

MEET THE NEEDS OF ALL STUDENTS

CHARACTERS

MAIN CHARACTER

ARE THEY HUMAN, AN ANIMAL, OR SOMETHING ELSE? WHAT DO THEY LOOK LIKE? WHAT...

Cody is an eight-year-old boy who is very curious. He loves to read.

IS THEIR NAME AND AGE? AND CHARACTER TRAITS?

Curious. He loves to read.

The Hawk and the Squirrel

Day 5 Solution

The sun was shining through the tall oak trees, and two squirrels were scurrying under the giant tree tops. It was a great day to be looking for acorns. However, the squirrels had to be careful. There was a hawk that was new to the forest.

"I see a few acorns over here, Carl!" called Ralph. Ralph and Carl ran from tree to tree collecting acorns and shacking them into neat piles. As they collected more and more acorns, they started to venture further and further toward the edge of the forest. Unlike the center of the forest, the trees on the edge were spaced further apart, and the blue sky was visible above.

"I don't think we should go that far. There aren't as many trees to hide us from the hawk," Ralph told Carl.

"Yes, but there are so many acorns over there since no one ever goes there. We would have a lot to eat!" Carl said. He took off running, and Ralph followed nervously.

Suddenly and without warning, the hawk was right over their heads. The squirrels were running fast, but the hawk was faster. He swooped down and grabbed Carl. Ralph looked up and saw the hawk disappear with Carl through the trees.

"No!" yelled Ralph. He was so scared. How would he know where the hawk had taken Carl? How could he save him? He ran back to the groups of trees where the other small forest animals were sorting acorns. He told the animals what had happened. They wanted to work together to save Carl. They just needed to know where the hawk had taken him.

Just beyond the edge of the forest, the hawk dropped Carl in a grassy meadow. The squirrel took him to eat enjoy his freshly captured meal.

"Wait! Carl said to the hawk that you have the loudest screech. Is that true?"

"It is true. No one can screech as loud as I can!"

"Can I hear your loudest screech as loud as he can?"

"Did you hear that?" Ralph clearing where Ralph and Carl were.

"Hey! What was that?" another hit his chest. At the forest. The forest.

"Ralph! You guys saved Carl!" You guys saved Carl. All of the forest animals were laughing.

Larsen is Cody and is 2nd grade teacher.

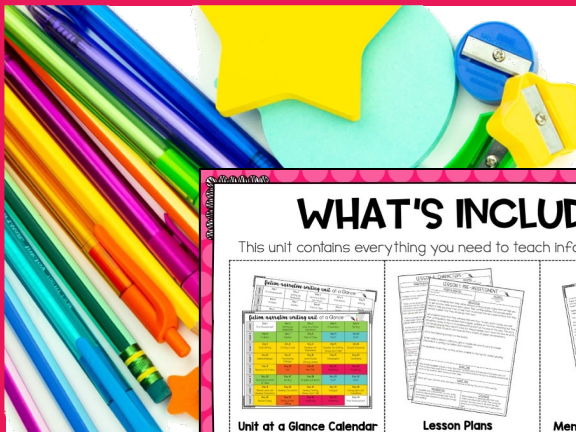
Is it a fiction narrative?

Write about a boy who finds a lost puppy.



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: 30-45 minutes

Share Time: 5-10 minutes

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 the skills being taught.

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

WHAT'S INCLUDED

This unit contains everything you need to teach Informational writing!

Unit at a Glance Calendar

Lesson Plans

Mentor Text Passages

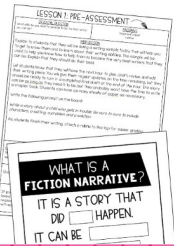


QUICK START

Follow for a successful first week of writing instruction!

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

WHAT IS A FICTION NARRATIVE? IT IS A STORY THAT DID HAPPEN. IT CAN BE...



ANCHOR CHARTS

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

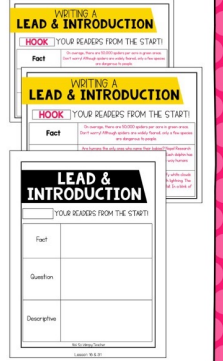


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MENTOR TEXT PASSAGES

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 this 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 unit. I highly suggest using a different notebook for each unit. This will help students to organize and 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 they've 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 throughout 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.

Resources

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

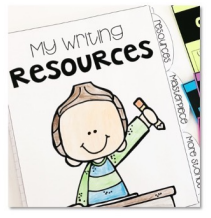
Masterpiece stories

In action, 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.

Fast Finisher stories

In action, students will keep stories written when they finish the specific work task early in the day. It helps to keep students organized if they are not writing stories right in the middle of their masterpiece that is still being revised.

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NOTE!

The mentor text is used to model the skill. In a separate section, I have provided for you to illustrate your anchor chart with examples of where the examples I have provided for you to come up with ideas for our unit!

Teacher



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!

fiction narrative writing unit at a Glance

Week 1	Lesson 1 Pre-Assessment	Lesson 2 Setting Up Notebooks	
Week 2	Lesson 6 Characters	Lesson 7 Setting	
Week 3	Lesson 11 Goal Setting	Lesson 12 Writing a Lead	
Week 4	Lesson 16 Adding Dialogue	Lesson 17 Punctuating Dialogue	
Week 5	Lesson 21 Revising the Ending	Lesson 22 Edit	
Week 6	Lesson 26 Problem & Solution	Lesson 27 Characters & Point of View	
Week 7	Lesson 31 Revise the Lead	Lesson 32 Develop Characters	
Week 8	Lesson 36 Revise Ending	Lesson 37 Editing & Peer Editing	

fiction narrative writing unit at a Glance

Week 1	Lesson 1 Pre-Assessment	PW	Lesson 2 Setting Up Notebooks
Week 2	PW	Lesson 6 Characters	PW
Week 3	R	Lesson 11 Goal Setting	R
Week 4	R	Lesson 16 Adding Dialogue	R
Week 5	R	Lesson 21 Revising the Ending	E
Week 6	PW	Lesson 26 Problem & Solution	PW
Week 7	R	Lesson 31 Revise the Lead	R
Week 8	R	Lesson 36 Revise Ending	E

fiction narrative writing unit at a Glance

Week 1	Lesson 1 Pre-Assessment	Lesson 2 Setting Up Notebooks	Lesson 3 What is a fiction narrative?	Lesson 4 Problem	Lesson 5 Solution
Week 2	Lesson 6 Characters	Lesson 7 Setting	Lesson 8 Point of View	Lesson 9 Draft	Lesson 10 Draft
Week 3	Lesson 11 Goal Setting	Lesson 12 Writing a Lead	Lesson 13 Develop the Characters	Lesson 14 Develop the Setting (Show- Don't Tell)	Lesson 15 Create Suspense
Week 4	Lesson 16 Adding Dialogue	Lesson 17 Punctuating Dialogue	Lesson 18 Word Choice (Strong Verbs)	Lesson 19 Paragraphs	Lesson 20 Transitions
Week 5	Lesson 21 Revising the Ending	Lesson 22 Edit	Lesson 23 Peer Edit	Lesson 24 Publishing	Lesson 25 Publishing
Week 6	Lesson 26 Problem & Solution	Lesson 27 Characters & Point of View	Lesson 28 Setting	Lesson 29 Draft	Lesson 30 Draft
Week 7	Lesson 31 Revise Lead and Develop Characters	Lesson 32 Develop Characters	Lesson 33 Develop Setting (Show- Don't Tell)	Lesson 34 Dialogue	Lesson 35 Paragraphs and Transitions
Week 8	Lesson 36 Revise Ending	Lesson 37 Editing & Peer Editing	Lesson 38 Publishing	Lesson 39 Publishing	Lesson 40 Post-Assessment

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

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?

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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

"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."



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

Scared of Crows

Day 13: Develop the Characters

It was a cool, crisp morning on the O'Malley's farm. Charlie, the scarecrow, was looking out over the sprawling garden. He loved the peace and quiet on these days watching over it.

Kyla's Good Choice

Day 12: Revise the Lead

A car whizzed by Kyla and Kitt at lightning speed. Feeling the rush of wind against their faces, they continued down the road at an amadillo's pace.

As they shouted as the car zipped by. "Maybe we are walking too close to the road!"

"Kyla's mom was always warning them not to go too close to the road. She says humans are afraid to get caught out for things like amadillos."

"I found the coolest things near the road!" Kitt told Kyla. "Remember when we found the shiny owl? Those were all near the road!"

"But Mom will be so mad if she knows we are down here. Plus, my glasses keep getting lost." Kitt held up a pink and green sock. "I think humans wear these to keep their necks warm."

"I know, as the two amadillos were distracted by their exciting find, another car zoomed by. A large stick. The tires kicked the stick up in the air. When it came down, it smacked Kyla on her glasses flying.

"I can't see anything. Where are my glasses?" she asked.

"I'll give you an over to Kyla to help her. Kyla didn't seem hurt, just a little surprised. That's when Kitt said, 'I found your glasses, but they are broken.' Kitt said sadly.

"My stomach twisted into a ball of knots. She knew her mom was going to be angry. Not only was she embarrassed, but she had done it by playing by the road."

"I'm not tell her," Kitt said. "or let's say that we were at the park."

"I should have listened to her. I should have taken the punishment. I should have listened to her. I should have waddled home sadly."

The Piano

Day 8: Point of View

I watched as my family pulled out of the garage without even looking my way. It had been 10 years since I joined this family, but the last few years had been sad. That's when I was moved into the garage.

I hadn't always lived in the garage. Many years ago, I was given to a sweet, young girl named Carol for her eighth birthday. The sound I made when she pushed my keys made her smile. She began taking piano lessons. She learned to play short songs. She enjoyed playing me so much. She continued taking piano lessons. She learned to play the most beautiful tunes.

Soon, Carol and I were spending many hours together. The hours turned into days. Carol and I became best friends. She learned to play all kinds of melodies on me. She would play songs for birthdays, holidays, and other special days.

But Carol got older and busier. She wasn't playing me as much as she used to. The days we spent together became fewer and far between. A few years ago, Carol's mother suggested they move me into the garage. I was heartbroken. Off to the garage I went. Carol stopped visiting, and my keys sat unplayed day after day.

Then, a few days ago, a man came to see me. He played a few tunes on me, and Carol seemed a little sad. I heard her mother say that it was a waste to keep me in the garage. It hurt to hear that. Then, Carol came and played a song on me. She said goodbye, and I wondered where I was going.

Today, a truck came to pick me up. At first, I was confused as I watched Carol and her family wave goodbye. Usually, they were the ones leaving while I stayed behind. This time, I was the one leaving. I wondered where I was going. Maybe I was going to the dump or a landfill.

I was surprised when the men took me out of the truck and carried me into a house. Two boys ran up to me excitedly. They had huge smiles on their faces as they sat together on my bench. They played the most beautiful song - one I had never heard before. The boys thanked their parents over and

Apple Buddies

Day 15: Create Suspense

Two bright red apples were hanging over the orchard. Dangling high above the grass were two bright red apples. "Who's the shiny red apple?" asked the shiny red apple.

Cooper the Caterpillar

Day 19: Paragraphs

"You're really slowing us down!" yelled Lucy the Ladybug. Cooper the Caterpillar was still way behind. Every time the insects and their friends went to the orchard, Cooper was calling behind. Lucy never missed a chance to remind everyone how much faster they were than Cooper.

"It's okay, Cooper. I know you are going your fastest. I'll stay behind and slow down to walk alongside Cooper, whose tiny caterpillar legs were moving so fast. The water is going to dry up by the time we get there!" Lucy told Cooper.

She suggested that Lucy either be kind or be quiet. "I think Cooper should hang with the slugs and snails. We are faster than him!" Lucy asked.

"I like to hang with you guys. I don't want to slow everyone down though," Cooper said. However, Cooper feared that Lucy might be right. He did feel like he was starting to feel extremely sleepy. He decided to let the other insects go home to take a nap.

When he returned from the watering hole, they couldn't find Cooper. They looked and looked the day after that, and the day after that. After several weeks of searching with Lucy and the others, he heard someone calling his name from up in the air above him was a bright red apple.



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



DEVELOPING CHARACTERS

HOW WOULD YOUR MAIN CHARACTER ANSWER THESE QUESTIONS?

What are your favorite hobbies?	Who are your friends?
What is something you are good at?	Where is your favorite place to be?
What are your weaknesses?	If you could have three wishes granted, what would you wish for?

Not So Wimpy Teacher: Lessons 13 & 32

DEVELOPING CHARACTERS








HOW WOULD YOUR MAIN CHARACTER ANSWER THESE QUESTIONS?

What are your favorite hobbies? <i>I like to explore outside.</i>	Who are your friends? <i>Alex is my best friend, but I'm friends with my whole class.</i>
What is something you are good at? <i>I am good at puzzles.</i>	Where is your favorite place to be? <i>I like being outdoors with my friends.</i>
What are your weaknesses? <i>I am forgetful.</i>	If you could have three wishes granted, what would you wish for? <i>I would wish for more recess time and field trips at school. I would wish that I was allowed to ride my bike further away from my house.</i>



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

EDITING MARKS

Symbol	Use	Example
	when a word needs to be capitalized	mrs. owens ≡ ≡
	when you need to delete something	I got a new n w hat.
	when you need to insert a word	is She ^{is} tired.
	when you need to insert a comma	Phoenix, Arizona ^
	when you need to add a period	This is my desk.
	when you need to fix a spelling error	Look over ^{there} their
	when you need to begin a new paragraph	"I am Sarah," she said. ¶ "Hello," I replied.

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WHAT IS A **FICTION NARRATIVE**?

IT IS A STORY THAT DID **NOT** HAPPEN.
IT CAN BE **REALISTIC** OR **UNREALISTIC**

WRITING A LEAD

HOW WILL THE BEGINNING OF YOUR STORY HOOK YOUR READERS?

TYPES OF LEADS	BORING LEAD	LEAD THAT HOOKS!
Sound	The doorbell rang.	Ding, dong! I quickly ran down the stairs to invite my first guest into my home.
Talking	It is time to eat dinner.	"Please go wash your hands and set the table for dinner," Mom said.
Action	I was nervous.	I slowly walked into my new classroom with my head hanging low and eyes on the ground.

Not So Wimpy Teacher: Lessons 12 & 13



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

WHAT TEACHERS ARE SAYING



“ I found this resource to be **exactly what my students needed!** Our curriculum was lacking in **modeling expectations** and providing lessons in **bite-size pieces**. This presented the lesson in a way that was **not overwhelming** for students! **So much growth** from them over the year! ”

– Chelbie S.

Is it a fiction narrative?

a report about the state of Texas



Fiction 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.	

Write about a boy who finds a lost puppy.



Is it a fiction narrative?

a story about a frog who does not like to eat flies



Is it a fiction narrative?

a story about the time I broke my arm



Write about a bird who gets lost during a storm.



Is it a fiction narrative?

a story about a magic hat



Write about a fly spending a day in a classroom.



Is it a fiction narrative?

a story about a dog with superpowers



Two 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:

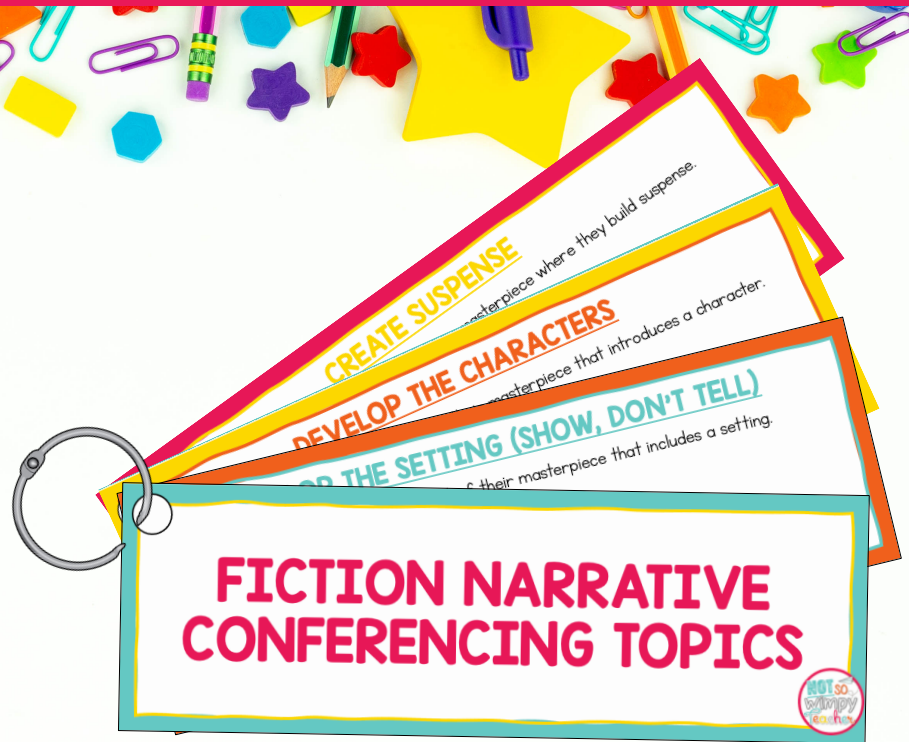
- Each student will read the part of their masterpiece that they feel demonstrates the focus of the conference that day.
- Give a compliment and possibly a suggestion to each student.

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.



FICTION NARRATIVE CONFERENCING TOPICS

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.

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.
	Wrote an interesting ending.	Wrote an ending.	Story does not include an ending.
		Setting includes some	Writing has many spelling errors that have been

FICTION NARRATIVE WRITING RUBRIC

Student Name: _____ Date: _____ Score: /20

MASTERED	PROGRESSING	NOT YET
Wrote a lead that is interesting and grabs readers.	Wrote a lead.	Story does not include a lead.
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.
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.
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.
Included a problem, suspense and a solution to the problem.	Included a problem and a solution.	Does not include a solution to the problem.
Included sufficient transitions.	Included some transitions.	Did not use transitions.
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.
Wrote an interesting ending.	Wrote an ending.	Story does not include an ending.
	Setting includes some	Writing has many spelling errors that have been



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

Student Name: _____ Date: _____ Score: 120

FICTION NARRATIVE WRITING RUBRIC

Cooper the Caterpillar
Day 19: Paragraphs

“Come on, Cooper! You’re really slowing us down!” yelled Lucy the Ladybug. Cooper the Caterpillar was going as fast as he could, yet he was still being overtaken. Every time the insects and their friends went to the watering hole, Cooper was always trailing behind the rest of the group.

Benny the Beetle felt the same way. “Benny says as they possibly could.”

“Cooper! If you don’t hurry, you’ll miss your chance to remind everyone how much faster she was than you!”

Gabby the Grasshopper was doing the same thing. “I’m not trying to keep up with you!”

“It is hard to keep up with you!” Cooper said.

“I’m glad you’re trying, Cooper,” said Benny. “But you’re slowing down the group.”

Later, Cooper was alone. He was so tired that he almost fell asleep. He was so fast that he was the first to reach the watering hole.

“I’m glad you’re trying, Cooper,” said Benny. “But you’re slowing down the group.”

Later, Cooper was alone. He was so tired that he almost fell asleep. He was so fast that he was the first to reach the watering hole.

“I’m glad you’re trying, Cooper,” said Benny. “But you’re slowing down the group.”

Later, Cooper was alone. He was so tired that he almost fell asleep. He was so fast that he was the first to reach the watering hole.



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

LESSON 5: SOLUTION

ESSENTIAL QUESTION
How do writers develop stories that are interesting to read?

MATERIALS
Lesson 5 mentor text
Problem and solution anchor chart from lesson 4
Problem and solution student printable from lesson 4

MINI LESSON
“Yesterday, you chose the problem for your story. Today, we need to decide how our characters will solve the problem! We are planning the ending!”

Read the lesson 5 mentor text.

“How did the characters solve the problem?” (The squirrel tricked the hawk into screeching so loudly that his friends were able to find him and save him from the hawk.)

“Today, you will decide on a solution to the problem in your story.”

Fill out the bottom half of the problem and solution anchor chart from lesson 4 using your own story idea or the one that I have provided below as an example.

Problem	Solution
Members reading about how goats like to eat anything they can get a hold of sweaters or pieces of paper. He suggests that Alex is in charge of closing the gate. Cody will encourage the goat to come back into the pen with his sweater without letting him eat it.	

WORK TIME
Plan on the details for how their characters will solve the problem in their story.

EDITING MARKS

Symbol	Use	Example
≡	when a word needs to be capitalized	mrs. owens ≡ ≡
⊖	when you need to delete something	I got a new new hat.



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