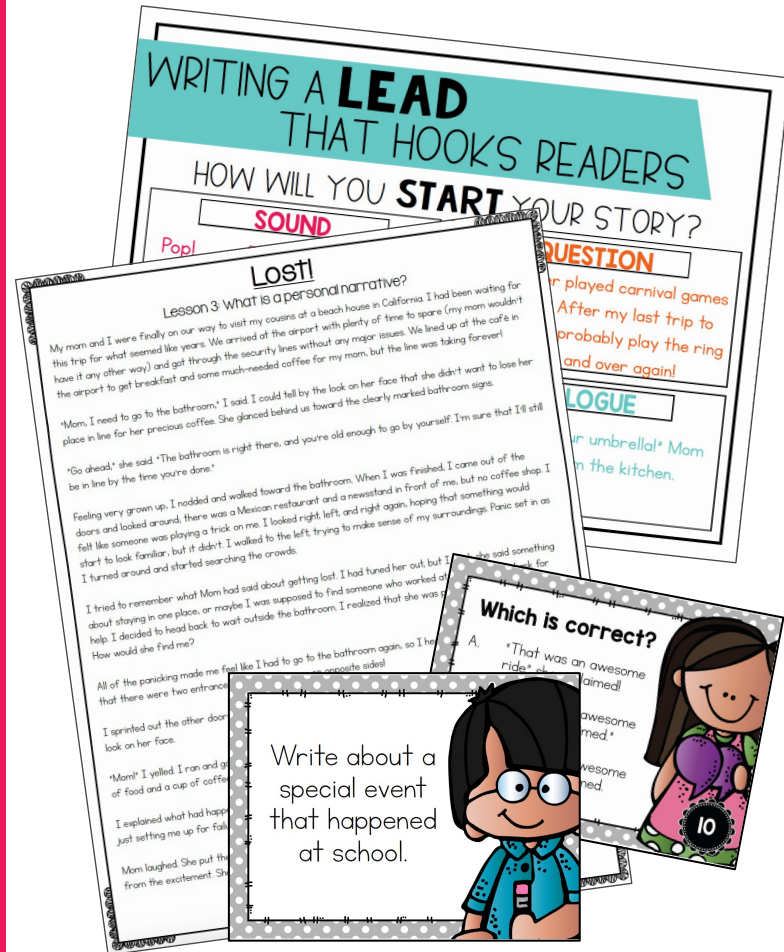
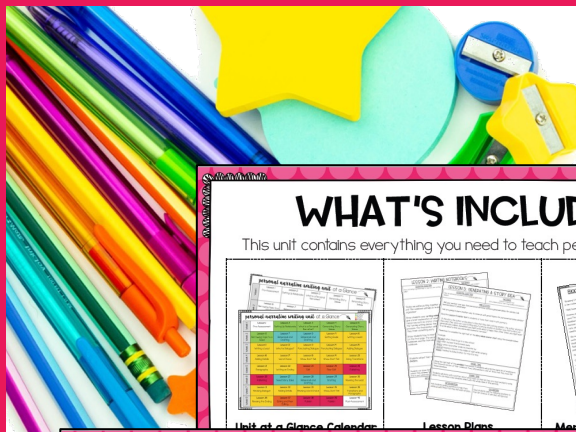


MEET THE NEEDS OF ALL STUDENTS

THIS WRITING UNIT IS:

- ✓ Concept-based
- ✓ Designed to grow all writers
- ✓ Differentiated
- ✓ Flexible
- ✓ Fun and engaging for students
- ✓ Easy to use for teachers!





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!

DAILY WRITING WORKSHOP

Mini Lesson: 10-15 minutes

Work Time

Share

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

WORK TIME: After the mini lesson, students will be practicing writing (working draft) - see page 12!

ANCHOR CHARTS

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

WHAT'S INCLUDED

This unit contains everything you need to teach personal narrative!



Unit at a Glance Calendar

Lesson Plans

Mentor Text Passages

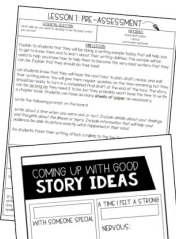
QUICK START

Look for a successful first week of writing instruction!

This is the Week One PDF. This contains everything you need for long-term use. Including the task cards on cardstock and laminating for

long-term use. Including the task cards on cardstock and laminating for

long-term use. Including the task cards on cardstock and laminating for



COMING UP WITH GOOD STORY IDEAS

THE FIRST A STORY

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 portability. If a composition notebook cannot be used, a spiral notebook is the next best thing.



The notebook will only be used for this eight-week writing unit. I highly suggest using a different notebook for each unit. This will help students to stay organized 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 use 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 make your own). I strongly encourage you to print the dividers on cardstock! This will ensure they last for the entire unit.

ANCHOR CHARTS

An anchor chart 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.

MASTERPIECE STORIES

During the first three weeks of the unit, students will be writing their two major masterpiece stories. The first masterpiece 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.

WRITING PROMPTS

During the first three weeks of the unit, 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

11

TABLE OF CONTENTS

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

Getting Started	3
Student Success Path	5
What's Included	6
Quick Start Guide	8
A Typical Day of Writing	9
The Daily Lesson Plan	10
The Writing Notebook	11
The Masterpieces & Fast Finishers	12
Mentor Text Passages	13
Additional Mentor Text	14
Anchor Charts	15
Pre- and Post-Assessment	16
Writing Grades	17
Conferencing	18
Publishing & Sharing	19
Adapting Lessons & Using Technology	20
Author Share Celebration	21

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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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13

WHAT IS A PERSONAL NARRATIVE?

ARE THE MAIN CHARACTER IN THIS STORY?

WHAT IS A PERSONAL NARRATIVE?

YOU ARE THE MAIN CHARACTER IN THIS TRUE STORY!

WHAT IS A PERSONAL NARRATIVE?

ARE THE MAIN CHARACTER IN THIS STORY?

WHAT IS A PERSONAL NARRATIVE?

ARE THE MAIN CHARACTER IN THIS STORY?

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WHAT IS A PERSONAL NARRATIVE?

ARE THE MAIN CHARACTER IN THIS STORY?

NOTE!

When using the mentor text, the mentor text or chart is used to model the skill. In the mentor text about a missing pet to setting an anchor chart with examples you can use the examples I have transformed process to come up with your own comprehension activity!

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15



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

personal narrative writing unit at a Glance

Week 1	Lesson 1 Pre-Assessment	Lesson 2 Setting Up Notebooks	Why
Week 2	Lesson 6 Narrowing Topic to a Seed	Lesson 7 Rehearsal and Drafting	f
Week 3	Lesson 11 Writing a Lead	Lesson 12 What is Dialogue?	Pu
Week 4	Lesson 16 Adding Details	Lesson 17 Word Choice	
Week 5	Lesson 21 Paragraphs	Lesson 22 Writing an Ending	
Week 6	Lesson 26 Publishing	Lesson 27 Seed Story Idea	
Week 7	Lesson 31 Revising Dialogue	Lesson 32 Adding Details	
Week 8	Lesson 36 Revising the Ending	Lesson 37 Editing and Peer Editing	

personal narrative writing unit at a Glance

Week 1	Lesson 1 Pre-Assessment	Lesson 2 Setting Up Notebooks	Lesson 4	Lesson 5
Week 2	Lesson 6 Narrowing Topic to a Seed	Lesson 7 Rehearsal and Drafting		
Week 3	Lesson 11 Writing a Lead	Lesson 12 What is Dialogue?		
Week 4	Lesson 16 Adding Details	Lesson 17 Word Choice		
Week 5	Lesson 21 Paragraphs	Lesson 22 Writing an Ending		

personal narrative writing unit at a Glance

Week 1	Lesson 1 Pre-Assessment	Lesson 2 Setting Up Notebooks	Lesson 3 What is a Personal Narrative?	Lesson 4 Generating Story Ideas	Lesson 5 Generating Story Ideas
Week 2	Lesson 6 Narrowing Topic to a Seed	Lesson 7 Rehearsal and Drafting	Lesson 8 Rehearsal and Drafting	Lesson 9 Setting Goals	Lesson 10 Writing a Lead
Week 3	Lesson 11 Writing a Lead	Lesson 12 What is Dialogue?	Lesson 13 Punctuating Dialogue	Lesson 14 Punctuating Dialogue	Lesson 15 Adding Dialogue
Week 4	Lesson 16 Adding Details	Lesson 17 Word Choice	Lesson 18 Show, Don't Tell	Lesson 19 Show, Don't Tell	Lesson 20 Using Transitions
Week 5	Lesson 21 Paragraphs	Lesson 22 Writing an Ending	Lesson 23 Edit	Lesson 24 Peer Edit	Lesson 25 Publishing
Week 6	Lesson 26 Publishing	Lesson 27 Seed Story Idea	Lesson 28 Rehearsal and Drafting	Lesson 29 Drafting	Lesson 30 Revising the Lead
Week 7	Lesson 31 Revising Dialogue	Lesson 32 Adding Details	Lesson 33 Revising Word Choice	Lesson 34 Show, Don't Tell	Lesson 35 Transitions and Paragraphs
Week 8	Lesson 36 Revising the Ending	Lesson 37 Editing and Peer Editing	Lesson 38 Publish	Lesson 39 Publish	Lesson 40 Post-Assessment

Not So Wimpy Teacher



See the entire 40-day unit at a glance using the one-page calendar, or choose one of the alternative schedules.

Inspirations

Lesson 5: Generating a Story Idea

The night had finally come. It was the awards ceremony for the art contest at my school. The theme was "Inspirations." My art project had been hanging on display in the library all month. I had been counting down the days until I could find out how I had stacked up against the competition. I had my eye on the first-place prize, which was four tickets to the art museum downtown and basically recognition as the best artist in the school.

I had thought long and hard about how to design a piece of art that was inspirational. I had chosen an oil pastel painting of myself climbing stairs. I had included drawings of all of the people and things that inspired me. Kids from my class, teachers, the principal, and the PE teacher had all taken time to compliment my work. I knew I had a chance.

That evening, I stood on the temporary stage set up in the library alongside the three other finalists. They had just announced that we were the top four artists. The other finalists were a 3rd grader named Leti, a 5th grader named Aryan, and a 2nd grader named Daniel.

Mrs. Garcia, the librarian, displayed each of our art pieces on the projector. We had a chance to talk about our work. I said, "I wanted to create a piece that gave credit to everyone who has inspired me to be who I am today." I felt very artistic and mature.

Then, Daniel talked about his watercolor of Vietnamese Americans who paved the way for his family to immigrate to America to start a new life. I saw tears well up in some of the audience members' eyes. Could I compete with this level of emotion?

"Now," said Mrs. Garcia, "it's time to announce the winner! Although all of you did exceptional jobs, the top prize goes to... Daniel Vol!"

The principal came up and handed out certificates, and Mrs. Garcia handed Daniel the museum tickets. His smile spread from ear to ear. I tried to smile, too. I wanted to act like I was happy for him, but it was hard to get over being sad for myself.

I headed off the stage and found my mom. I buried my head as I gave her a hug. Just then, I felt a tap on my back.

It was Daniel. "Hey, I really thought your piece was great," he said. "Do you want to come to the museum with me? I'm inviting all of the finalists. My mom said it was okay!"

Missing

Lesson 2: Paragraphs

Javier? Have you seen Molly?" I called out to my mom and stepdad. I had just not find my cat, Molly, anywhere. She wasn't supposed to leave the house, but so we left it open, even for a second.

Spicy!

Lesson 6: Narrowing a Topic to a Seed passage 2

"If for the day" my dad announced as he propped open the garage door with his foot. "Angelo, age because he's older than you. Oh, I left some money to order delivery for dinner."

Whenever my dad reminds us that Lorenzo is in charge, Lorenzo thinks he gets to make all of und, but he's only four years older than I am. Either my dad didn't see me rolling my eyes, or knew, his car was backing out of the driveway.

alone," I muttered to Lorenzo, who didn't even bother to reply.

ay passed without a problem. I read in my room, ate snacks, and played games on my comput

heard a knock on my bedroom door.

el" Lorenzo yelled.

ven asked me what I wanted for dinner. Anger welled up inside my chest as I clenched my har

Just then, my stomach gurgled in hunger, so I headed to the kitchen to see what he had chos

the counter, I noticed two familiar Styrofoam containers. That food I was pleasantly surprised,

three red stars written on top of both containers.

o, you know that I don't like spicy food," I said, fighting back tears of frustration.

me on! You've never even tried spicy food. I'll get you some water just in case you need it. Hon

he replied.

ie myself a plate of pad Thai and green curry with rice. I closed my eyes as I lifted a fork fu

the spice filling my mouth, so I immediately grabbed the water glass. As I swallowed, I told my

another bite and another after that. Although the spice was starting to fill my sinuses and bu

ugh. After three minutes of watering, and my forehead started sweating. Lo

First Roller Coaster

Lesson 16: Adding Details

my family, and to make it even better, we were heading to Family K

uffled around and looked at all of the bright and colorful sights. Th

The Hunt

Lesson 1: Writing a Lead

ing day to the sun shining through the blinds in my bedroom. I rubbed my

numbered what day it was... Easter! My family was meeting my cousins at

t day!

lined up on top of my dresser. I got dressed, brushed my teeth, and he

morning coffee in her pajamas. "You're up and dressed early!" she excl

and I'm so excited to see Gabriel, Shara, and Sophia!" I said.

waited to see you, too. Now, let's eat some breakfast," she replied.

ally 3:00. We were all lined up behind a row of cones, ready for the

rt of the hunt. Gabriel, Shara, and Sophia were right next to me, along w

the most eggs. This year, there was also a special prize... a golden egg!

uncer, and we all immediately rushed out onto the field in search of the

n a green one, and a yellow one right after. Soon, my basket was halfwa

petition. I noticed my cousin Sophia, who was only three years old, wit

reached for one, another bigger kid beat her to it.

a couple of my eggs. That's when I saw the shimmer of gold from

nged course to snag the golden egg and then paused in my tracks.

Sophia's hand. I led her to the dandelion patch and pulled one. S

another kid saw what I was doing and started...

reached down and grabbed...

I continued...

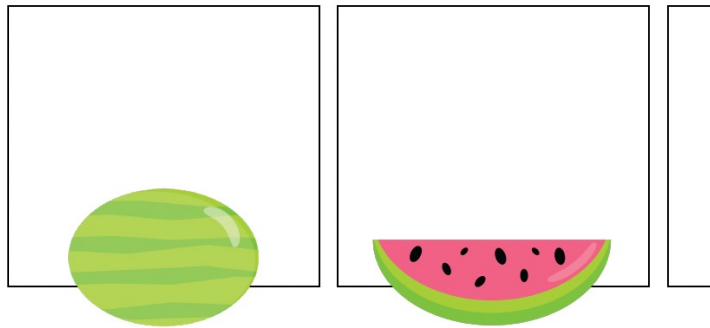
No need to buy books or spend time searching for mentor texts! This bundle contains 14 original mentor texts to help you teach specific personal narrative writing skills.



NARROWING A TOPIC TO A **SEED STORY**

A **SEED STORY** FOCUSES ON JUST ONE

MOMENT IN TIME



Not So Wimpy Teacher: Lesson 6 & 27

NARROWING A TOPIC TO A **SEED STORY**

A **SEED STORY** FOCUSES ON JUST ONE

SMALL MOMENT IN TIME.

a story about going
to the state fair



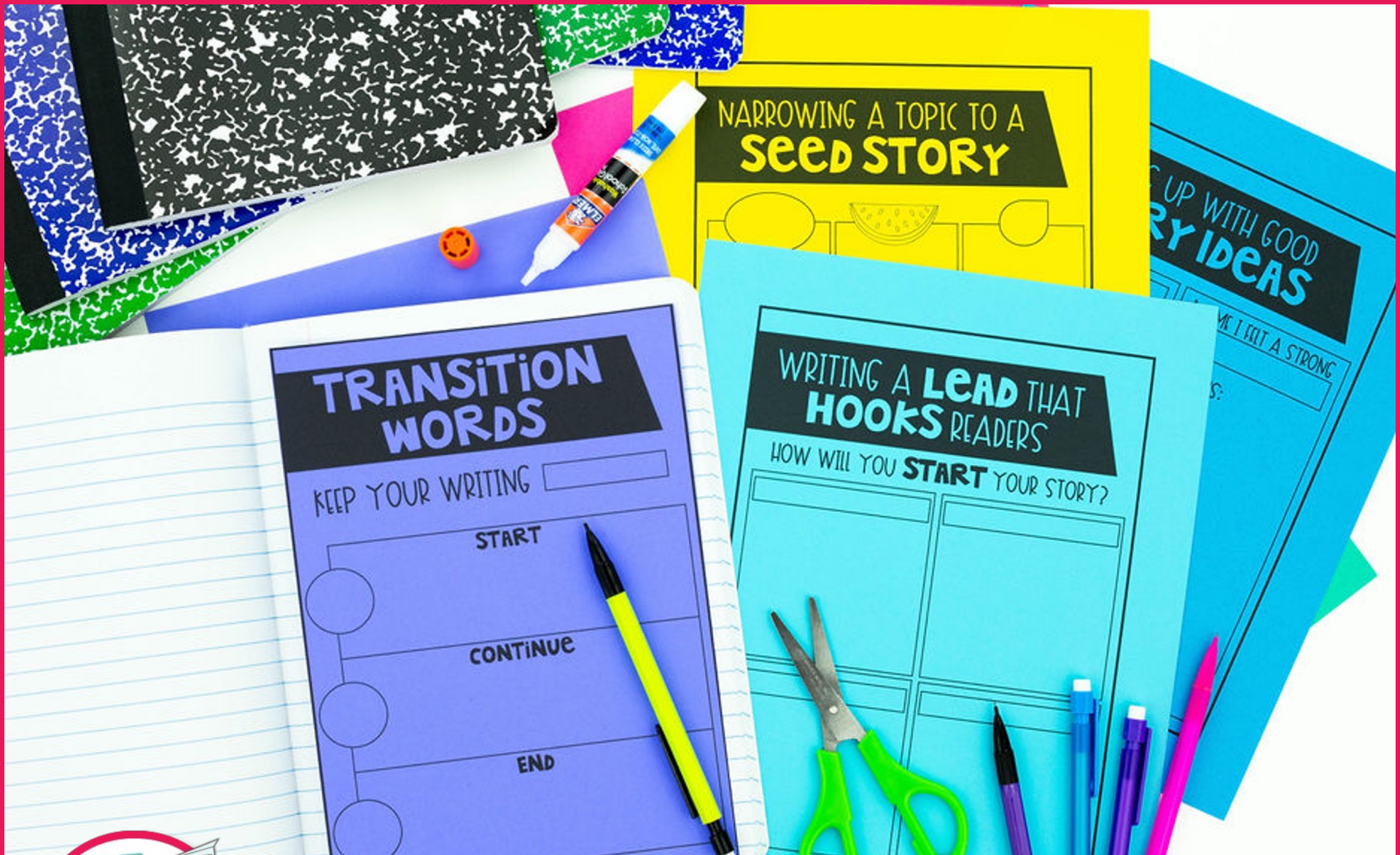
a story about my
favorite activities at
the state fair



a story about winning
a teddy bear doing
ring toss at the
state fair



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



Students build their own writing notebook with handy anchor charts and graphic organizers to reference throughout the writing process. A digital option is included.

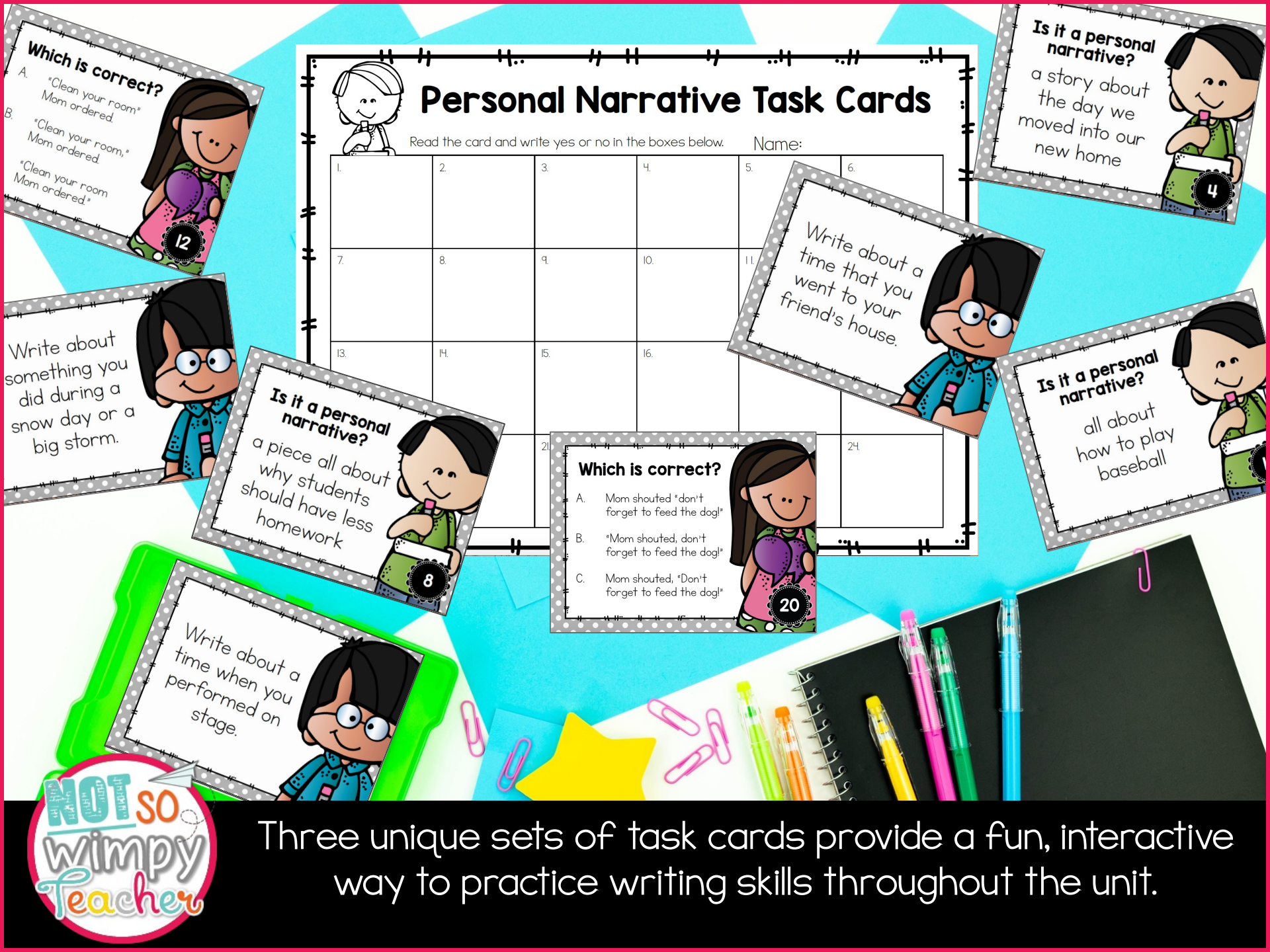
WHAT TEACHERS ARE SAYING



“ I LOVE this resource! I was always so nervous and unsure of my writing instruction. This resource guided me through each step of the writing process and the included examples were so helpful to share with my students. I know I am now teaching my students the skills they need to be successful writers. Thank you!

– Christine C.





Which is correct?

- A. "Clean your room"
Mom ordered.
- B. "Clean your room,"
Mom ordered.
- C. "Clean your room"
Mom ordered."

12



Personal Narrative Task Cards

Read the card and write yes or no in the boxes below.

Name: _____

1.	2.	3.	4.	5.	6.
7.	8.	9.	10.	11.	
13.	14.	15.	16.		
		21.			24.

Is it a personal narrative?
a story about
the day we
moved into our
new home



4

Write about a
time that you
went to your
friend's house.



Is it a personal narrative?
all about
how to play
baseball



Write about
something you
did during a
snow day or a
big storm.



Is it a personal narrative?
a piece all about
why students
should have less
homework



8

Which is correct?

- A. Mom shouted "don't
forget to feed the dog!"
- B. "Mom shouted, don't
forget to feed the dog!"
- C. Mom shouted, "Don't
forget to feed the dog!"



20

Write about a
time when you
performed on
stage.



Three unique sets of task cards provide a fun, interactive way to practice writing skills throughout the unit.

CONFERENCE OUTLINE

Writing conferences are as easy as 1-2-3!

Follow these easy steps to hold successful writing conferences.

1. Choose a Skill to Focus On

- Choose the revision skill you'd like to work on with the group and make this the focus of the conference.

2. Have Students Read a Small Portion from Their Masterpiece:

- Each student will read the part of their masterpiece that they feel demonstrates the focus of the conference that day.
- Give a compliment and possibly a suggestion to each student.

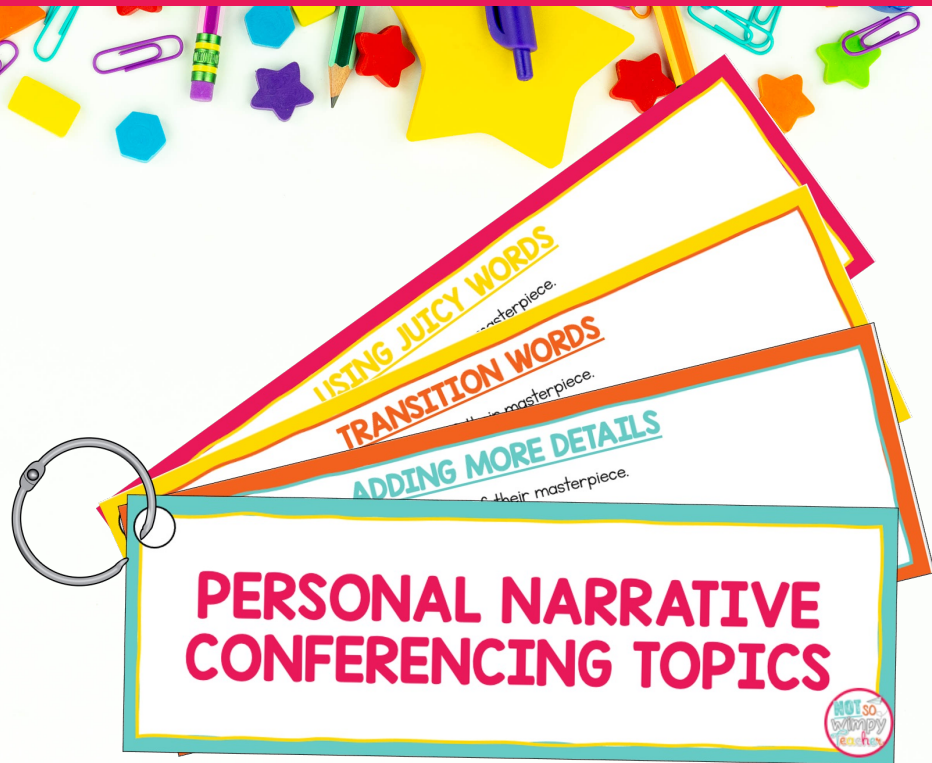
3. Review and Revise!

- Review the anchor chart and/or student printable for the skill you are focusing on, or highlight the skill in a mentor text.
- Encourage students to look at their own writing and think about how they will incorporate the skill into their masterpiece. Students will then work on making this revision.

Helpful Tips:

- If a student reads their masterpiece and has truly mastered that day's revision skill, you can make a suggestion or send them back to their desk to work on that day's writing task. They do not need to stay to review the skill if they have already mastered it!
- Use the included conferencing notes page to make a note of the revisions each student plans to make so that you can follow up with them later.

The conferencing cards I have included to help guide your



WRITING CONFERENCE NOTES

STUDENT NAME: _____

Student Goals: _____

Date	Strengths	Goals and Plans for Improvement



Host successful writing conferences using the included topic cards, sample outlines, and tracking sheets.

PERSONAL NARRATIVE WRITING 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 words	Used words that told what happened rather than showing or used tired and overused words	Used words that told what happened rather than showing and used tired and overused words
	Wrote an interesting ending	Wrote an ending	Story does not include an ending
	Wrote an interesting ending	Writing includes some spelling errors that should have been corrected	Writing has many spelling errors that should have been corrected

PERSONAL NARRATIVE WRITING RUBRIC

Student Name: _____ Date: _____

	MASTERED	PROGRESSING	NOT YET
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
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	Wrote an interesting ending	Wrote an ending	Story does not include an ending
	Wrote an interesting ending	Writing includes some spelling errors that should have been corrected	Writing has many spelling errors that should have been corrected



Two simple and student-friendly rubrics are included for targeted, meaningful feedback on assessments.

WRITERS CAN SOLVE PROBLEMS

What if my pencil breaks or my pen stops working?

What if I have to use the restroom?

What if I can't think of anything to write about?

What if I finish my writing task and I still have more time?

What if I need help spelling a word in my story?

What if I have problems with technology not working?

Not So Wimpy Teacher

STARTING WRITING WORKSHOP

TWO WEEKS OF LESSON PLANS TO SET YOU
UP FOR A SUCCESSFUL YEAR OF WRITING

LESSON 1: WHAT WILL IT LOOK AND SOUND LIKE?

ESSENTIAL QUESTION

What will writing workshop look and sound like?

MATERIALS

what will writing look & sound like anchor chart
what will writing look & sound like student printable

LESSON 9: BUILDING STAMINA

ESSENTIAL QUESTION

How do I practice writing for long periods of time?

MATERIALS

writing prompt anchor chart
tracking stamina anchor chart

MINI LESSON

"We are
you are
thought
lesson
spend
learned
share

Write
spent

"In ord
sound

Comple
your c
notebo
will cre

"The last few days we have been building up our stamina in writing workshop and tracking our progress. Each day, we've set our goal and tracked how many minutes we were able to write uninterrupted. Take a look at our tracker. How do you think we've done so far? Do you think we could write even longer today? How many minutes do you think we can write? Let's do it!"

Have the class help you decide on an appropriate goal for their writing time.

"Today, I'm going to give you another writing prompt to write about."

Display or project the writing prompt on the board.

Includes the Starting Writing Workshop bonus as well as exclusive video instructions for teachers!





PERSONAL NARRATIVE WRITING RUBRIC Score: 120

Student Name: _____

Fluffy
Lesson 22: Writing an Ending

My best friend Katie and I were walking around our neighborhood one sunny, summer day, trying to think of something fun to do. When we came u... head of our local hike, we both peeked down the shady trail

*Are you thinking what I...
*Yep! Let's go on an ad...
*Do you think we sho...
*Nah, we'll be OK. B... the fearless one o...
Ten minutes pass... animal tracks, a...
I don't know... sidewalk!

Just then, Instinctiv...
I saw K... for her... anima... Wern...
Know... S...
END
SP...
PLN...

SMALL MOMENT NARRATIVE

Write about

LEAD

PARAGRAPHS

TRANSITIONS

DIALOGUE

DETAILS

WORD CHOICE

ENDING

PUN...

STUDENT SUCCESS PATH for writing

STAGE 1: RELUCTANT WRITER

LOOKS LIKE:

- Disengaged
- Refuses to write or doodles on paper
- Complains about or avoids writing

HOW TO HELP:

- Offer choice
- Teach daily mini lessons broken into small pieces
- Give one short writing task each day that is easy to implement

STAGE 2: WILLING WRITER

LOOKS LIKE:

- Does the bare minimum
- Asks for help frequently

HOW TO HELP:

- Support growth
- Teach
- Generate

STAGE 3: GROWING WRITER

LOOKS LIKE:

- Enjoys writing
- Shows signs of curiosity about writing

HOW TO HELP:

- Celebrate
- Give a
- Publish

STAGE 4: EXCITED WRITER

LOOKS LIKE:

EDITING MARKS

Symbol	Use	Example
≡	when a word needs to be capitalized	mrs. owens ≡ ≡
⓪	when you need to delete something	I got a new new hat.
^	when you need to insert a word	is She ^{so} tired.

LESSON 32: ADDING DETAILS

REVISING

ESSENTIAL QUESTION What strategies can writers use to add more details to their writing?	MATERIALS details anchor chart from lesson 16 sticky notes
----------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------

MINI LESSON

"Today you are going to revise your stories to add more details that will interest your readers."

Review the details anchor chart.

Have students practice making a few nouns more specific and detailed. You can use the examples below and write the words on your whiteboard. Students can give additional examples of specific nouns.

book	Fish in a Tree Esperanza Rising
dinner	chicken tacos and rice pepperoni pizza and salad
shoes	Vans Nike sneakers

WORK TIME

Go back through their masterpiece and underline the nouns. Then, they will decide which nouns need more detail. Remind students that all nouns don't have to be specific. Writing is more interesting when it is varied. Just choose the nouns that are especially broad and make them more specific.

SHARE TIME

Use a sticky note and have them write one broad noun and how they made it more specific. Then, have students use a hard copy anchor chart, have students stick their notes to the chart.



Everything you need to teach personal narrative writing in a way that is fun for your students and easy for you!