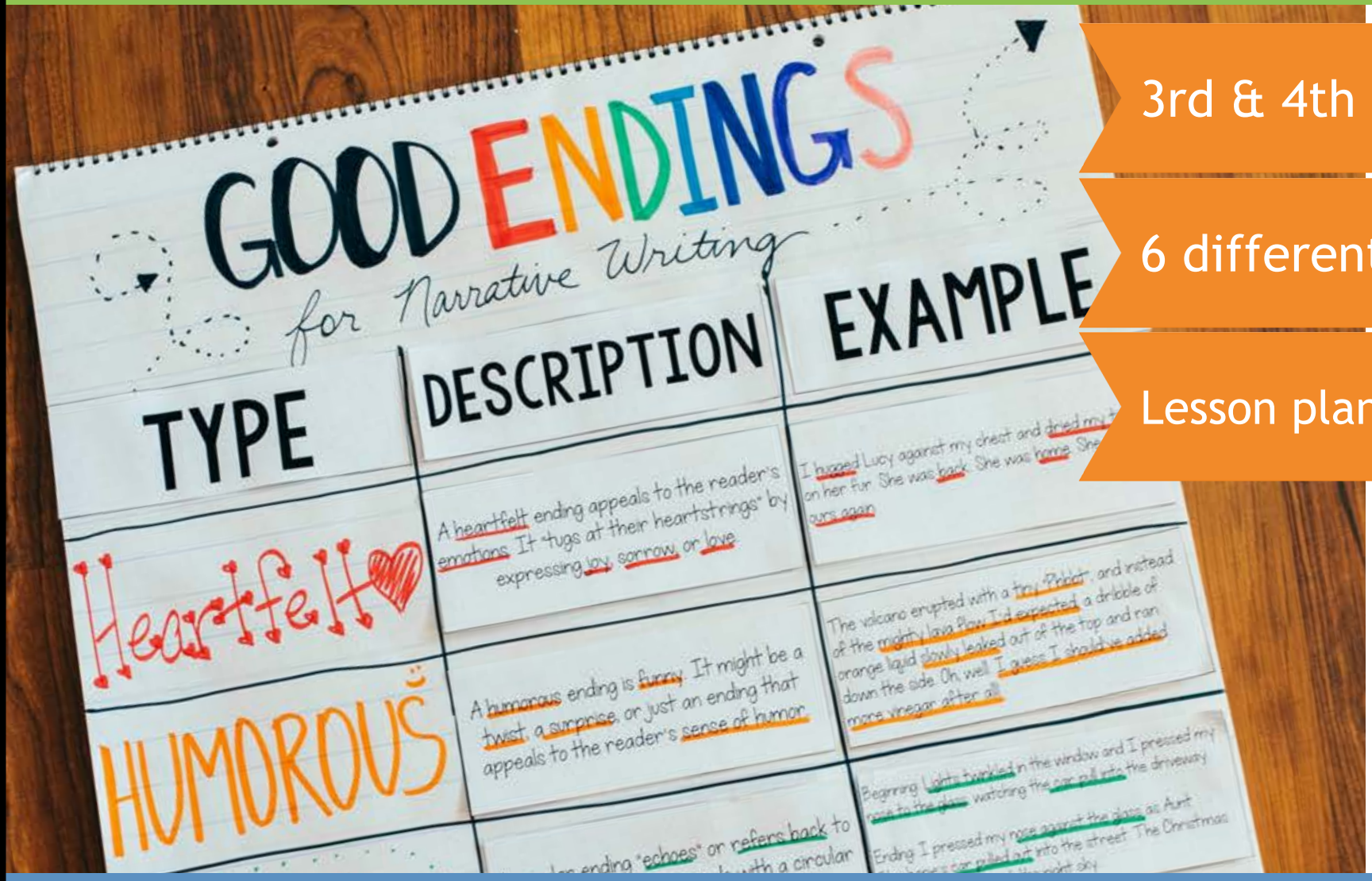
GOOD ENDINGS



3rd & 4th grade

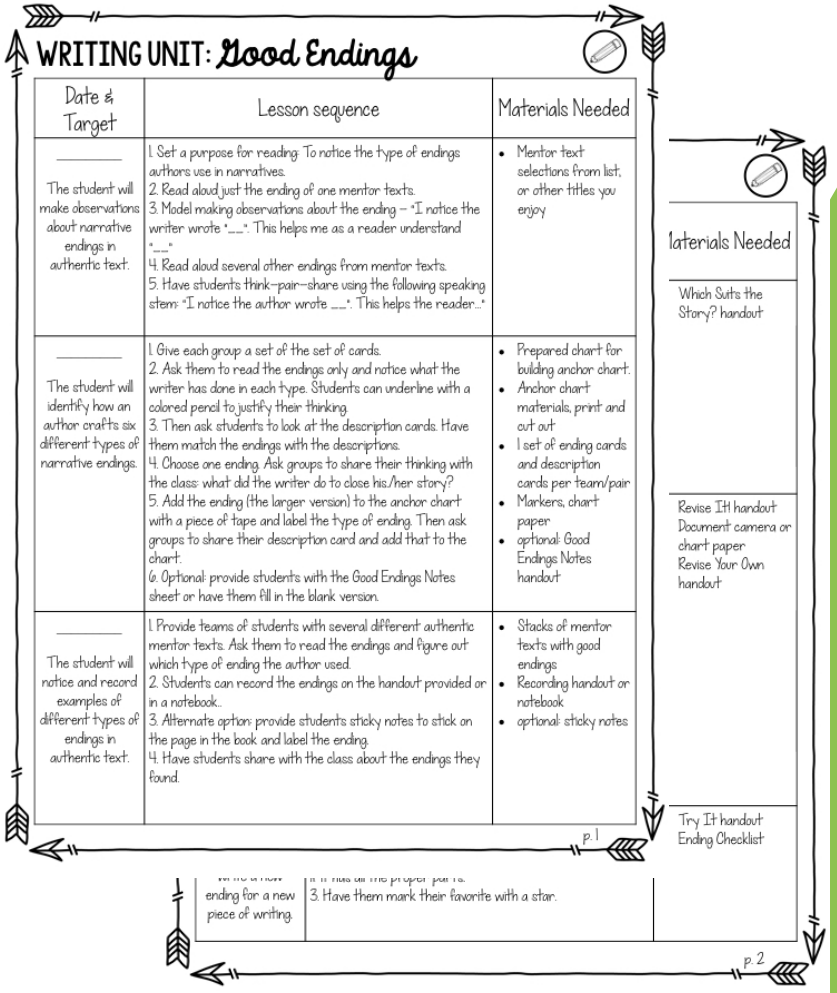
6 different types

Lesson plans included

BUZZING with Ms. B

HANDS-ON LEARNING & PLENTY OF PRACTICE

What's in the lesson plans?



WRITING UNIT: Good Endings

Date & Target	Lesson sequence	Materials Needed
_____ The student will make observations about narrative endings in authentic text.	1. Set a purpose for reading: To notice the type of endings authors use in narratives. 2. Read aloud just the ending of one mentor texts. 3. Model making observations about the ending – "I notice the writer wrote "___". This helps me as a reader understand "___" 4. Read aloud several other endings from mentor texts. 5. Have students think-pair-share using the following speaking stem: "I notice the author wrote ___". This helps the reader..."	• Mentor text selections from list, or other titles you enjoy
_____ The student will identify how an author crafts six different types of narrative endings.	1. Give each group a set of the set of cards. 2. Ask them to read the endings only and notice what the writer has done in each type. Students can underline with a colored pencil to justify their thinking. 3. Then ask students to look at the description cards. Have them match the endings with the descriptions. 4. Choose one ending. Ask groups to share their thinking with the class: what did the writer do to close his/her story? 5. Add the ending (the larger version) to the anchor chart with a piece of tape and label the type of ending. Then ask groups to share their description card and add that to the chart. 6. Optional: provide students with the Good Endings Notes sheet or have them fill in the blank version.	• Prepared chart for building anchor chart. • Anchor chart materials, print and cut out • 1 set of ending cards and description cards per team/pair • Markers, chart paper • optional: Good Endings Notes handout
_____ The student will notice and record examples of different types of endings in authentic text.	1. Provide teams of students with several different authentic mentor texts. Ask them to read the endings and figure out which type of ending the author used. 2. Students can record the endings on the handout provided or in a notebook.. 3. Alternate option: provide students sticky notes to stick on the page in the book and label the ending. 4. Have students share with the class about the endings they found.	• Stacks of mentor texts with good endings • Recording handout or notebook • optional: sticky notes

p. 1

laterials Needed

Which Suits the Story? handout

Revise It! handout
Document camera or chart paper
Revise Your Own handout

Try It! handout
Ending Checklist

ending for a new piece of writing.

3. Have them mark their favorite with a star.

p. 2

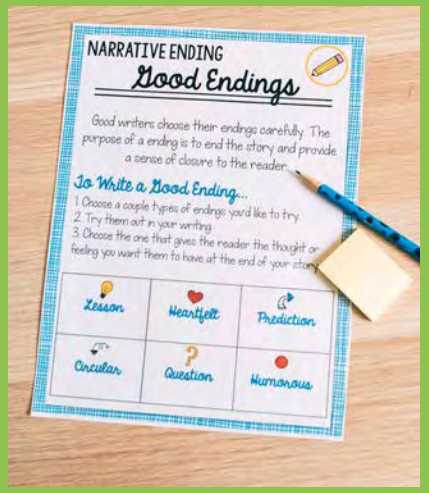
Ready-to-go lesson plans include...

- ✓6 days of lessons
- ✓A learning target/objective in "the student will..." format
- ✓Lesson sequence, step by step
- ✓Required materials
- ✓Space to record the date

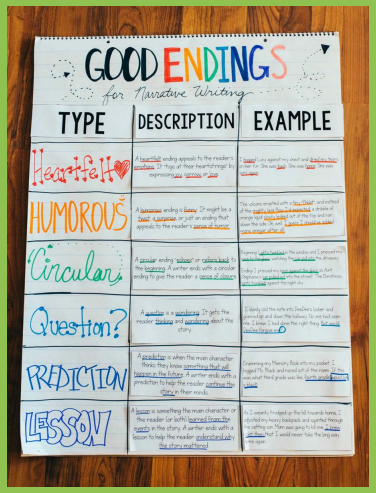
BUZZING with Ms. B

BETTER BEGINNINGS IN SIX DAYS

INTRODUCE WITH A MENTOR TEXT



HANDS-ON ACTIVITY & BUILD THE CHART



HUNT & SORT EXAMPLES



CHOOSE THE BEST ENDING



REVISE EXAMPLES

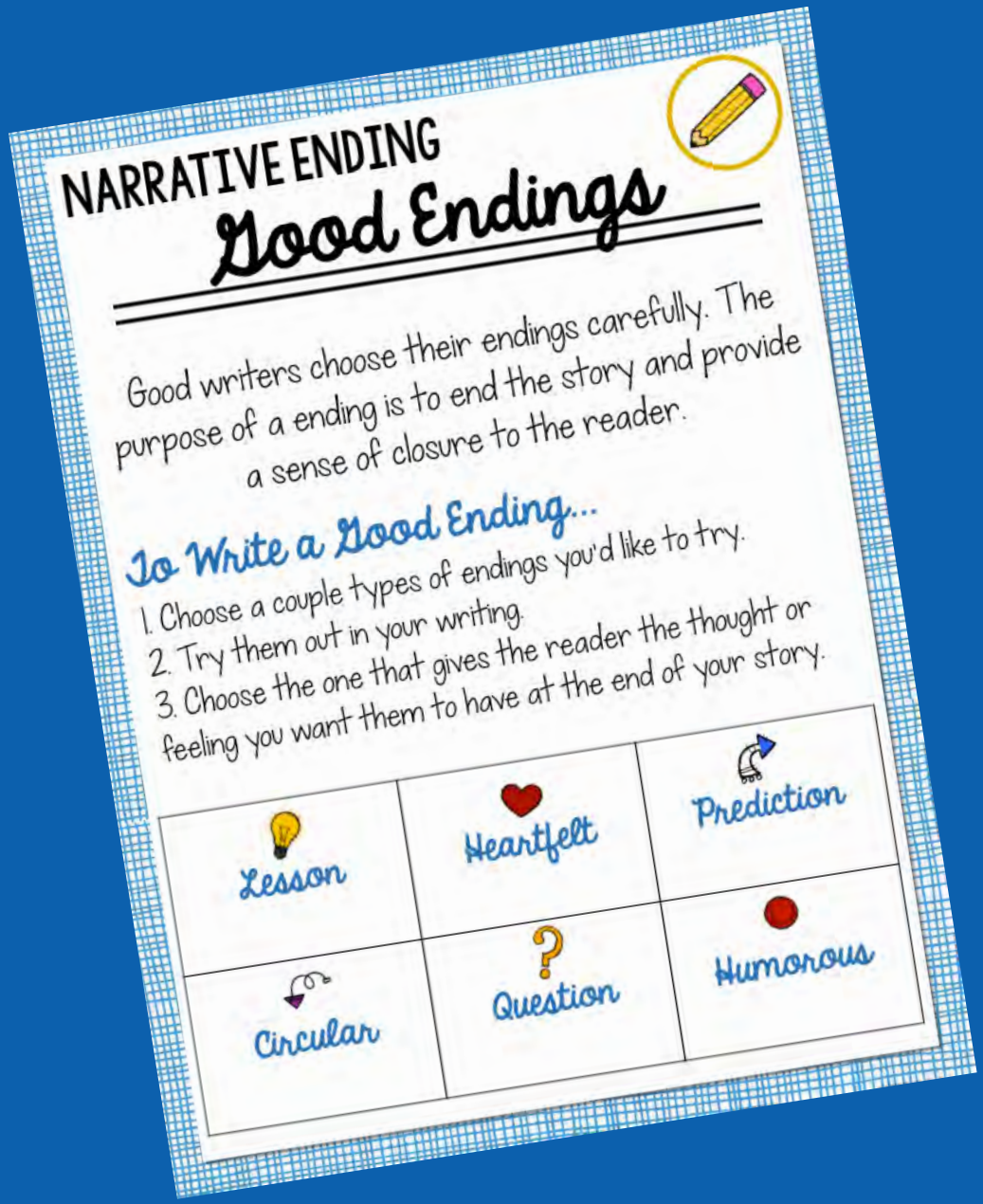


APPLY TO THEIR OWN WRITING



7 PRINTABLE STUDENT PAGES INCLUDED

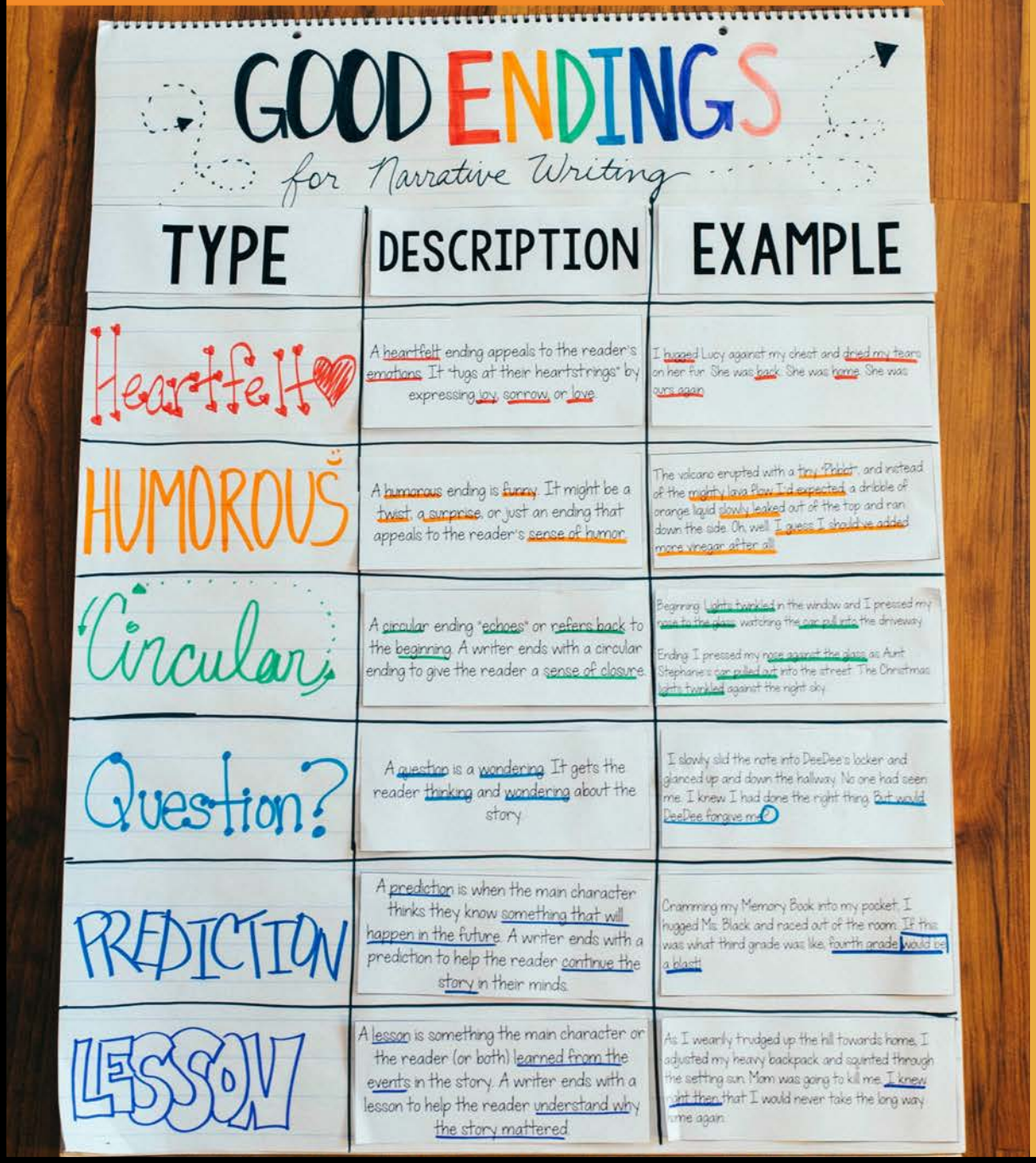
Poster set introduces each type





BUZZING with Ms. B

What's in this resource?



Teacher pages included

- ✓Lesson plans
- ✓Teacher's guide pages
- ✓Mentor text list for this skill
- ✓Materials to build anchor chart
- ✓Anchor chart activity directions
- ✓Directions/keys for each lesson

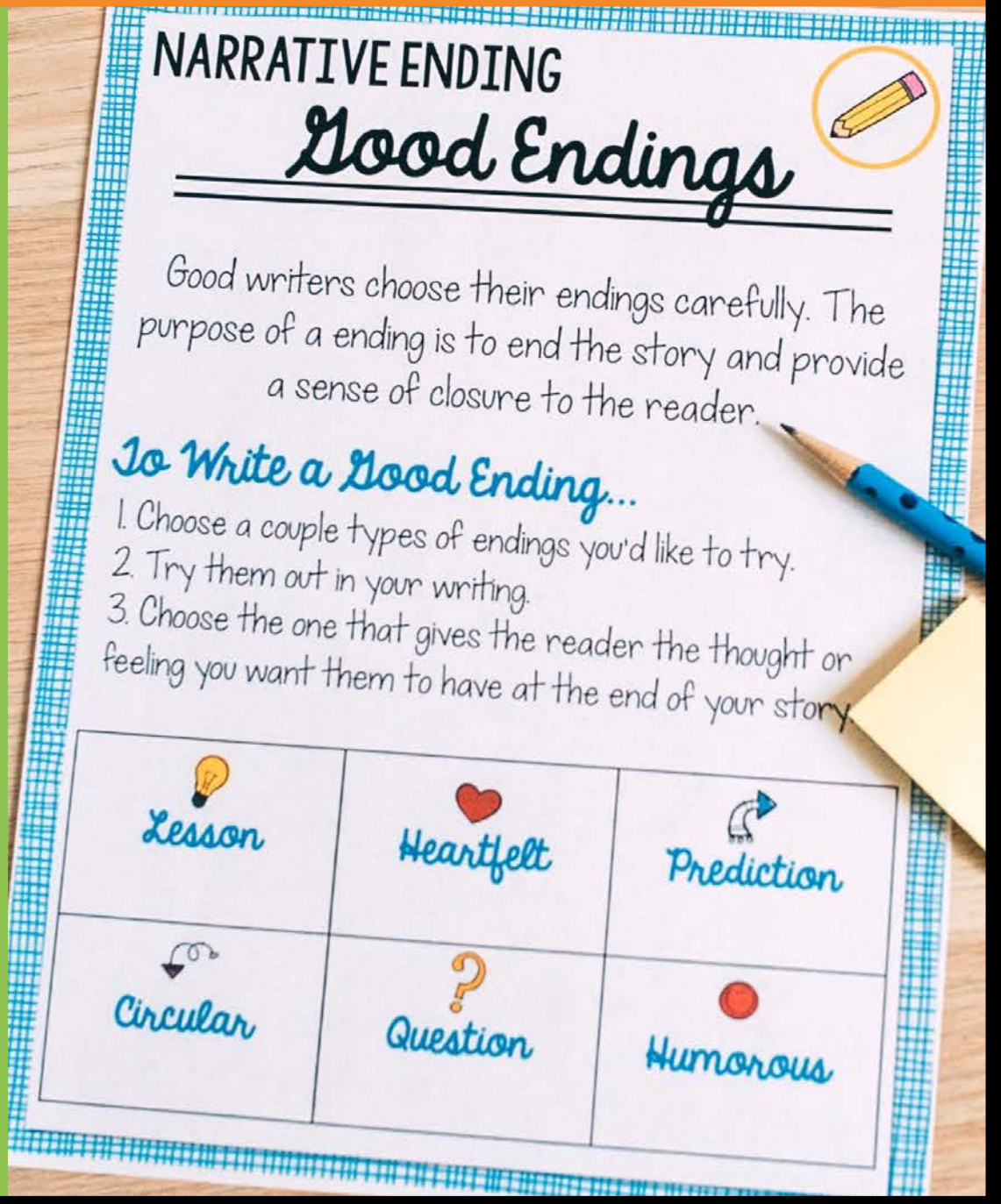
BUZZING with Ms. B

What's in this resource?

Student pages:

- ✓Anchor chart cards
- ✓Mark it up color coding activity
- ✓7 Good endings posters with sentence starters
- ✓Good endings notes
- ✓Which suits the story? Activity
- ✓Revise It
- ✓Revise Your Own
- ✓Try It
- ✓Good endings tips - a bookmark sized tip sheet

BUZZING with Ms. B



PLENTY OF PRACTICE!

Name: _____

WHICH ONE SUITS THE STORY?

When you're writing an ending, it's important that the ending actually suit
humorous tone, a humorous or prediction ending may suit best. If a story
ending is best. If a story is emotional, you may want to stick with a l

Read the short stories. Decide on which of the two endings best suits the

The apple tree towered overhead. Its leaves swayed in the gentle breeze. Despite its calm appearance, I knew danger was hidden in its branches.

I grasped the first branch. My hands shook and my heart was tense. The last time I'd climbed this tree, I'd fallen and broken my arm. But Grandma always said, "Get back on the horse!" so I had to make it to the top. I couldn't let fear hold me back any longer.

I pulled myself upwards, scraping my knee as it passed over the rough bark of the trunk. Groaning, I reached with my other hand to the next branch. And then the next, and the next.

Soon, I was one branch from the top. Swallowing my fear, I pulled, hoisted, and threw myself up to the final branch.

Choice A: I sat, l
tree, legs dangli
had reached th
the horse. And

Choice B: I sat o
tree. My foot ki
down, down, do
"Lucky that wa
chuckling to my

_____ is a better
_____
_____

This was the year I was going to win. And I was going to do it without Mom's help. Hidden in my room, I held up the turkey shape. "Ahhh," I whispered. "You will be... ELVIS TURKEY!" I laughed maniacally, like Dr. Frankenstein. "My creation!" I shouted! "You will be mine!" I grabbed the glue, scissors, and markers, sure I had the winning idea.

By the time Mom found me, it was already too late. I'd cut, colored, glued, and sequined my turkey beyond recognition. "Tanya!" she gasped. "What on Earth are you doing?"

I grinned, sheepishly and shrugged. "Well, I was trying to make an Elvis turkey for the Disguise-a-Turkey contest, but... it sort of got away from me."

Choice A: "Hmmm
slowly cut out a t
the turkey's hair
Monster" it read.
that'll work." "Still

Choice B: I slowly s
don't know how
one thing. Next th

_____ is a better e
_____

Name: _____

NARRATIVE ENDING NOTES

Lesson

A lesson is something the main character or the reader (or both) learned from the events in the story. A writer ends with a lesson to help the reader understand why the story mattered.

To write a lesson:
1. Think about the events in your story. What could the main character have learned from those events?
2. Write a statement that teaches the reader what the main character learned.

Prediction

A prediction is when the main character thinks they know something that will happen in the future. A writer ends with a prediction to help the reader continue the story in their minds.

To write a prediction:
1. Think about what would probably happen next or later because of the events in your story.
2. Write a sentence that has the character or narrator predict what will happen next or later.

Question

A question is a wondering. It gets the reader thinking and wondering about the story.

To write a question:
1. Imagine the very ending of your story. What would someone (maybe the main character) wonder about the ending?
2. Write the question as the last line of your story, or write several questions to end your story.

Heartfelt

A heartfelt ending appeals to the reader's emotions. It "tugs at their heartstrings" by expressing joy, sorrow, or love.

To write a heartfelt ending:
1. Imagine the main character at the end of your story. Think about

Humorous

A humorous ending is funny. It might be a twist, a surprise, or just an ending that appeals to the reader's sense of humor.

To write a humorous ending:
1. Think about what the reader expects to happen at the end of your story.
2. Twist that around and write

Circular

A circular ending "echoes" or refers back to the beginning. A writer ends with a circular ending to give the reader a sense of closure.

To write a circular ending:
1. Reread your beginning.
2. Think about how you can change a word or phrase, or the order of

Name: _____

REVISE IT! KEY

ead the paragraph below. This is the ending to a piece of writing about Fidel's visit t
ouse. At the beginning of the story, he wasn't excited to go. Help Fidel revise his en
er by trying the different types of endings! Then put a star next to the one you

t the end of the day, I hugged Grandma goodbye and helpe
y the photo albums. I put the cookies we'd baked into my
walked to Dad's car, and waved at Grandma through the

sson

into the
back at the
e Grandma was
hed my bag of
and thought
to have a
Paola.

Prediction

I heard Dad's horn honking from the driveway and realized the day had already flown by. As I waved to Grandma Paola through the window, I excitedly thought about the next time I'd visit her. Maybe I could persuade her to make brownies next time!

Ques

I stuffed the half-
chocolate chip cookies
backpack and watche
Paola stacked up the
albums. I took a good
I hugged her goodbye
never noticed how much
alike?

Humorous

I heard Dad's horn honking outside. "Well, that visit wasn't so bad, was it?" Grandma asked me. I chuckled, realizing that she knew I hadn't been so excited to come. "I guess not!" I said, thoughtfully. "I can think of one improvement, though." I did. "And what's that?" she asked, surprised. Holding up the bag of ies, I said, "Next t

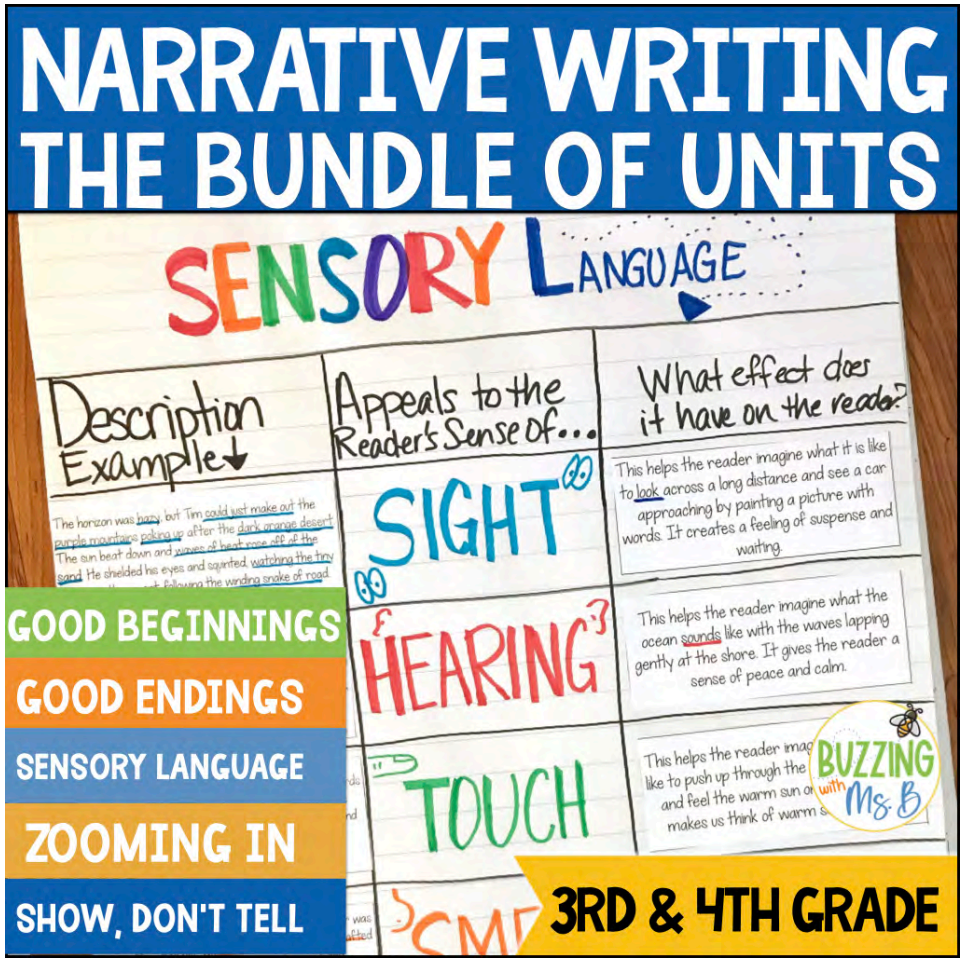
Circular

Beginning: I slowly headed up
sidewalk, my backpack heavy
my sense of dread. I could ne
spend an entire day in this old

Ending: I slowly headed down th
sidewalk, my backpack heavy wit
chocolate chip cookies. I

7 HANDOUTS HELP STUDENTS ANALYZE, REVISE, AND TRY IT!

Get this in the Narrative Writing Bundle!



This bundle includes...

- ✓Good beginnings
- ✓Good endings
- ✓Zooming in on a moment
- ✓Sensory details
- ✓Show, don't tell emotions

GET THE NARRATIVE WRITING BUNDLE!

"I first bought the Zooming in on a Moment and was really impressed by how my reluctant readers reacted to it. I just had to get the entire set. This is a wonderful resource."