

MEET THE NEEDS OF ALL STUDENTS

CHARACTERS

MAIN CHARACTER

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

Dominic is a nine-year-old

The Misunderstanding

Day 4 Developing Setting

Jason lay on his bed and watched as his mouse Murphey scurried from the bottom of his bedspread to the top of his mattress. The tiny white mouse stopped for a second and then began climbing Jason's navy blue pillow like it was a giant mountain. When Murphey reached the top, Jason rubbed him between the ears and gave him a small treat as his reward. "Nice job, buddy! Tonight, I'm going to start working on the obstacle course I want to make for you. You're going to love it, just you wait and see," Jason told Murphey.

"Jason! We need to run to the store and grab some things. Let's go!" called Jason's mother.

"Alright, Murphey, we won't be gone too long, so I'm going to let you stay out and roam around my room. Be sure to stay out of trouble," Jason warned him. Jason left and closed his bedroom door behind him.

A little later, the new housekeeper came to the house to begin cleaning. As she went from room to room and cleaned, she spotted a little white puff ball scurrying across the floor. She quickly grabbed the broom and got closer to the puff ball. When she realized that it was a mouse, she screamed, took the broom, and shooed it down the hall and out the front door.

Finally, Jason and his mother came home, and the housekeeper was still there cleaning the house. She told the story to Jason's mother about the mouse in the house and how she made sure to get it out right away. Jason overheard the story as he was going to his room to check on Murphey. He froze in fear at what he had just heard. "Mom! It was Murphey! She scared Murphey all the way out of the house!" Jason cried.

"Jason, calm down. It was a misunderstanding, she didn't know that Murphey was a pet. We will find him," Jason's mom reassured him.

"He could be anywhere, and it's cold out here! Where would he go to find warmth?" Jason stood looking around, trying to think about where to look first. He looked over at a large window, then over to an old shed off to the side of their house. He kept scanning everything he could see, then where he'd go if he were a mouse out in the cold. He looked at their front porch and saw the boots left up by the porch light.

"Hmm, the inside of a work boot would be warm. I'll go check that out," Jason decided. He ran over to the work boots. He put his hand in the one called Murphey. He carefully pulled it out. "Come on, Murphey, let's go apologize."

"Ok, thank goodness you found anything from that?" asked Jason's mother.

"Absolutely! Anytime we might need to get a new mouse, we'll know where to look!" Jason called to his mother.

"Screenshots"

THEIR NAME AND AGE?
AND CHARACTER TRAITS?

He only has a few
Legos, reading and
his older brother.

He is fifteen and
his brother. He
is Dominic a lot.

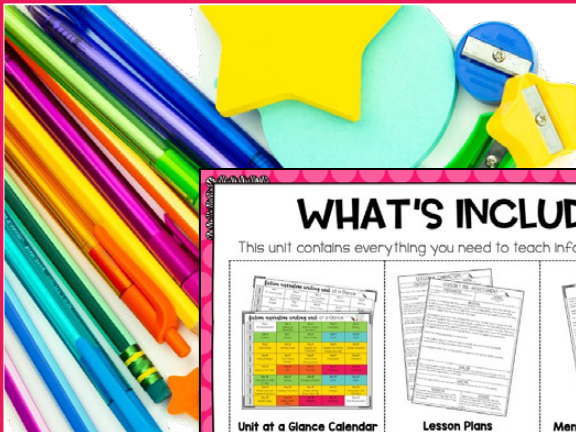
Is it a fiction narrative?

Write about a class that can't find their teacher.



THIS WRITING UNIT IS:

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



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!

At the Week One PDF. This contains everything you need for long-term use. I recommend printing the task cards on cardstock and laminating for durability.

Materials: For each student, one task card recording a rubric from the Week One PDF, one notebook, and one pencil.

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

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.

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Neel Co 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 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 you'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 them for 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 note this). I strongly encourage you to print the dividers on cardstock! This will ensure they last for the entire unit.

Resources

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

Masterpieces

In action, students will be writing their two major masterpiece stories. The first piece of 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.

Fast Finishers

In action, 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 other parts of the school day. It helps to keep students organized if they are not writing their stories right in the middle of their masterpiece that is still being revised.

Neel Co Wimpy Teacher

LEAD & INTRODUCTION

HOOK: 'YOUR READERS FROM THE START!'

Fact: _____

Opinion: _____

Question: _____

Description: _____

Teacher

NOTE!

This is the mentor text. The mentor text is a chart is used to model the skill. In a unit about a missing pet to illustrate an anchor chart with examples of where the examples I have provided for you to use to come up with ideas for your own.



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

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.

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

"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!

Soggy Picnic

Day 12: The Lead

Tap! Tap! Tap! The rain beat hard on the windowpane. Patricia and Claudia sat with their heads against the window, big frowns on their faces. The rain had been coming down for quite some time, and everything was wet and drippy.

"What's got you down, girls?" asked Patricia's mother as she walked into the living room.

"It's just that Patricia and I have been looking forward to this day for a whole week! There's no school today, and we had plans to go to the park and have a picnic," Claudia explained.

"Yes, we were going to play tag on the jungle gym, swing on the swings, and slide down the slides. Now with all this rain, everything is wet," added Patricia.

"We can't even lay a blanket on the ground and have our lunch outside because everything is all soggy," Claudia said sadly.

"Girls! You aren't going to let a little rain get you down, are you?" asked Patricia's mother.

"Well, Mom, what can we do since the rain has completely ruined our plans?" Patricia inquired.

"Patricia, don't we still have those raincoats and boots in the hall closet? You had the yellow one, and your brother had the red one. Go check, and meet me in the kitchen if you find them," said Patricia's mother.

With their hopes high, Claudia and Patricia ran to the hall closet to check for the boots and raincoats. Patricia's mother went to the kitchen and began making the girls a picnic lunch. She placed everything in a basket and even packed umbrellas. The girls came running back into the kitchen with the rain slickers and boots.

"Oh, good! I've packed us lunches and umbrellas. The park has a few picnic tables that are covered and shouldn't be too wet, so we can eat there. Even if the slides are wet, your raincoats should keep you dry when sliding down them. I bet there will be some big puddles you girls can jump and splash in, too!" said Patricia's mother.

"Mom, you're the absolute best," cried Patricia as she threw her arms around her mom and squeezed her tightly. Her mother just smiled and hugged her back.

Field Trip Lesson

Day 4: Problem

The Misunderstanding

Day 14: Developing Setting

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.

NOT SO
wimpy
Teacher

The Tiniest Helper

Day 16: Adding Dialogue

The Cupcake Problem

Day 8: Point of View



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 like reading and playing video games.	Who are your friends? Joey and Liza are my two best friends at school.
What is something you are good at? I am good at building complicated LEGO sets.	Where is your favorite place to be? I like to play in my backyard or hang out in my room.
What are your weaknesses? I have a hard time talking to new people.	If you could have three wishes granted, what would you wish for? I would wish for my very own pet. I would also wish that my mom didn't have allergies.



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	there Look over <u>their</u>
	when you need to begin a new paragraph	"I am Sarah," she said. ¶ "Hello," I replied.

Not So Wimpy Teacher

WHAT IS A **FICTION NARRATIVE**?

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

WRITING A LEAD

HOW WILL THE BEGINNING OF YOUR STORY HOOK YOUR READERS?

TYPES OF LEADS	BORING LEAD	LEAD THAT HOOKS!
Sound	It was raining.	Drip. Drip. The rain plopped against the window pain.
Talking	It was time to go.	"Hurry up! Get in the car! We are going to be late!" screamed Mom.
Action	I was excited.	I excitedly jumped out of the bed the moment the alarm sounded.

Not So Wimpy Teacher: Lessons 12 & 31



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



“ My **students loved** using this resource during our writing block. Students love the **mentor texts** and the **graphic organizers** are easy to understand. I enjoy that it **focuses on each concept** at a time **building up to the actual writing.**

”

– Nina M.

Is it a fiction narrative?
a report about the history of the Statue of Liberty

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 girl who really wants to get her ears pierced.

Write about a boy who gets hurt while playing baseball.

Is it a fiction narrative?
a story about a monkey who wants to be an astronaut

Is it a fiction narrative?
a story about the time I broke my arm at school

Write about a pink marker that has always wanted to be red.

Is it a fiction narrative?
a recipe for Grandma's famous apple pie

Is it a fiction narrative?
a report about why our school needs more playground equipment



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:

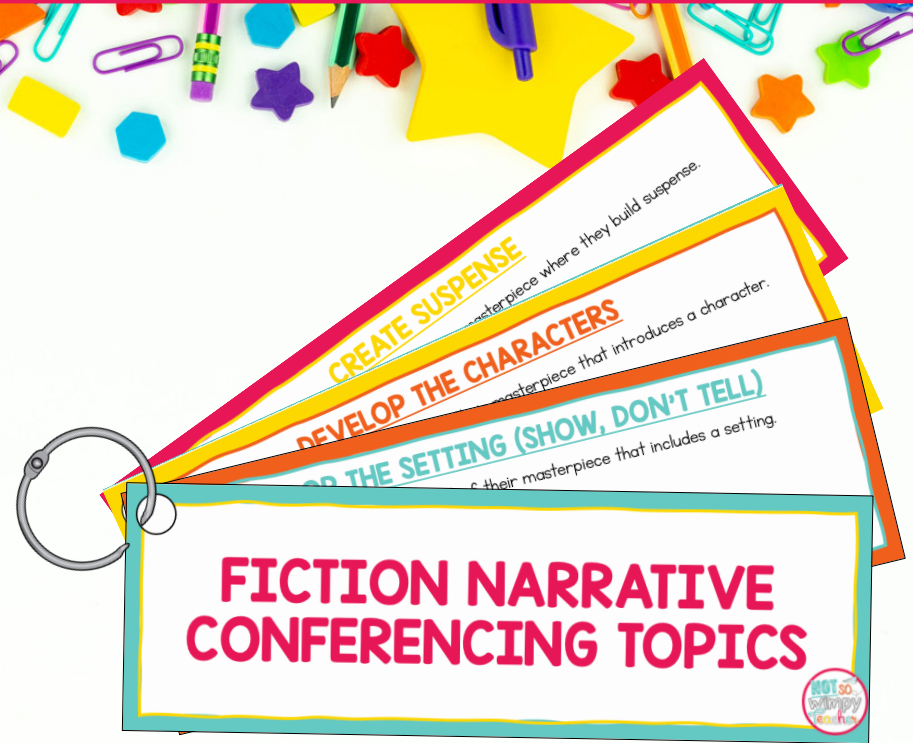
- Each student will read the part of their masterpiece that they feel demonstrates the focus of the conference that day.
- Give a compliment and possibly a suggestion to each student.

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

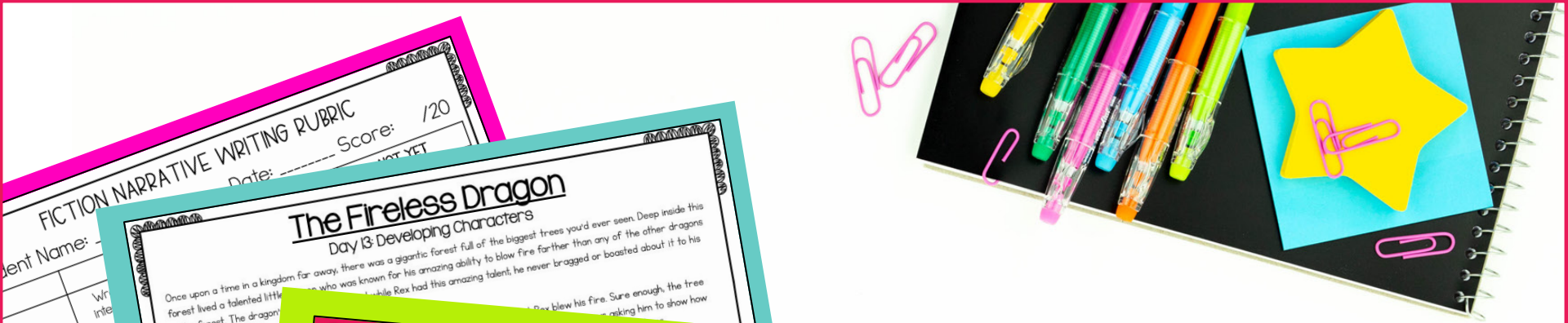
FICTION NARRATIVE WRITING RUBRIC

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

LEAD

PARAGRAPHS

CHARACTERS

SETTING

PROBLEM AND SOLUTION

TRANSITION

DIALOG

ENDING

PURPOSE

The Fireless Dragon

Day 13: Developing Characters

Once upon a time in a kingdom far away, there was a gigantic forest full of the biggest trees you'd ever seen. Deep inside this forest lived a talented little dragon named Rex who was known for his amazing ability to blow fire farther than any of the other dragons in the forest. The dragon Rex had this amazing talent, he never bragged or boasted about it to his dragon and unicorn friends.

*Rex can you breathe fire? Rex blew his fire. Sure enough, the tree turned black from the fire. Rex was surprised that his fire could reach so far.

One morning when Rex was in the forest and having a picnic, he noticed a unicorn breathing fire. Rex was surprised that the unicorn could breathe fire.

*Challenge accepted!

Truffle threw a piece of bread and it landed in the unicorn's mouth. The unicorn surprisedly breathed out a small flame.

*Oh, not Truffle!

*Is that all you can do?

*Well, do or don't, there's no try.

*Let's see you do it!

Well, the unicorn was a bit of a challenge, but Rex was determined to show his friends that he was a real dragon.

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
- 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

PREWRITING

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 boys played board games by candlelight.)

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.

Solution	
pologizes to his mom for being dishonest and hiding the cat. He agrees to take the cat to a shelter the next day. Mom does some thinking and just as the cat are leaving, she tells him that she will start taking allergy medicine. The boy can keep the cat if he promises to keep it in his room and not gain.	
WORK TIME 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!