



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



**Lesson 11: Writing a Lead**

<b>Essential Question</b> What types of leads are most likely to hook a reader?	<b>Materials</b> mentor text lead anchor chart from lesson 10
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**MINILESSON**  
"Tell your partner about the two types of leads we learned about yesterday."  
Write about a time that you went out for ice cream.

Read the lesson 11 mentor text to students or have them read it with partners.

Reread the lesson 11 mentor text. "How does this author begin their story?"

\*Starting  
Add on  
Example  
"The t  
"I ran  
"I pun

**The Happiest place on Earth**  
Day 12: What is Dialogue?

"I can't believe we are actually..."  
The feel--

**Swish!**  
Day 1 Writing a Lead

We all looked up as the ball flew over our heads and continued soaring through the air across the basketball court. The ball was an orange comet racing to the basket, and we all kept our eyes locked on it. We knew that this basketball shot would decide so much for what would happen next for our team.

**3rd grade WRITING UNIT BUNDLE**

NOT SO WIMPY TEACHER

**Sofia's PERSONAL NARRATIVE writing notebook**

resources  
most pieces  
more stories

### DIALOGUE IN OUR WRITING

"The

**NARROWING A TOPIC SEED STORY**

PUNCTUATION  
"I bak

**SEED STORY**

### TRANSITION WORDS

KEEP YOUR MIND WRITING ORGANIZED

**WRITING A LEAD THAT HOOKS**

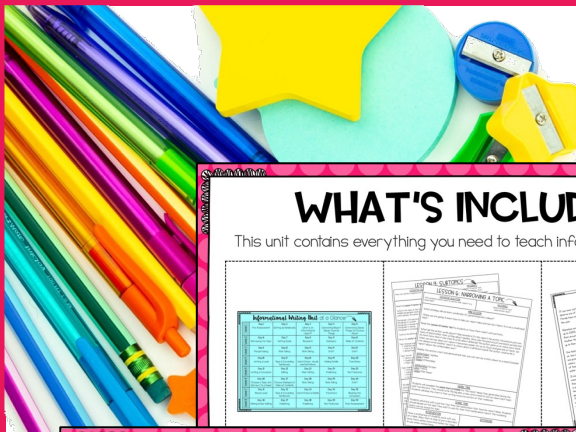
HOW WILL YOU START

<b>SOUND</b>	Pop!	Drip.	Crash!	Have giraffe trip to
	Splash!	Meow.	A-chool	
	Bang!	Tick tock	Thump!	

**ACTION**

I ran to my room and slammed the door just as the tears came to my eyes.

"Stay c  
A



# 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 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 skills being taught.

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

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

# WHAT'S INCLUDED

This unit contains everything you need to teach informational writing!



# QUICK START

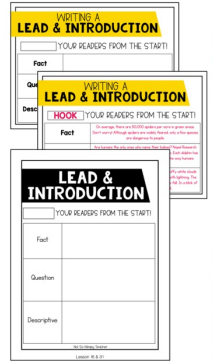
Follow for a successful first week of writing instruction!

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, a task card recording rubric from the Week One to need 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.



# TABLE OF CONTENTS

Click the name of the section to jump to that part of the directions!

- Getting Started ..... 1
- What's Included ..... 2
- Quick Start Guide ..... 4
- A Typical Day of Writing ..... 5
- The Daily Lesson Plan ..... 6
- The Writing Notebook ..... 7
- The Masterpieces & Fast Finishers ..... 8
- Mentor Text Passages ..... 9
- Additional Mentor Text ..... 10
- Anchor Charts ..... 11
- Pre- and Post-Assessment ..... 12
- Writing Grades ..... 13
- Conferencing ..... 14
- Publishing & Sharing ..... 15
- Adapting Lessons & Using Technology ..... 16
- Author Share Celebration ..... 17

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# 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 used 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 keep prompts for these genres. The notebooks can be used to review and practice at the end of 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 on cardstock). I strongly encourage you to print the dividers on cardstock. This will ensure they last for the entire unit.

**Anchor Charts:** 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:** During the writing lesson, students will be writing their two major masterpiece stories. The first story will be highly guided through mini lessons. During the last three weeks, students will complete a second masterpiece story that is done more independently.

**Stories:** During the writing lesson, 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 short is used to model the skill. In a lesson, 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 1: Pre-assessment

<b>essential question</b> What skills do you need to develop to be the best writer you can be?	<b>Materials</b> loose-leaf paper rubrics
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**Mini Lesson**  
Explain to students that they will be doing a writing sample today that will help you to get to know them and to learn about their writing abilities. The sample will be used to help you know how to help them to become the very best writers that they can be. Explain that they should do their best.

Let students know that they will have the next hour to plan, draft, revise, and edit their writing piece. You will give them regular updates on the time remaining, but they should be ready to turn in a completed final draft at the end of the hour. The story can be as long as they need it to be, but they probably won't have the time to write a chapter book. Students can have as many sheets of paper as necessary.

Write the following prompt on the board:  
Write a story about a child who gets in trouble. Be sure to include characters, a setting, a problem and a solution.

As students finish their writing, attach a rubric to the top for easier grading.

**Work Time**  
Give students a paper and set a timer. Give them updates every 10-15 minutes. Otherwise, see to it that writers have quiet time to write. Students who finish before the hour is complete should read, write or do another silent activity at their desk.

**Closing**  
Share with your partner what you hope to improve on during this unit of fiction writing.

<b>Intervention</b> If possible, set a visual timer on your white board to help students manage their time. If necessary, give students a word bank to help with spelling.	<b>extension</b> Allow students to come up with their own fiction narrative topic rather than using the prompt. You may want to tell them the day before so that they have time to generate a topic.
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not so wimpy teacher, llc

# Lesson 4: Characters

<b>essential question</b> How do writers choose characters to tell their story?	<b>Materials</b> character anchor chart character student printable (optional)
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**Mini Lesson**  
"Whisper to your neighbor to tell them what a fiction narrative is and how it is different from a..."

# Lesson 15: Creating Suspense

<b>essential question</b> How can writers create suspense in their stories?	<b>Materials</b> mentor text plot anchor chart plot printable
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**Mini Lesson**  
Read the lesson 15 mentor text to students or have them read it with partners.  
"I love how the writer kept me on the edge of my seat! I really wanted to know what..."

# Lesson 21: Writing an Ending

<b>essential question</b> How can an author end their story in an interesting way?	<b>Materials</b> mentor text plot anchor chart from lesson 15
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**Mini Lesson**  
Read the lesson 21 mentor text to students or have them read it with partners.

"I love that this story has rising action and a climax. That gives it lots of suspense. I also love that it doesn't just end suddenly right after the climax. The author shared a short series of events that led to the solution. The author took their time showing how the character solved their problem."

Finish filling out the plot anchor chart from lesson 15. Use your own story or my example.

Falling Action (Events that lead to the solution.)	<ol style="list-style-type: none"> <li>1. Dominic gets in trouble and is upset.</li> <li>2. He finds a shelter for the cat.</li> <li>3. Dominic's mom gets some allergy medicine.</li> </ol>
Solution	Dominic's mom changes her mind and lets him keep the cat.



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.

# Manatees

## Day 5: Generating Report Ideas

If you ever visit one of Florida's state parks in the wintertime, you may be lucky enough to observe one of many manatees. They migrate to this area in the winter. These state parks in Florida have natural springs with warmer waters, which are around 70 degrees any time of the year.

Manatees are large gray aquatic animals that are closely related to the elephant. Weighing up to 3,500 pounds, manatees have long flat tails that they use as their "motors" to power them around the ocean. They also have flippers that help them move in coastal waters. Another thing their flippers help them with is eating. Their flippers can help them bring food up to their mouths. They are considered to be gentle giants and peaceful swimmers.

One tasty meal for manatees is sea grass. In fact, these animals can often be referred to as "sea cows" because they behave in a similar way to cows. They travel in herds from one sea grass pasture to the next as they eat their fill. Manatees are herbivores, or plant-eaters. They eat more than 60 different kinds of plants. Manatees prefer to consume most of their food close to the surface because it takes too much energy to dive down in the water and come back to the surface to breathe.

It may be surprising because of their size, but manatees are not aggressive animals at all. In fact, they are playful and calm. Most of the manatee's day is spent traveling, resting, and eating sea grass. When they are with other manatees, they are known to play games. Some manatees will play follow the leader. They have even been seen bodysurfing! However, they only play when they have plenty of food and feel safe in their environment.



## Hurricanes

### Day 25: Text Features

na, Matthew, and Irene are just a few of the names of different hurricanes that have created chaos over the Atlantic and Pacific Oceans. We have had many hurricanes since the early 1950s. The World Meteorological Organization tracks hurricanes.

## The Gulf Oil Spill

### Day 16: Writing a Lead and Introduction

Have you ever observed what happens when you put oil and water together? The oil will quickly separate and create a layer above the water. If you could easily scrape the oil from the top of the water, you would know it was actually not that easy. Scientists, researchers, the BP Oil Company, government officials, and volunteer clean-up crews experienced this first-hand in a real-world situation.

In 2010, an oil rig named Deepwater Horizon exploded and sank in the Gulf of Mexico. The explosion of the oil rig caused oil and gas to begin leaking from a BP pipe at the bottom of the ocean. BP workers immediately tried to control the spill, but were unsure of just how to do it. Government officials were working to try and control the spread of oil to the nearby beaches. It took a total of 87 days to stop the oil spill. By then, a large amount of oil had been released into the ocean.

The oil spill, later called one of the largest spills in American history, affected the Gulf of Mexico's ecosystem. Over 1,000 miles of shoreline were exposed, exposing shrimp, oysters, and fish to major amounts of oil. Dolphins and other sea animals and birds to feed on them. Dolphins and other animals struggled to breathe when coming to the surface because the water was coated in brown sludge. Many other living things from the Gulf of Mexico were affected, as well. There wasn't much that the oil left alone.

There were many things that needed to be done the way they began cleaning up the spill. These changes were made to prevent future spills.

## Bill Gates

### Day 2: Writing a Conclusion

What are the things that interest you right now as a kid could you become a billionaire? That's how it all started for Bill Gates. He started a software business; Microsoft.

## Jamaica

### Day 3: What is an Informational Report?

When people think about Jamaica, they think about a small island that is located in the Caribbean Sea. The island is known for its beautiful beaches like Negril, Montego Bay, and Ocho Rios. Jamaica is known for its soft sandy beaches and a few things about Jamaica.



### Weather

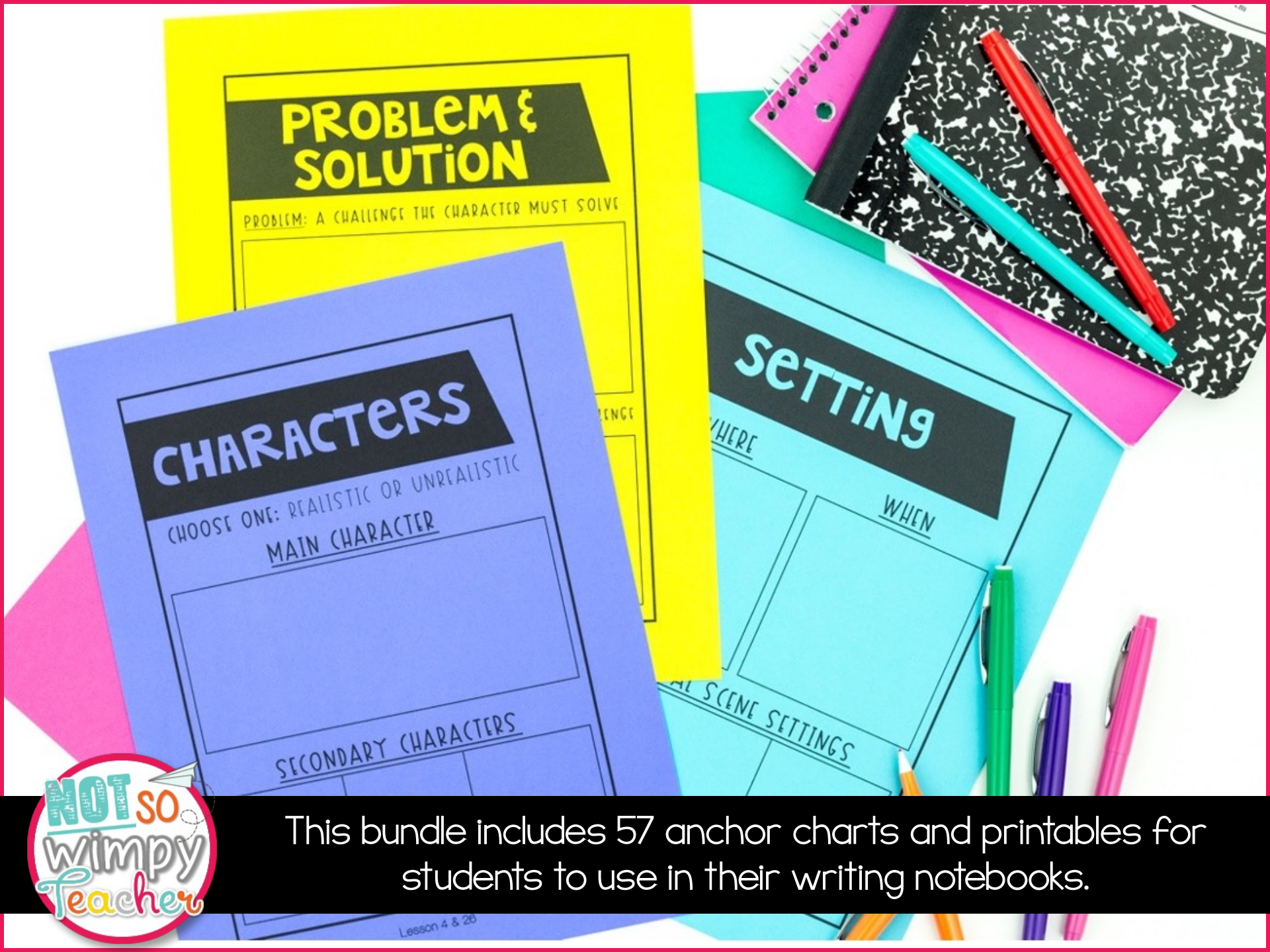
The temperature of Jamaica is between 80 and 90 degrees. In Jamaica, the wind from the sea cools the island's tropical climate. Jamaica's summer months are only slightly hotter than its winter months. The natives of Jamaica will tell you that the winter months are the best time to visit the island. In the late summer because that is their hurricane season.

### Sports

Cricket is known about Jamaica is that they are big on sports, mainly cricket. Cricket is similar to baseball. In this sport, you use a bat and a ball. Cricket is very different. Cricket was once the biggest pastime in Jamaica. Usain Bolt, a famous sprinter, has much success in track and field. You may be surprised to know that Usain Bolt, who is Jamaican, is a track and field athlete and has won many medals and breaking world records for 100-meter and 200-meter sprints.



No need to buy books or spend time searching for mentor texts! This bundle contains 55 original mentor texts to help you teach specific skills in each genre of writing.



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

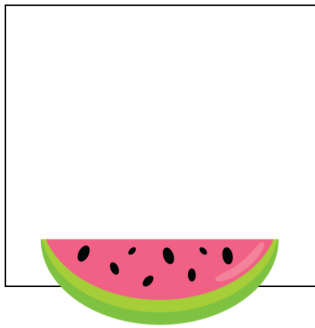
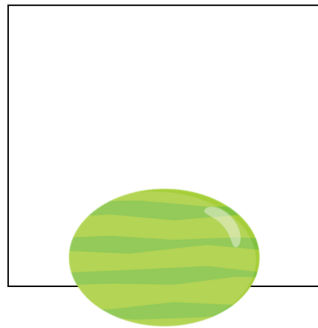


# NARROWING A TOPIC TO A **SEED REPORT**

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.

a report about  
reptiles



a report about  
snakes



a report about  
rattlesnakes



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

**OPINION Prompts**  
Task Cards

**PERSONAL NARRATIVE Prompts**  
Task Cards

**FICTION NARRATIVE Prompts**  
Task Cards

**OPINION Writing**  
Task Cards

**PUNCTUATING Dialogue**  
Task Cards

Is it an informational report?  
a story about the time I jumped off the high dive

Is it a fiction narrative?  
a story about a family that is moving across the country

Write about an alligator that is too nice to eat fish.



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 3<sup>rd</sup> grade writing in a way that is fun for your students and easy for you!