

a typical day of writing

Almost every day will have the same basic format. Students are much more productive when they have clear procedures and routines!

With the exception of assessment days, writing will begin with a mini lesson. During the mini lesson students will read mentor text passages or have the passages read to them. The skill for the day will be introduced. During the first half of the unit, students will often be creating anchor charts to help remember the skills being taught.

After the mini lesson, students will be working independently on their masterpiece writing. They will be focusing specifically on the skill taught that day and implementing it into their writing.

At the end of the work time, students will have the opportunity to share with the class or with their shoulder partner. They might be sharing something that they learned or they might be sharing a specific part of their writing. Share activities are listed on the lesson plans.

During the last three weeks of the unit, students will be working more independently. The mini lessons will be much shorter and students will be given more independent writing time. At this point, they should have built up a bit more endurance.

I believe that approximately 45-60 minutes should be set aside for writing each day. If you do not have this much time, then modify the times to meet your class needs.

First 5 weeks

Mini Lesson: 20 minutes

Work Time: 20 minutes

Share Time: 5 minutes

Last 3 weeks

Mini Lesson: 10 minutes

Work Time: 30 minutes

Share Time: 5 minutes

LESSON 12: PUNCTUATING DIALOGUE



Essential Question

How can authors use dialogue in their writing?

Materials

mentor text
dialogue anchor chart
dialogue task cards and recording sheet

Mini Lesson

"Tell your partner what dialogue is and why writers use dialogue."

Read the lesson 12 mentor text to students or have them read it with partners.

Reread some examples of dialogue. If students have a copy of the mentor text, have them highlight or underline examples of dialogue. Otherwise, project the mentor text and work together to find examples of dialogue.

"Today we are going to learn how to properly punctuate dialogue in our stories."

Start by labeling the quotation marks and tag on the dialogue at the top of the chart.

"Sometimes writers put the tag at the end and other times, they put it in the beginning. You will also find authors adding a tag in the middle of dialogue. The way that the dialogue is punctuated changes based on where the tag is. Today we will learn how to punctuate dialogue that has the tag at the end of the sentence."

Add examples to your chart. Be sure to add questions and exclamations as they are punctuated differently. Point out where the quotation marks go, where the commas go, and when to capitalize and add periods. It is helpful to have students use a different color marker, crayon, or highlighter for all of the punctuation so that it stands out.

Examples of dialogue with the tag at the end:

"The next person in line may step into the water," the lifeguard said.

"This is my favorite water slide!" I exclaimed.

"Can I race my friend down the slide?" I asked.

Work Time

Students will complete the first 10 (those with the tag at the end) of the Punctuating Dialogue task cards. (Since they are only doing half of the cards, you may want to print more than one copy to make it easier for students to have access to the cards.) Go over as many of the answers as a class as time will permit. Save the recording sheet to complete tomorrow.

Closing

Write an example of dialogue on the board, but do not include any of the punctuation. Students should teach their partner how to properly punctuate.

Example: The park is closing early due to a storm he informed us.

Intervention

Have students carry their anchor chart examples with them as they work on the task

Extension

If students finish the task cards early, have them start editing the dialogue in their

INCLUDES 40 DAYS OF LESSON PLANS!

My First Football Game

Day II: Writing a Lead

I woke up one Sunday morning and realized immediately that this was an important day. Then I remembered why as I jolted out of bed. It was the day when my dad and I were going to my first professional football game! My favorite team's jersey was laid out on my dresser, so I quickly pulled it on, put my hair up in a ponytail, and headed downstairs.

"Is it time to go yet?" I asked my dad.

"We still have three hours until we leave for the game, sweetie," he said, holding back a giggle in his voice but understanding how important this day was for me.

The day dragged on, but at 1 p.m., we were finally inside the huge football stadium downtown, and the game was about to start. The crowd roared as loud as lions as the players ran onto the field. People stood, stomped, clapped, and screamed when their favorite players were announced. I joined the fun by clapping as loudly as I could until my hands started to burn. As the game began, I expected people to calm down, but the energy just kept rising in the stadium.

The game was uneventful until the fourth quarter, although you would never have known that by listening to the excitement of the crowd at every fourth down or scoring opportunity. I learned to keep quiet when our team was close to scoring and to make as much noise as possible to distract the other team when they were on offense. My dad and I ate hot dogs and popcorn and drank enormous sodas (a special treat since my parents don't usually let me drink soda).

Around the middle of the fourth quarter, the score was still 7-7. Our team needed to score to win the game and hold their place in the playoffs. We had the ball at the 50 yard line, and I watched the quarterback huddle up with the team to talk about their strategy. I wished I could get inside the huddle and hear what they were saying.

Players on both teams lined up, and the ball was hiked to the quarterback. He looked around for a moment while his teammates blocked the defense. Then I saw it! My favorite player was open near the goal line! Did the quarterback see him? Yes! The ball soared through the air like a bird heading toward its prey and landed squarely in my favorite player's hands, right over the tips of the defender's fingers. I

INCLUDES 14 ORIGINAL MENTOR TEXT
PASSAGES! NO BOOKS NEEDED!

SHOW! DON'T TELL!

SHOW READERS

YOU ARE.

**I WAS AT THE
WATER PARK.**

**WE WENT TO THE
MOVIES.**

**I WENT INTO MY
KITCHEN.**

not so wimpy teacher: lesson 18 & 34

SHOW! DON'T TELL!

SHOW READERS

WHERE

YOU ARE.

**I WAS AT THE
WATER PARK.**

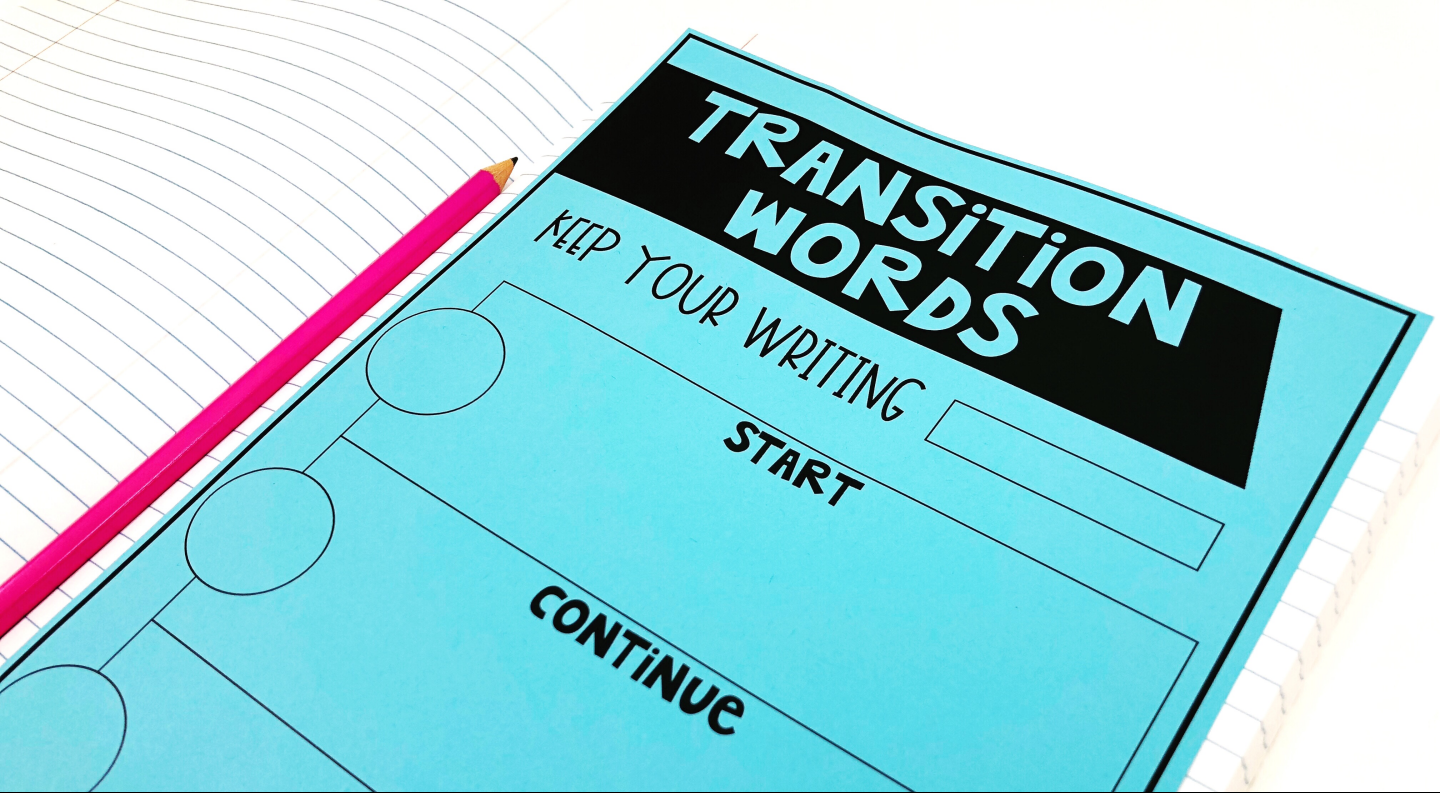
I set my towel down on a lawn chair and immediately smelled sunscreen in the air. I looked around and saw huge inner tubes filled with people spinning down slides.

**WE WENT TO THE
MOVIES.**

The flavorful aroma of buttered popcorn filled my senses as I found a seat in the back of the theater. Sound seemed to be booming out of the speakers in

INCLUDES 12 BLANK AND FILLED IN
ANCHOR CHARTS OR POSTERS.

not so wimpy teacher: lesson 18 & 34



INCLUDES 14 ANCHOR CHARTS AND PRINTABLES FOR STUDENTS.



Is it a personal narrative?
a story about my first band concert



INCLUDES 3 SETS OF TASK CARDS.

Which is correct?

- A. He screamed, "Watch out for the car!"
- B. He screamed "Watch out for the car."
- C. He screamed "watch out for the car!"



Writing Personal Narrative Rubric

Student Name: _____ Date: _____ Score: /20

	2	1	0
Small Moment Narrative	Wrote a personal narrative about a small moment in time.	Wrote a personal narrative but it is not narrowed down to a small moment.	Story is not a personal narrative.
Lead	Wrote a lead that is interesting and grabs readers.	Wrote a lead.	Story does not include a lead.
Paragraphs	Divided the text into paragraphs to show when time passed, the topic changed or different characters spoke.	Divided the text into paragraphs, but made some errors about when to change to a new paragraph.	Did not use paragraphs.
Transitions	Included sufficient transitions.	Included some transitions.	Did not use transitions.
Dialogue	Used dialogue to show what characters said and punctuated the dialogue correctly.	Used dialogue, but made some errors in punctuating the dialogue or used very little dialogue.	Did not use dialogue.
Details	Used lots of details that helped a reader to be able to visualize the story.	Used some details.	Story was basic and did not include enough detail.
Word Choice	Used words that showed what was happening rather than just telling. Writer used strong and interesting	Used words that told what happened rather than showing or used tired and	Used words that told what happened rather than showing and used tired and

INCLUDES SIMPLE AND STUDENT FRIENDLY RUBRICS.

	only has grade-level appropriate errors.	some spelling errors that should have been edited.	spelling errors that should have been edited.
Punctuation	Uses correct punctuation.	Writing has some punctuation errors.	Writing has many punctuation errors.