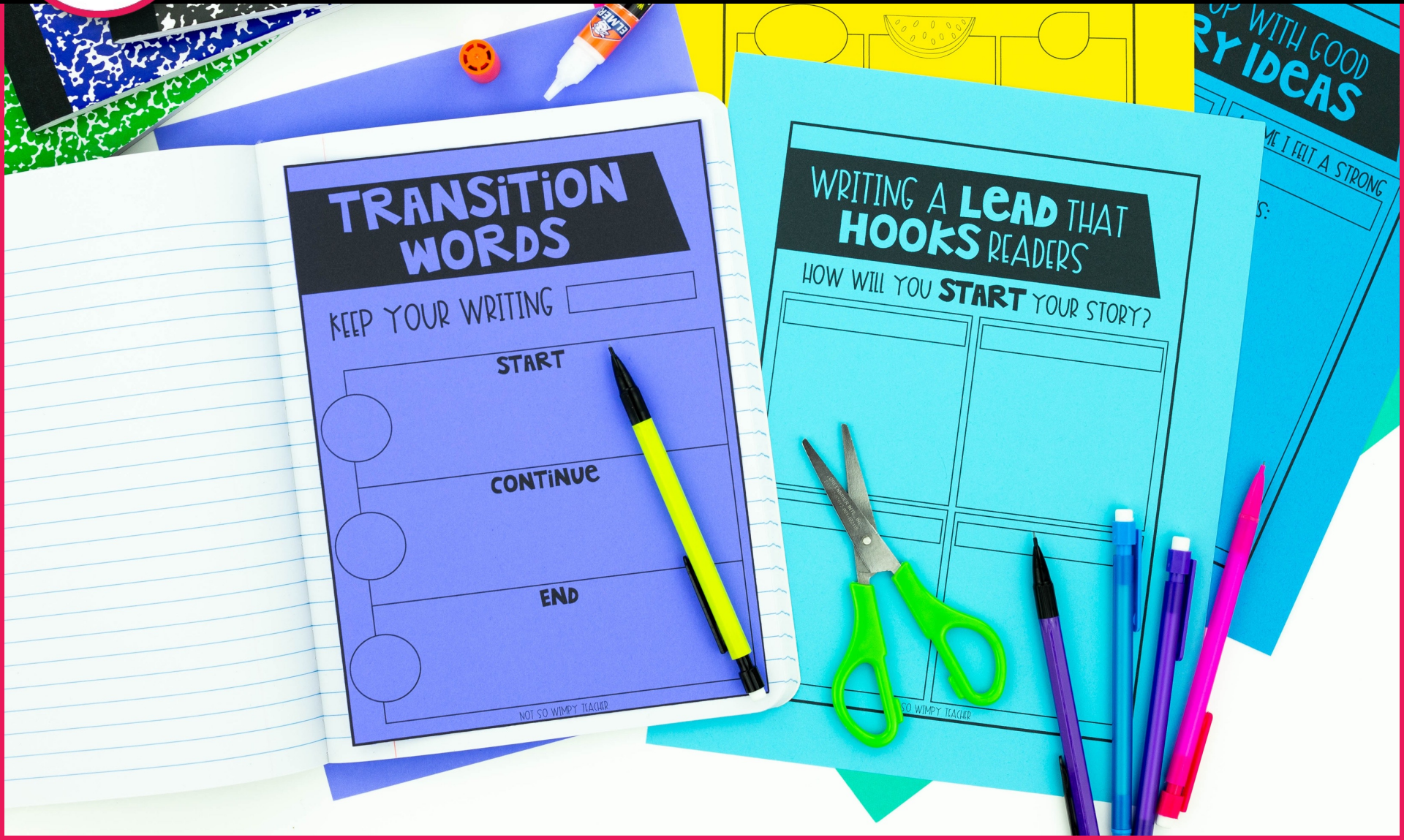
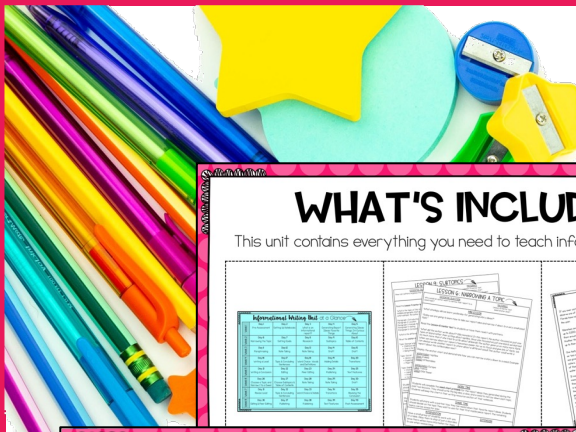




Not So Wimpy writing units contain everything you need to teach personal narrative, informational, opinion, & fiction writing!





A TYPICAL DAY OF WRITING

Every day will have the same basic format. Students are much more active when they have clear procedures and routines!

MINI LESSON: With the exception of assessment days, writing will begin with a mini lesson. During the mini lesson, students will read or listen to 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.

WORK TIME: After the mini lesson, students will be practicing writing (working draft - see page 8).

DAILY WRITING WORKSHOP	
Mini Lesson:	10-15 minutes
Work Time:	
Share:	

WHAT'S INCLUDED

This unit contains everything you need to teach informational writing!



QUICK START

Follow for a successful first week of writing instruction!

The Week One PDF. This contains everything you need for long-term use. Including the task cards on cardstock and laminating for materials. For each student, the task card recording rubric from the Week One notebook.



ANCHOR CHARTS

Anchor charts are part of many of the lessons in this unit. There are a variety of ways to use these resources.

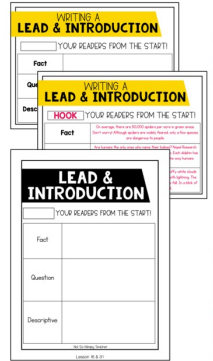


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Not So Wimpy Teacher

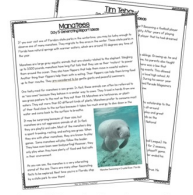
MENTOR TEXT PASSAGES

Writers grow by reading and hearing examples of great writing.

All of the necessary mentor texts for this writing unit are included! You do NOT need to buy additional books! (I did include a list of suggested books just in case you want to add more mentor texts to the lessons.)

There are several different ways that you can use the mentor texts. Feel free to mix it up and vary the routine if you wish.

- Print a copy of the mentor texts for yourself and read them to the class in the same manner that you would read a book read aloud.
- Project the mentor texts on your whiteboard. You can read it to the students while they follow along, or the class can choral read.
- For proficient readers, print a copy for each student and have them read it independently. This can be done during the writing lesson, as bell work, or even during reading centers.
- Print a copy for each student or pair of students, and have them buddy read the passage with their partner.
- Print the mentor texts at 80% (change in your printer settings) and have students glue the texts in the resource section of the notebook so that they can look back as a reference.



TAKE NOTE!

The mentor texts are meant to be read aloud to illustrate the concept of that particular lesson. They are not reading passages and are not meant to be used as a close read activity. Avoid asking comprehension questions, and do not worry if your students cannot read these independently! If you would like to spend more time with the mentor text, you can also use it during a separate reading mini lesson.

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THE WRITING NOTEBOOK

Every student will need a composition notebook for writing unit. The use of a composition notebook is highly encouraged due to their IF a composition notebook cannot be a spiral notebook is the next best thing.



Students will only be using for this eight-week unit. I highly suggest using a different notebook for each unit. This will help students to organize and to differentiate between units of writing that they will do throughout the year. IF necessary, you could also use two notebooks with two writing genres in each.

I recommend finding a place to keep their notebooks after the unit is complete. Once completed a couple units, you may want to use the notebooks to review the genre (personal narrative, informative, fiction, or opinion), or you may want to prompts for these genres. The notebooks can be used to review and practice at the year. It can also be a fast finisher activity all year!

The notebook will be divided into three equal sections using the provided dividers (you can print these). I strongly encourage you to print the dividers on cardstock! This will ensure they last for the entire unit.

Anchor Charts will be used for anchor charts and other resources that students complete during lessons. This is also a good place to keep student goals and a word list.

Masterpieces In this section, students will be writing their two major masterpiece stories. The first story will be highly guided through mini lessons. During the last three weeks, they will complete a second masterpiece story that is done more independently.

Stories In this section, students will keep stories written when they finish the specific work task. They can also write stories in this section when they finish work early during the school day. It helps to keep students organized if they are not writing stories right in the middle of their masterpiece that is still being revised.

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NOTE!

The mentor text is used to model the skill. In a lead and introduction anchor chart, you will read a mentor text a lead and introduction anchor chart our writing (or you can use the anchor chart to be a brainstorming process a reading comprehension activity!)



Detailed teacher directions explaining each component of the program will help you understand how to use the units and quickly get started in your classroom!

Lesson 4: Generating a Topic

<p>Essential Question How do opinion writers come up with topics to write about?</p>	<p>Materials anchor chart student printable</p>
<p align="center">Mini Lesson</p> <p>"Have you ever had a hard time deciding what to write about? Today we are going to learn a good strategy for coming up with ideas for opinion essays. If we have good strategies for generating topics, we won't waste our time and will have more time to write!"</p> <p>"What is your favorite restaurant to eat at? Why?"</p> <p>"Did you know that you are all sharing your opinions about different restaurants? Thinking about your favorites can be a good place to start when coming up with an opinion topic."</p> <p>Do the first section of the topic ideas anchor chart. Add favorites that you have strong opinions about. An example is shown below.</p> <div data-bbox="137 472 730 625" data-label="Diagram"> <pre> graph TD F((Favorites)) --- B[Book: Charlotte's Web] F --- M[Movie: Beauty and the Beast] F --- T[Teacher: Mrs. Sears] F --- S[Sport: Football] </pre> </div> <p>Other favorites ideas: school, principal, field trip, friend, television show, app, board game, subject in school, type of music, place to vacation</p>	
<p align="center">Work Time</p> <p>Students will make graphic organizers, or use the included printable, to brainstorm favorites. They should try to have at least four favorites, but can add more. This work should be kept in the resources section of their notebook.</p>	
<p align="center">Closing</p> <p>Students will share with a partner one topic on their graphic organizer they are most excited to write about. You can have a few students share with the whole class if time permits.</p>	
<p align="center">Intervention</p> <p>Ask students guiding questions to help them come up with favorites.</p>	<p align="center">Extension</p>

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Lesson 8: Point of View

<p>Essential Question How do writers develop stories that are interesting to read?</p>	<p>Materials mentor text point of view anchor chart</p>
<p align="center">Mini Lesson</p> <p>Read mentor text 8 to the class or have students read it with a partner.</p>	

Lesson 9: Subtopics

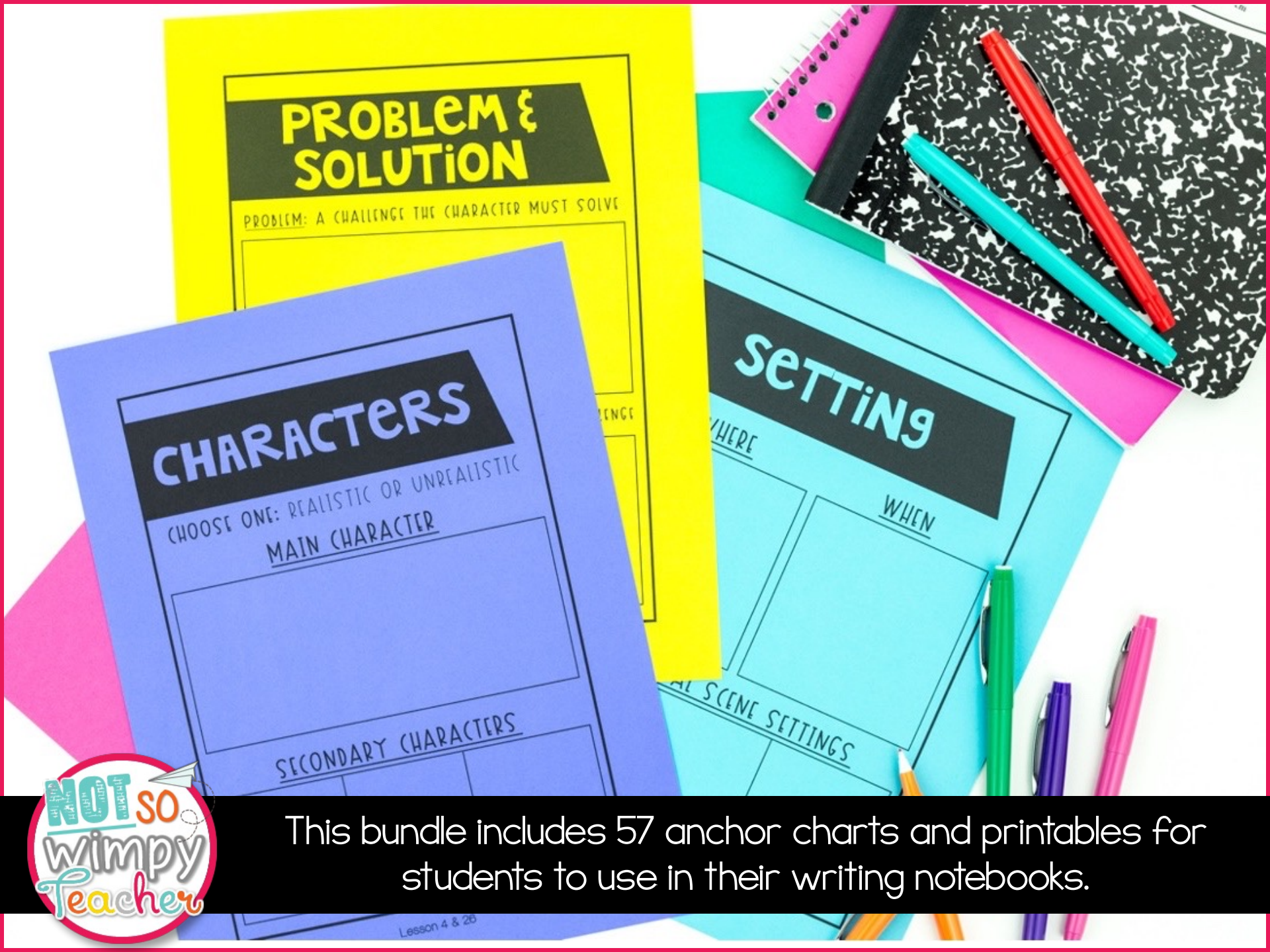
<p>Essential Question How can authors organize the facts in their reports?</p>	<p>Materials mentor text subtopics anchor chart subtopics printable for each student</p>
<p align="center">Mini Lesson</p> <p>Read the lesson 9 mentor text or have students read it with a partner.</p> <p>"What is the topic of this report? If you look very carefully, you will see that the author has divided her report into multiple sections, or paragraphs. Each paragraph is a part, or subtopic, of her main topic. Let's look at each</p>	

Lesson 17: Word Choice: Vocab

<p>Essential Question How can an author's words show readers that they are an expert on the topic?</p>	<p>Materials expert word anchor chart mentor text expert word printable</p>
<p align="center">Mini Lesson</p> <p>"Today, as we read, I want you to think about what words the author uses that help her to sound like an expert."</p> <p>Read the lesson 17 mentor text or have students read it to each other.</p> <p>"Did you notice any words that the author used that make her sound like an expert on the topic?" (fangs, stocky, burrow, prey, non-toxic) "Authors show that they are an expert by using vocabulary words that are commonly used when discussing their topic. They help readers to become an expert by defining the vocab words. They mix the definition into the text."</p> <p>Go back to some of the vocabulary words in the mentor text and show how the author defined the words.</p>	



This bundle contains 160 days of simple, one-page lesson plans! Each day starts with a mini lesson, followed by work time where students can apply the new skill to their writing.



This bundle includes 57 anchor charts and printables for students to use in their writing notebooks.



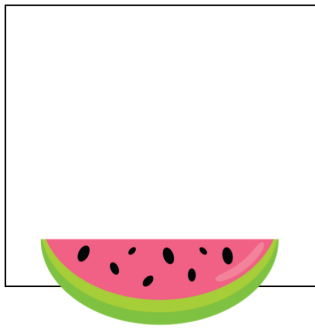
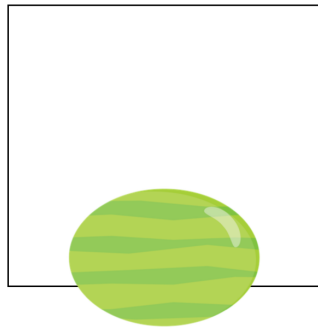


NARROWING A TOPIC TO A **SEED REPORT**

A **SEED REPORT** FOCUSES ON A



PART OF A TOPIC



NOT SO WIMPY TEACHER: LESSON 6 & 26

NARROWING A TOPIC TO A **SEED REPORT**

A **SEED REPORT** FOCUSES ON A

SMALL

PART OF A TOPIC

Outer Space



Planets



Mars



not so wimpy teacher: lesson 6 & 26



The 50 included teacher anchor charts or posters come in both blank and filled-in versions.

INFORMATIONAL Report
Task Cards

FICTION Narrative
Task Cards

PERSONAL Narrative
Task Cards

INFORMATIONAL Prompts
Task Cards

Research and write about...
Research and write about...
Research and write about...

OPINION Prompts
Task Cards

Should students be allowed to...
Should students be allowed to...
Should students be allowed to...

PERSONAL NARRATIVE Prompts
Task Cards

Write about a time that...
Write about a time that...
Write about a time that...

FICTION NARRATIVE Prompts
Task Cards

Write about a turtle who is afraid to come out of his shell.
Write about a turtle who is afraid to come out of his shell.
Write about a turtle who is afraid to come out of his shell.

OPINION Writing
Task Cards

Is it opinion writing?
a piece about why children should be paid to do chores.
Is it opinion writing?
a piece about why children should be paid to do chores.

PUNCTUATING Dialogue
2nd Grade Task Cards

Which is correct?
A. "Have soccer!" said.
B. "Have soccer!" said.
C. "Have soccer!" said.

Which is correct?
A. Clean your room! Mom yelled.
B. "Clean your room!" Mom yelled.
C. "Clean your room!" Mom yelled.

Is it an informational report?
a piece about Christopher Columbus

Is it a fiction narrative?
a story about a bird who wishes he was a cat

Write about a girl who gets hurt while dancing on stage



Task cards provide writing prompts and practice identifying each genre.

Fiction Narrative Writing Rubric

Student Name: _____ Date: _____ Score: /20

	2	1	0
lead	Wrote a lead that is interesting and grabs readers.	Wrote a lead.	Story does not include a lead.
paragraphs	Divided the story into paragraphs to show changes in setting, large amounts of time passing and new characters speaking.	Divided the text into paragraphs, but made some errors about when to change to a new paragraph.	Did not use paragraphs.
characters	Included main and secondary characters that were developed with lots of details.	Included only a main character OR the characters need to be more developed.	Does not include secondary characters AND the characters need to be more developed.
setting	Used a "show don't tell" strategy to develop a setting.	Included a description of the setting.	Does not include any details about the setting.
problem and solution	Included a problem, suspense and a solution to the problem.	Included a problem and a solution.	Does not include a solution to the problem.
transitions	Included sufficient transitions.	Included some transitions.	Did not use transitions.
dialogue	Included dialogue between characters and the dialogue is punctuated correctly.	Included dialogue between the characters, but there are some punctuation errors.	The story does not include any dialogue.
ending	Wrote an interesting ending.	Wrote an ending.	Story does not include an ending.
spelling	Spelling reflects editing and only has grade-level appropriate errors.	Writing includes some spelling errors that should have been	Writing has many spelling errors that should have been

Informational Writing Rubric

Student Name: _____ Date: _____ Score: /20

	2	1	0
FACTS	Wrote a report with plenty of facts about a topic.	Wrote a report with limited facts and/or it included opinions.	Piece is not an informational report with facts about a topic.

Opinion Writing Rubric

Student Name: _____ Date: _____ Score: /20

	Mastered	Progressing	Not Yet
OPINION	Clearly stated an opinion on a topic.	Had an opinion, but it was not clear.	Piece is not an opinion essay.

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	Used words that told what happened	Used words that told what happened

does not include a lead.
 did not use paragraphs.
 did not include to support opinion.
 did not use examples.
 did not use situations.
 did not use key words or facts.
 does not include an ending.
 has many errors that have been listed.



Simple and student-friendly rubrics are included in each unit.

	appropriate errors.	that should have been edited.	should have been edited.
PUNCTUATION	Uses correct punctuation	Writing has some	Writing has many

SONG
HIVE

- 1 WEEK 1
- 2 WEEK 2
- 3 WEEK 3
- 4 WEEK 4
- 5 WEEK 5
- 6 WEEK 6
- 7 WEEK 7
- 8 WEEK 8

Lesson 16: Lead/Introduction

essential question
How can authors hook readers so that they will want to read their report.

Materials
lead anchor chart
mentor text

Mini Lesson
Read the lesson 16 mentor text or have students read it to each other.
"Now that you have drafted your reports, it is time to make them sound even better by doing revisions. We are going to start by revising the lead and introduction. We want our report to start with words that will hook readers so that they want to keep reading."
Reread just the introduction of the mentor text.
"What type of lead does this report have?"
"Yes. She used a question to hook her readers. Now they want to keep reading to find out the answer!"
Complete the anchor chart together.

Fact	On average, there are 50,000 spiders per acre in green areas. Don't worry! Although spiders are widely feared, only a few species are dangerous to people.
Question	Are humans the only ones who name their babies? <i>Answer: No, dolphins actually name their babies.</i>

Fiction Narrative Writing Unit

Day 1 Pre-Assessment	Day 2 Setting Up Notebooks	Day 3 What is a fiction narrative?
Day 6 Problem	Day 7 Solution	Day 8 Point of View
Day 11 Goal/Setting	Day 12 Revise the Lead	Day 13 Develop the Characters
Day 16 Adding Dialogue	Day 17 Punctuating Dialogue	Day 18 Word Choice (Strong Verbs)
Day 21 Revising the Ending	Day 22 Edit	Day 23 Setting
Day 26 Characters & Point of View	Day 27 Publishing	Day 28 Draft
Day 31 Revise Lead and Develop Characters		
Day 36 Revise Final Draft		



Everything you need to teach 2nd grade writing in a way that is fun for your students and easy for you!