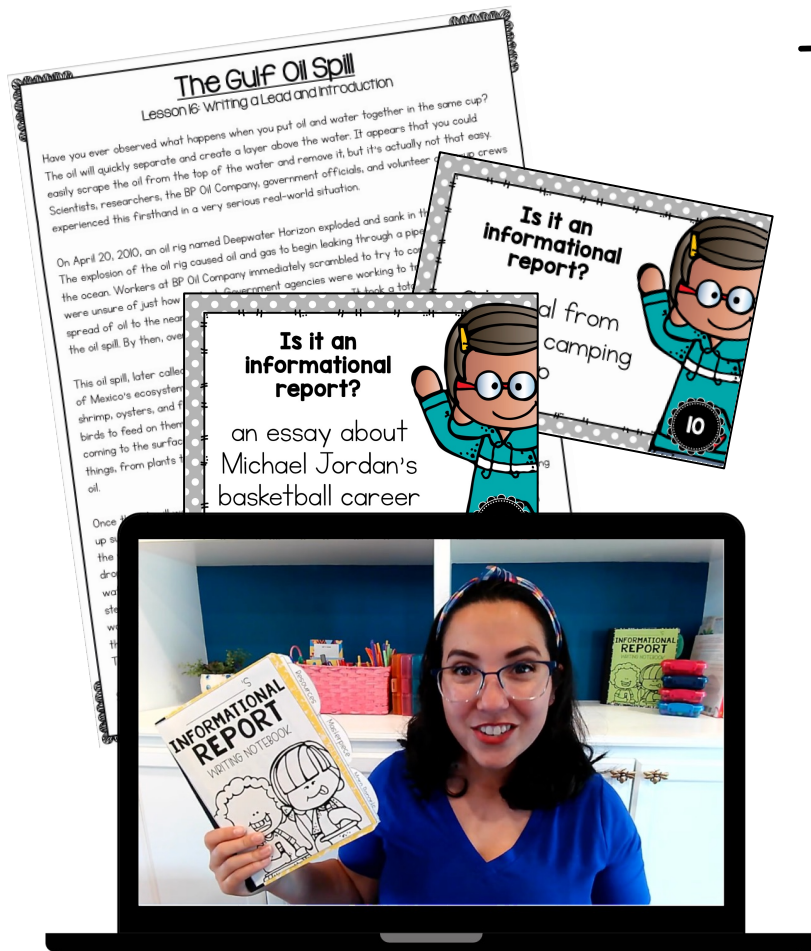


# MEET THE NEEDS OF ALL STUDENTS

THIS VIDEO WRITING UNIT IS:

- ✓ Concept-based
- ✓ Designed to grow all writers
- ✓ Differentiated
- ✓ Flexible
- ✓ Fun and engaging for students
- ✓ Easy to use – just hit play on the video lessons!





# Generating a Topic

## Informational Report Writing Lessons

TITLE	ESSENTIAL QUESTION	STUDENT TASK	MATERIALS	LINK
1	How do authors paraphrase information in their reports?	Students will write examples of action leads on their lead student printable. Then, they will write 3-4 more leads and choose the best one for their story.	• Paraphrasing anchor chart • Paraphrasing task cards and recording sheet	<a href="#">Link</a>
2	How do you organize your notes?	Students will go back to their draft and add...	• Note-taking printable • Pre-written facts on sticky notes • Sticky notes	<a href="#">Link</a>

## Informational Report Writing Lessons

TITLE	ESSENTIAL QUESTION	STUDENT TASK	MATERIALS	LINK
1	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 • Rulers • Word bank (optional)	<a href="#">Link</a>
2	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. <i>(You can use the provided digital notebooks.)</i>	• One composition book for each student • Copies of cover sheet & dividers • Glue & crayons	<a href="#">Link</a>
3	What is an informational report? How is an informational report different than other kinds of writing?	Students will complete the personal narrative student printable & task.	• Lesson 3 mentor text • Informational report anchor chart • Task cards & recording sheet	<a href="#">Link</a>
4	How do writers come up with topics for informational reports?	Students will brainstorm all relevant activities they have done with special cards.	• Lesson 4 mentor text • Generating report ideas anchor chart & student printable	<a href="#">Link</a>
5	How do writers come up with topics for informational reports?	Students will brainstorm a list of times specific emotions.	• Lesson 5 mentor text • Generating topics anchor chart & student printable • Optional school library	<a href="#">Link</a>
6	Why would an author want to narrow their report to a seed topic?	Students will choose three story ideas that they generated during the last chart printable and complete the seed chart printable.	• Lesson 6 mentor text • Seed anchor chart • Seed student printable	<a href="#">Link</a>
7	What goals can you set for yourself to improve your informational report writing?	Students will select a story from their seed chart printable to write about. Students will rehearse their story out loud with a partner and work on the first draft of their masterpiece story.	• Completed rubric for each student from pre-assessment • Goal sheet for each student	<a href="#">Link</a>
8	How do authors find facts to...	Students will first rehearse...		<a href="#">Link</a>


**Manatees**  
Lesson 5: Generating Report Ideas

If you ever visit one of Florida's state parks in the winter time, you may be lucky enough to observe a manatee. They migrate to this area in the winter. These state parks in Florida have natural springs with warmer waters, which are around 70 degrees any time of the year.

Manatees are large, gray, aquatic animals that are closely related to the elephant. Weighing up to 3,500 pounds, manatees have long, flat tails that act as "motors" to power them around the ocean. They have flippers that help them move in coastal waters. Their flippers also help them eat by bringing food up to their mouths. Manatees are considered to be gentle giants and peaceful swimmers.

Manatees prefer to consume most of their food close to the surface because it takes too much energy to dive down in the water and come back up to breathe. One tasty meal for manatees is sea grass. In fact, these animals are often referred to as "sea cows" because they behave in a similar way to cows. They travel in herds from one seagrass pasture to the

**Informational Report**  
Lesson 5:  
Generating Report Ideas:  
Things I'm Curious About



PRE-WRITING

## GENERATING REPORT IDEAS

Things I love and already know a lot about

Things I am curious about



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.



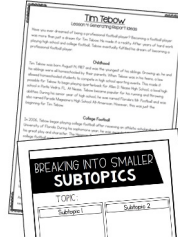
## QUICK START

Follow for a successful start of writing instruction!

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

Pages: 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 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 every day that relate to the mini for the day. For example, on Day 16 the mini lesson is about writing a good production. After the lesson, students will work to revise the lead for their piece writing. Rather than starting a new piece every day or week, students will time perfecting two stories while incorporating a new revision skill each day.

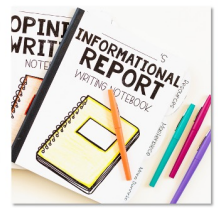
The first masterpiece will take longer because the lessons are longer, and students are more guidance. The second masterpiece will be done with shorter review lessons. Only the first masterpiece of the unit. This will be to combine certain lessons if needed, especially.

### 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 its durability. If a student does not have one, they should purchase one.



## TABLE OF CONTENTS

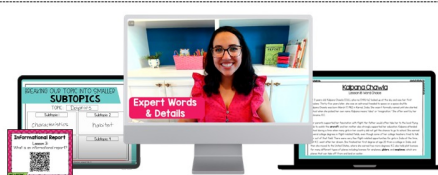
Click the name of the section to jump to that part of the directions!

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Student Success Path .....	4
What's Included .....	5
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A Typical Day of Writing .....	8
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Not So Wimpy Teacher

## WHAT'S INCLUDED

This unit contains everything you need to teach informational writing!



### 40 Video Mini Lessons and Task Cards w/QR codes • 3 BONUS Lessons

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



### Informational Report Task Cards

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



### Paraphrasing Task Cards

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

[CLICK HERE FOR DIGITAL VERSION!](#)

[CLICK HERE FOR DIGITAL VERSION!](#)



**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 Wimpy Teacher team walks your students through writing a personal story with guided instruction. Simply display the video and press play! Students will follow along as our team teaches the lesson to your students, implementing mini writing and revision tasks each day. These can be implemented in several different ways:

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

2. Provide a link for students in Google Classroom to watch during lessons 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 room 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!

### Informational Writing Unit at a Glance

Week 1	Lesson 1 Pre-Assessment	Lesson 2 Setting Up Notebooks
Week 2	Lesson 6 Narrowing the Topic	Lesson 7 Setting Goals
Week 3	Lesson 11 Paraphrasing	Lesson 12 Note Taking
Week 4	Lesson 16 Writing a Lead	Lesson 17 Topic & Concluding Sentences
Week 5	Lesson 21 Writing a Conclusion	Lesson 22 Editing
Week 6	Lesson 26 Choose a Topic and Narrow it to a Seed	Lesson 27 Choose Subtopics & Table of Contents
Week 7	Lesson 31 Revise Lead	Lesson 32 Topic & Concluding Sentences
Week 8	Lesson 36 Editing & Peer Editing	Lesson 37 Publishing

### Informational Writing Unit at a Glance

Week 1	Lesson 1 Pre-Assessment	Lesson 2 Setting Up Notebooks
Week 2	Lesson 6 Narrowing the Topic	Lesson 7 Setting Goals
Week 3	Lesson 11 Paraphrasing	Lesson 12 Note Taking
Week 4	Lesson 16 Writing a Lead	Lesson 17 Topic & Concluding Sentences
Week 5	Lesson 21 Writing a Conclusion	Lesson 22 Editing

### Informational Writing Unit at a Glance

Week 1	Lesson 1 Pre-Assessment	Lesson 2 Setting Up Notebooks	Lesson 3 What is an informational report?	Lesson 4 Generating Report Ideas: Favorite Things	Lesson 5 Generating Report Ideas: Things I'm Curious About
Week 2	Lesson 6 Narrowing the Topic	Lesson 7 Setting Goals	Lesson 8 Research	Lesson 9 Subtopics	Lesson 10 Table of Contents
Week 3	Lesson 11 Paraphrasing	Lesson 12 Note Taking	Lesson 13 Note Taking	Lesson 14 Drafting	Lesson 15 Drafting
Week 4	Lesson 16 Writing a Lead	Lesson 17 Topic & Concluding Sentences	Lesson 18 Word Choice- Vocab and Definitions	Lesson 19 Adding Details	Lesson 20 Transitions
Week 5	Lesson 21 Writing a Conclusion	Lesson 22 Editing	Lesson 23 Peer Editing	Lesson 24 Publishing	Lesson 25 Text Features
Week 6	Lesson 26 Choose a Topic and Narrow it to a Seed	Lesson 27 Choose Subtopics & Table of Contents	Lesson 28 Note Taking	Lesson 29 Note Taking	Lesson 30 Draft
Week 7	Lesson 31 Revise Lead	Lesson 32 Topic & Concluding Sentences	Lesson 33 Word Choice & Details	Lesson 34 Transitions	Lesson 35 Revising the Conclusion
Week 8	Lesson 36 Editing & Peer Editing	Lesson 37 Publishing	Lesson 38 Publishing	Lesson 39 Text Features	Lesson 40 Post-Assessment



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 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!

## Manatees

### Lesson 5: Generating Reports

You will never visit one of Florida's state parks in the way you would expect. They migrate to this area in the winter to serve a manatee. They migrate to this area in the winter to serve a manatee.

## Mount Everest

### Lesson 17: Topic and Concluding Sentences

Why snow covers countless peaks. They seem to extend on and on. Many of these majestic peaks seem to reach up almost five miles. Mount Everest, is the highest in the world at 29,032 feet. About 1,000 people attempting to climb it each year.

#### Location

Mount Everest is part of a 1,500-mile-long mountain range called the Himalayas. It is located on the border between the regions of Tibet and Nepal. It contains in the world can be found near Mount Everest.

#### Weather

The climate of Mount Everest is cold and very extreme. In January, the temperature at the mountain's peak is right around -33 °F. However, the average temperature on the mountain usually falls between -20 °F and -2 °F. Monsoon season on the mountain usually falls between May and September. There are many intense snowstorms that can blow over the mountain. This can cause serious problems for tourists and hikers. At high altitudes, temperatures are very low. It is amazing that people come to Mount Everest.

#### Hiking

## Jamaica

### Lesson 3: What Is an Informational Report?

Most of the time when people think about Jamaica, they think about a small island that is a part of the Caribbean Sea. The island of Jamaica features numerous beaches like Doctor's Cave, Seven Mile, and Calabash Bay. This Caribbean island is known for its crystal blue water and its soft sandy beaches. However, there are a few things you may not have known about Jamaica.



#### Weather

With an average yearly temperature between 80 and 90 degrees, Jamaica doesn't have four defined seasons like many countries. In Jamaica, the wind from the sea cools the island during the day and night, giving it a tropical climate. Jamaica's summer months are only slightly warmer than its winter months. The natives of Jamaica will tell you that the winter months of November, December, January, February, March, and April are the best time to visit the island. You may want to avoid Jamaica in the late summer because that is their hurricane season.

#### Sports

Another thing you may not have known about Jamaica is that they enjoy sports, mainly the sports of

## Praying Mantis

### Adding Details

Praying mantises received the name "praying" mantis for their long, thin legs pressed together, as if to suggest that they were praying for an extraordinary bug.

## Hurricanes

### Lesson 25: Text Features

One of the names of different hurricanes that have been named. Weather experts have been naming hurricanes since the 1950s. It was found it to be easier to write and communicate.

#### What is a Hurricane?

A hurricane is a natural event that causes great damage. It is a tropical storm that has winds higher than 72 mph. For example, in the North Indian Ocean, they are known as typhoons. No matter what they are called, they can cause heavy flooding, damaging winds, and landslides.

#### How are they Formed?

Hurricanes form over warm ocean water. First, the ocean water needs to be warm enough for the winds to come together and flow toward each other. As the winds flow up higher and outward, while hurricanes are forming, they steer it, allowing it to grow bigger and bigger.

#### Parts of a Hurricane?

The parts of a hurricane are the eye, the eye wall, and the spiral rain bands.

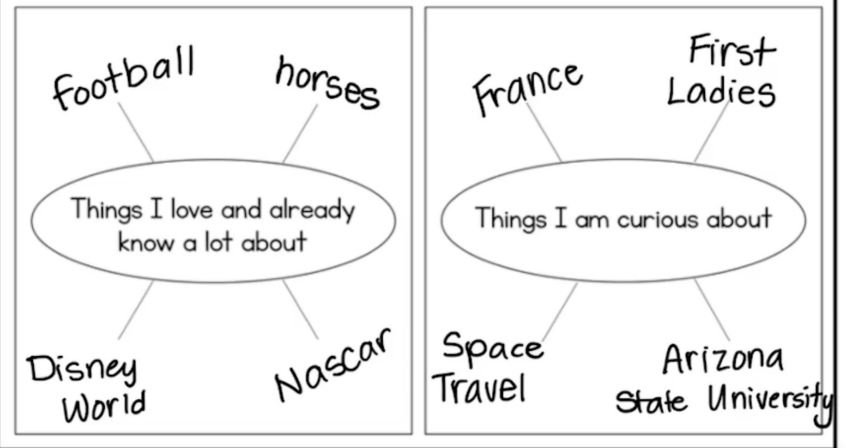


No need to buy books or spend time searching for mentor texts! Original mentor texts will be read aloud during the video mini lessons, but printable versions are included too!



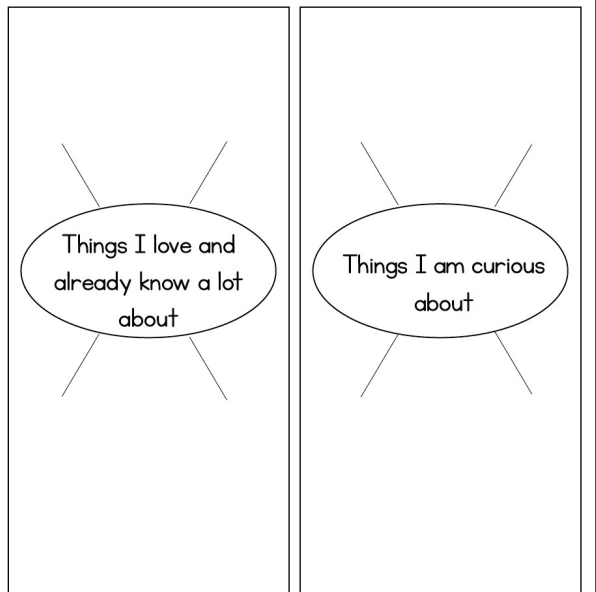


# GENERATING REPORT IDEAS



Not So Wimpy Teacher: Lesson 4, 5 & 26

# GENERATING REPORT IDEAS



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



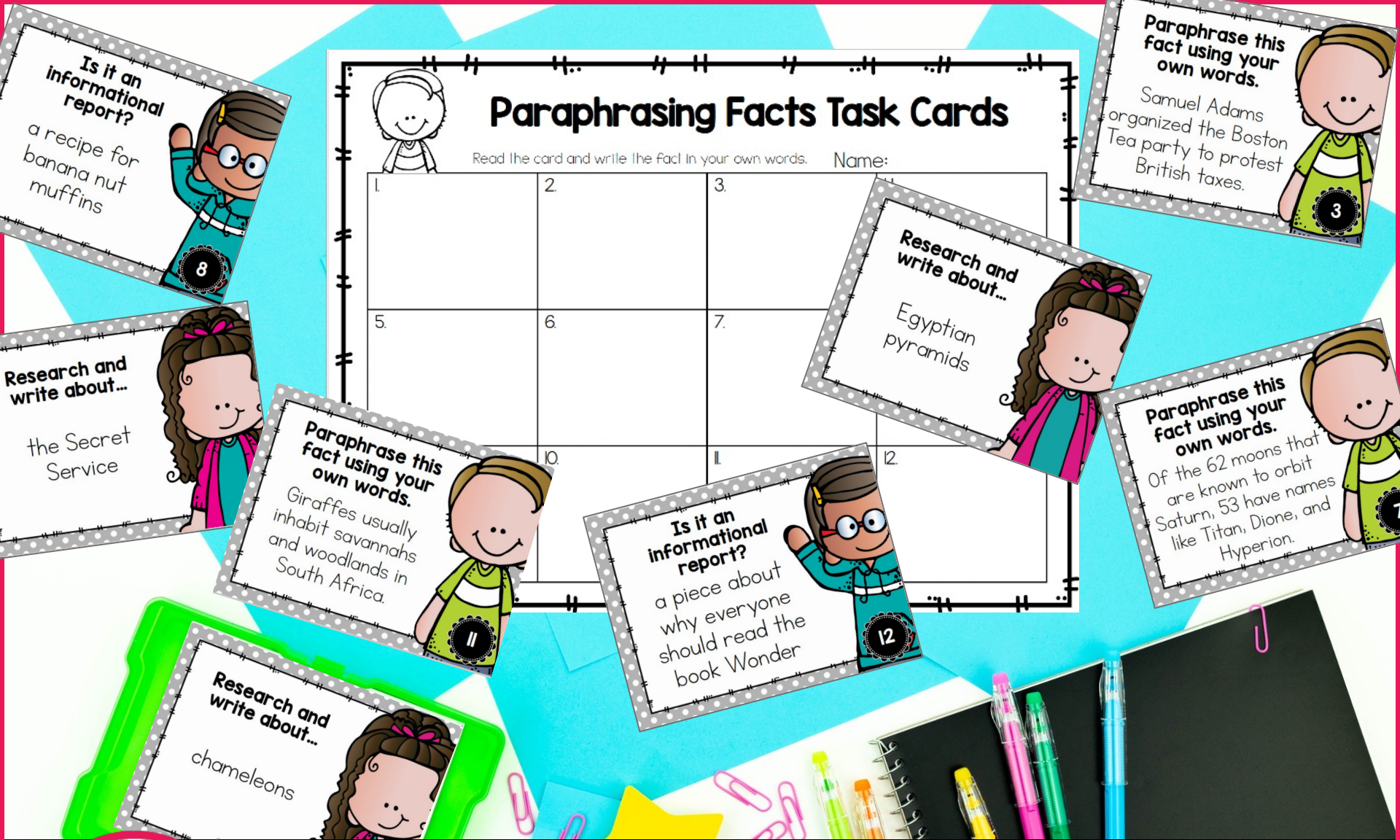
“

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.





# Paraphrasing Facts Task Cards

Read the card and write the fact in your own words. Name: \_\_\_\_\_

1.	2.	3.
5.	6.	7.
10.	11.	12.



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.

# CONFERENCE OUTLINE

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

Follow these easy steps to hold successful writing conferences.

## I. 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.



# INFORMATIONAL WRITING RUBRIC

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Score: /20

	2	1	0
FACTS	Wrote a report with plenty of facts about a topic	Wrote a report with limited facts and/or it included opinions	Piece is not an informational report with facts about a topic
LEAD	Wrote a lead that is interesting and grabs readers	Wrote a lead	Report does not include a lead
PARAGRAPHS	Divided the text into paragraphs to show changes in subtopic	Divided the text into paragraphs but made some errors about when to change to a new paragraph	Did not use paragraphs to divide the report into subtopics
SUBTOPICS	The report was divided into multiple related subtopics.	The report was divided into some subtopics but needed more or they were not related.	Did not divide the report into subtopics
TRANSITIONS	Included sufficient transitions	Included some transitions	Did not use transitions
WORD CHOICE	Used vocabulary words and definitions that show the author is an expert on the topic	Used limited vocabulary words or did not include definitions	Did not use vocabulary words and definitions
TEXT FEATURES	Used text features such as headings, maps, drawings, graphs, captions, etc. The text features help readers learn more about the topic.	Used limited text features or the text features do not closely relate to the topic	Did not use text features
	Wrote an interesting ending	Wrote an ending	Report does not include an ending
	Spelling reflects editing level	Writing includes some spelling errors that should have been fixed	Writing has many spelling errors that should have been edited

# INFORMATIONAL WRITING RUBRIC

MASTERED \_\_\_\_\_ Date: \_\_\_\_\_

MASTERED	PROGRESSING	NOT YET
a report with plenty of facts about a topic	Wrote a report with limited facts and/or it included opinions	Piece is not an informational report with facts about a topic
a lead that is interesting and grabs readers	Wrote a lead	Report does not include a lead
text into paragraphs to show changes in subtopic	Divided the text into paragraphs but made some errors about when to change to a new paragraph	Did not use paragraphs to divide the report into subtopics
into subtopics.	The report was divided into some subtopics but needed more or they were not related.	Did not divide the report into subtopics
	Included some transitions	Did not use transitions
	Used limited vocabulary words or did not include definitions	
	Used limited text features or the text features do not closely relate to the topic	
	Wrote an ending	
	Spelling reflects editing level	



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



INFORMATIONAL WRITING RUBRIC

Student Name: \_\_\_\_\_ Score: 120

**The Gulf Oil Spill**  
Lesson 16: Writing a Lead and Introduction

Have you ever observed what happens when you put oil and water together in the same cup? The oil will quickly float on top of the water. It appears that you could easily scrape the oil off the surface with a spoon. Scientists, researchers, and environmentalists have experienced this phenomenon many times. On April 20, 2010, an offshore oil rig exploded in the Gulf of Mexico. The explosion caused the oil rig to sink and the oil to spill into the ocean. The spill was so large that it was visible from space. Scientists, researchers, and environmentalists were unsure how to clean up the spill. They tried many different methods, but none were successful. This oil spill has caused a lot of damage to the environment. Millions of birds and animals have died. The oil has also caused a lot of economic damage. Many people have lost their jobs and homes. The Gulf oil spill is a tragedy that has affected millions of people.

**STUDENT SUCCESS 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 into small pieces
- Give one short day that is easy

**STAGE 2: WILLING WRITER**

LOOKS LIKE:

- Does the work
- Asks for help

**STAGE 3: GOOD WRITER**

LOOKS LIKE:

- Enjoys writing
- Shows signs of writing

**STAGE 4: EXPERT WRITER**

LOOKS LIKE:

- Writes with confidence
- Shows signs of writing

**EDITING MARKS**

Symbol	Use	Example
≡	when a word needs to be capitalized	mrs.
9	when you need to delete something	I got a new
^	when you need to insert something	is



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