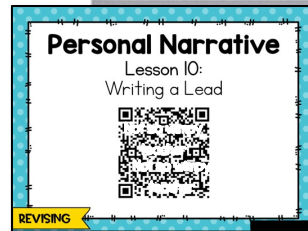




Writing a Lead

Personal Narrative Writing Lessons					
TITLE	ESSENTIAL QUESTION	STUDENT TASK	MATERIALS	LINK	
1	Writing a Lead	What types of leads are most likely to hook a reader?	Students will write examples of action leads on their lead student printable. Then, they will write a few more leads and choose the best one for their story.	Leads student printable from lesson 10	Link
12	What is dialogue?	How use d	Students will go back to their draft and add		Link
Personal Narrative Writing Lessons					
TITLE	ESSENTIAL QUESTION	STUDENT TASK	MATERIALS	LINK	
1	Pre-assessment	What skills do you need to develop to be the best writer you can be?	Students will complete a pre-assessment writing sample with a given prompt.	Loose leaf paper Rubrics	Link
2	Setting up Notebooks	How can being organized help to improve your writing skills?	Students will put together their writing notebooks that will be used for the entire unit. If you are using the provided digital notebooks, you can skip this lesson.	One composition book for each student Copies of cover sheet & dividers Gel & crayons	Link
3	What is a Personal Narrative?	How is a personal narrative writing different from other kinds of writing?	Students will complete the personal narrative student printable & task cards.	Personal narrative student printable Personal narrative task sheet	Link
4	Generating Story Ideas	How do personal narrative writers come up with story ideas?	Students will transform different people in their lives.	Story ideas student printable	Link
5	Generating Story Ideas	How do personal narrative writers come up with story ideas?	Students will transform a list of times that they have personally experienced	Story ideas student printable from lesson 4	Link
6	Narrowing the Topic to a Seed	Why would an author want to narrow their story to a seed topic?	Students will choose three story ideas that they generated during the last chart printable.	Seed student printable	Link
7	Rehearsal & Drafting	Explain how rehearsal can be used to help a	Students will select a story from their seed chart printable to write		Link



WRITING A LEAD THAT HOOKS READERS

HOW WILL YOU START YOUR STORY?

<input type="text" value="Sound"/> Pop! Drip! Crash! Splash! Meow! A-chow!	<input type="text" value="Question"/> Have you ever wondered what a giraffe's tongue feels like?
<input type="text" value="Action"/>	<input type="text" value="Dialogue"/>

Includes 40 video writing lessons for students - just press play or have students scan the included QR codes!





MENTOR TEXT PASSAGES

Writers grow by reading and hearing examples of great writing.

The mentor text passages will be read to students and displayed on the screen during the video lesson.

You do NOT need to print the mentor text passages. If you would prefer to print one copy to keep at a writing center, you'll find all of the necessary mentor texts in the files for this unit.



QUICK START

How for a successful start of writing instruction!

The student printables for this student will need their student printables.

Messages: Students will be going along with a digital copy on the screen while it is a video. If you would like to have a copy of the mentor text open and print the not necessary.

The student notebook and students will need their own set



THE MASTERPIECES

This eight-week unit, students will write two masterpieces. These masterpieces are pieces of writing. Students will be doing small tasks everyday that relate to the mini lesson. For example, on Day 1 the mini lesson is about writing a good lead. The lesson, students will work to revise the lead for their masterpiece writing, then starting a new piece every day or week, students will spend time perfecting pieces while incorporating a new revision skill each day.

The first masterpiece will take longer because the lessons are longer, and students are more guidance. The second masterpiece will be done with shorter review lessons for student independence. If time is tight and you are able to complete only the first masterpiece of the unit, this will be able to combine certain lessons if needed, especially.

For the masterpieces:

Students will be asked to skip lines when drafting. This makes it easier to do revisions later.

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 durability. If a composition notebook cannot be provided, a notebook with lined paper can be used.



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Not So Wimpy Teacher

WHAT'S INCLUDED

This unit contains everything you need to teach personal narrative!



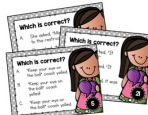
40 Video Mini Lessons and Task Cards w/QR codes

Daily video lessons will walk your students through the daily mini lesson. Just hit play! Or, use the included task cards with QR codes at a center and have your students scan the code to watch the daily lesson.



Personal Narrative Task Cards

Students will use these cards to identify whether a given story is a personal narrative. Print and use with the included recording sheet, or click below to assign in Google Classroom!



Dialogue Task Cards

Students will use these cards to practice punctuating dialogue correctly. Print and use with the included recording sheet, or click below to assign in Google Classroom!



I recommend beginning writing instruction with my Starting Writing Workshop resource. I have included it as a bonus with this unit!

Not So Wimpy Teacher

A TYPICAL DAY OF WRITING: THE VIDEO LESSONS

It contains 40 days of done-for-you video lessons! The Not So Teacher team walks your students through writing a personal video with guided instruction. Simply display the video and press students will follow along as our team teaches the lesson to your class. Implementing mini writing and revision tasks each day. These can be implemented in several different ways:

1. The video link from the Writing Lesson PDF each day and lay on your projector for your entire class to watch the lessons together.

2. Provide a link for students in Google Classroom to watch during class or for at-home work.

3. Use the provided video task cards at centers. Print and laminate for long-term use. Set out a new card each day for the lesson. Teach your students to scan the QR code on their classroom electronic devices to begin watching.



Not So Wimpy Teacher



Detailed teacher directions explaining each component of the program will help you understand how to use the videos and materials 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?		
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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.

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 our sound"

Complete your notebook will create

"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!



New School
Lesson 2: Paragraph

you a little nervous?" the principal asked.
"No," I replied, half fibbing. The truth was that I had
been a little nervous.

Unexpected Guest
Lesson 3: What Is a Personal Narrative

heartbeat. Wake up." I heard a voice whispering as my
eyes opened. I rubbed my eyes and squinted to help them adjust. I could
see the outlines of my classmates' faces.
"What is it?" I whispered back.
"Come and see," Mom answered.
Mom swiftly walked through the cabin hallway and into
the living room. The wooden floor of the cabin was
polished to a shine. The moon was shining through
the window, and we leaned in close to see what was
going on.
"What do you see them? Isn't it something?" she asked with
excitement.
"I don't know," I said. "I searched through the darkness, through the giant
trees, but the stars glittered in the night sky.
"Suddenly, there they were! It was breathtaking! A whole
lot of them. Some were flying on grass and carefully

Road Trip!
Lesson 10: Writing a Lead

BOOM! KA-DONKI KA-DONKI KA-DONKI

"Papá! What was that?!" I stammered as the palms of my hands slowly uncovered my eyes to reveal what we had hit. All I could see was the pitch-black sky with a sliver of bright white moon. The giant pine trees were still flying by as our long brown station wagon continued down the dark road.

KA-DONKI KA-DONKI KA-DONKI

"Papá, what is that noise?" I cried. Our car was wobbling back and forth, causing us to jerk left and right. I could feel the worry rise up my spine and tingle in the back of my neck. What was that weird noise? Why wouldn't Papá answer me? A few seconds later (which felt like an hour), Papá finally answered.

"Well, Isabella, I think we might have just blown a tire. I'm going to try to find a safe place off to the side of the road here to check and see what's going on," Papá replied, sounding a little unsure.

The loud noise and constant bumpiness continued to make me nervous. I watched out the front windshield from the back seat as our headlights guided us down the gloomy black asphalt. The car coasted off to the side of the road, and I could feel us come to a halt. CLICK! I undid my seat belt and began to peer out each window of the car. I stared with my eyes wide open into the night, but all I could see was complete blackness.

ay Ever
23: Editing

front door of my house I had just gotten

Tasty Treat
Lesson 17: Word Choice

g bright yellow and orange colors of the campfire
glowed toward the dark night sky. It was a chilly night, but
the campers' feet, and faces nice and warm. My troop had
just finished our first night camping. We all waited anxiously for
Papá to grab what he had described as a "tasty camp
treat" as he made his way back to us. We all
leapt up when he had brought over. He had a large box of
graham crackers and a large box of graham cracker
snack mix. He placed the "KING SIZE" on
the table and looked under his arm.
Ezra asked, looking puzzled and disappointed at
the sight of the snack mix.
"I'll smash it between two graham crackers or
use it as a dip," Papá explained.
"I'll try it," I said. I carefully poked it through the marshmallows
around the fire. We all watched carefully as he
turned it over and over. Next, he took it out and
bit into it. Finally, he placed a graham cracker on
the table.
"The path really wide. Then, he glanced over to see
if we looked like puppies begging for our first



No need to buy books or spend time searching for mentor texts! Original mentor texts will be read aloud during the video mini lessons, but printable versions are included too!



WRITING A **LEAD** THAT HOOKS READERS

HOW WILL YOU **START** YOUR STORY?

Sound

Pop! Drip! Crash!
Splash! Meow! A-choo!

Question

Have you ever wondered
what a giraffe's tongue
feels like?

Action

Dialogue

WRITING A **LEAD** THAT **HOOKS** READERS

HOW WILL YOU **START** YOUR STORY?

The included student printables match the anchor charts shown in the video lessons, so students can work right along with the video instruction. A digital version is also included!



WHAT TEACHERS ARE SAYING

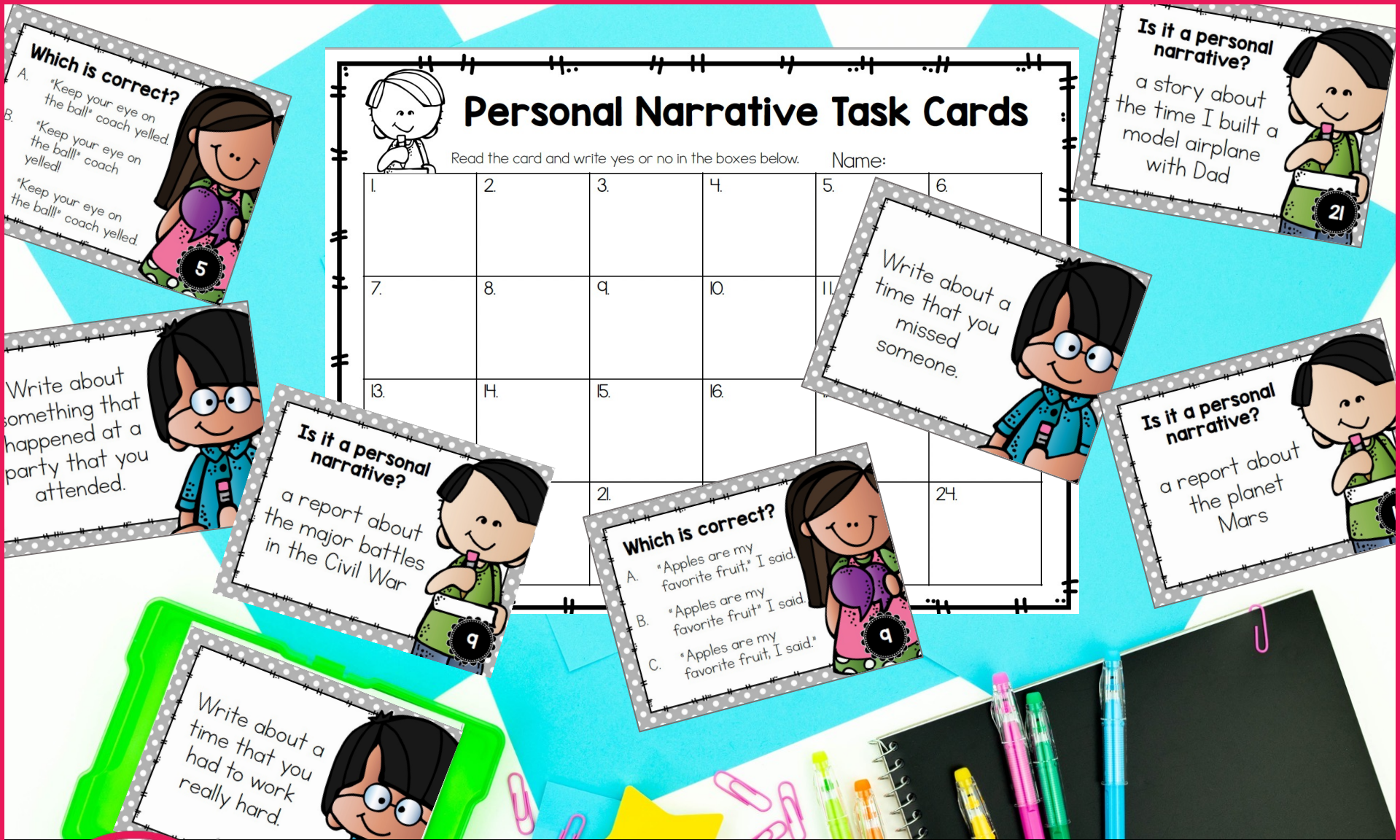


“

Love, love, love this resource. I took the online summer training and I **CANNOT SAY ENOUGH GREAT THINGS** about how worthwhile this has been to supplement my writing curriculum – I have seen **HUGE GROWTH** in my students already with this **EXPLICIT INSTRUCTION** that builds lesson by lesson.

”

– Rachel B.



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.		24.

Which is correct?

- A. "Keep your eye on the ball" coach yelled.
- B. "Keep your eye on the ball" coach yelled!
- C. "Keep your eye on the ball!" coach yelled.

5

Is it a personal narrative?

a story about the time I built a model airplane with Dad

21

Write about something that happened at a party that you attended.

Is it a personal narrative?

a report about the major battles in the Civil War

9

Which is correct?

- A. "Apples are my favorite fruit," I said
- B. "Apples are my favorite fruit" I said.
- C. "Apples are my favorite fruit, I said."

9

Is it a personal narrative?

a report about the planet Mars

Write about a time that you had to work really hard.



Included in both printable & digital versions, task cards allow students to practice punctuating dialogue and identifying personal narrative writing. A third set of printable task cards provides personal narrative writing prompts.