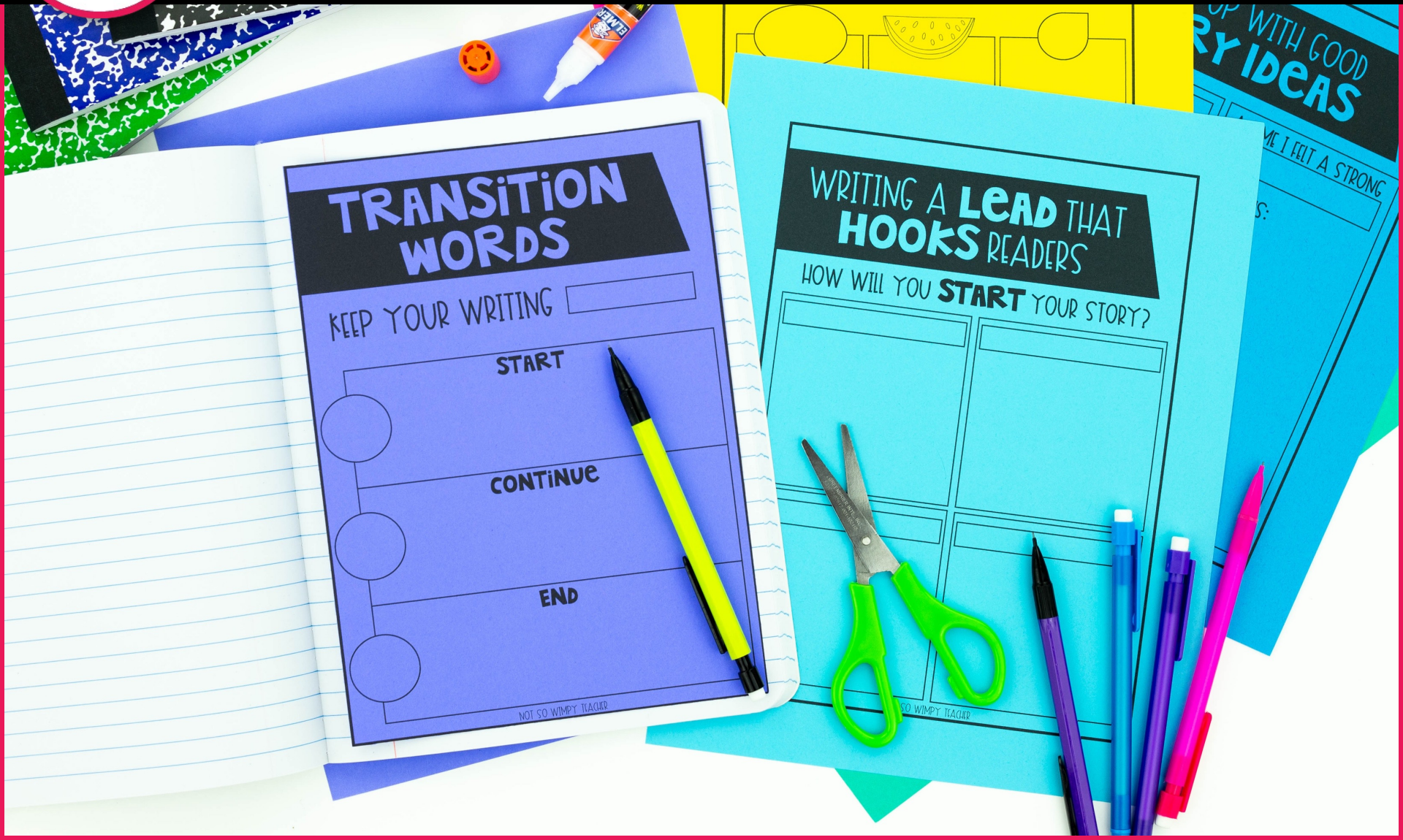
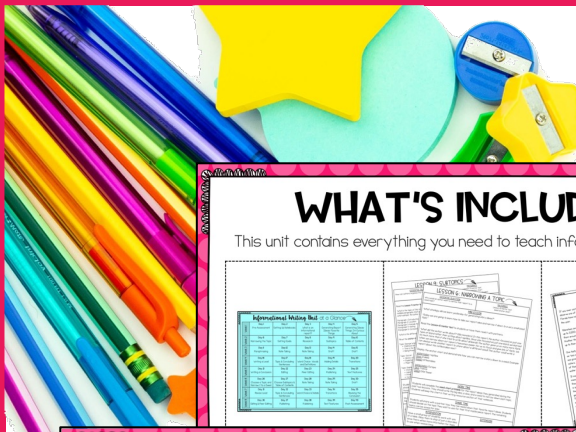




Not So Wimpy writing units contain everything you need to teach personal narrative, informational, opinion, & fiction writing!





# 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 doing independent 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

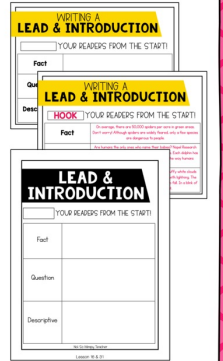
Follow for a successful first week of writing instruction!

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, 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
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Not So Wimpy Teacher

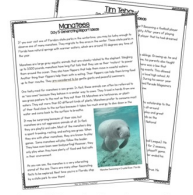
# MENTOR TEXT PASSAGES

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.

Not So Wimpy Teacher

# 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.

Not So Wimpy Teacher

### 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 4: Generating a Topic

### Essential Question

How do opinion writers come up with topics to write about?

### Materials

anchor chart  
student printable

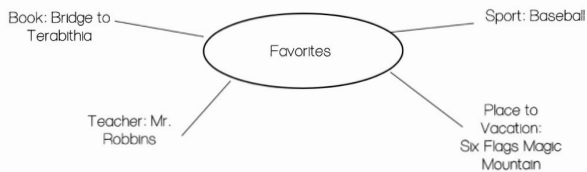
### Mini Lesson

"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 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!"

"What is your favorite restaurant to eat at?"

"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."

Do the first section of the topic ideas anchor chart. Add favorites that you have strong opinions about. An example is shown below.



Other favorites ideas: school, principal, field trip, friend, television show, app, board game, pet

### Work Time

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.

### Closing

Students will share with a partner one topic on their graphic organizer that 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 favorites.

### Extension

not so wimpy teacher, llc

## Lesson 8: Point of View

### Essential Question

How do writers develop stories that are interesting to read?

### Materials

mentor text  
point of view anchor chart

### Mini Lesson

Read mentor text 8 to the class or have students read it with a partner.

## 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.

## Lesson 16: Citations

### Essential Question

How can authors cite where their research comes from?

### Materials

citation anchor chart  
mentor text  
highlighters

### Mini Lesson

Read the lesson 16 mentor text or have students read it to each other.

Reread one sentence that includes an in text citation.

"Who remembers what it is called when we take a fact and rewrite it in our own words?"

"Paraphrasing is very important because we don't want to copy someone else's work. However, sometimes it is a good idea to give the original author credit for their work even when we are paraphrasing. That is what the author did in today's passage. He told us where he got the fact from. We call this a citation. Turn and and tell your partner what a citation is."

"We don't need to use citations for every fact in our report. That would make our report hard to read. When we are including facts that can be found in almost any book on the topic, we don't



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.

# Air Force One

## Day 6: Narrowing a Topic

The President of the United States must be ready to travel anywhere in the world at a moment's notice. Air Force One refers to the official aircraft that carries the President of the United States. The plane was designed specifically for transporting the president. Air Force One is a symbol of the American presidency.

### Background

Franklin D. Roosevelt was the first president to fly in an airplane while in office. In the 1940s, officials had begun to worry about using commercial airplanes to transport the president. They wanted to keep the president safe. They also wanted a plane to be available for travel at a moment's notice. Therefore, the Air Force built a plane for the president. Many different planes have been used since then.

### Outside the Plane

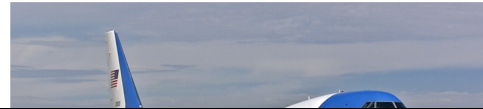
Air Force One is very recognizable. It is blue and white with large words that say "United States of America". The plane also has the Presidential Seal and the American flag.

### Inside the Plane

The president enjoys 4,000 square feet of floor space on Air Force One. It includes a bedroom for the president, a bathroom, and a conference room. Air Force One is also equipped with a medical suite that has an operating room and a doctor. According to the White House website, the plane has two food preparation areas that can feed one hundred people at one time. The aircraft also has bedrooms for those traveling with the president. The president travels with his staff, secret service agents, and the press.

### Aircraft on Display

Since the 1940s, many different planes have been built for the presidents. As technology improves, new and better planes are made. You can see several different aircrafts that have served as Air Force One at the National Museum of the United States Air Force in Dayton, Ohio and at the Museum of Flight in Seattle, Washington.



## Bear!

### Day 10: Writing a Lead

I feet and stood in front of my own house with my arms up over my head. Between me and the front door was a huge brown bear that was staring at me.

## Pong

### Day 11: Revising Your Lead

The first successful video game was actually an extremely simple ping-pong game. In 1972, Pong is considered to be one of the classic developments in the history of video games. Pong is a piece of cultural and historical significance, and it has influenced the history of video games.

Prototypes of video games were developed. None of them became commercially successful. Pong was developed by Atari, a new video game company that thought that Pong was made into an arcade-style game that could be played along with other games.

They created a Pong game that could be played through a converter that allowed television as the screen. Now, people could play the game from the comfort of their home video game industry!

Pong was a simple game. The play was very simple by today's standards. Players moved the ball back and forth. You may be surprised to see the graphics, but the ball was a dot. However, for the time, any working interactive digital game was a big step forward.

Some more interesting sound was added to make a noise when the ball hit the paddles, depending on the results of points. The ball moved faster and slower. Pong was able to shoot the ball at various angles. This made the game more interesting than any other before it.

## Family Game Night

### Day 8: Supporting Your Opinion With Reasons

Soccer practice, school, work, and other activities, families get busy. Most of the time, it's important to make time for your family to have fun together. The best way to spend time with your family is by having a family game night! All you need are some board games and a few hours of free time.

## Pisces Power

### Day 5: Creating Suspense

I was nervous about going out on the lake with Jake and his dad today," Miguel admitted to his mom. "My stomach feeling like a boulder."

"Why?" she replied. "I know you haven't been out on a lake before, but you are meant to be in the water. March 2, which makes you a Pisces! Your element is water! You'll be great!"

Jake had his eyes at his mom, who was always talking as if she were from another galaxy, but he got up and ran to the truck out front.

Jake had reached the lake, put the boat in the water, gotten on the boat, and drove it out to the middle of the lake. Jake's stomach again felt like a rock.

"Want to ride on the tube?" Jake asked.

"I don't want to admit that he didn't know what that meant," Miguel responded. "You go first!"

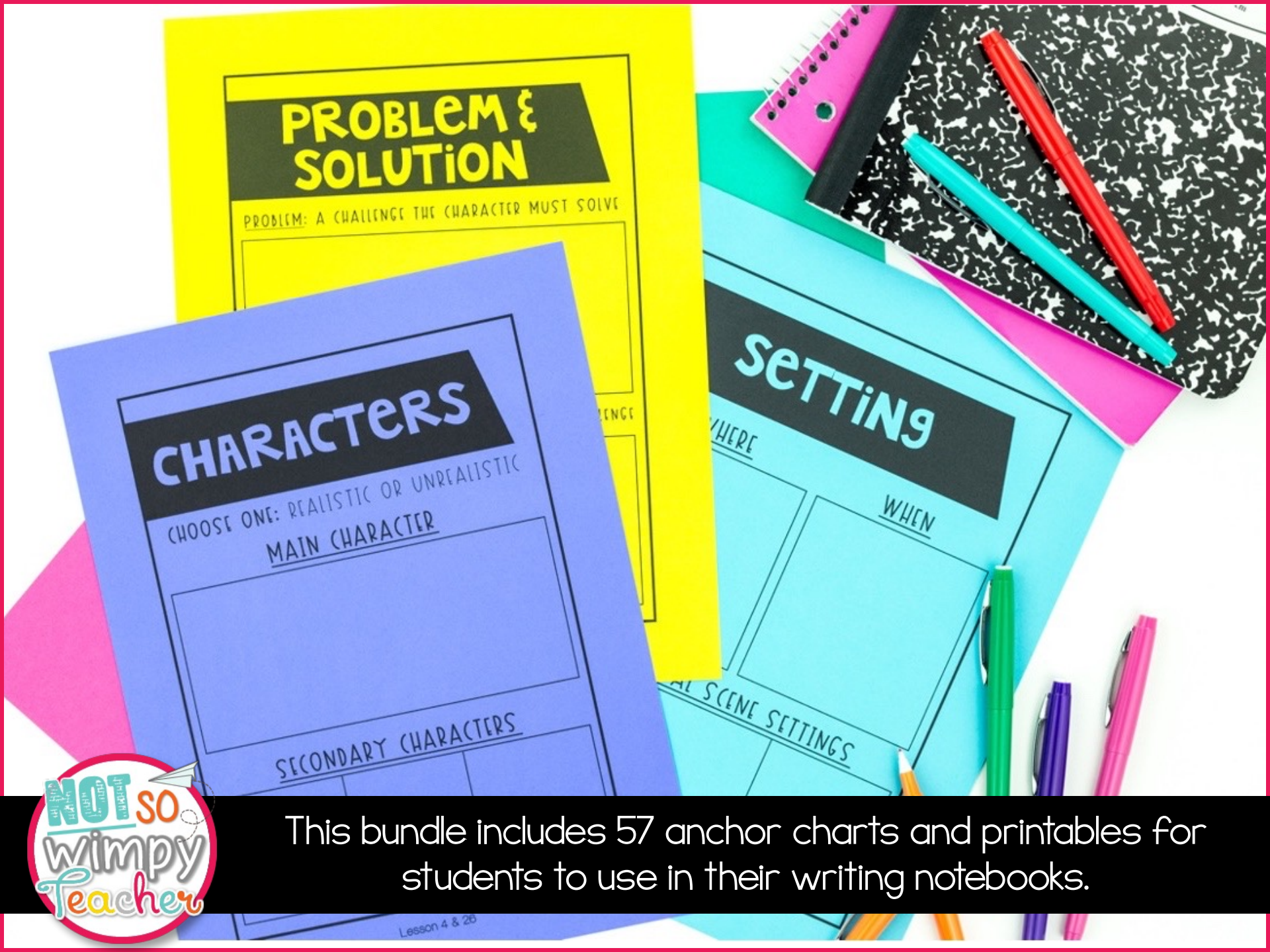
Jake shrugged his shoulders, threw the gigantic rubber inner tube into the water, and jumped in. "Go!" Jake yelled. "Hit the gas!" Just then, Jake's dad started zooming through the water at high speed. The glittering blue water turned white as the tube created swirling waves.

Behind the boat, he heard, "STOP!" He saw that Jake was off the tube, but his life jacket was still on. Jake's head bobbed up and down before he disappeared. Jake's dad stopped the engine and searched the water for his son, seeing nothing. Without thinking, Miguel leaped from the boat and searched the water for his son. His legs felt like fins as they smoothly propelled him forward. As he dived deep into the water, he effortlessly breathed underwater. His eyes felt like they were being pulled back behind his ears as he searched for his friend.

Jake had popped up from behind his ears as he searched for his friend. Miguel had popped up from underneath, and Jake had popped up from behind his ears as he searched for his friend. Miguel had popped up from underneath, and Jake had popped up from behind his ears as he searched for his friend.



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.

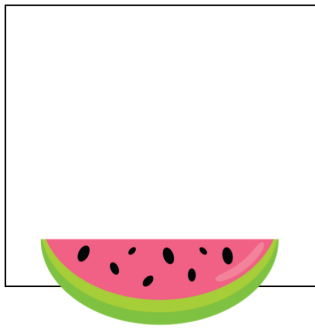
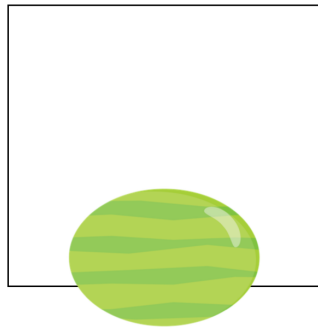


# NARROWING A TOPIC TO A **SEED REPORT**

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

Olympics



Winter Olympics



snowboarding



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 Mount Vesuvius

Is it a fiction narrative?  
all about my trip to Universal Studios

Write about a girl who is dog-sitting for her neighbor.



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? 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 5<sup>th</sup> grade writing in a way that is fun for your students and easy for you!