. Let’s use my purple pen to put a period there. Thank you so much for helping me.”
- Teacher also has examples using exclamation point and question marks in teacher story
Writing Unit of Study
1st Grade – Small Moments: Personal Narrative Writing

Lesson Plan – Session 20, Continued

<table>
<thead>
<tr>
<th>Link</th>
<th>• Review possible partner steps:</th>
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<tbody>
<tr>
<td></td>
<td><strong>Working with Your Partner</strong></td>
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</table>
|  | o Step 1: Tell Listening Purpose
|  | Check if ending punctuation is there
|  | o Step 2: Read/Listen
|  | o Step 3: Talk – Compliments and Suggestions
|  | o Step 4: Mark the spot for changes
|  | o Step 5: Make changes - Revise/Edit
|  | “Now that you’ve helped me edit my piece of writing for punctuation, it is your turn to help your writing partner edit theirs. Make sure to go back and reread, thinking about where your reader needs to take a pause, for your story to make sense. If you find a spot needing punctuation, use your purple pens to add a period, exclamation point, or question mark.”

| After-the-Workshop Share | • “Many of you were able to go back in your stories and make them easier to read by adding punctuation. Let’s see how _____ and ______ worked together to add punctuation to their stories.”
|  | • “Today and every day when you are writing, take your time to make sure you are adding punctuation to help make it easier for others to read your stories.”
|  | • See Resource Materials Packet for other Share options
Lesson Plan

Session 21
Concept V Writers share and reflect on their writing.
Teaching Point Writers choose and rehearse a piece, then share and reflect with an audience.

Materials
- Writing folders with Small Moment stories (ask students to bring their folders to the meeting area with them)
- Teacher Small Moment story
- Student Reflection- (optional) (See Resource Materials Packet)

Tips
- Possible reflection option: Have students do a written reflection on their new “learnings” within the Small Moment unit (See “My Small Moments Reflection” sheet in Resource Materials Packet)
- This reflection could be kept with their celebration story, portfolio, etc.
- Discussion of how to read with expression and intonation should be familiar from reading work
- Remember – Students need to have multiple pieces saved from this unit for the upcoming revision unit

Connection
- “This is it writers, today is the day we will be celebrating all of our hard work and wonderful Small Moment stories. We have spent the last several weeks learning how to write Small Moment stories just like our mentor authors. We also spent a lot of time working with our partners to make our writing easier to read and today we will get to share our pieces with others.”

Teach
- “Friends, please take out your folders and begin looking for the Small Moment story that you would like to share with others. Please make sure that the story you choose is one that is focused and easy to read for both yourself and for others. When you have chosen your story please tuck your folder under your legs and place your story in your lap.”
- “I’m getting very excited just seeing the stories you have chosen, waiting in your laps. Before we head off to read our stories and celebrate with our friends, we have some practicing to do. Just like an actor or actress has to rehearse their lines before a play or a movie, we need to rehearse our stories. I would like to practice reading my Small Moment story aloud to you. Listen (teacher gestures to ear) carefully and let me know what you think when I’m finished.”
- Teacher reads his/her story aloud in a monotone voice
- “What did you think?” Students respond - examples:
  - “It all sounded the same.”
  - “It wasn’t your most exciting voice.”
  - Etc...
- “You’re right. I definitely wasn’t reading like a storyteller would. I wasn’t reading it with much expression. Let me try again and see if you can notice a difference.”
- Teacher rereads piece using expression and intonation
- Then ask students which reading they enjoyed more, the first or the second. Discuss how they were different

Active Engagement
- “It’s rehearsal time writers! I’m going to give you some time to practice reading the Small Moment story you have chosen in a storyteller’s voice right here at the meeting area. Read with expression and pause at the right spots. Go ahead...I’ll be listening.”
## Writing Unit of Study

**1st Grade – Small Moments: Personal Narrative Writing**

### Lesson Plan – Session 21, Continued

<table>
<thead>
<tr>
<th>Link</th>
<th>“Writers as you go off today please add anything you thought you forgot when you practiced your story, and then take a few minutes to read it like you were reading it to an audience. In a few minutes, I will give you a chance to share your pieces.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>After-the-Workshop Share</td>
<td>“Now it’s time to share our pieces. We will begin by sharing with our writing partner. When you get done reading to your partner, come to me and I will put you with another partner.”</td>
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<tr>
<td></td>
<td>Partners share</td>
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<td></td>
<td>“This has been such an exciting day! All of your hard work has paid off and you have grown so much from when we started our Small Moment writing unit. Before we bring our celebration to a close, I’d like to reflect on our learning. Close your eyes right now and think...What did I learn about Small Moment stories? What is something new that I tried in my writing? How has my writing gotten stronger over the past few weeks?”</td>
</tr>
<tr>
<td></td>
<td>Ask students to share out their unit reflections</td>
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