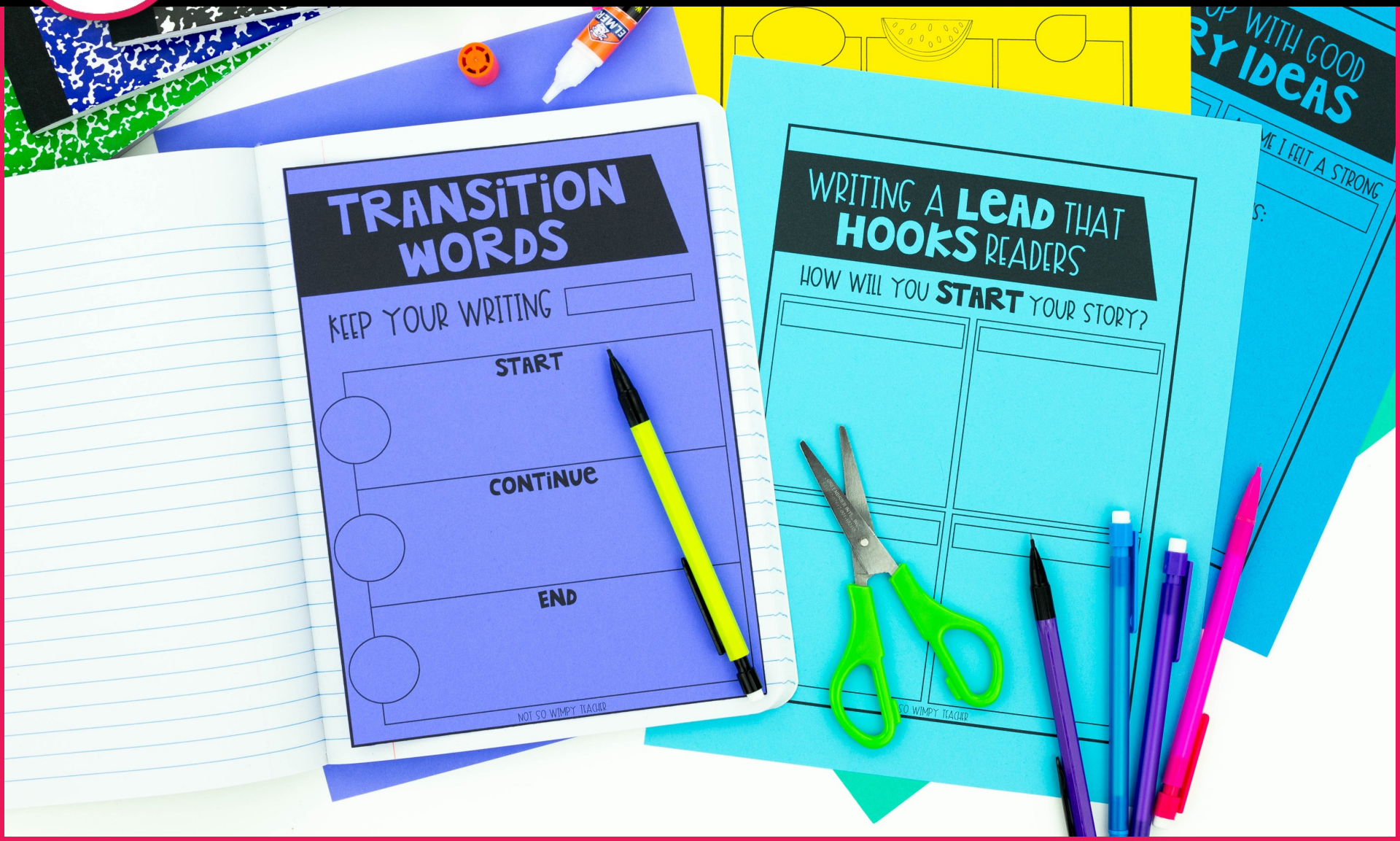
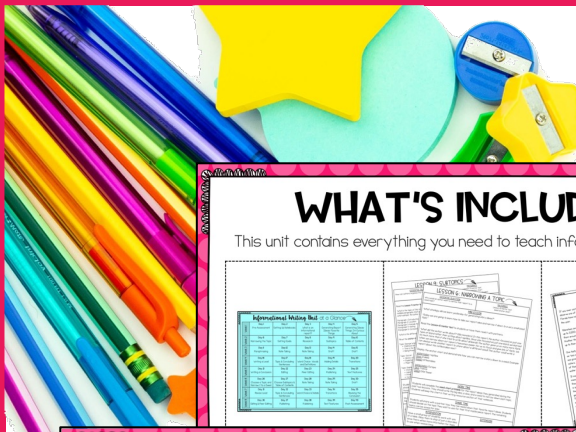




Not So Wimpy writing units contain everything you need to teach personal narrative, informational, opinion, & fiction writing!





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 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 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

Look 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.

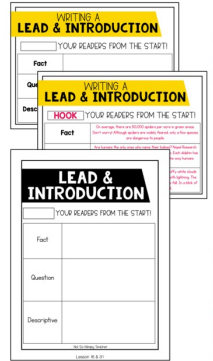


TABLE OF CONTENTS

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

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Not So Wimpy Teacher

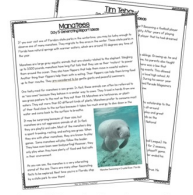
MENTOR TEXT PASSAGES

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 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 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 short is used to model the skill. In a lesson, you will read a mentor text a lead and introduction anchor chart for your writing (or you can use the anchor chart to be a brainstorming process for 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

essential question How do writers come up with topics for informational reports?	Materials mentor text generating topics anchor chart
--	---

Mini Lesson

"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 topics for informational reports. If we have good strategies for generating report topics, we won't waste our time and will have more time to write!"

Read the lesson 4 mentor text to students or have them read it with partners. "In the report, the author wrote about an amusement park, Disney World, that they enjoy and know a lot about. They did not tell you a story about a time that they went to Disney World, or why she thinks Disney World is the best amusement park. Instead, the author shared facts about some of her favorite locations in Disney World. She was an expert who taught us more about the park and the places to visit within it. She can do this because she knows so much about Disney World. You are an expert on certain topics too! It might not be an amusement park, but there are probably things that you really enjoy and can teach others about. It could be an activity or hobby that you do or a topic that you especially liked learning about in school. It could be a place that you visited or an animal that you read a book about."

Fill out the first half of the anchor chart. Add topics that you personally know a lot about. You can include topics that your class has already studied in science or social studies. It will help to remind them! Think out loud so that students have a model of the kinds of things they should be saying to themselves as they brainstorm. (Example below.)



Work Time

Students will make graphic organizers to brainstorm different topics that are things they love or know a lot about. This can be done on the student printable of a page in the notebook. They should try to come up with as many topics as possible. This work should be kept in the resources section of their notebook.

Closing

Students will share with a partner about which 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.

Intervention

Ask students guiding questions to help them come up with topics related to things they love and know a lot about.

Extension

not so wimpy teacher, LLC

Lesson 10: Paraphrasing

essential question How do authors paraphrase information in their reports?	Materials paraphrasing anchor chart paraphrasing task cards and recording sheet
--	--

Mini Lesson

"Now that we have our table of contents, we are just about ready to research facts about each of our subtopics and take notes. First, we need to talk about something very serious, plagiarism."

Lesson 15: Topic & Concluding Sentences

essential question How can authors use topic and concluding sentences to organize their information?	Materials topic & concluding sentences anchor chart mentor text colored pens or pencils
--	---

Mini Lesson

Give each student a copy of the lesson 15 mentor text or display it so that all students can see. Read the entire text together or have students read it silently or with a partner.

Lesson 20: Transitions

essential question How can authors use transitions to make their writing clearer?	Materials transitions anchor chart mentor text
---	---

Mini Lesson

"It is important that we help our readers to follow our reports from beginning to end. Writers use transition words to help their readers understand the order of the events in their piece. Transition words also help writers to change from one idea to another and to point out evidence. Listen to the mentor text and see if you can hear any transition words or phrases."

Read the lesson 20 mentor text to students or have them read it with partners.

Fill out the anchor chart together.

Sequence first, next, then, before, later, after that, immediately, finally, eventually	Evidence for example, for instance, such as, as an example
---	--



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.

The Solar System

Day 16: Citations

Imagine hurtling through space. You avoid a 10,000-degree ball of gas, maneuver near a belt of asteroids, and hold on all the time by an invisible force! That may sound like a movie or a video game, but it is actually our very own daily journey in the solar system. The solar system is the total of all of the matter and energy that orbits our bright yellow Sun.

The Sun

The Sun is the largest, brightest, hottest, and most important body in the system. The Sun is a giant ball of different gasses. It is composed mainly of hydrogen and helium. According to Space.com, the Sun holds about 98.9% of the mass of the solar system and heats up to over 10,000 degrees Fahrenheit. The Sun heats and lights the entire solar system.

The Planets

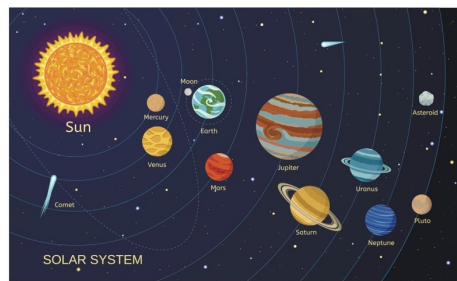
Some of the planets are relatively small. For example, Mercury is tiny and fast. Mars is another small and solid planet, most known for its red color. Other planets are large. Jupiter and Saturn are hundreds of times more massive than Earth. These large planets are made of gas. Way out away from the Sun, the planets are characterized by cold temperatures. Neptune is so far from the Sun that, according to the Planets Organization, it measures a chilly -353 degrees Fahrenheit.

Moons

Earth's Moon is a common sight in the night sky, but it is far from the only moon in the solar system. There are hundreds of moons orbiting around most of the planets. Saturn has the most moons with over six hundred!

Other Parts of the Solar System

Asteroids and meteors are rocks that fly around in space. They are smaller than moons, irregular shapes, and made of all different types of rocks and metals. Occasionally, a tiny piece of asteroid, rock, or debris from space moves close to Earth. They are pulled by gravity into the atmosphere and light up with bright fire. These meteors are also commonly called shooting stars. Most of them are tiny and burn up in the sky. Comets are giant ice balls that wander around the solar system. Many



Mercury is the closest planet to the Sun. It can get as

We Need a New Playground

Day 4: Support Your Reasons With Examples

is: hundreds of kids outside at their own school for twenty minutes. Absolutely nothing to do! The kids stare at their school playground as if

My First Roller Coaster

Day 16: Adding Details

to be on vacation with my family, and to make it even better, we were heading to Family
to the park, my family and I walked around and looked at all of the bright and colorful sign
filling foods, noisy game booth attendants, and the high-pitched voices of children having fun
n top of that, the park was next to the Atlantic ocean, so in between the booming noises o
the ocean waves roaring and feel the cool breeze on my face.
other Shawn grabbed my hand and pulled me up to a sign with a vertical stripe of various
(having me stand with my back to the sign), stood back, and squinted up toward my head.
ride the Stargazer! Let's go!" he said.
idea what the Stargazer was and wasn't sure if I wanted to find out. However, the next
a long and winding line (in the direct sun and blocked from any hint of wind), sweat beads f
ds.
"I whined at Shawn.
to not getting out of this," he replied.
on an agonizing 45-minute wait, we were finally seated in the back row of the roller coaster
n insisted, "The back row is the fastest."
at doesn't make any sense," I said after thinking about his comment. My pondering momen
s started clicking along on the wooden track. We went slow at first and even slower up a l
understanding that the higher we went up, the
locked into place over our waists

The Missing Mystery Book

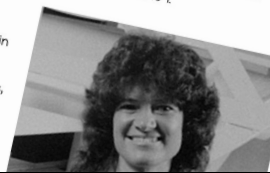
Day 13: Developing Characters

Library time! She followed her class single file into the huge room with va
ked as high as Mia could reach. Mia dropped off her books and bolted to the
of her long black hair out of her face and tied it up with a rubber band, sig

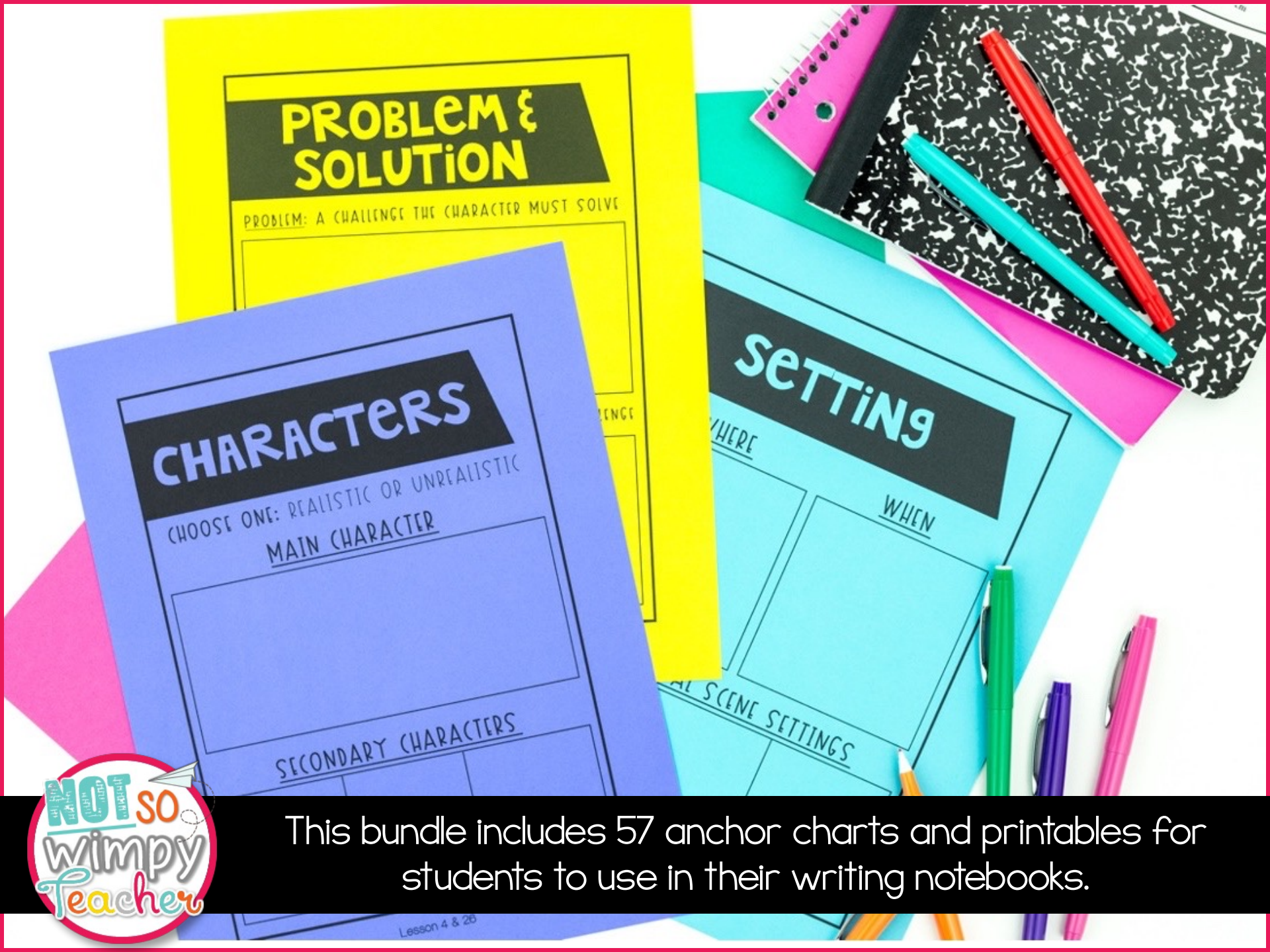
Sally Ride

Day 25: Text Features

vehicle and took off. Her vehicle rumbled, and she felt powerful
g her down. Then everything stopped and went calm. When Sally
ing in a familiar way. She saw pitch black with thousands of star
with Sally Ride was in space!
Angeles, California in 1951. At this time, not many girls were ab
omers. Sally was very interested in science and worked hard to
n 1978 to join the astronaut training program. She would have a
83, Sally Ride became the first American woman to fly in spac
space for six days. While in space, Sally worked as the mission f
ntrolled the ship, and performed scientific experiments. She
n and went to space for a second time in 1984.
de stayed involved in
ofessor of the
ed to help students,
mathematics. She
ch a wider
authored eleven
ion, which



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.



PROBLEM & SOLUTION

PROBLEM: A CHALLENGE THE CHARACTER MUST SOLVE

CHARACTERS

CHOOSE ONE: REALISTIC OR UNREALISTIC
MAIN CHARACTER

SECONDARY CHARACTERS

SETTING

WHERE

WHEN

SCENE SETTINGS



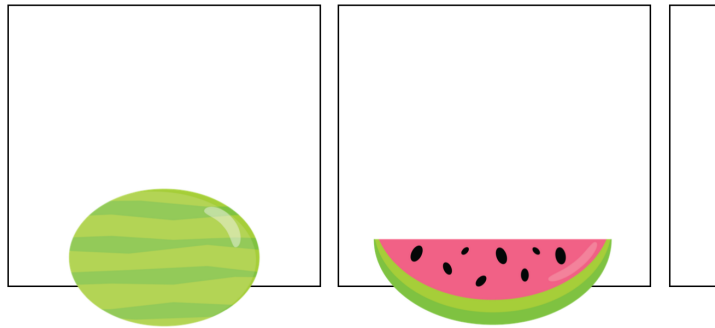
This bundle includes 57 anchor charts and printables for students to use in their writing notebooks.



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



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 piece all about the Statue of Liberty

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

Write about a girl who babysits her little brother for the first time.



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

Conquering
Writing

- 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? Dolphins actually name their babies.

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 4th grade writing in a way that is fun for your students and easy for you!