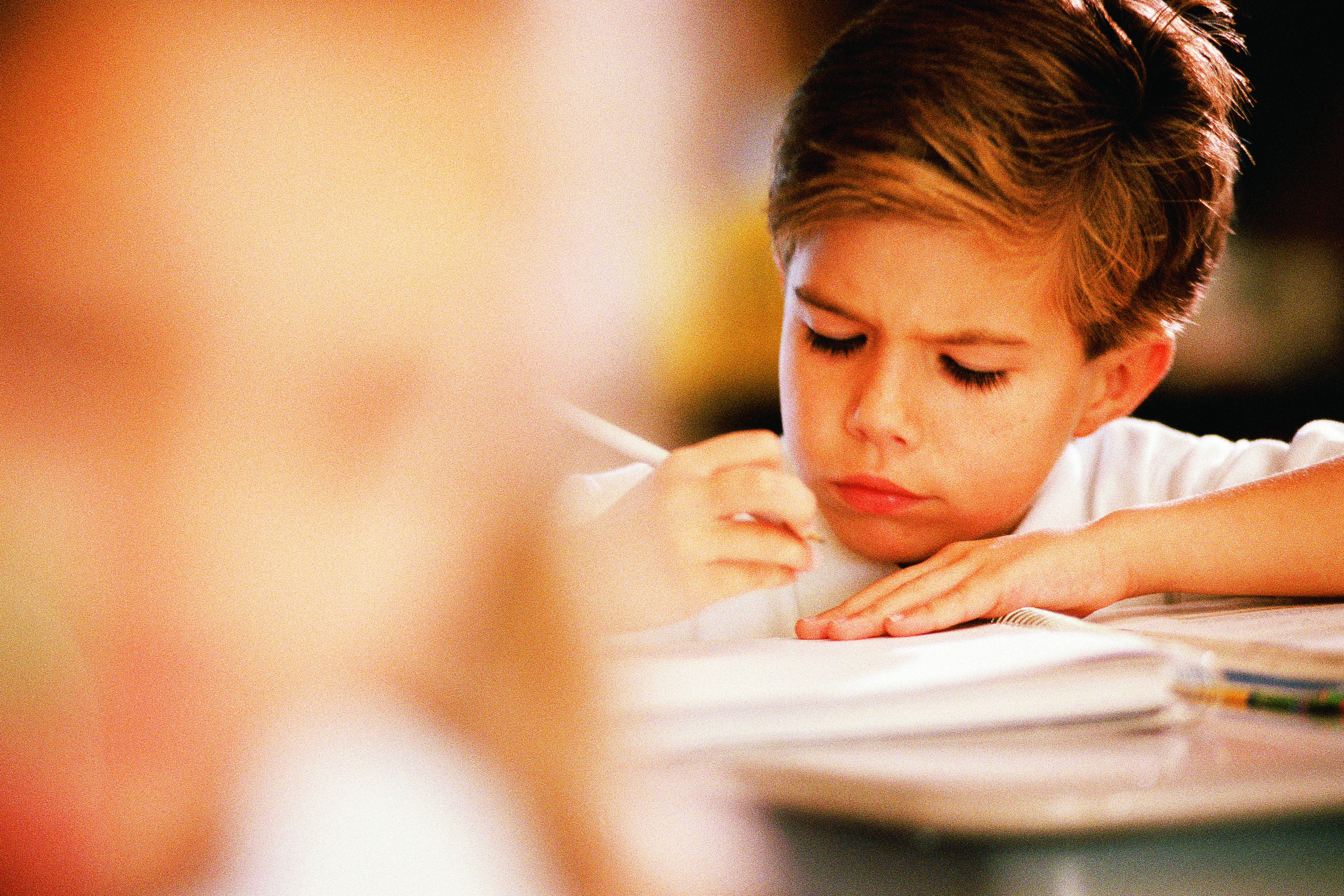
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ELA

Common

Core

Standards

**Writers Workshop Unit of Study**

**1st Grade**

**Small Moments:**

**Personal Narrative Writing**

**Unit 2**

**Table of Contents**

Unit Abstract 1

Overview of Sessions 2

Immersion Phase Explanation 3

Lesson Plans 7

Resource Materials for Lessons Plans See Separate Packet

**Unit Abstract**

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| --- |
| This unit of study has a twofold focus.  First, students will focus on the writing of personal narratives by stretching out a small moment. Charting strategies for generating stories students learned in kindergarten in addition to teaching new strategies will develop the student’s repertoire for gathering ideas. Share time will give students a chance to add their own ideas to the chart as the unit progresses. The unit will emphasize and elaborate the qualities of good writing including detail, dialogue, setting, sequence, and answering the reader’s questions. 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. Students will be taught the importance of focus in their piece of writing. The expectation is that first graders will write approximately four to six booklets a week during the course of the unit. These three to five page booklets will have two to three sentences on each page. Writers will be taught how to make thoughtful decisions on what goes on each page.  Partnerships will play a critical role in the development of young writers. Students will be taught to rehearse and read their pieces to each other like storytellers. Partners will be taught to find the most important part of each other’s writing and to say why they think that part is the most important. Along with developing a critical eye partners need to be taught how to celebrate detailed topics, actions in the pictures, dialogue and other qualities of good writing.  The second focus of the unit is readability. Our young writers will be taught to reread their piece to see if it is readable and then make adjustments. Partnerships continue to play an important role as we move to this second focus. Partners will read each other pieces and suggest ways to make it 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. |

**Overview of Sessions – Teaching Learning Points**

**Concept I - Writers utilize mentor texts to craft their writing**

Writers… Immersion Day 1- read mentor texts as writers to discover the elements/characteristics of small moment stories

Immersion Day 2- reread mentor texts as writers to discover the elements/characteristics of small moment stories (continuation of previous day)

Immersion Day 3- reread mentor texts as writers to discover qualities of good writing in small moment stories

Immersion Day 4- reread mentor texts as writers to discover qualities of good writing in small moment stories (continuation of previous day)

Immersion Day 5- gather ideas for their own small moment stories from mentor texts

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

Writers… Day 1- have strategies for gathering ideas

Day 2- narrow the focus of their idea, thinking about where their stories begins and ends

Day 3- tell their stories across their fingers

Day 4- tell their story like to their partner like a storyteller

Day 5- sketch their ideas across the pages (beginning, middle, end)

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

Writers… Day 6- use the actions in their pictures to write their words

Day 7- add more detail to their stories by telling more about each and every step as the story moves forward

Day 8- remember that they can add speech bubbles to their writing but can also write what the characters say in sentences

Day 9- show where they are by the words they use

Day 10- use punctuation to improve their small moment stories (.!?)

Day 11- write endings that are close in to the moment

Day 12- celebrate detailed topics, actions in pictures, writers who make characters talk and knowing the setting of the piece….qualities of good writing

**Concept IV - Writers check the readability of their writing**

Writers… Day 13- identify readable and unreadable writing

Day 14- reread to make sure they stuck to their plan and stayed focused

Partners... Day 15- read each other’s pieces giving kid compliments and feedback

Day 16- identify focus. Is it on topic? What are you trying to show me?

Day 17- read each other’s piece asking…Does it look right? Does it sound right? Does it make sense?

Day 18- read each other’s piece to edit spelling

Day 19- read each other’s piece to edit for punctuation

**Concept V - Writers share and reflect on their writing**

Writers… Day 20- choose and rehearse a piece, then share and reflect with an audience

**Immersion Session**

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| --- | --- |
| **Session** | Immersion Sessions 1-5 |
| **Concept** | Writers utilize mentor texts to craft their writing |
| **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 |

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| **See writers…** | **Hear writers…** |
| * Rereading mentor texts * Using reading strategies * Sharing mentor texts with others * Referencing mentor texts during the writing process * Gathering ideas from mentor texts | * Saying, *“This story has is a beginning, middle, and end.”* * Saying, *“I can write a true story like that!”* * Saying, *“I’m going to be the character in my story.”* * Saying, *“The story is about one thing.”* * Saying, *“The story tells us who, where, and what.”* * Saying, *“This story has a good ending.”* * Saying, *“All of these stories are about things people do.”* |
| **Materials** | |
| * Chart paper * Mentor texts that are good examples of Small Moments stories | Mentor Texts   * *Salt Hands,* Jane Chelsea Aragon or *Joshua’s Night Whispers*, Angela Johnson * *Fireflies!,* Julie Brinckloe * *Shortcut*, Donald Crews * *The Leaving Morning,* Angela Johnson * *Canoe Days,* Gary Paulsen |

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| **Instructional Purpose of Immersion for Small Moments: Personal Narrative Writing** | * The purpose of this immersion is to develop a working definition of Small Moment stories and identify characteristics of well written pieces * Basically, students are thinking about, *“What are the essential elements of Small Moment stories?”* and *“How do the authors attend to the qualities of good writing?”* * The goal is meant to move students from *explorers* of Small Moment stories to *crafters* of Small Moment stories * Concept I is considered the immersion phase and is meant to be done before beginning Concepts II-V * It is suggested that most immersion activities take place during read aloud and/or shared reading * These lessons follow an inquiry approach, therefore, there are no specific mini-lessons * Teachers should follow the lead of their students—notice, restate, 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 * Text selection should include published books as well as student authored work * There is no one “right” way of immersing students in published authors’ work however, there is a basic tenet that it should be a co-constructed inquiry * As we progress through the units, immersing will take on a different focus as the control of the inquiry moves from more teacher directed to student ownership |

**Immersion Session, Continued**

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| **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, you 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  |  | | --- | | What **MUST** A Small Moment Story Have? | | * It’s about one thing * A true story about ourselves * It’s about things 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 |  * If students don’t notice all elements the first day of immersion or they have some incorrect elements listed, it is okay * The anchor chart will be revised again on day 2 of immersion |
| **Immersion Session 2 (read aloud) - Writers reread mentor texts as writers to discover the elements/**  **characteristics of Small Moment stories (continuation of day 1).** | * **Remember,** this is being done during read aloud, you may want to read mentor texts prior to beginning immersion as an interactive read aloud, focusing on content * 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 a Small Moment stories  |  | | --- | | What **MUST** A Small Moment Story Have? | | * It’s about one thing * A true story about ourselves * It’s about things 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 | |

**Immersion Session, Continued**

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| **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, you 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 the texts, noticing and charting qualities of good writing in Small Moment stories, although your students may have many valid ideas, we want to 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 (Unit 3 Revision & Unit 6 Author’s as Mentors) * This is a time when we are scaffolding by good questioning (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?”*  |  | | --- | | **Qualities of Good Writing**  **in Small Moment stories** | | * Pictures and action words go together * We can hear characters talking in speech bubbles and in dialogue * Tells us where and when the story takes place (setting) * Uses different types of punctuation (.!?) * The ending stays with the Small Moment | |
| **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).** | * **Remember: This is being done during read aloud. You may want to read mentor texts prior to beginning immersion as an interactive read aloud, focusing on content.** * Repeat Immersion Day 3: Revisit texts chosen on day one or two of immersion * Reread the texts, adding noticings and continue charting qualities of good writing in Small Moment stories * Although your students may have many valid ideas, we want to 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 (Unit 3 Revision & Unit 6 Author’s as Mentors) * This is a time when we are scaffolding by good questioning (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?”*  |  | | --- | | **Qualities of Good Writing**  **in Small Moment stories** | | * Pictures and action words go together * We can hear characters talking in speech bubbles and in dialogue * Tells us where and when the story takes place (setting) * Uses different types of punctuation (.!?) * The ending stays with the Small Moment | |

**Immersion Session, Continued**

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| **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, you may want to read mentor texts prior to beginning immersion as an interactive read aloud, focusing on content * Revisit the mentor texts you have 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  |  | | --- | | **Writers Have Strategies for Gathering Story Ideas** | | * A time when you were\_\_\_\_ (scared, mad, excited, nervous, funny) (*Shortcut, Salt Hands)* * A time you learned a lesson *(Shortcut)* * A time you will never forget * A family story *(The Leaving Morning)* * Something you do well * An observation in nature *(Salt Hands, Canoe Days, Fireflies)* * Stories about doing something with friends * Pet stories | |

**Lesson Plans**

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| **Session** | 1 |
| **Concept** | Concept 2: Writers plan and rehearse their writing. |
| **Teaching Point** | Writers have strategies for gathering ideas. |

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| **See writers…** | **Hear writers…** |
| * Looking at books for ideas * Looking and touching the idea chart * Planning their ideas across their fingers * Looking and telling their idea to their partner * Sketching their story across the pages of their book * Using the planning anchor chart (hand) | * Saying, *“My story is all about \_\_\_\_.”* * Telling the story to themselves and to their partner like a storyteller * Say, *“This is where my story begins \_\_\_\_\_\_\_.”* * Say, *“This is where my story ends \_\_\_\_\_\_\_\_.”* * Say a beginning (who, where, what), middle (details), end (wrap it up) |
| **Materials** | |
| * Immersion Session 5 Anchor Chart (Writers Have Strategies for Gathering Story Ideas) | * Writing Booklets (3-5 pages) * Story Idea Organizers for each student (Resource 1) |

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| **Connection** | * Teacher says, *“Writers, in kindergarten you learned that everyone can be an author and write about true stories about things we know. I know you learned a few ways of gathering ideas for your stories. You learned about gather****i****ng ideas from books, friends, and things you can do. Today I’m going to teach you another strategy for gathering ideas for your stories.”* |
| **Teach** | * Teacher says, *“Yesterday during read aloud we looked closely at our mentor texts and noticed where the authors gathered their ideas from. Let’s revisit our anchor chart from yesterday.”* * Teacher rereads chart aloud  |  | | --- | | **Writers Have Strategies for Gathering Story Ideas** | | * A time when you were\_\_\_\_ (scared, mad, excited, nervous, funny) (*Shortcut, Salt Hands)* * A time you learned a lesson *(Shortcut)* * A time you will never forget * A family story *(The Leaving Morning)* * Something you do well * An observation in nature *(Salt Hands, Canoe Days, Fireflies)* * Stories about doing something with friends * Pet stories |  * Teacher says, *“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…”* |
| **Active Engagement** | * Teacher says, *“Can you think of a time when you were mad? Was there a time when you were excited or scared? Think about a time (teacher points to temple and children do the same). When you’ve thought of a time give me a flashing hand signal.”* * Have a few students share aloud their story ideas, emphasizing the emotion that brought them to this idea |
| **Link** | * Teacher says, *“As you go off today I want you to think about the strategy we just learned, but also remember you can use our chart for other story ideas.”* |

**Lesson Plans, Session 1 Continued**

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| **After-the-Workshop Share** | * Teacher says, *“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 an organizer that will help you jot down a place for story ideas and hold your thinking until you are ready to begin writing.”* * Teacher hands out story idea organizer and asks students to return to their seats to begin filling out (Resource 1) * Organizers are best kept in students’ writing folders for frequent reference |
| **Tips** | * Using five page booklets allow your students to make a direct correlation between the story they are telling across their five fingers to the pages of their booklet * Using three page booklets sets your students up for writing more on a page, with their three middle fingers representing the middle of their stories |

**Lesson Plans**

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| **Session** | 2 |
| **Concept** | Concept 2: Writers plan and rehearse their writing. |
| **Teaching Point** | Writers narrow the focus of their idea, thinking about where their story begins and ends. |

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| **See writers…** | **Hear writers…** |
| * Looking at books for ideas * Looking and touching the idea chart * Planning their ideas across their fingers * Looking and telling their idea to their partner * Sketching their story across the pages of their book * Using the planning anchor chart (hand) | * Saying, *“My story is all about \_\_\_\_.”* * Telling the story to themselves and to their partner like a storyteller * Say, *“This is where my story begins \_\_\_\_\_\_\_.”* * Say, *“This is where my story ends \_\_\_\_\_\_\_\_.”* * Say a beginning (who, where, what), middle (details), end (wrap it up) |
| **Materials** | |
| * A ball of string * Scissors | * Writing Booklets (3-5 pages) * Teacher sample story (you can use the one in the lesson or you can come up with your own) * You won’t need to write this story out |

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| **Connection** | * Teacher says, *“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, and we play at school together. But I only want to write about one small part. 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. *“We got in the car, 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 * Teacher thinks aloud, *“Wow, I really didn’t need that part about getting in the car and buying the tickets. I can snip that part right off.”* * 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 it 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 out this part at the end about getting in the car, driving home, and changing into new clothes.”* |
| **Active Engagement** | * Teacher says, *“Turn and talk to your partner thinking why I would want to make my story shorter.”* |
| **Link** | * Teacher says, *“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.”* |

**Lesson Plans, Session 2 Continued**

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| **After-the-Workshop Share** | * Ask students to bring the story they’ve been working on to the carpet * Teacher says, *“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: Is this about a small part? Is this a true story? Does it make sense? Where did it start and end?”* * Students read their stories to one another asking some of the above questions |
| **Tips** | * Alternative After-the-Workshop Share: Have students check their own piece of writing against criteria of a Small Moment or have a fictitious story and check against the criteria |

**Lesson Plans**

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| **Session** | 3 |
| **Concept** | Concept 2: Writers plan and rehearse their writing. |
| **Teaching Point** | Writers tell their story across their fingers. |

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| **See writers…** | **Hear writers…** |
| * Looking at books for ideas * Looking and touching the idea chart * Planning their ideas across their fingers * Looking and telling their idea to their partner * Sketching their story across the pages of their book * Using the planning anchor chart (hand) | * Saying, *“My story is all about \_\_\_\_.”* * Telling the story to themselves and to their partner like a storyteller * Say, *“This is where my story begins \_\_\_\_\_\_\_.”* * Say, *“This is where my story ends \_\_\_\_\_\_\_\_.”* * Say a beginning (who and where), middle (details), end (wrap it up) |
| **Materials** | |
| * Planning Organizer Anchor Chart Resource 2(Hand: Beginning, Middle, End) | * Writing booklets (3-5 pages) * Teacher sample story (from previous lesson) |

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| **Connection** | * Teacher says, *“We’ve been working a lot on the importance of thinking about where our stories begin and end. 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.”* |
| **Teach** | * Referring to planning anchor chart (Resource 2) teacher says, *“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 details 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.”* |
| **Active Engagement** | * Teacher says, *“Now it’s your turn to tell your story across your fingers. Remember, your thumb is the who and where, your middle three fingers tell what you were doing with details, and your pinky wraps up the ending.”* * Students tell their stories to themselves across their fingers as you coach in |
| **Link** | * Teacher says, *“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.”* |
| **After-the-Workshop Share** | * Teacher says, *“I noticed some of you were telling your story across your fingers before you started to write. What I want for you to do is to tell your story again, this time to a partner making sure that you touch each of your fingers.”* |
| **Tips** | * It would be a good idea to take your planning organizer to a print shop to be enlarged to poster size and/or provide small versions of the planning anchor chart for students to keep in their folders |

**Lesson Plans**

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| **Session** | 4 |
| **Concept** | Concept 2: Writers plan and rehearse their writing. |
| **Teaching Point** | Writers tell their story to their partner like a storyteller. |

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| **See writers…** | **Hear writers…** |
| * Looking at books for ideas * Looking and touching the idea chart * Planning their ideas across their fingers * Looking and telling their idea to their partner * Sketching their story across the pages of their book * Using the planning anchor chart (hand) | * Saying, *“My story is all about \_\_\_\_.”* * Telling the story to themselves and to their partner like a storyteller * Say, *“This is where my story begins \_\_\_\_\_\_\_.”* * Say, *“This is where my story ends \_\_\_\_\_\_\_\_.”* * Say a beginning (who, where, what), middle (details), end (wrap it up) |
| **Materials** | |
| * Planning Organizer Anchor Chart Resource 2 (Hand: Beginning, middle, end) | * Writing booklets (3-5 pages) |

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| **Connection** | * Teacher says, *“Writers, yesterday I watched you telling your stories across your fingers and I realized that I never taught you how to be a good storyteller. 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.”* |
| **Teach** | * Teacher tells story from previous day across their fingers in a talking/listing way * Teacher says, *“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. We want to tell our stories like a movie or like it is happening now. Listen as I tell my story again, this time like a storyteller.”* * Teacher tells story across fingers like a storyteller. *“It was a warm hot day, Lauren and I decided to go to the movies to keep cool. Stopping at the concession stand, Lauren got a huge Coke! The theater was dark and crowded as we went to our seats. Suddenly, I watched Lauren juggling the Coke and trying to get it balanced. SPLASH!!! Looking over, I saw the Coke dripping down the front of her. ‘I have to leave,’ said Lauren. Out we went, never to see a movie I really wanted to see.”* |
| **Active Engagement** | * Teacher says, *“Now I’m going to give you an opportunity to try and turn a talking story into a storyteller’s voice. Listen to this sentence…I fell and got hurt. So think, what does this look like? What does it sound like? 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** | * Teacher says, *“Alright I want you to think about your story using a storyteller’s voice. 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 to tell our stories like a storyteller, instead of talking or listing.”* |
| **After-the-Workshop Share** | * Teacher says, *“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 my storyteller’s voice?’”* |
| **Tips** | * Not a storyteller’s voice: past tense, already happened, summarizes events, sounds like a laundry list * Storyteller’s voice: Present tense, reenactment of what’s happening, like a movie in your mind, thinking of a story not listing events |

**Lesson Plans**

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| **Session** | 5 |
| **Concept** | Concept 2: Writers plan and rehearse their writing. |
| **Teaching Point** | Writers sketch their ideas across the pages (beginning, middle, end). |

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| **See writers…** | **Hear writers…** |
| * Looking at books for ideas * Looking and touching the idea chart * Planning their ideas across their fingers * Looking and telling their idea to their partner * Sketching their story across the pages of their book * Using the planning anchor chart (hand) | * Saying, *“My story is all about \_\_\_\_.”* * Telling the story to themselves and to their partner like a storyteller * Say, *“This is where my story begins \_\_\_\_\_\_\_.”* * Say, *“This is where my story ends \_\_\_\_\_\_\_\_.”* * Say a beginning (who, where, what), middle (details), end (wrap it up) |
| **Materials** | |
| Writing booklets (3-5 pages) | |

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| **Connection** | * Teacher says, *“Writers, we already know the difference between drawing and sketching from our Concept Book unit. 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.”* |
| **Teach** | * Teacher says, *“So today I’m going to teach you how we take our Small Moments and begin to sketch them across the pages of our booklets.”* * You can use the movie story from previous day or think of your own * Teacher orally retells a story across their fingers first, and then continues thinking aloud about each part of their story while sketching the beginning, middle, and end on each page of their booklet |
| **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, or what you have already written if you already started the book. Then turn to the next page, touch that page and say in a whisper, what you’ll write on that page. Then finish the story. When you’ve said the words, go back to page one and, with your finger, start sketching. Keep going till I tell you to stop. If you have time you can begin to write the words that go with the pictures”* |
| **Link** | * Teacher walks around and individually dismisses students * Teacher says, *“Today when you go off to work with your partners I want you to use what we know from reading workshop. We can share our booklets just like we share our reading books. You can share the booklets in two ways: first* ***telling*** *the story using big beautiful language and then* ***reading*** *all that we have written touching the words as we read them.”* |
| **After-the-Workshop Share** | * Teacher says, *“Writers would you get with your partner? 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, okay?”* |

**Lesson Plans**

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| **Tips** | * *Small Moments,* Lucy Calkins, Lesson 6: Sketching Rather Than Drawing * This lesson may be a great time to create an anchor chart that represents with words and illustrations/photographs the steps your students will take to plan and rehearse their writing each time they begin a new piece.  |  | | --- | | **Writers Plan and Rehearse their Writing by…** | | * Thinking of something that happened to them | | * Focusing their idea | | * Telling it across their fingers like a storyteller | | * Telling their story to a partner | | * Sketching their ideas across the pages of their booklet | | * Writing the words on each page | |

**Lesson Plans**

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| **Session** | 6 |
| **Concept** | Concept 3: Writers attend to the qualities of good writing. |
| **Teaching Point** | Writers use the actions in their pictures to write their words. |

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| **See writers…** | **Hear writers…** |
| * Pointing to pictures and writing action words to match * Pointing to speech bubbles and writing dialogue to match * Using punctuation (.!?) * Including a setting in their story | * Say (during a conference), *“I’m going to end my story…”* * Say (during a conference), *“At the end of my story…”* * Read their stories and hear their partners respond by complimenting |
| **Materials** | |
| * Writing booklets (3-5 pages) | * Teacher story sketched across the pages of a booklet |

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| **Connection** | * Teacher says, *“Writers, yesterday we sketched the pictures of our story to hold our ideas on the pages of our booklets. Today I’m going to teach you another way our pictures can help us as writers.”* |
| **Teach** | * Referring to sketched story (from previous lesson), teacher says, *“When we begin thinking about the words of our story, we can look back at our pictures to help remind us of what was happening or the action in our stories.”* * Teacher points to the first page of their booklet and thinks aloud, *“Hmm…My sketch shows my friend Lauren and I 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.”* * Teacher gestures by pointing to eye and ear and says, *“Watch and listen closely as I use the pictures to help me write the words to my story.”* * Teacher retells the beginning of their story, while referring back to the actions in the picture to help write the words |
| **Active Engagement** | * Teacher says, *“Now it’s your turn to give this a try. Take out your story from yesterday. First begin by carefully looking at pictures you drew. Think to yourself, ‘What was happening? What were we doing?’ Now think about the words that go with the actions in your pictures and reread what you wrote. Does it match? Is there something you left out and forgot to say?”* * *“Give me a ‘thumbs up’ when you find a spot in your story where you could use the action in your pictures to help you write more in your words.”* |
| **Link** | * Teacher says, *“It looks like many of you have some more work to do on the words of your story. Don’t forget to look closely at the actions in your pictures to help you write the words!”* |
| **After-the-Workshop Share** | * Teacher chooses a student who was able to use action in their pictures to write the words * Student thinks aloud about the action(s) in the picture and reads the words that they added to match |
| **Tips** | * None |

**Lesson Plans**

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| **Session** | 7 |
| **Concept** | Concept 3: Writers attend to the qualities of good writing. |
| **Teaching Point** | Writers add more detail to their stores by telling more about each and every step as the story moves forward. |

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| **See writers…** | **Hear writers…** |
| * Pointing to pictures and writing action words to match * Pointing to speech bubbles and writing dialogue to match * Using punctuation (.!?) * Including a setting in their story | * Say (during a conference),), “I’m going to end my story…” * Say (during a conference), “At the end of my story…” * Read their stories and hear their partners respond by complimenting |
| **Materials** | |
| * Writing booklets (3-5 pages) * Teacher story sketched across the pages of a booklet |  |

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| **Connection** | * Teacher says, *“Writers, yesterday we sketched the pictures of our story to hold our ideas on the pages of our booklets. Today we are going to use those pictures to help put us in the shoes of the character and think, “What is the very next thing that happened. We can add another page or draw more detail to our picture and then we write it!”* |
| **Teach** | * Referring to sketched story (from previous lesson), teacher says, *“When we begin thinking* * Teacher points to the first page of their booklet and thinks aloud, *“Remember yesterday my sketch showed my friend Lauren and I at the movie theater concession stand. I even drew the concession stand worker handing Lauren her huge Coke over the counter. I looked closely at the picture and then drew the words to go with it.”* * Teacher says, *“Listen and watch (use gestures as you say this such as touching your eyes and ears)as I think about myself, the character in the story, and think about the very next thing that happened. I am going to take a piece of paper and draw that and then write the words. This is one way we can add more detail to an important part of our story.”* |
| **Active Engagement** | * Teacher says, *“Now it’s your turn to give this a try. Take out your story from yesterday. First begin by carefully choosing and closely looking at a page in your book. Think to your-self, ‘What is the very next thing that happened? What were we doing?’”* * *“Turn and talk about what you might add. When you are ready to give that a try give me a ‘thumbs up.’”* |
| **Link** | * Teacher says, *“It looks like many of you have some more work to do on the words of your story. Don’t forget to look closely at the actions in your pictures to help you write the words!”* |
| **Mid-Workshop interruption** | * In this unit you may want to think about inserting a new routine for ending the workshop before partnerships, you could have a five minute bell, for the last five minutes of workshop the children reread their pieces thinking to themselves, *“Would my teacher be able to read this? Would my writing partner?*” * Or you might teach children how to circle parts that seem unreadable and then use the next day’s writing workshop to teach a small group of children who found hard to read parts and help children to find strategies to fix hard-to-read places in their writing |
| **After-the-Workshop Share** | * Teacher chooses a student who was able to use action in their pictures to write the words * Student thinks aloud about the action(s) in the picture and reads the words that they added to match |
| **Tips** | * None |

**Lesson Plans**

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| **Session** | 8 |
| **Concept** | Concept 3: Writers attend to the qualities of good writing. |
| **Teaching Point** | Writers remember that they can add speech bubbles to their writing but can also write what characters say in sentences. |

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| **See writers…** | **Hear writers…** |
| * Pointing to pictures and writing action words to match * Pointing to speech bubbles and writing dialogue to match * Using punctuation (.!?) * Including a setting in their story | * Say (during a conference), *“I’m going to end my story…”* * Say (during a conference), *“At the end of my story…”* * Read their stories and hear their partners respond by complimenting |
| **Materials** | |
| * Teacher sample story with speech bubbles added | |

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| **Connection** | * Teacher says, *“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 the sentences of their story.”* |
| **Teach** | * Teacher says, *“When writers add dialogue, they are telling us the actual words that the character said. Let’s take a look at the middle of my story. In my picture, I drew a speech bubble coming out of Lauren’s mouth saying, ‘AHHHHHH!’ and out of my mouth I drew a speech bubble that says, ‘Oh, no!’. I can use both of these speech bubbles to help me write dialogue in my sentences.”* * Teacher demonstrates adding dialogue to the words of their story, while also showing the students how to add quotation marks around what was said * Emphasis is not placed on the correct use of dialogue punctuation in this lesson, we are merely giving children exposure to quotation marks and asking students to give it a try * *“Now I can show Lauren and I talking with the speech bubbles in my pictures and the dialogue in my words!”* |
| **Active Engagement** | * Teacher says, “*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 or a spot where you could draw a speech bubble.”* * *“Now I want you to point to the spot in your words where you could add dialogue to show your characters talking in your sentences.”* |
| **Link** | * Teacher says, *“As you go off today, don’t forget to let your readers hear your characters talking by adding speech bubbles to your pictures and dialogue to your sentences. I can’t wait to hear what you characters have to say!”* |
| **After-the-Workshop Share** | * Teacher says, *“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!”* |
| **Tips** | * Inserting lessons on the use of punctuation within dialogue into other parts of your day is a great way to give students additional instruction and practice * Example: Shared reading/writing, interactive writing, morning message, etc… |

**Lesson Plans**

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| **Session** | Session 9 |
| **Concept** | 3: Writers attend to the qualities of good writing. |
| **Teaching Point** | Writers show where they are by the words they use. |

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| **See writers…** | **Hear writers…** |
| * Pointing to pictures and writing action words to match * Pointing to speech bubbles and writing dialogue to match * Using punctuation (.!?) * Including a setting in their story | * Say (during a conference), *“I’m going to end my story…”* * Say (during a conference), *“At the end of my story…”* * Read their stories and hear their partners respond by complimenting |
| **Materials** | |
| * Use a mentor book of your choice that has a strong setting | |

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| **Connection** | * Teacher says, “*Writers, so far we have learned to tell our readers who is in our story and what they are doing. Today 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** | * Teacher says, “*Today I thought we’d study how \_\_\_\_\_\_\_ one of our mentor authors wrote the setting of their story. Close your eyes and listen as I read you the beginning of their story. See if you can picture in your mind where the story took place by the words they used.”* * Teacher reads beginning of story, setting the scene for their students * *“Let me reread it again, as you listen and think about how \_\_\_\_\_\_ shows where the characters are by the words they use, setting the stage for their 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… instead they used songlike words or weather words to show us where the story took place.”* |
| **Active Engagement** | * Teacher says*, “Think about the story you have been working on. 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? Where you sweating? It was so hot! Look around you, 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.”* * *“Turn to your partner and share the words you are going to use to tell your reader where you are and create the setting of your story.”* * Teacher listens and coaches in on partnerships * Teacher share out a few student examples |
| **Link** | * Teacher says, *“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 where you are, I’m sending you off to make your stories better. Off you go!”* |
| **After-the-Workshop Share** | * Teacher says, *“Writers, I was so impressed at the words you used in your stories to tell your reader where you were and to set the stage for your stories. 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!”* * *“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.”* * *“Remember writers, each time you begin a new story you want to make sure to help your reader picture where you are or the setting of your story by using very descriptive words!”* |
| **Tips** | * A scaffolding support: Have students add details to their picture to create a setting (e * Example: Snowflakes, sun, wind, etc… and then guide them to use the setting in their picture to write the setting in their words |

**Lesson Plans**

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| **Session** | 10 |
| **Concept** | Concept 3: Writers attend to the qualities of good writing. |
| **Teaching Point** | Writers use punctuation to improve their Small Moment stories (.!?). |

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| **See writers…** | **Hear writers…** |
| * Pointing to pictures and writing action words to match * Pointing to speech bubbles and writing dialogue to match * Using punctuation (.!?) * Including a setting in their story | * Say (during a conference), *“I’m going to end my story…”* * Say (during a conference), *“At the end of my story…”* * Read their stories and hear their partners respond by complimenting |
| **Materials** | |
| * Teacher sample story needing the three different types of ending punctuation (.!?) | |

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| **Connection** | * Teacher says, *“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 stronger. Today, I’m going to teach you how writers use punctuation to improve their stories and make them more interesting for their reader.”* |
| **Teach** | * Teacher says, *“We all know that one way to end a sentence is with a period. But there are two other types of ending punctuation that we can use to help our reader know what we were thinking of how we were feeling.”* * *“When writers use an exclamation point they are showing strong emotion. They want to give a little extra oomph, either because they are so excited, mad, scared, or sad. When writers use a question mark, they are showing their reader a little wonder…hmmm??? (with voice inflection going up)”* * Teacher thinks aloud…*”What if I want to write, I caught a humongous catfish\_\_ 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** | * Teacher says, *“Now it’s your turn to help me decide which ending punctuation marks to use to help improve my story.”* * Teacher show three different sentences from their sample story. * *“It was pitch-black in the theater\_\_\_”* * *“Where should we sit\_\_\_\_ I asked\_\_\_”* * *“We found two seats together and sat down\_\_\_”* * *“Turn and talk with your partner to decide which ending punctuation marks I should use to help improve my story. Remember, exclamation points show emotion and give a little extra oomph and question marks show wonder.”* * Students turn and talk with partner, then share out and explain their thinking |
| **Link** | * Teacher says, *“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.”* |
| **After-the-Workshop Share** | * Teacher says, *“How many of you were able to use different types of ending punctuation to make your stories stronger 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? I can’t wait to take your stories home with me tonight to see how they’ve changed with new ending punctuation marks!”* |
| **Tips** | * This lessons goes hand in hand with how readers convey meaning in a story by using inflection in their voice when they read different types of ending punctuation (!?) |

**Lesson Plans**

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| **Session** | 11 |
| **Concept** | Concept 3: Writers attend to the qualities of good writing. |
| **Teaching Point** | Writers write endings that are close in to the moment. |

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| **See writers…** | **Hear writers…** |
| * Pointing to pictures and writing action words to match * Pointing to speech bubbles and writing dialogue to match * Using punctuation (.!?) * Including a setting in their story | * Say (during a conference), *“I’m going to end my story…”* * Say (during a conference), *“At the end of my story…”* * Read their stories and hear their partners respond by complimenting |
| **Materials** | |
| * Sticky notes (for share) | |

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| **Connection** | * Teacher says, “*I loved reading your stories last night, especially now that they have different types of ending punctuation- except guys, 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…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.”* * *“Oh dear, everything falls apart. Then he went home. What a letdown! Today, we’ll learn how to write endings that are as wonderful as your stories.”* |
| **Teach** | * Teacher says, *“What you do now is that you usually write endings that jump away from the Small Moment. So you tell the story about Brian on the monkey bars and end it with….then we went inside. Or, then he went home. Do you see how you are jumping away from the Small Moment and going to a whole different time?”* * *“It doesn’t have to go that way. You will usually get a better ending if you stay close-in to the monkey bars. Hmm…one way we could end that story is by telling the very next thing that happened…I think I remember Rachel screaming, ‘Ms. Smith! Help Brian fell!’ I came running over and asked Brian if he was okay. He 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?”* * *“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. *“Exactly! Do you see how we can stay close-in to the ending by saying what happened next or what we thought or felt, instead of jumping away from the moment?”* |
| **Active Engagement** | * Teacher says, *“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 a good ending to my story that stays close-in to the moment?”* * Students share out other possible ways to end the story by staying close in the moment |
| **Link** | * Teacher says, “*So when you write today and every day, if it’s time to end your story, pause and ask, ‘How can I write a good ending?’ And from now on, let’s say we’re not allowed to ending our pieces with ‘and then I went home’ or ‘and then I went to bed.’”* |
| **After-the-Workshop Share** | * Teacher says, *“Would you guys reread your endings and see if you think your ending is great or not so hot? How many of you decided that your endings were not so hot? Good for you to see that! I’m exactly the same. When I read my ending, I thought, ‘this isn’t close-in. I can do better than this!’ Will you guys 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.”* |
| **Tips** | * *Small Moments*, Lucy Calkins, Lesson 13: Writers Close-In Story Endings |

**Lesson Plans**

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| **Session** | 12 |
| **Concept** | Concept 3: Writers attend to the qualities of good writing. |
| **Teaching Point** | Partners celebrate detailed topics; actions in pictures; writers who make characters talk; and knowing the setting of the piece…qualities of good writing. |

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| **See writers…** | **Hear writers…** |
| * Pointing to pictures and writing action words to match * Pointing to speech bubbles and writing dialogue to match * Using punctuation (.!?) * Including a setting in their story | * Say (during a conference), *“I’m going to end my story…”* * Say (during a conference), *“At the end of my story…”* * Read their stories and hear their partners respond by complimenting |
| **Materials** | |
| * Anchor Chart: Ways to Improve our Small Moments Stories | |

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| **Connection** | * Teacher says, *“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 the great change in our Small Moment stories with our partners. I am going to teach you some things to think about to have a conversation about our writing”* |
| **Teach** | * Teacher says, *“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 strong 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 on the: Ways to improve our Small Moment Stories anchor chart  |  | | --- | | **Ways to Improve our Small Moment Stories** | | * Write about one idea- FOCUS | | * Show your characters talking with speech bubbles | | * Show your characters talking with dialogue | | * Show where your story took place- Setting | | * Write with a close-in ending | | * Using different types of ending punctuation |  * With a previously chosen student, demonstrate ways and words to use when celebrating a friend’s hard work and great writing * Teacher says, *“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…’”* * Teacher may want to model one other than *“Listen to my story…”* * 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!”* |
| **Active Engagement** | * Teacher says, *“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.”* |

**Lesson Plans, Session 12 Continued**

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| **Link** | * Teacher says, *“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!”* |
| **After-the-Workshop Share** | * Share done from their partner spots around the room * Teacher says, “*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.”* |
| **Tips** | * If you have a particularly challenging student who does not often work well with a partner, you could ask them to share their story with you (allowing you to compliment them personally) and then ask them 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 they saw, heard, and learned |

**Lesson Plans**

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| **Session** | 13 |
| **Concept** | Concept 4: Writers check the readability of their writing. |
| **Teaching Point** | Writers identify readable and unreadable writing. |

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| **See writers…** | **Hear writers…** |
| * Putting sorting readable and unreadable pieces into piles * Leaning in and looking at each other in partnerships * Giving non-verbal feedback such as nodding their heads * Using colored pens (purple) to revise and edit | * Rereading their stories * Say, *“Wow I can read this.”* or *“I can’t read this.”* * Say, *“My story is about one thing.”* or *“I wrote about too many ideas.”* * Giving kind feedback such as*, “Have you thought about\_\_\_\_?”* * Giving kind compliments such as, *“I like how you started your story.” “Your ending stays close in.”* * Asking questions such as, *“Does it look right? Does it sound right? Does it make sense? It is on topic? What are you trying to show me?”* |
| **Materials** | |
| * Student writing folders filled with Small Moment stories | |

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| **Connection** | * Teacher says, *“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.”* |
| **Teach** | * Teacher says, *“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 you 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.”* |
| **Active Engagement** | * Teacher says, *“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, make two piles like I did- one for the readable writing and one for the unreadable writing.”* * Teacher circulates listening and coaching while students sort |
| **Link** | * Teacher says, *“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.”* |
| **After-the-Workshop Share** | * Teacher says, *“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 star by this part. Then tomorrow, you can start on making it easier to read first thing tomorrow!”* |

**Lesson Plans, Session 13 Continued**

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| **Tips** | * *Writing for Readers: Teaching Skills and Strategies*, Lucy Calkins, Lesson 2: Examining Readable and Unreadable Writing |

**Lesson Plans**

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| **Session** | 14 |
| **Concept** | Concept 4: Writers check the readability of their writing. |
| **Teaching Point** | Writers reread to make sure they stuck to their plan and stayed focused. |

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| **See writers…** | **Hear writers…** |
| * Putting sorting readable and unreadable pieces into piles * Leaning in and looking at each other in partnerships * Giving non-verbal feedback such as nodding their heads * Using colored pens (purple) to revise and edit | * Rereading their stories * Say, *“Wow I can read this.”* or *“I can’t read this.”* * Say, *“My story is about one thing.”* or *“I wrote about too many ideas.”* * Giving kind feedback such as, *“Have you thought about\_\_\_\_?”* * Giving kind compliments such as, *“I like how you started your story. Your ending stays close in.”* * Asking questions such as, *“Does it look right? Does it sound right? Does it make sense?” “It is on topic?” What are you trying to show me?”* |
| **Materials** | |
| * Teacher sample story that doesn’t match plan * Student sample of an unfocused story that is revised into a Small Moment story (previously chosen from a conference) | * Sticky notes |

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| **Connection** | * Teacher says, *“Writers, we have been focusing on making our writing easier to read and that’s important. But I have also noticed that a lot of you are writing stories that go away from your story plan or you are not writing Small Moment stories anymore. Today, I’m going to teach you how important it is that writers reread their writing as they check that they’re writing stays focused and on track with their plan.”* |
| **Teach** | * Teacher says, *“Sometimes writers make great plans, 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 plan*.” * Teacher may want to leave out a detail in their writing that is evident in their picture plan * Teacher begins by looking closely at their 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 plan and my story match.”* * Teacher demonstrates revising story to make picture plan and story match |
| **Active Engagement** | * Teacher says, *“Will you turn and talk with your partner about what you saw me say and do when I was checking to make sure my 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 plan matches their story.”* |

**Lesson Plans, Session 14 Continued**

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| **Teach 2** | * Teacher says, *“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.”* * Using previously selected student writing with many moments * *“Boys and girls, yesterday I was conferring with \_\_\_\_\_\_, and they did such a smart thing I had to share with it with you! When I asked \_\_\_\_\_ to reread their story to me, they noticed right away that they lost their Small Moment focus and instead had written about many moments.”* * Teacher reads the many moments story aloud * *“Right away they said, ‘I know how to fix this.’ They took their booklet apart and added two new pages. They began rewriting their story so that it stayed focused.”* * Teacher reads the student’s new focused Small Moment story aloud pointing out their revisions |
| **Active Engagement 2** | * Teacher says, *“Now I’d like to give you a chance to reread some of the stories you have been working on, checking to make sure that your words match your plan and that it stays focused in your Small Moment. If you find a spot in your story that needs some fixing up, put a sticky note on that page so that you will know where to go back and make changes.”* |
| **Link** | * Teacher says, *“Okay writers, as you go off, don’t forget to reread what you wrote checking to make sure that you stuck to your plan and that you have a focused Small Moment story.”* |
| **After-the-Workshop Share** | * Highlight a student who reread their story and made revisions; either to match their plan to the story or to stay focused on a Small Moment |
| **Tips** | * This is often a lesson that needs to be revisited, as maintaining focus is a struggle for many writers |

**Lesson Plans**

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| **Session** | 15 |
| **Concept** | Concept 4: Writers check the readability of their writing. |
| **Teaching Point** | Partners read each other’s piece giving kind compliments and feedback. |

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| **See writers…** | **Hear writers…** |
| * Putting sorting readable and unreadable pieces into piles * Leaning in and looking at each other in partnerships * Giving non-verbal feedback such as nodding their heads * Using colored pens (purple) to revise and edit | * Rereading their stories * Say, *“Wow I can read this.”* Or *“I can’t read this.”* * Say, *“My story is about one thing.”* or *“I wrote about too many ideas.”* * Giving kind feedback such as*, “Have you thought about\_\_\_\_?”* * Giving kind compliments such as, *“I like how you started your story. Your ending stays close in.”* * Asking questions such as, *“Does it look right? Does it sound right? Does it make sense?” “It is on topic?” What are you trying to show me?”* |
| **Materials** | |
| * Anchor Chart: Partner Talk - Compliments and Suggestions * Teacher sample story needing some improvements | |

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| **Connection** | * Teacher says, *“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.”* |
|  | * Teacher says, *“A good writing partner is someone who helps to make our writing easier to read and someone who takes care of our feelings. Being a writing partner is an important job and you need to do the job carefully.”*  |  | | --- | | **Partner Talk** | | **Compliments...**   * Great job! * This is easy to read. * You have finger spaces. | | **Suggestions…**   * Have you tried\_\_\_\_? * You could add\_\_\_\_? * What if you\_\_\_\_? * Have you thought about\_\_\_\_\_\_? * This part is a little tricky to read. |  * *“I made an anchor chart with some possible ways you could compliment your partner on the great job 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*.” |

**Lesson Plans – Session 15 Continued**

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| **Teach - Continued** | * Read compliments and suggestions aloud with students * *“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 and if you see or hear something you really like you can let me know or 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!”* |
| **Active Engagement** | * *Teacher says, “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 them?* * Students turn and practice complimenting with partner * *“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 their writing. Remember, it’s important to take care of their feelings.”* * Students turn and practice giving a suggestion to their partner * *“Very impressive! You were able to give your partner a suggestion to help them improve their piece, while also taking caring for their feelings.”* |
| **Link** | * Teacher says, *“Okay all of you, whenever you work with a writing partner, remember to make your partner’s writing easier to read and to take care of their feelings.”* |
| **After-the-Workshop Share** | * Share out a partnership that gave compliments and used one another’s suggestions to make their writing easy to read * You could also add other possible compliments and suggestions to anchor chart |
| **Tips** | * *Writing for Readers*, Lucy Calkins, Lesson 10: Writing For Partners * Think about using the same accountability charts for both your reading and writing workshop |

**Lesson Plans**

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| **Session** | 16 |
| **Concept** | Concept 4: Writers check the readability of their writing. |
| **Teaching Point** | Partners identify the focus. It is on topic? What are you trying to show me? |

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| **See writers…** | **Hear writers…** |
| * Putting sorting readable and unreadable pieces into piles * Leaning in and looking at each other in partnerships * Giving non-verbal feedback such as nodding their heads * Using colored pens (purple) to revise and edit | * Rereading their stories * Say, *“Wow I can read this.”* or *“I can’t read this.”* * Say, *“My story is about one thing.”* or *“I wrote about too many ideas.”* * Giving kind feedback such as, *“Have you thought about\_\_\_\_?”* * Giving kind compliments such as, *“I like how you started your story. Your ending stays close in.”* * Asking questions such as, *“Does it look right? Does it sound right? Does it make sense?” “It is on topic?” What are you trying to show me?”* |
| **Materials** | |
| * A teacher sample story with many moments | |

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| **Connection** | * Teacher says, *“Writers, you did a fantastic job yesterday of 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 Moment.”* |
| **Teach** | * Teacher says, *“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. 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.”* * *“Well* *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?”* * *“\_\_\_\_\_\_\_ agreed to be my partner today. They are 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 take 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 reads a portion of their 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.”* |
| **Active Engagement** | * Teacher says, *“Let’s practice asking questions to help our partners stay focused on their Small Moment. Turn to your writing partner and take turns being the helpful and kind partner. What would you say if you noticed their story had many ideas and was missing a focus? Go ahead and practice being a supportive partner.”* * Partners turn and practice: Listen and whisper-in to partnerships needing support with language stems |
| **Link** | * Teacher says, *“Alright, it sounds like you are ready. 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!”* |

**Lesson Plans, Session 16 Continued**

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| **After-the-Workshop Share** | * Share done from partner nooks around the room * Teacher says, *“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.”* |
| **Tips** | * Since the majority of the work done in Concept 4 is in partnerships, you may find a need to focus on additional partnership work, support, repair, and dysfunctions during mid-workshop teach and/or share * Just as you set a solid foundation in workshop with routines and procedures, your partnerships will need similar attention and T.L.C. * The partner work you do early on sets the tone for the remainder of the year |

**Lesson Plans**

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| **Session** | 17 |
| **Concept** | Concept 4: Writers check the readability of their writing. |
| **Teaching Point** | Partners read each other’s piece asking… Does it look right? Does it sound right? Does it make sense? |

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| **See writers…** | **Hear writers…** |
| * Putting sorting readable and unreadable pieces into piles * Leaning in and looking at each other in partnerships * Giving non-verbal feedback such as nodding their heads * Using colored pens (purple) to revise and edit | * Rereading their stories * Say, *“Wow I can read this.”* or *“I can’t read this.”* * Say, *“My story is about one thing.”* or *“I wrote about too many ideas.”* * Giving kind feedback such as, *“Have you thought about\_\_\_\_?”* * Giving kind compliments such as, *“I like how you started your story. Your ending stays close in.”* * Asking questions such as, *“Does it look right? Does it sound right? Does it make sense? It is on topic? What are you trying to show me?”* |
| **Materials** | |
| * Teacher sample story with several spots needing editing/revision * Purple pens for revision | |

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| **Connection** | * Teacher says, *“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, she invites students to act as her writing partners for the day * Teacher says, *“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.”* * Students read teacher sample story aloud, stopping at several key spots to make suggestions/give reminders for editing and/or revision * Teacher makes revisions/edits on the spot with partner suggestions using a purple pen |
| **Active Engagement** | * Teacher says, *“Before I send you off in your partnerships, I want to make sure you are very clear on your job today. Will you 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 read your partner’s story out loud, thinking…Does it look right? Does it sound right? Does it make sense? Oh, and you get to use our purple pens to make any changes today to your writing.”* |
| **Link** | * Teacher says, *“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.”* |
| **After-the-Workshop Share** | * 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 |
| **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!”* |

**Lesson Plans**

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| **Session** | Session 18 |
| **Concept** | Concept 4: Writers check the readability of their writing. |
| **Teaching Point** | Partners read each other’s piece to edit spelling. |

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| **See writers…** | **Hear writers…** |
| * Putting sorting readable and unreadable pieces into piles * Leaning in and looking at each other in partnerships * Giving non-verbal feedback such as nodding their heads * Using colored pens (purple) to revise and edit | * Rereading their stories * Say, *“Wow I can read this.”* or *“I can’t read this.”* * Say, *“My story is about one thing.”* or *“I wrote about too many ideas.”* * Giving kind feedback such as, *“Have you thought about\_\_\_\_?”* * Giving kind compliments such as, *“I like how you started your story. Your ending stays close in.”* * Asking questions such as, *“Does it look right? Does it sound right? Does it make sense?” “It is on topic?” What are you trying to show me?”* |
| **Materials** | |
| * Teacher sample story with spots needing punctuation * A second sample story for partnerships to edit for spelling during Active Engagement | * Classroom and/or personal word walls * Purple pens for editing * Personal word wall charts |

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| **Connection** | * Teacher says, *“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.”* |
| **Teach** | * Teacher says, *“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 you 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?’ Let’s start.”* * Teacher and students read piece aloud, stopping to edit for spelling with purple pen * *“It is important to reinforce it is important to show all of our hard work and that we don’t need to erase the word and right it again the correct way; that we can simply cross out the word in purple pen and write it above.”* |
| **Active Engagement** | * Teacher says, *“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 * 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.”* |
| **Link** | * Teacher says, *“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 their story.”* |

**Lesson Plans, Session 18 Continued**

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| **After-the-Workshop Share** | * Teacher says*, “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.”* |
| **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 no excuse words and the first grade words taught thus far * It is not an expectation that teachers will take students’ writing home and edit for correct spelling themselves, what students are able to edit spelling for themselves and with a partner is an indication/assessment of where they are developmentally |

**Lesson Plans**

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| **Session** | 19 |
| **Concept** | Concept 4: Writers check the readability of their writing. |
| **Teaching Point** | Partners read each other’s piece to edit for punctuation. |

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| **See writers…** | **Hear writers…** |
| * Putting sorting readable and unreadable pieces into piles * Leaning in and looking at each other in partnerships * Giving non-verbal feedback such as nodding their heads * Using colored pens (purple) to revise and edit | * Rereading their stories * Say*, “Wow I can read this.”* or *“I can’t read this.”* * Say*, “My story is about one thing.” or “I wrote about too many ideas.”* * Giving kind feedback such as*, “Have you thought about\_\_\_\_?”* * Giving kind compliments such as, *“I like how you started your story. Your ending stays close in.”* * Asking questions such as, *“Does it look right? Does it sound right? Does it make sense? It is on topic? What are you trying to show me?”* |
| **Materials** | |
| * Purple pens for editing * Teacher sample story with a need for editing (punctuation) | |

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| **Connection** | * Teacher says, *“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.”* |
| **Teach** | * Teacher says, *“Sometimes when I look back over my writing I realize that I forgot the punctuation. Without any punctuation in my story I’m not sure where I wanted my sentences to start and where they should end. This can make it very hard to read what I wrote!”* * *“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.”* * 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.”* * Teacher reads the few sentences again, this time correctly identifying a few more correct places for pauses/ending punctuation and inserting with a purple pen |
| **Active Engagement** | * Teacher says, *“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. “Yep I think so. Let’s use my purple pen to put a period there. Thank you so much for helping me.”* |
| **Link** | * Teacher says, *“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.”* |

**Lesson Plans, Session 19 Continued**

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| **After-the-Workshop Share** | * Teacher says, *“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.”* |
| **Tips** | * None |

**Lesson Plans**

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| **Session** | 20 |
| **Concept** | Concept 5: Writers share and reflect on their writing. |
| **Teaching Point** | Writers choose and rehearse a piece, then share and reflect with an audience. |

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| **See writers…** | **Hear writers…** |
| * Looking through their writing folders and choosing one piece for publication | * Whisper reading their pieces in a storyteller voice * Reading Small Moment stories aloud to an audience (a new partner, small group, etc…) * Reflecting on their pieces saying things like, *“This is what I learned.” “I tried \_\_\_\_\_ in my Small Moment story.”* |
| **Materials** | |
| * Writing folders with Small Moment stories (ask students to bring their folders to the meeting area with them) | * Teacher Small Moment sample story * Student Reflection (Resource 3) optional |

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| **Connection** | * Teacher says, *“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** | * Teacher says, *“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 sit on top of your folder 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 their story aloud in monotone voice * *“What did you think?”* Students respondexample*:* * *“It all sounded the same.”* * *“It wasn’t your most exciting voice.”* * *Etc...* * *“You’re right. I definitely wasn’t using my storyteller’s voice. Let me try again and see if you can notice a difference.”* * Teacher rereads piece using a storyteller’s voice * Then ask students which reading they enjoyed more, the first or the second |
| **Active Engagement** | * Teacher says, *“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. Go ahead…I’ll be listening.”* |
| **Teach** | * *“Another way we can work with our partners is to take a bit of our story and act it out. As we listen and watch we will quickly realize anything we left out! Your partner may remind you that you could put that in your story.”* |
| **Link** | * Teacher says, *“Writers as you go off today please add anything you thought you forgot when you acted out 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 piece.”* |

**Lesson Plans, Session 20 Continued**

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| **After-the-Workshop Share** | * Teacher says, *“Now it’s time to share our piece. We will begin by sharing with our writing partner. If you get down reading to your partner come to me and I will put you with another partnership.”* * Teacher says, *“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?”* * Ask students to share out their unit reflections |
| **Tips** | * Possible reflection option (Resource 3): Have students do a written reflection on their new learning’s within the Small Moment unit * This reflection could be kept with their celebration story, portfolio, etc… |