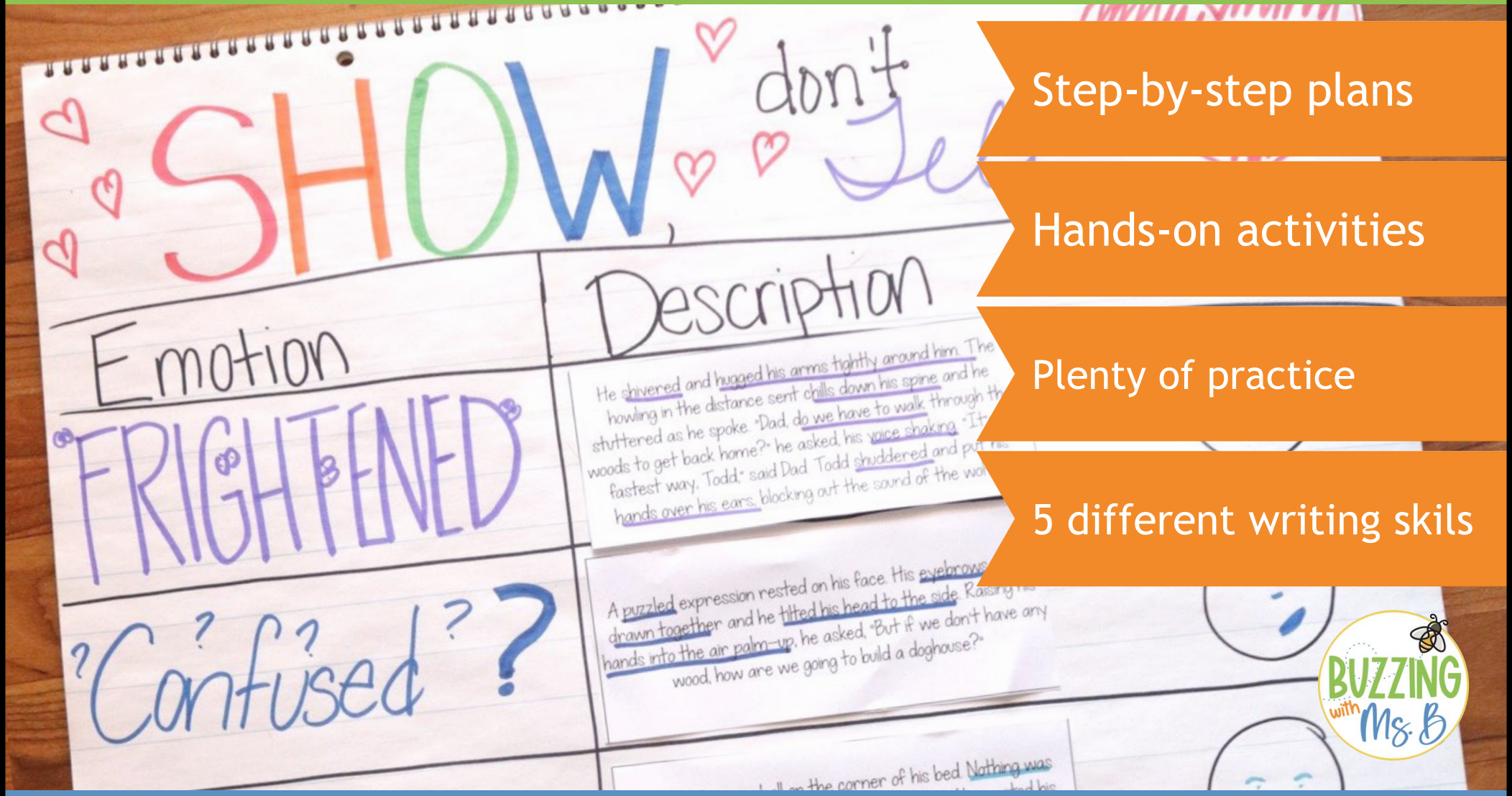
3RD & 4TH NARRATIVE WRITING BUNDLE



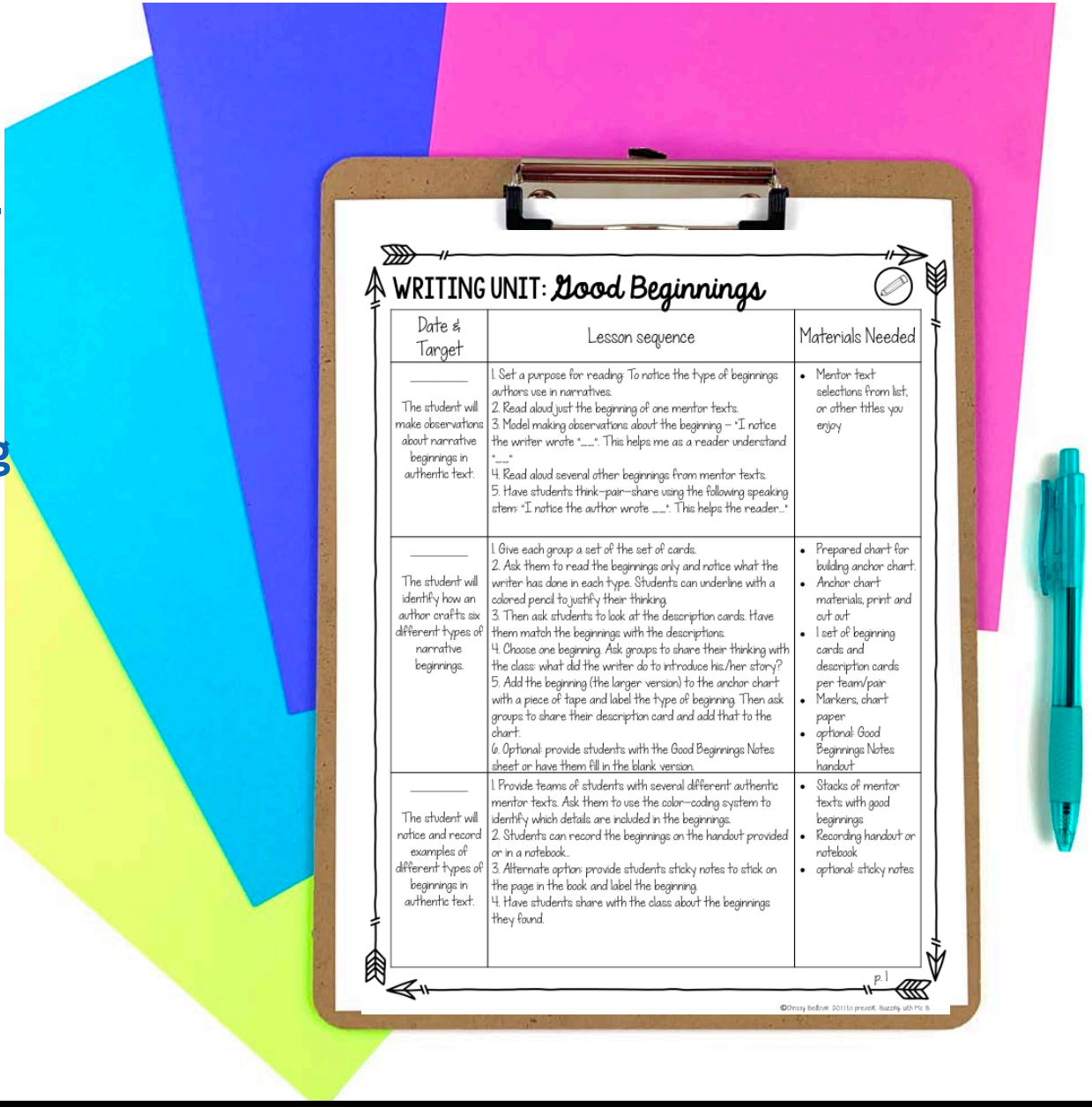
- Step-by-step plans
- Hands-on activities
- Plenty of practice
- 5 different writing skils

BUZZING with Ms. B

3 MONTHS OF WRITING LESSONS

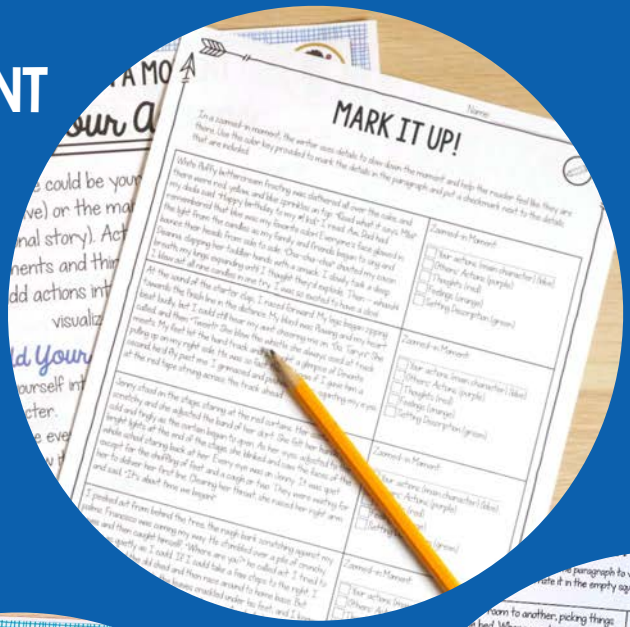
With these lessons, you will...

- ✓Teach writing that sticks
- ✓Engage your writers in hands-on activities
- ✓Give students practice
- ✓Bridge to independent writing
- ✓Teach five writing skills:
  - ✓Good beginnings
  - ✓Good endings
  - ✓Sensory details
  - ✓Zooming in on a moment
  - ✓Show, don't tell emotions

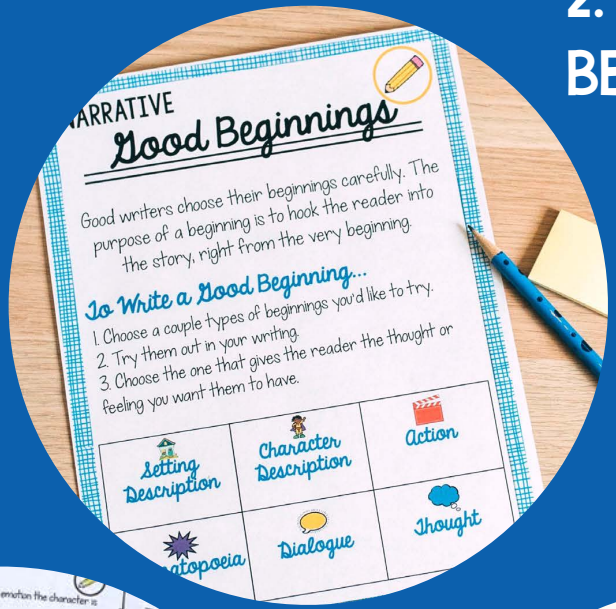


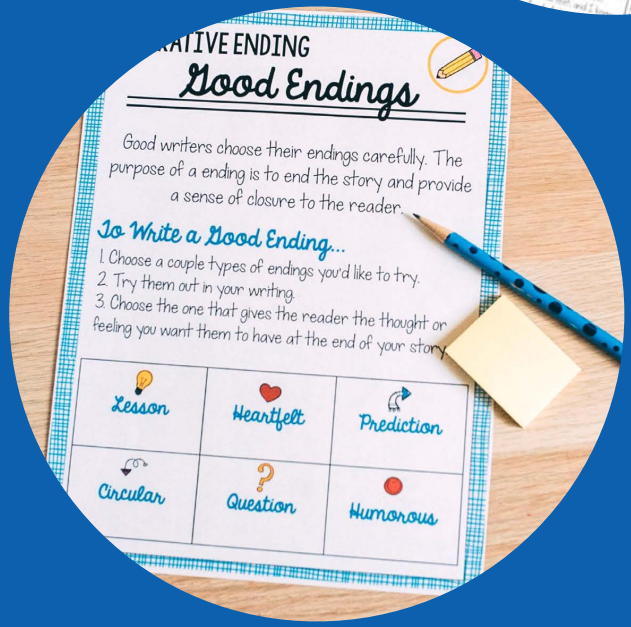
3 MONTHS OF LESSON PLANS AND MATERIALS!

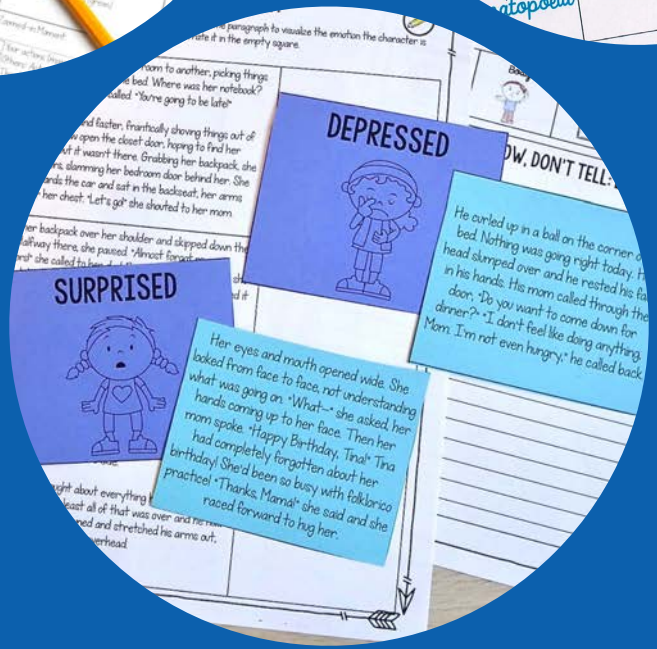
1. ZOOM IN ON A MOMENT



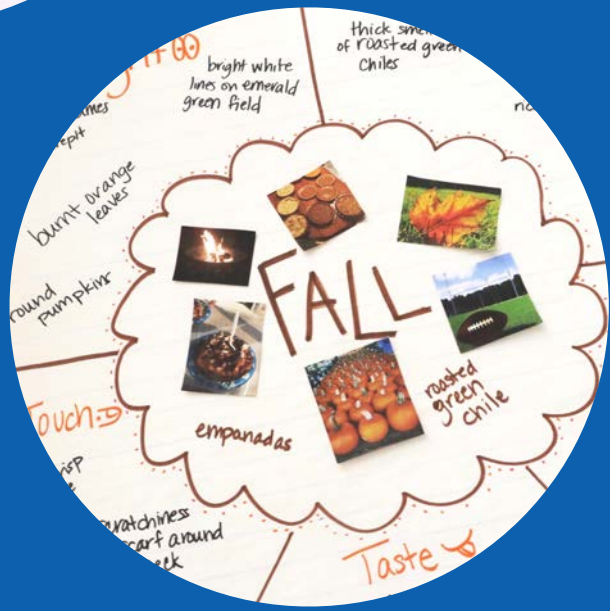
2. WRITE GOOD BEGINNINGS







3. ADD SENSORY DETAILS

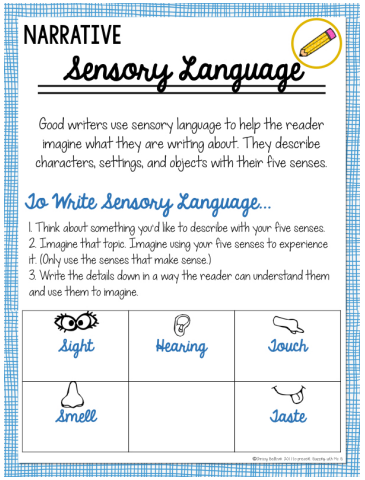


4. SHOW, DON'T TELL EMOTIONS

5. WRITE GOOD ENDINGS

TEACH EACH SKILL WITH A PROVEN PROCESS

1. INTRODUCE WITH A MENTOR TEXT


NARRATIVE

Sensory Language

Good writers use sensory language to help the reader imagine what they are writing about. They describe characters, settings, and objects with their five senses.

To Write Sensory Language...

1. Think about something you'd like to describe with your five senses.
2. Imagine that topic. Imagine using your five senses to experience it. (Only use the senses that make sense.)
3. Write the details down in a way the reader can understand them and use them to imagine.

Sight	Hearing	Touch
Smell		Taste

2. HANDS-ON ACTIVITY & BUILD THE CHART


NARRATIVE BEGINNINGS ANCHOR CHART

GOOD Beginnings for Narrative Writing

TYPE	DESCRIPTION	EXAMPLE
ONOMATOPOEIA		
ACTION		
Setting		
"DIALOGUE"		
Character		
Thought		

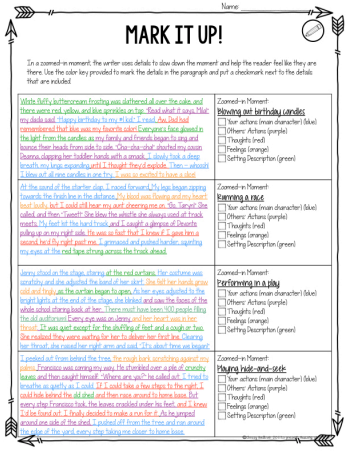
3. FIND EXAMPLES & BREAK DOWN THE SKILL


Name:

SENSORY LANGUAGE WE FOUND

Sight	Sight	Touch
Hearing	Smell	Taste

4. ANALYZE EXAMPLES & COLOR-CODE


Name:

MARK IT UP!

In a zoomed-in moment, the writer uses details to slow down the moment and help the reader feel like they are there. Use the color key provided to mark the details in the paragraph and put a checkmark next to the details that are included.

White fluffy buttercream frosting was slathered all over the cake, and there were red, yellow, and blue sprinkles on top. "Read what it says, Mia!" my dada said. "Happy birthday to my #1 kid." I read. Aw, Dad had remembered that Mia was my favorite color! Everyone's face glowed in the light from the candles as my family and friends began to sing and bounce their heads from side to side. "Cha-cha-cha!" shouted my cousin Deanna, clapping her toddler hands with a smack. I slowly took a deep breath, my lungs expanding until I thought they'd explode. "Then — whoosh! I blew out all nine candles in one try. I was so excited to have a year

At the sound of the starter clap, I raced forward. My legs began zipping towards the finish line in the distance. My blood was flowing and my heart beat briefly, but I could still hear my aunt cheering me on. "Go, Target! She called, and then, "Sweet!" She blew the whistle she always used at track events. My feet hit the hard track and I caught a glimpse of Deserie rolling up on my right side. He was so fast that I knew if I gave him a second he'd fly right past me. I grimaced and pushed harder, squinting my eyes at the red tape strung across the track ahead.

Jenny stood on the stage, staring at the red curtains. Her costume was scratchy and she adjusted the hem of her skirt. She felt her hands grow cold and tingly as the curtain began to open. As her eyes adjusted to the bright lights at the end of the stage, she blinked and saw the faces of the whole school staring back at her. There must have been 900 people filling the old auditorium. Every eye was on Jenny and her heart was in her throat. It was quiet except for the shuffling of feet and a cough or two. She realized they were waiting for her to deliver her first line. Clearing her throat, she raised her right arm and said, "It's about time we began!"

I peeked out from behind the tree, the rough bark scratching against my palms. Francisco was coming my way. He stumbled over a pile of crunchy leaves and then caught himself. "Where are you?" he called out. I tried to breathe as quietly as I could. If I could take a few steps to the right, I could hide behind the old shed and then race around to home base. But every step Francisco took, the leaves crackled under his feet, and I knew I'd be found out. I finally decided to make a run for it. As he jumped around one side of the shed, I pushed off from the tree and ran around the edge of the yard every step taking me closer to home base.

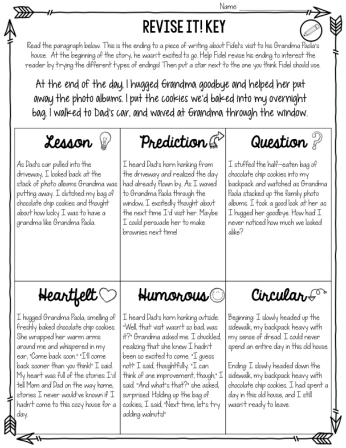
Zoomed-in Moment
Blowing out birthday candles:
- [ ] Your actions (main character) (blue)
- [ ] Others' Actions (purple)
- [ ] Thoughts (red)
- [ ] Feelings (orange)
- [ ] Setting Description (green)

Zoomed-in Moment:
Running a race:
- [ ] Your actions (main character) (blue)
- [ ] Others' Actions (purple)
- [ ] Thoughts (red)
- [ ] Feelings (orange)
- [ ] Setting Description (green)

Zoomed-in Moment:
Performing in a play:
- [ ] Your actions (main character) (blue)
- [ ] Others' Actions (purple)
- [ ] Thoughts (red)
- [ ] Feelings (orange)
- [ ] Setting Description (green)

Zoomed-in Moment:
Playing hide-and-seek:
- [ ] Your actions (main character) (blue)
- [ ] Others' Actions (purple)
- [ ] Thoughts (red)
- [ ] Feelings (orange)
- [ ] Setting Description (green)

5. BUILD LANGUAGE & REVISE EXAMPLES


Name:

REVISE IT! KEY

Read the paragraph below. This is the ending to a piece of writing about Fidel's visit to his Grandma Paola's house. At the beginning of the story, he wasn't excited to go. Help Fidel revise his ending to interest the reader by trying the different types of endings! Then put a star next to the one you think Fidel should use.

At the end of the day, I hugged Grandma goodbye and helped her put away the photo albums. I put the cookies we'd baked into my overnight bag. I walked to Dad's car, and waved at Grandma through the window.

Lesson	Prediction	Question
As Dad's car pulled into the driveway, I looked back at the stack of photo albums Grandma was putting away. I ditched my bag of chocolate chip cookies and thought about how lucky I was to have a grandma like Grandma Paola.	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!	I stuffed the half-eaten bag of chocolate chip cookies into my backpack and watched as Grandma Paola stacked up the family photo albums. I took a good look at her as I hugged her goodbye. How had I never noticed how much we looked alike?
Heartfelt	**Humorous**	**Circular**
I hugged Grandma Paola, smelling of freshly baked chocolate chip cookies. She wrapped her warm arms around me and whispered in my ear, "Come back soon." "I'll come back sooner than you think!" I said. My heart was full of the stories I'd tell Mom and Dad on the way home, stories I never would've known if I hadn't come to this cozy house for a day.	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 said. "And what's that?" she asked, surprised. Holding up the bag of cookies, I said, "Next time, let's try adding walnuts!"	Beginning: I slowly headed up the sidewalk, my backpack heavy with my sense of dread. I could never spend an entire day in this old house. Ending: I slowly headed down the sidewalk, my backpack heavy with chocolate chip cookies. I had spent a day in this old house, and I still wasn't ready to leave.

6. APPLY TO THEIR OWN WRITING


Name:

TRY IT!

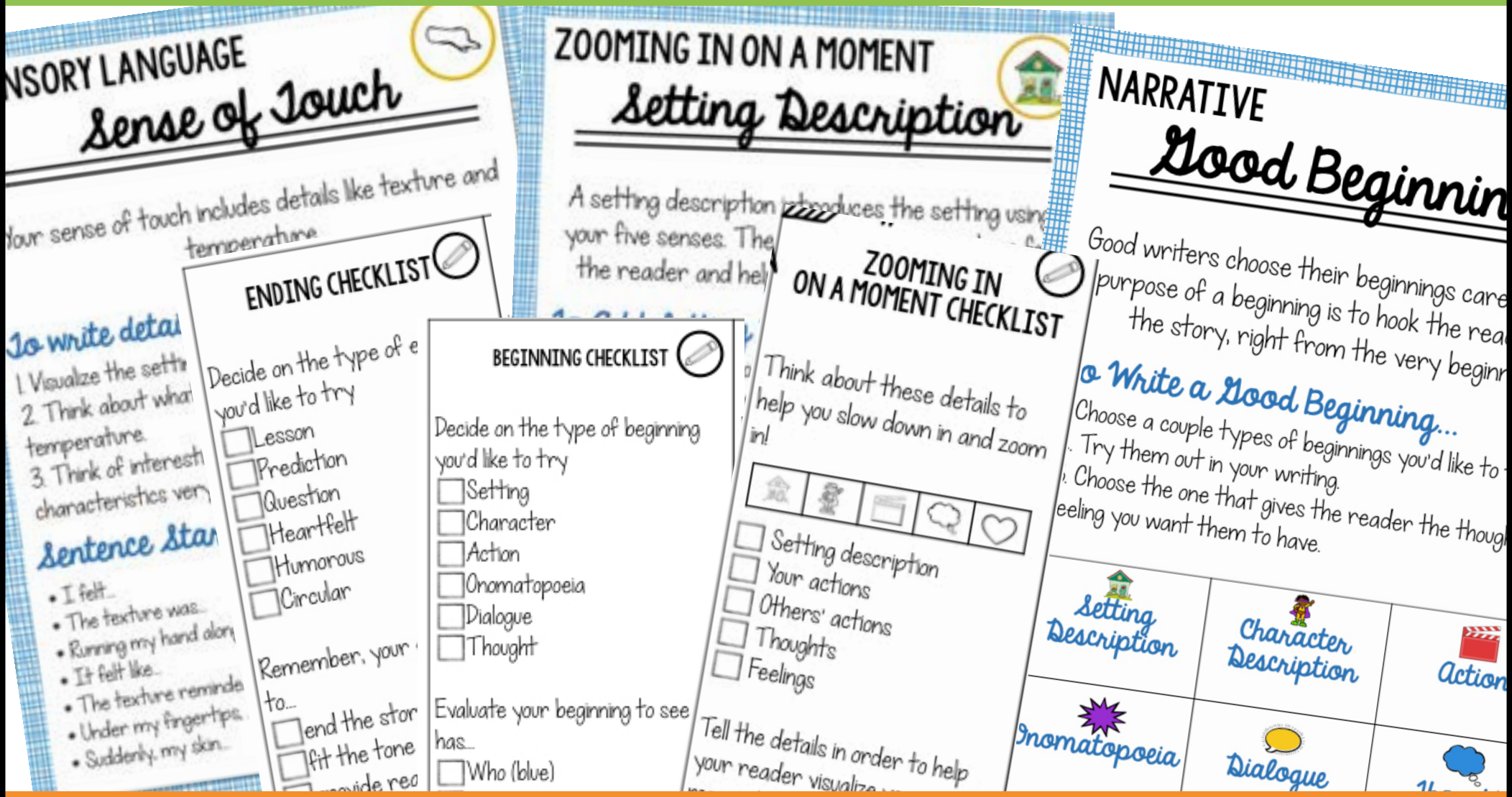
Think about the happiest day in your life. Why were you happy? Write the event here:

Now think about how you can write a good beginning for that story. Try each kind and then put a star next to the one you think is the best!

Setting	Character	Action
Onomatopoeia	Dialogue	Thought

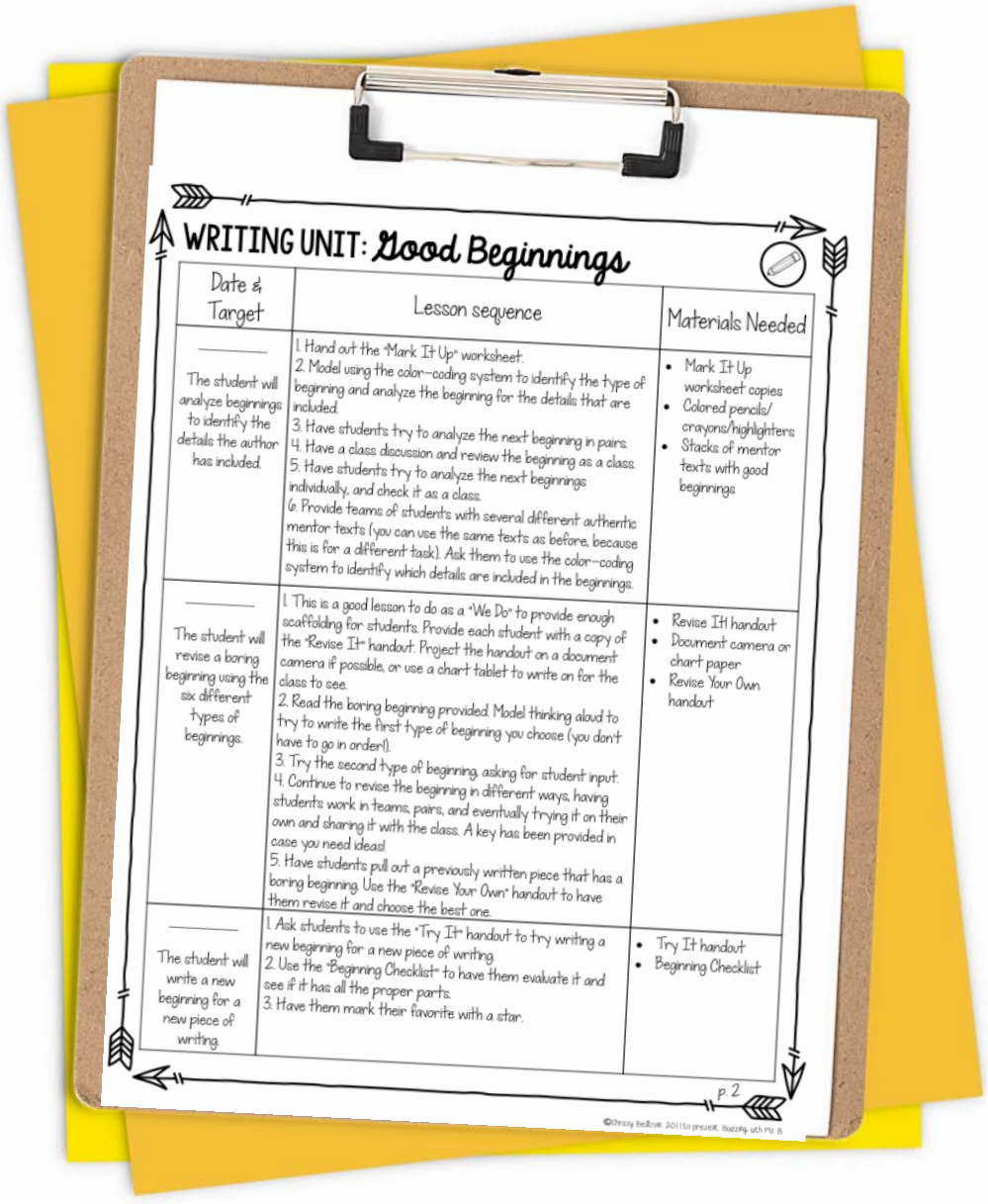
WATCH THEIR WRITING GROW WITH EACH LESSON!

POSTER SET & BOOKMARKS



INCLUDED FOR EACH SKILL

What's in the lesson plans?



WRITING UNIT: Good Beginnings

Date & Target	Lesson sequence	Materials Needed
_____ The student will analyze beginnings to identify the details the author has included.	1. Hand out the "Mark It Up" worksheet. 2. Model using the color-coding system to identify the type of beginning and analyze the beginning for the details that are included. 3. Have students try to analyze the next beginning in pairs. 4. Have a class discussion and review the beginning as a class. 5. Have students try to analyze the next beginnings individually, and check it as a class. 6. Provide teams of students with several different authentic mentor texts (you can use the same texts as before, because this is for a different task). Ask them to use the color-coding system to identify which details are included in the beginnings.	• Mark It Up worksheet copies • Colored pencils/ crayons/highlighters • Stacks of mentor texts with good beginnings
_____ The student will revise a boring beginning using the six different types of beginnings.	1. This is a good lesson to do as a "We Do" to provide enough scaffolding for students. Provide each student with a copy of the "Revise It" handout. Project the handout on a document camera if possible, or use a chart tablet to write on for the class to see. 2. Read the boring beginning provided. Model thinking aloud to try to write the first type of beginning you choose (you don't have to go in order!). 3. Try the second type of beginning, asking for student input. 4. Continue to revise the beginning in different ways, having students work in teams, pairs, and eventually trying it on their own and sharing it with the class. A key has been provided in case you need ideas! 5. Have students pull out a previously written piece that has a boring beginning. Use the "Revise Your Own" handout to have them revise it and choose the best one.	• Revise It! handout • Document camera or chart paper • Revise Your Own handout
_____ The student will write a new beginning for a new piece of writing.	1. Ask students to use the "Try It" handout to try writing a new beginning for a new piece of writing. 2. Use the "Beginning Checklist" to have them evaluate it and see if it has all the proper parts. 3. Have them mark their favorite with a star.	• Try It handout • Beginning Checklist

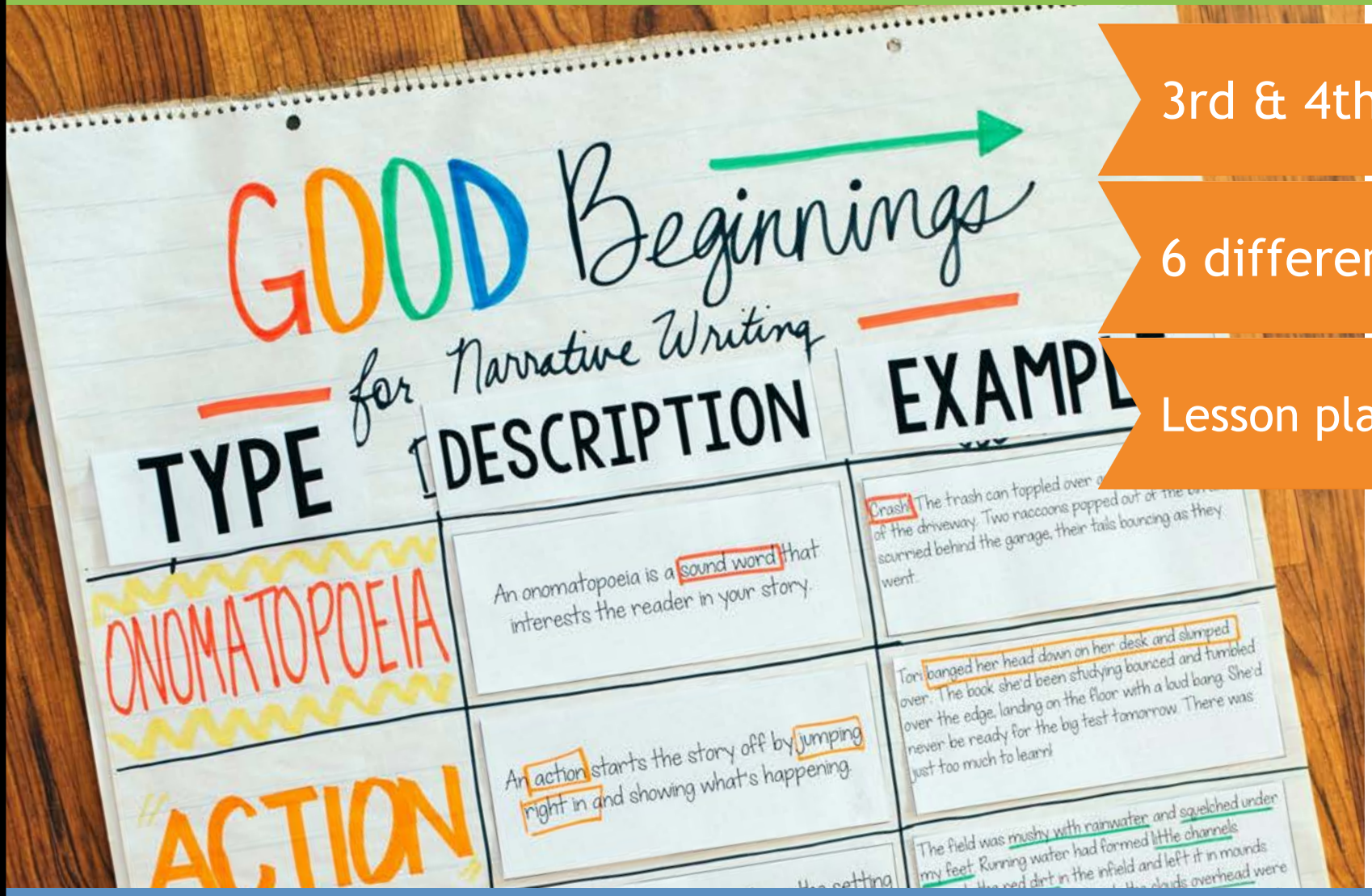
p. 2

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Ready-to-go lesson plans for each unit include...

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

GOOD BEGINNINGS

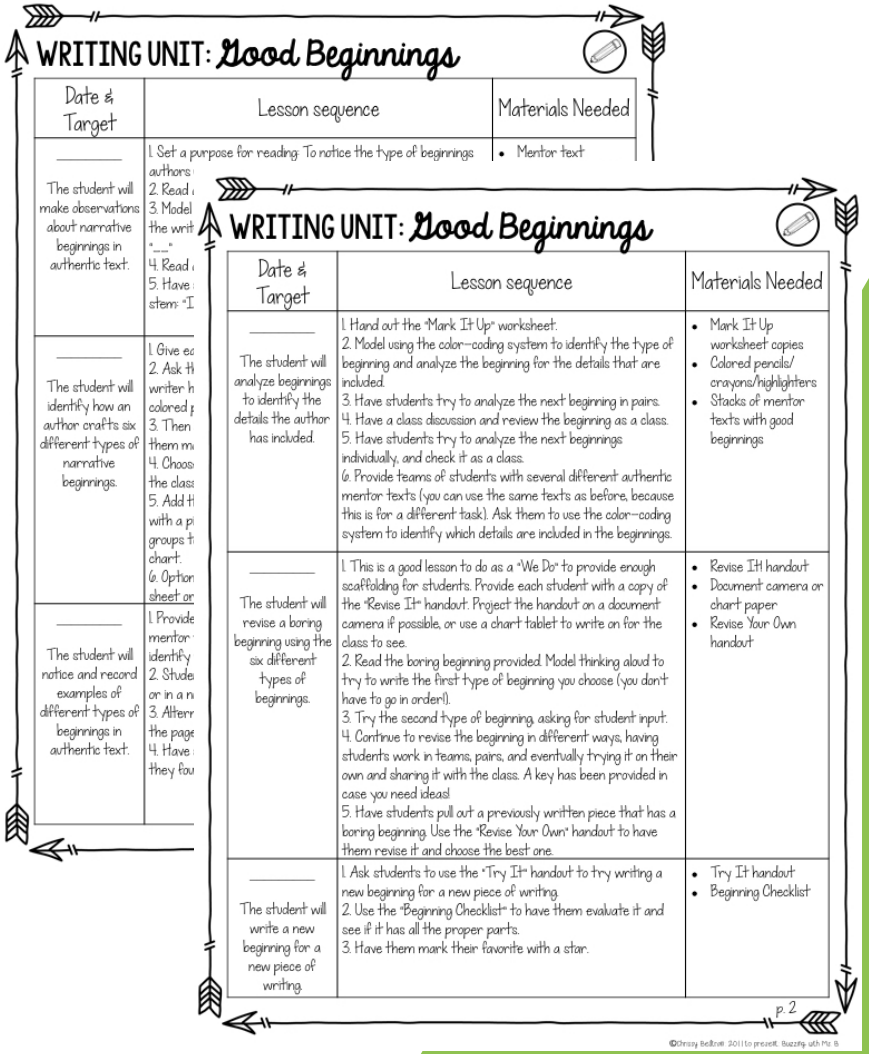


- 3rd & 4th grade
- 6 different types
- Lesson plans included

BUZZING with Ms. B

HANDS-ON LEARNING & PLENTY OF PRACTICE

What's in the lesson plans?



WRITING UNIT: Good Beginnings

Date & Target	Lesson sequence	Materials Needed
_____ The student will make observations about narrative beginnings in authentic text.	1. Set a purpose for reading: To notice the type of beginnings authors 2. Read 3. Model the writ "____" 4. Read 5. Have stem: "I	• Mentor text
_____ The student will identify how an author crafts six different types of narrative beginnings.	1. Give ea 2. Ask th writer h colored 3. Then them m 4. Choos the class 5. Add t with a p groups t chart. 6. Option sheet or	
_____ The student will notice and record examples of different types of beginnings in authentic text.	1. Provide mentor identify 2. Stude or in a n 3. Alterr the page 4. Have they fou	

WRITING UNIT: Good Beginnings

Date & Target	Lesson sequence	Materials Needed
_____ The student will analyze beginnings to identify the details the author has included.	1. Hand out the "Mark It Up" worksheet. 2. Model using the color-coding system to identify the type of beginning and analyze the beginning for the details that are included. 3. Have students try to analyze the next beginning in pairs. 4. Have a class discussion and review the beginning as a class. 5. Have students try to analyze the next beginnings individually, and check it as a class. 6. Provide teams of students with several different authentic mentor texts (you can use the same texts as before, because this is for a different task). Ask them to use the color-coding system to identify which details are included in the beginnings.	• Mark It Up worksheet copies • Colored pencils/ crayons/highlighters • Stacks of mentor texts with good beginnings
_____ The student will revise a boring beginning using the six different types of beginnings.	1. This is a good lesson to do as a "We Do" to provide enough scaffolding for students. Provide each student with a copy of the "Revise It" handout. Project the handout on a document camera if possible, or use a chart tablet to write on for the class to see. 2. Read the boring beginning provided. Model thinking aloud to try to write the first type of beginning you choose (you don't have to go in order!). 3. Try the second type of beginning, asking for student input. 4. Continue to revise the beginning in different ways, having students work in teams, pairs, and eventually trying it on their own and sharing it with the class. A key has been provided in case you need ideas! 5. Have students pull out a previously written piece that has a boring beginning. Use the "Revise Your Own" handout to have them revise it and choose the best one.	• Revise It! handout • Document camera or chart paper • Revise Your Own handout
_____ The student will write a new beginning for a new piece of writing.	1. Ask students to use the "Try It" handout to try writing a new beginning for a new piece of writing. 2. Use the "Beginning Checklist" to have them evaluate it and see if it has all the proper parts. 3. Have them mark their favorite with a star.	• Try It handout • Beginning Checklist

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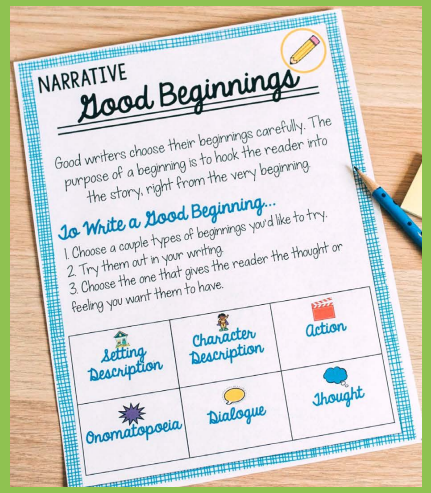
Ready-to-go lesson plans include...

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

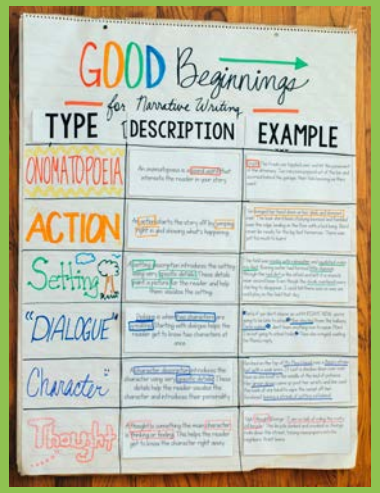
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BETTER BEGINNINGS IN SIX DAYS

INTRODUCE WITH A MENTOR TEXT



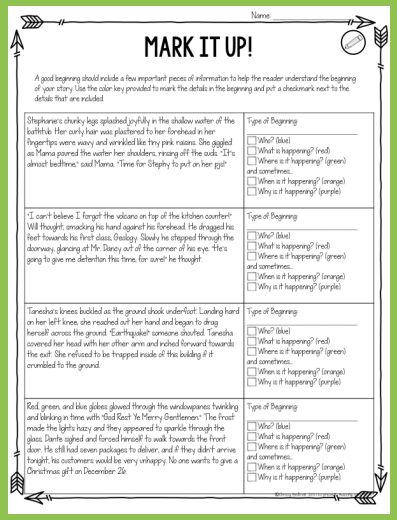
HANDS-ON ACTIVITY & BUILD THE CHART



HUNT & SORT EXAMPLES



COLOR-CODE AND ANALYZE



REVISE EXAMPLES



APPLY TO THEIR OWN WRITING



10 PRINTABLE STUDENT PAGES INCLUDED

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

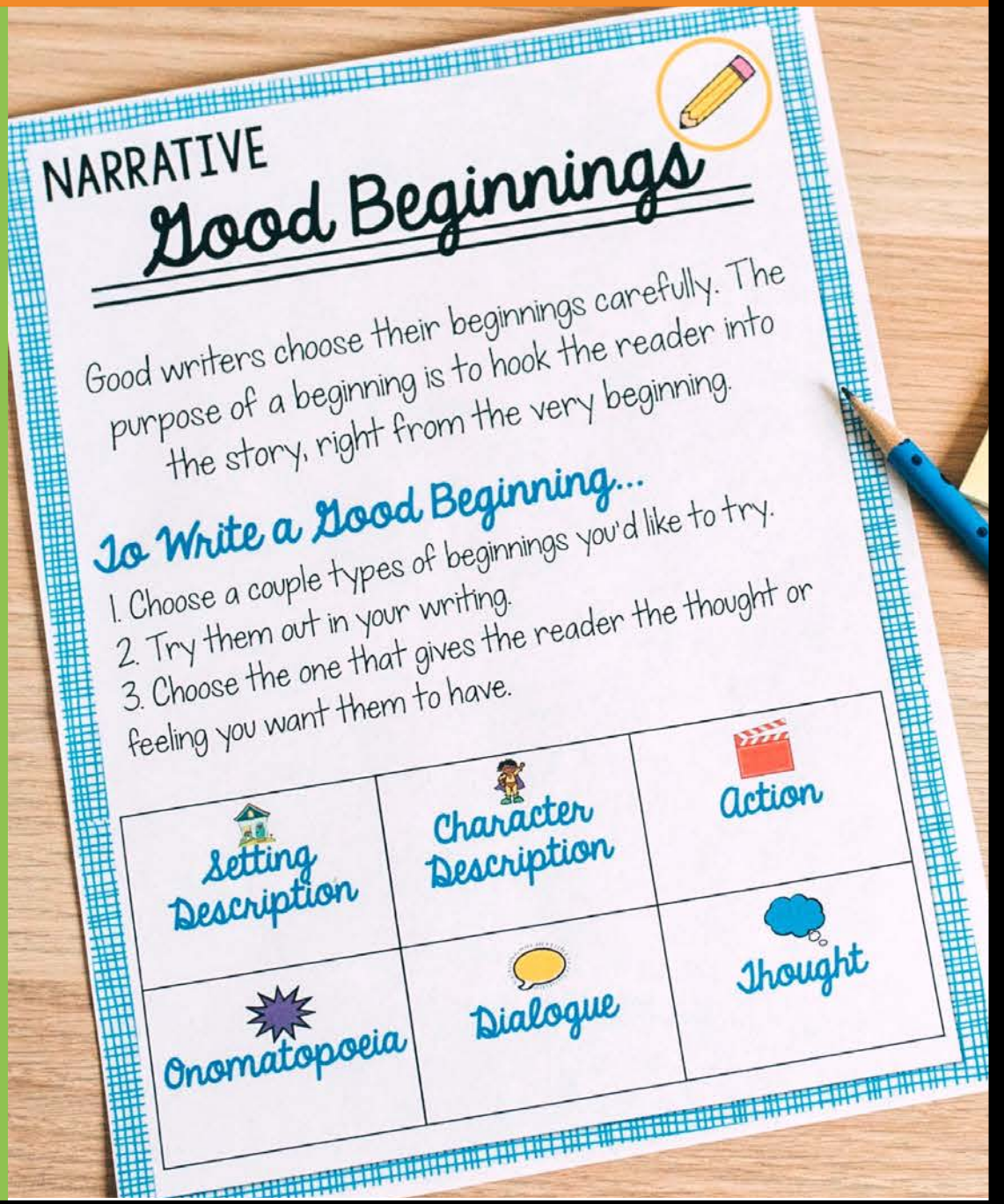
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What's in this resource?

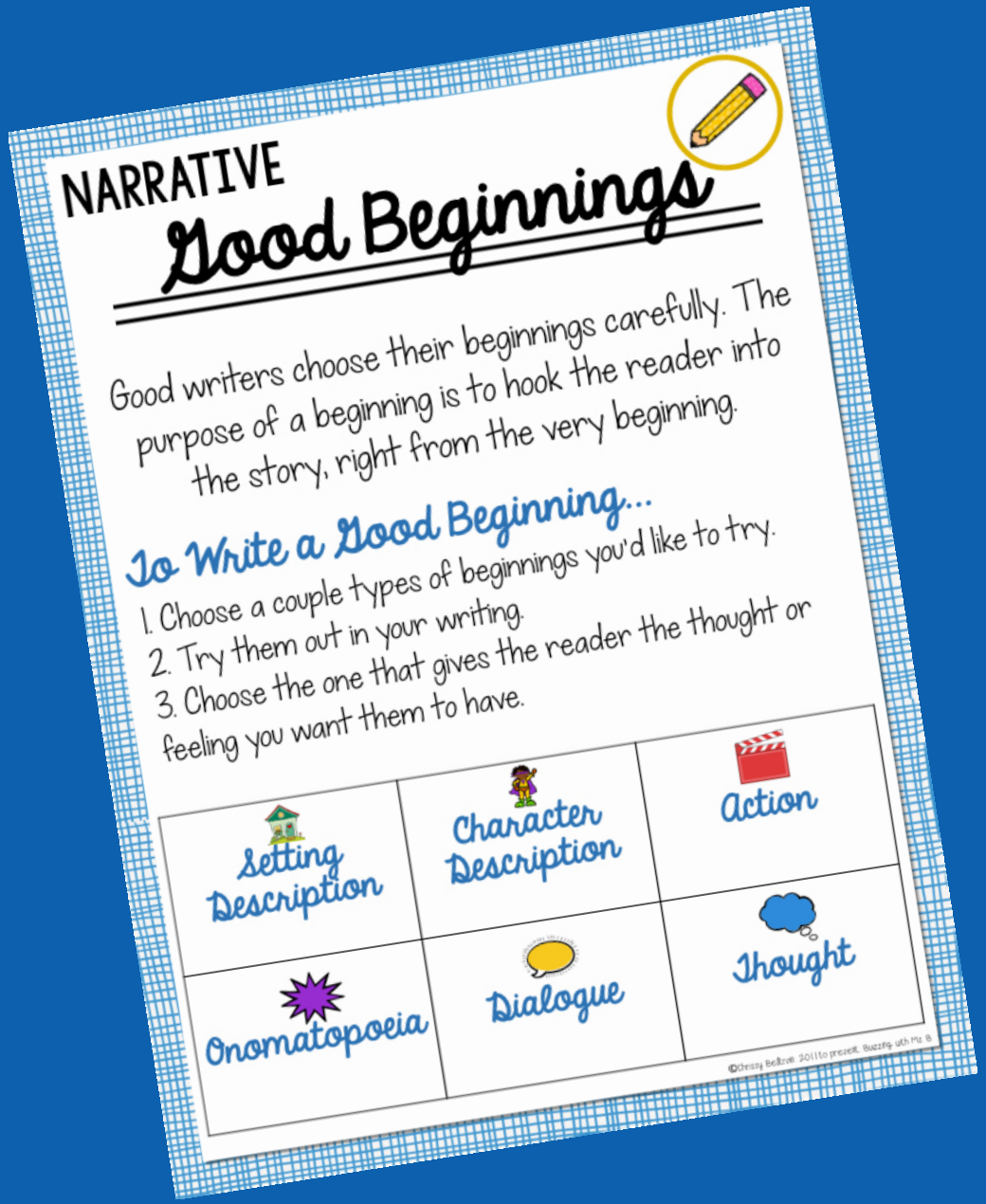
Student pages:

- ✓Anchor chart cards
- ✓Mark it up color coding activity
- ✓7 Good beginnings posters with sentence starters
- ✓Good beginnings notes
- ✓Revise It
- ✓Revise Your Own
- ✓Try It
- ✓Good beginning tips - a bookmark sized tip sheet

BUZZING with Ms. B



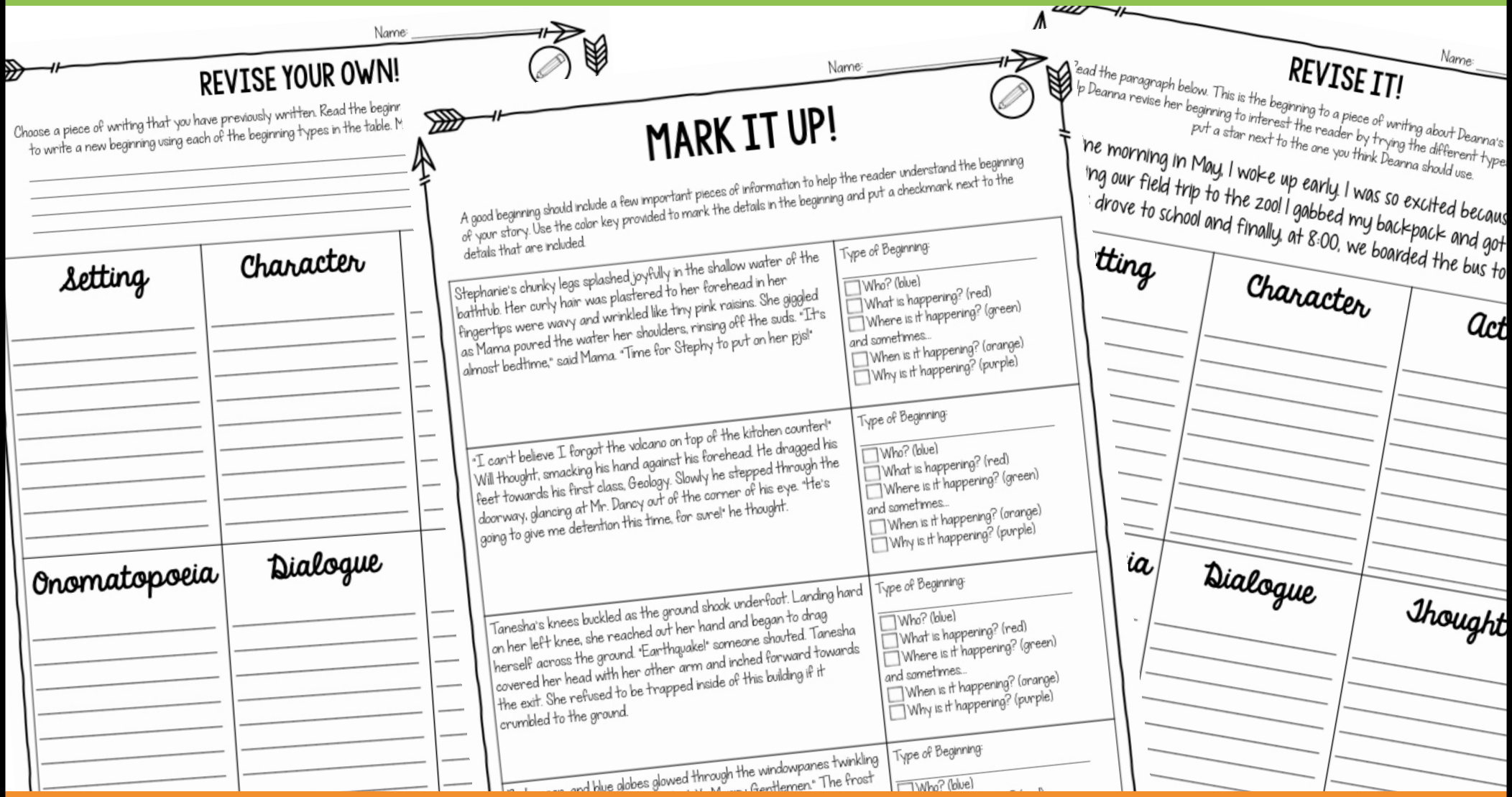
Poster set introduces each type





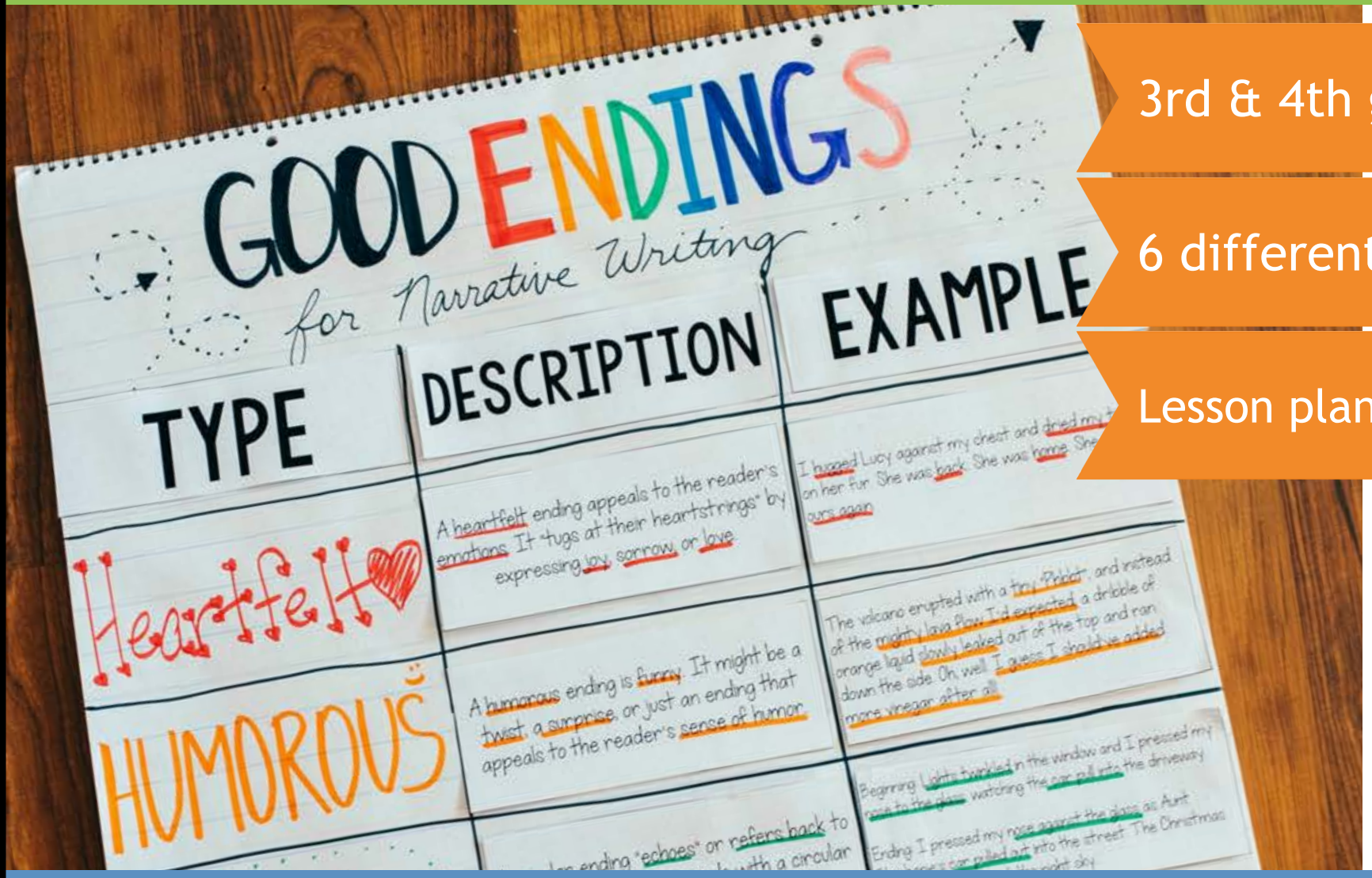
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PLENTY OF PRACTICE!



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

GOOD ENDINGS



3rd & 4th grade

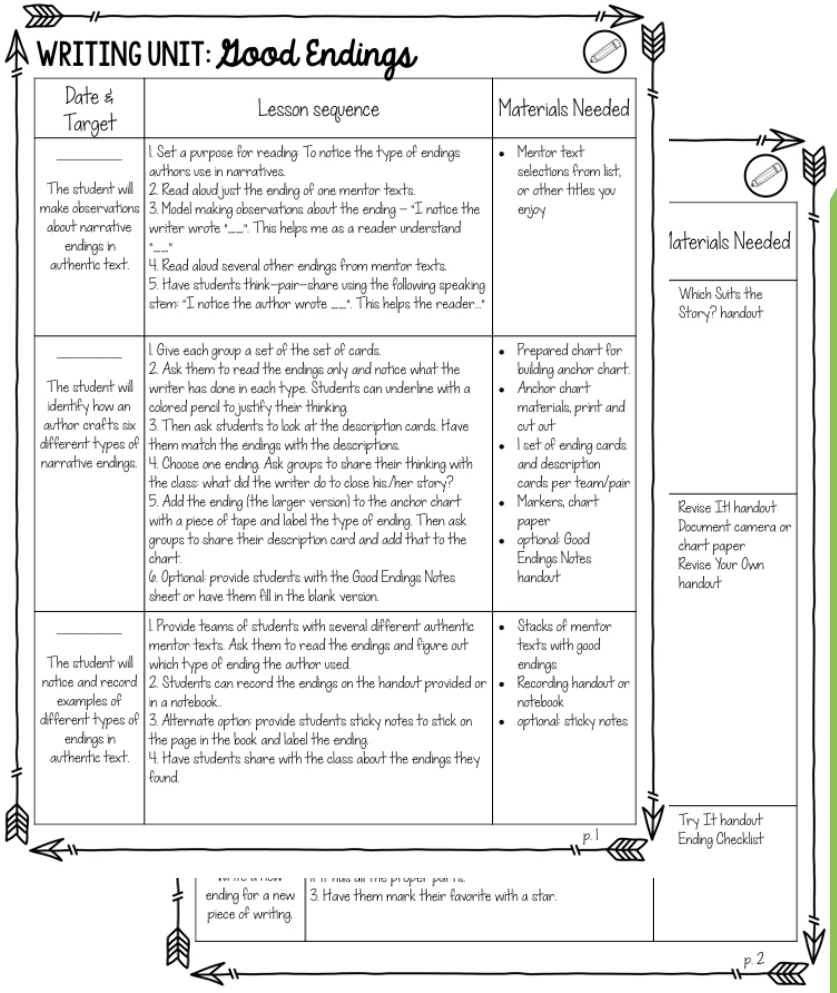
6 different types

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

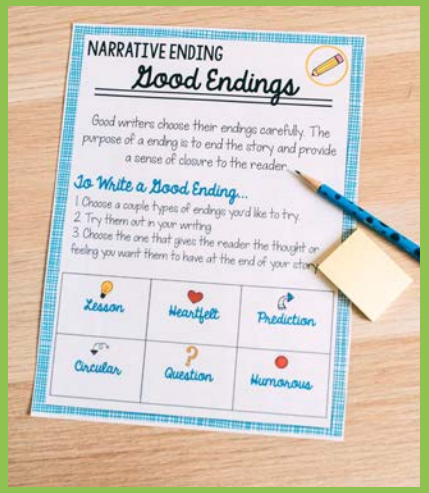
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- ✓6 days of lessons
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- ✓Lesson sequence, step by step
- ✓Required materials
- ✓Space to record the date

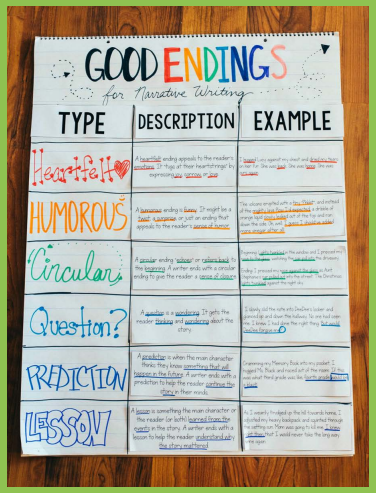
BUZZING with Ms. B

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

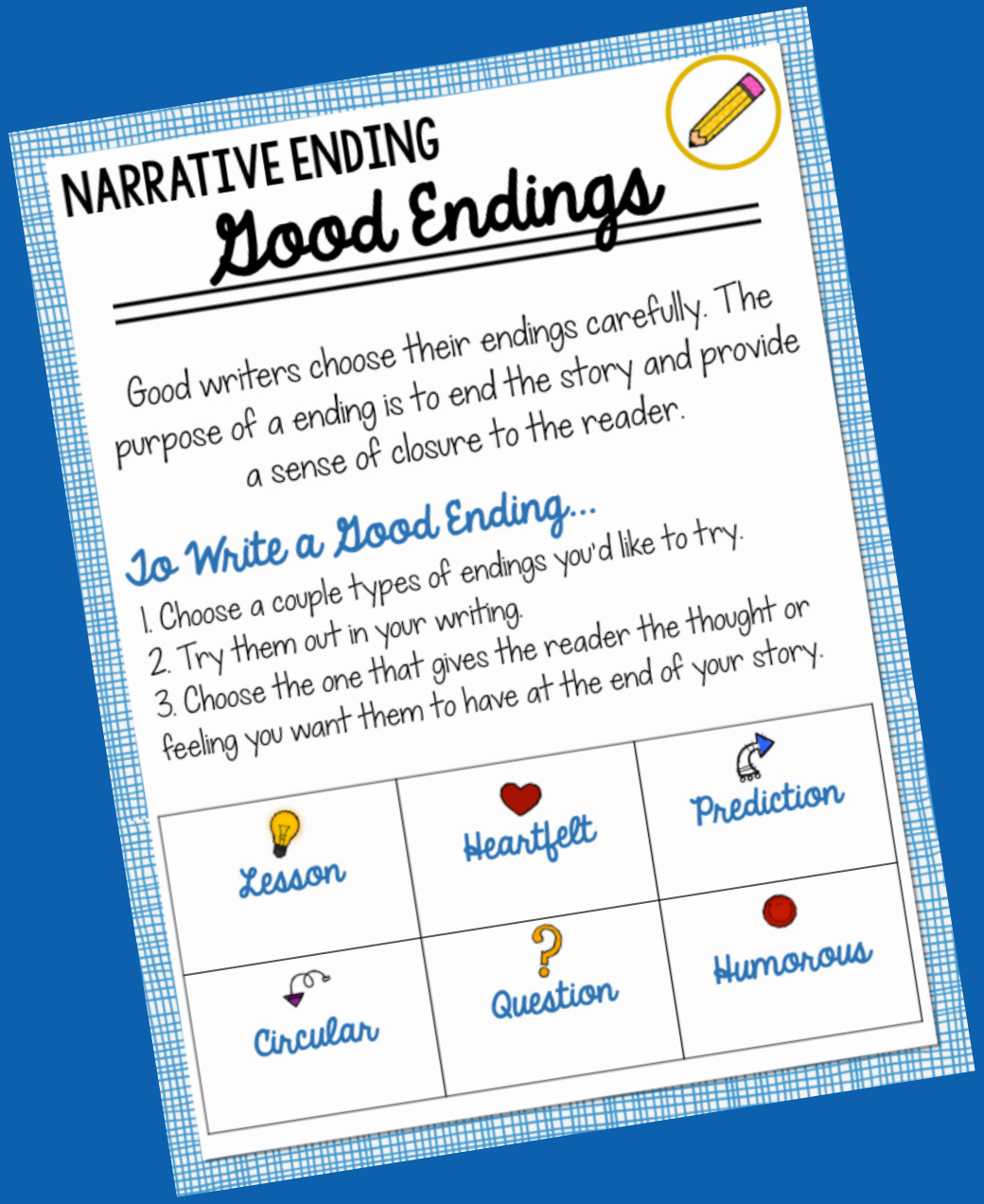


APPLY TO THEIR OWN WRITING



7 PRINTABLE STUDENT PAGES INCLUDED

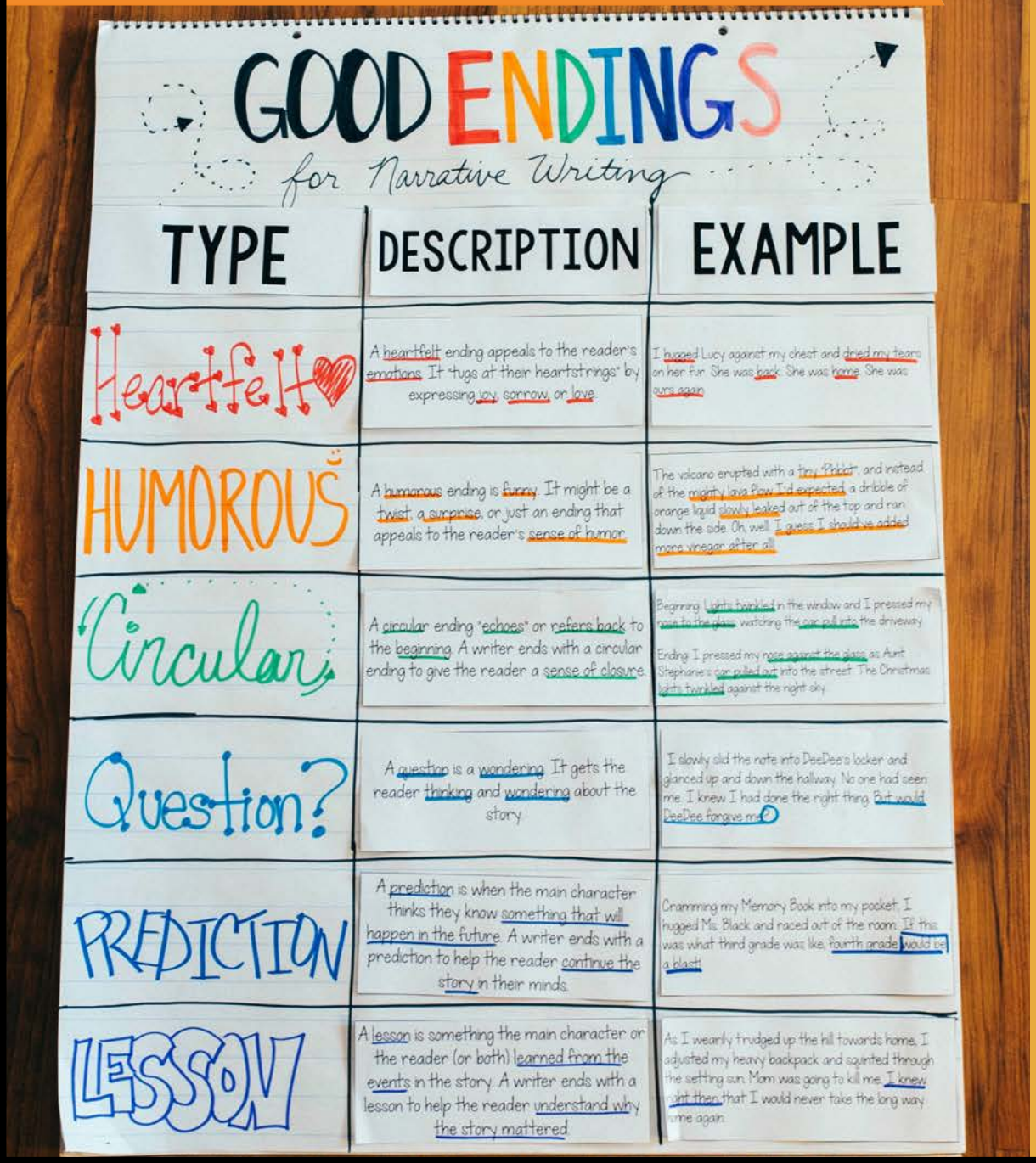
Poster set introduces each type





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

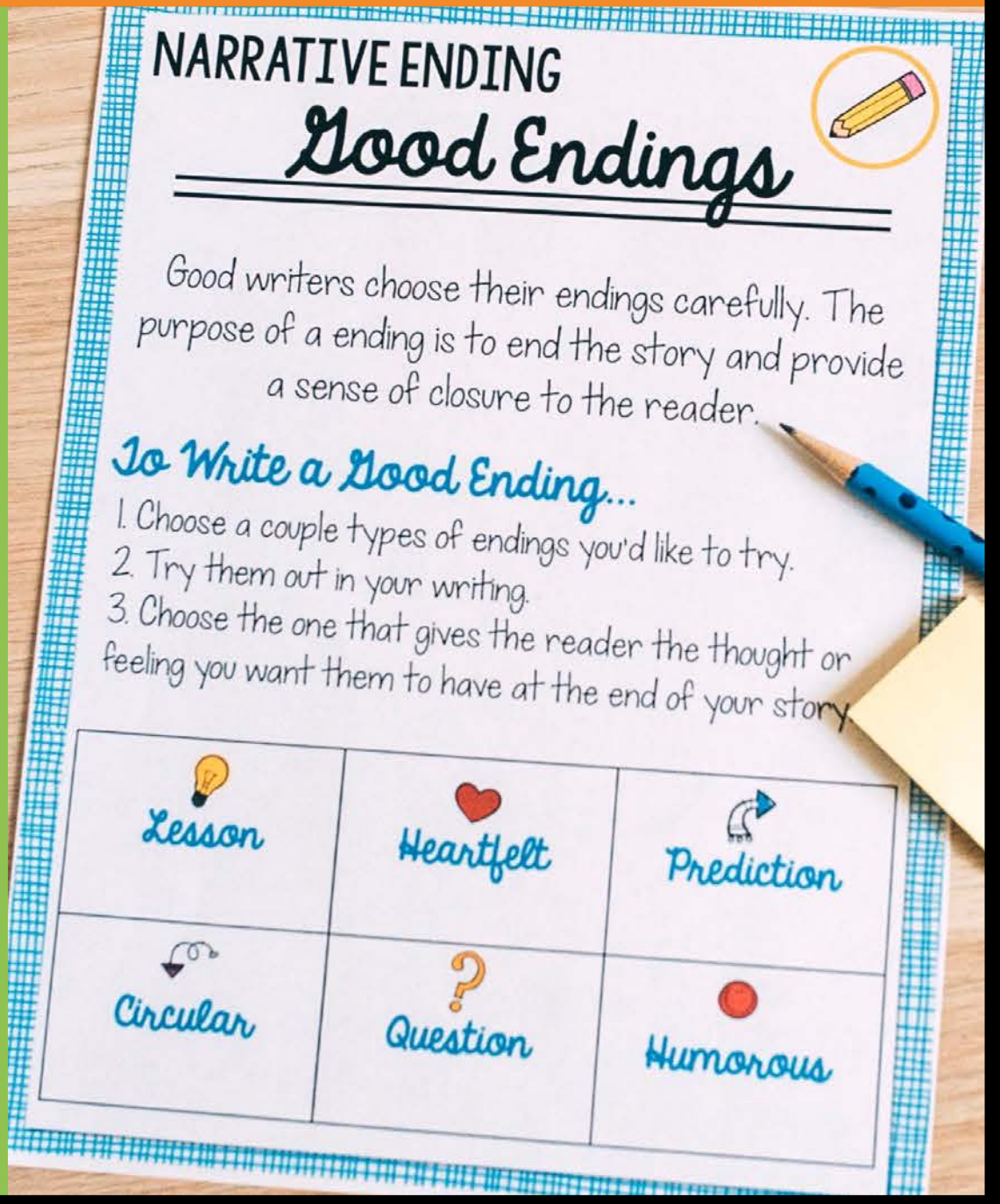
BUZZING with Ms. B

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

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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
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 end
der 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

d into the
back at the
ns 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 id. "And what's that?" she asked, prised. Holding up the bag of ies, I said, "Next t

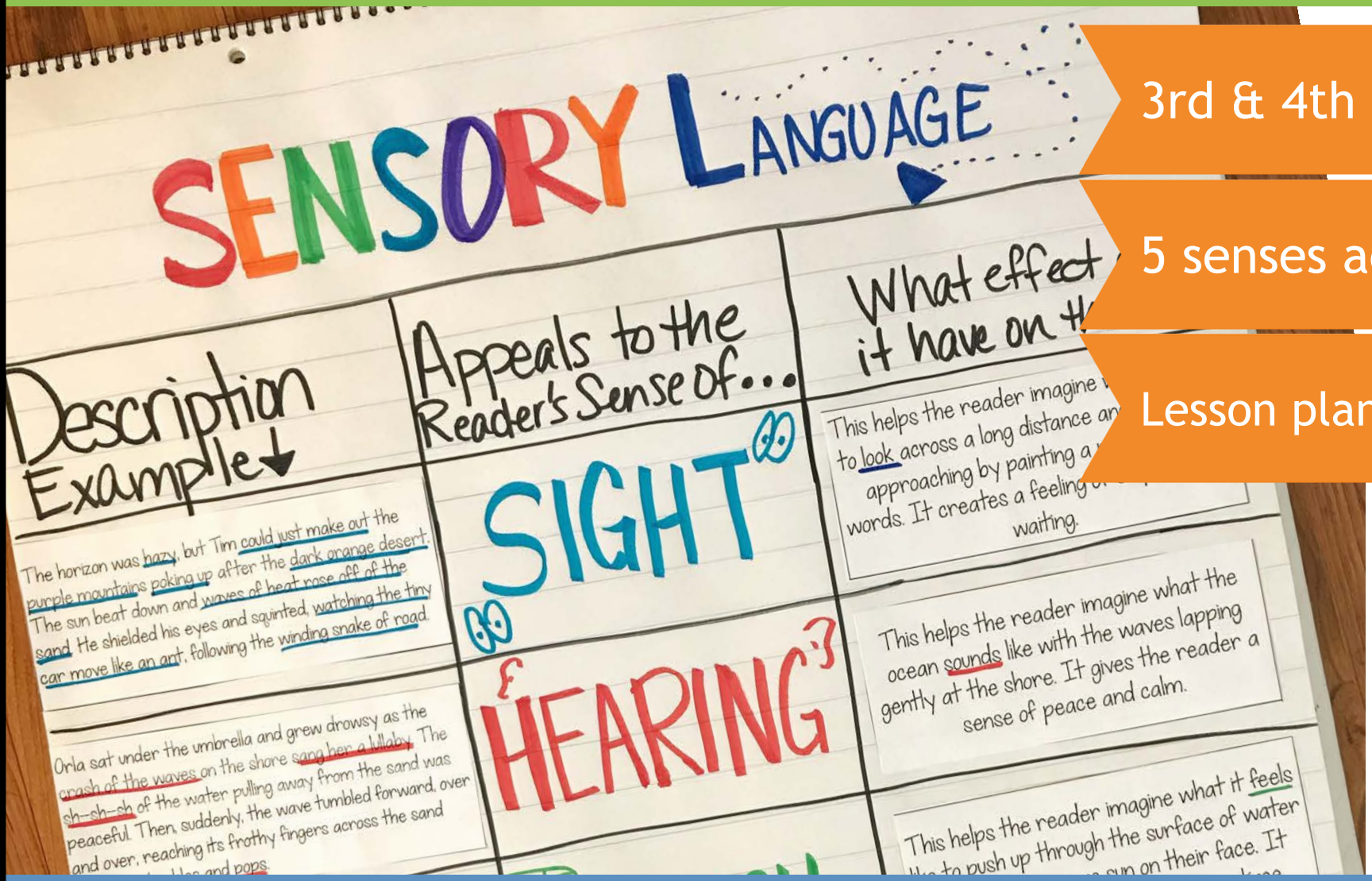
Circular

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.

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

SENSORY DETAILS

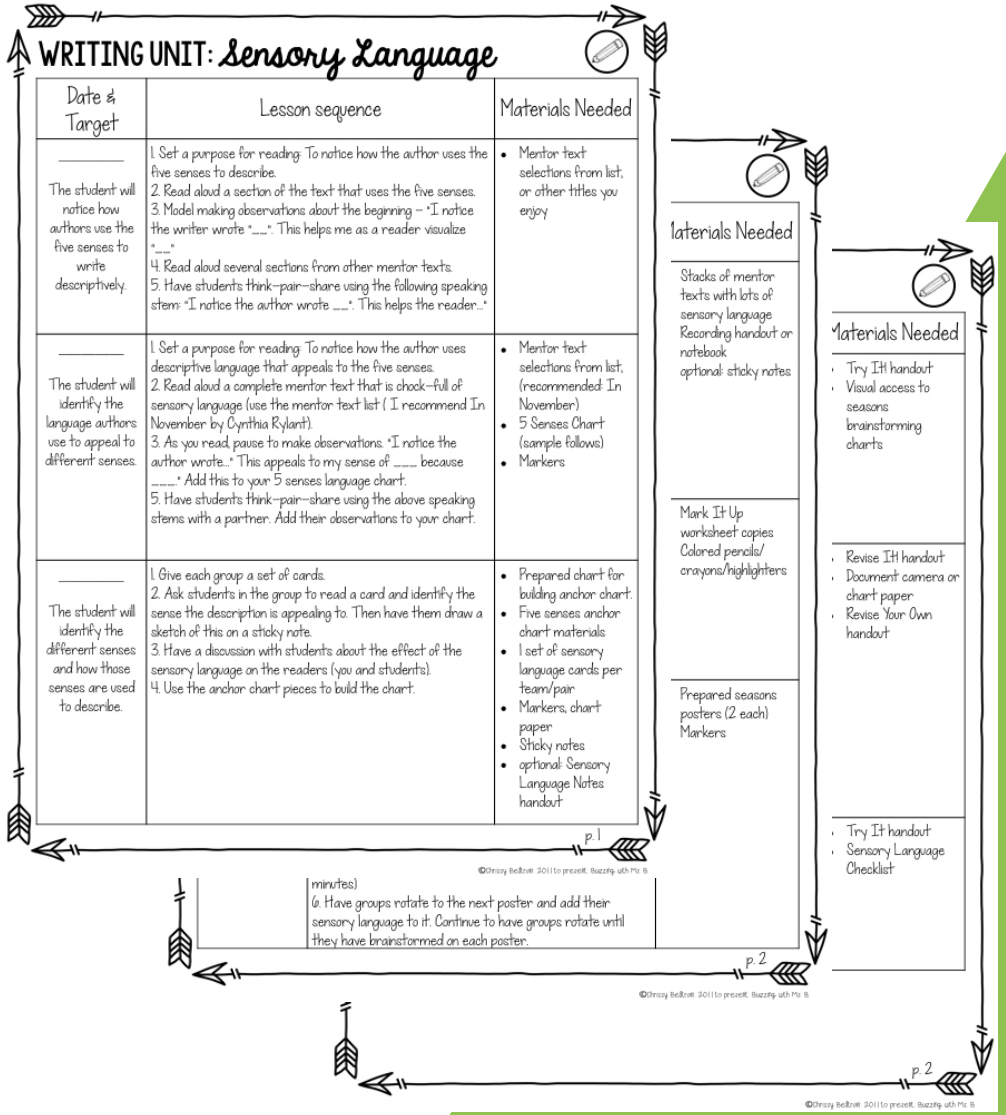


- 3rd & 4th grade
- 5 senses activities
- Lesson plans included

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HANDS-ON LEARNING & PLENTY OF PRACTICE

What's in the lesson plans?



WRITING UNIT: Sensory Language

Date & Target	Lesson sequence	Materials Needed
_____ The student will notice how authors use the five senses to write descriptively.	1. Set a purpose for reading: To notice how the author uses the five senses to describe. 2. Read aloud a section of the text that uses the five senses. 3. Model making observations about the beginning – "I notice the writer wrote "___". This helps me as a reader visualize "___" 4. Read aloud several sections from other 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 the language authors use to appeal to different senses.	1. Set a purpose for reading: To notice how the author uses descriptive language that appeals to the five senses. 2. Read aloud a complete mentor text that is chock-full of sensory language (use the mentor text list (I recommend In November by Cynthia Rylant). 3. As you read, pause to make observations. "I notice the author wrote.." This appeals to my sense of ____ because ____." Add this to your 5 senses language chart. 5. Have students think-pair-share using the above speaking stems with a partner. Add their observations to your chart.	• Mentor text selections from list, (recommended: In November) • 5 Senses Chart (sample follows) • Markers
_____ The student will identify the different senses and how those senses are used to describe.	1. Give each group a set of cards. 2. Ask students in the group to read a card and identify the sense the description is appealing to. Then have them draw a sketch of this on a sticky note. 3. Have a discussion with students about the effect of the sensory language on the readers (you and students). 4. Use the anchor chart pieces to build the chart.	• Prepared chart for building anchor chart. • Five senses anchor chart materials • 1 set of sensory language cards per team/pair • Markers, chart paper • Sticky notes • optional: Sensory Language Notes handout

p. 1

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Materials Needed
Stacks of mentor texts with lots of sensory language Recording handout or notebook optional: sticky notes
Mark It Up worksheet copies Colored pencils/ crayons/highlighters
Prepared seasons posters (2 each) Markers

minutes)
6. Have groups rotate to the next poster and add their sensory language to it. Continue to have groups rotate until they have brainstormed on each poster.

p. 2

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Materials Needed
• Try It! handout • Visual access to seasons brainstorming charts
• Revise It! handout • Document camera or chart paper • Revise Your Own handout
• Try It! handout • Sensory Language Checklist

p. 2

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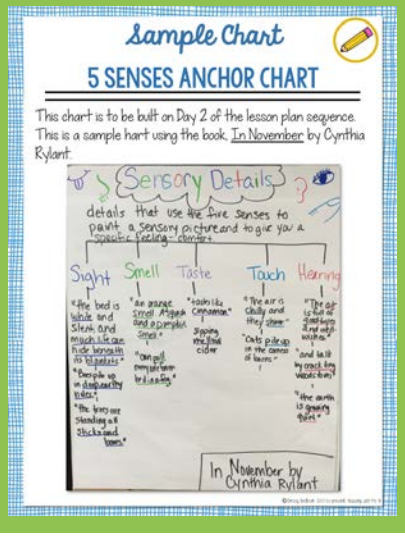
Ready-to-go lesson plans include...

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

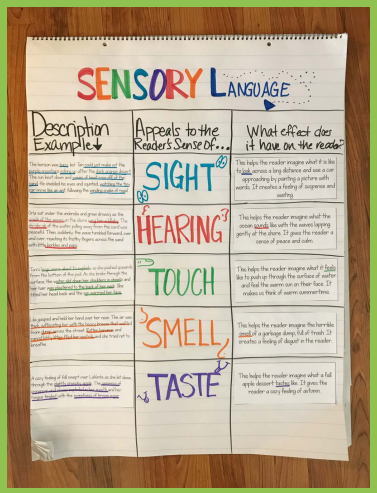
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BETTER BEGINNINGS IN NINE DAYS

INTRODUCE WITH A MENTOR TEXT



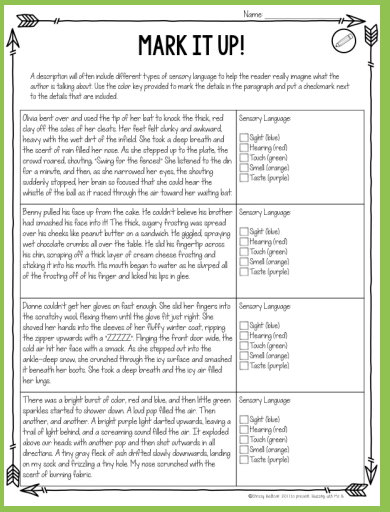
HANDS-ON ACTIVITY & BUILD THE CHART



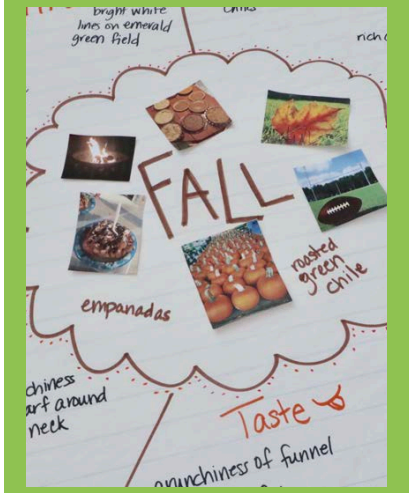
FIND EXAMPLES



ANALYZE & COLOR CODE



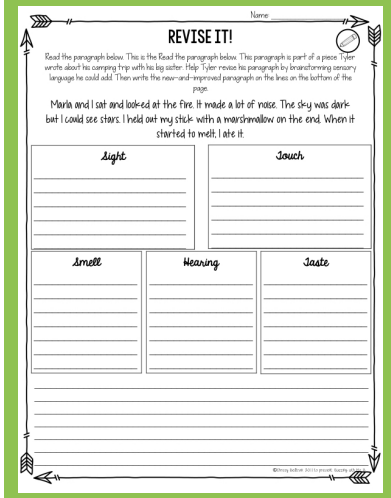
BRAINSTORM SENSORY DETAILS



TRY IT



REVISION PRACTICE



REVISE THEIR OWN WRITING

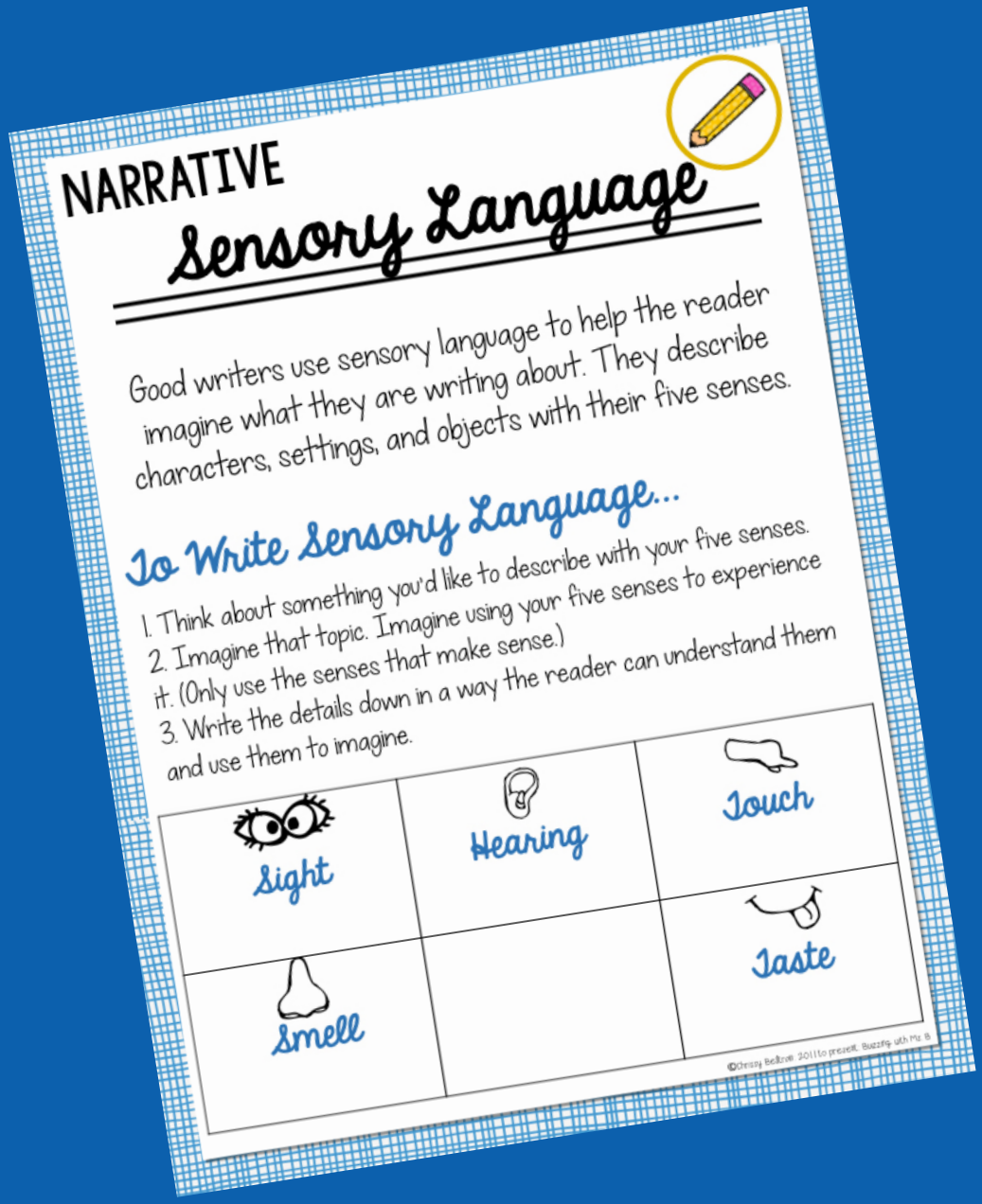


TRY IT ON A PROMPT



9 PRINTABLE STUDENT PAGES INCLUDED

Poster set introduces each type of detail





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LANGUAGE BUILDING ACTIVITY & CHARTS

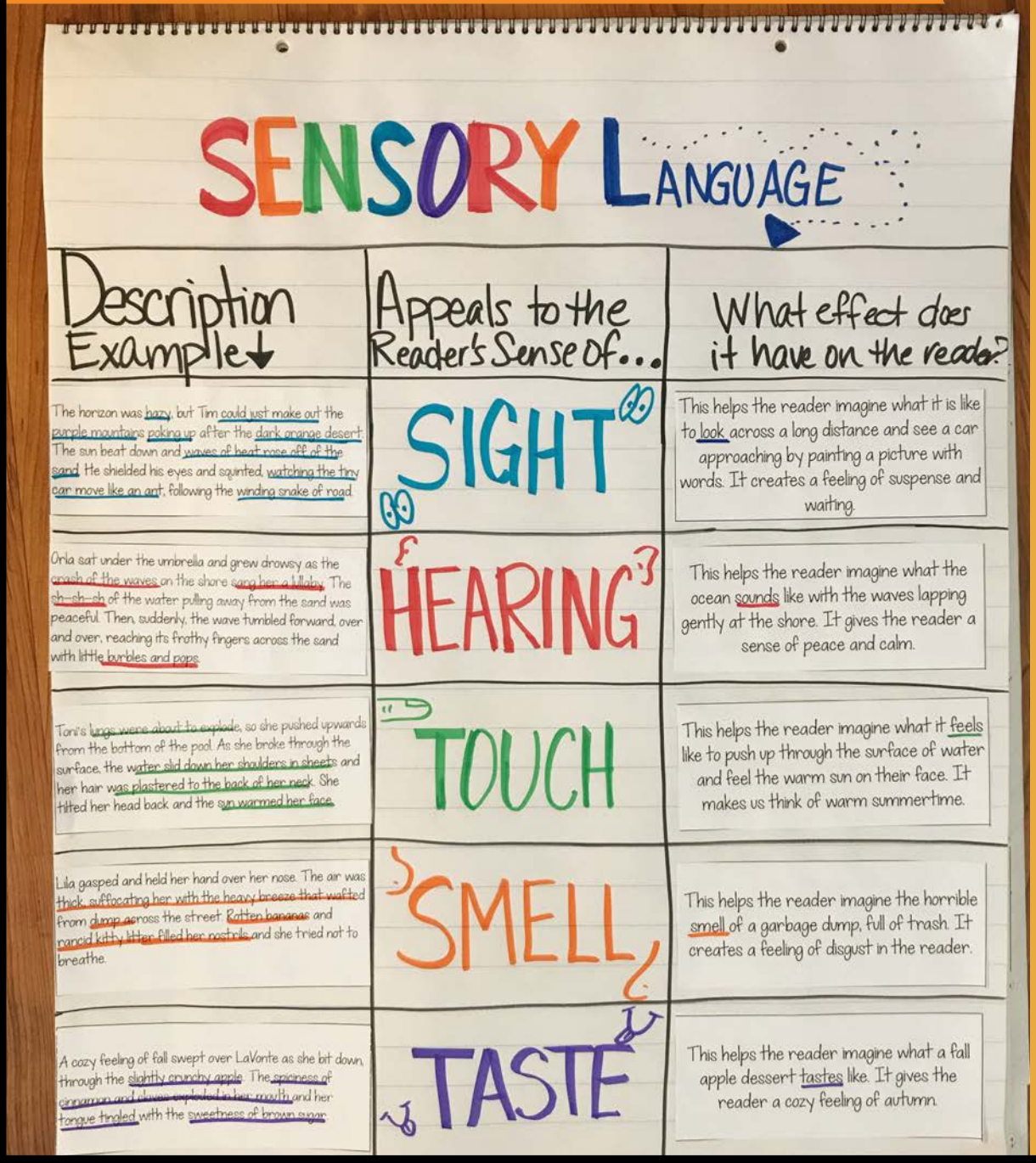




BUILD CHARTS WITH SENSORY LANGUAGE TO DESCRIBE DIFFERENT SEASONS AND USE THEM TO WRITE WITH DETAILS

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
- ✓Language building lesson & materials
- ✓Directions/keys for each lesson

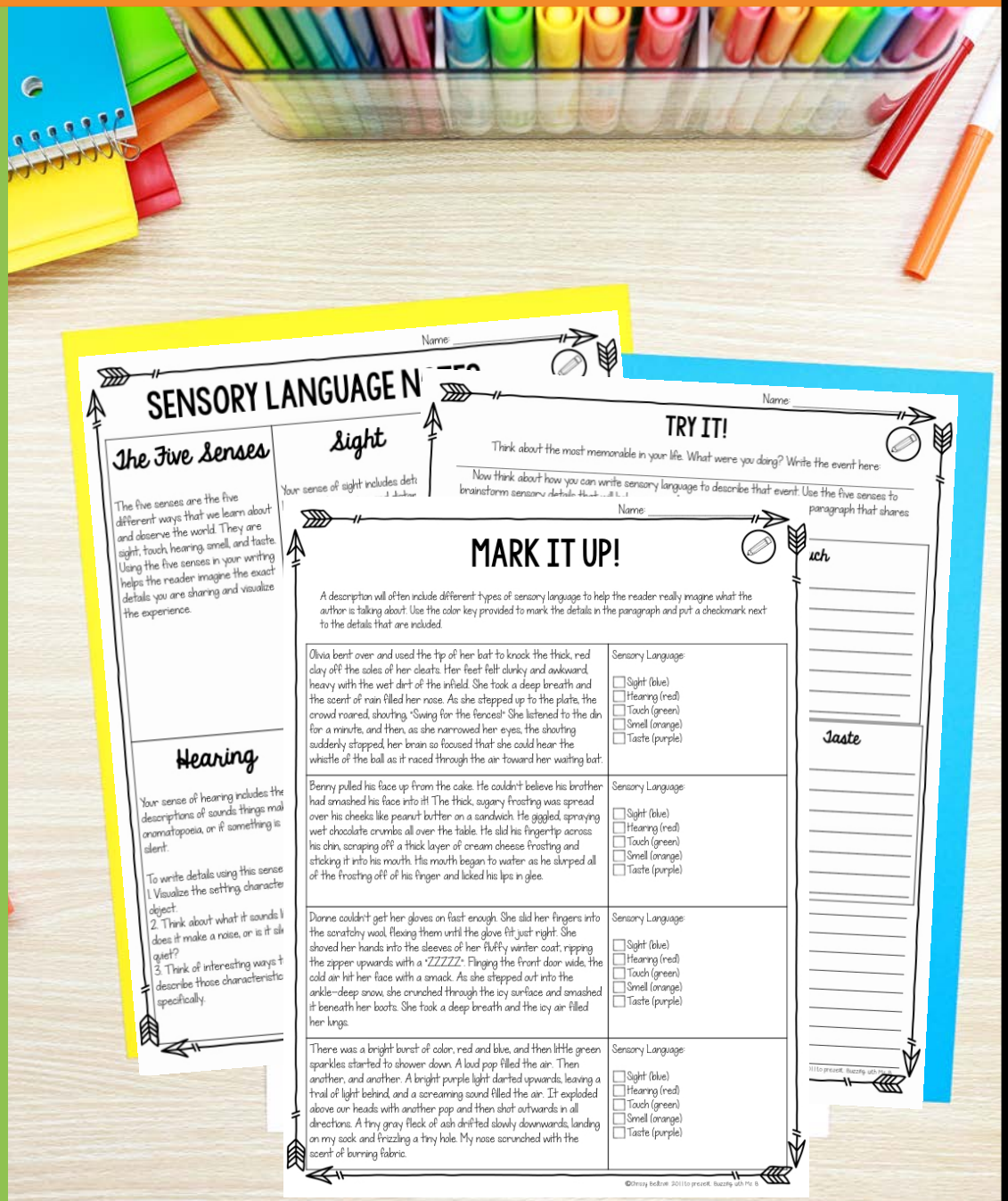
BUZZING with Ms. B

What's in this resource?

Student pages:

- ✓Anchor chart cards
- ✓Mark it up color coding activity
- ✓6 Sensory details posters with sentence starters
- ✓Sensory details notes
- ✓Revise It
- ✓Revise Your Own
- ✓Language brainstorming activity & try it page
- ✓Try It
- ✓Sensory details tips - a bookmark sized tip sheet

BUZZING with Ms. B

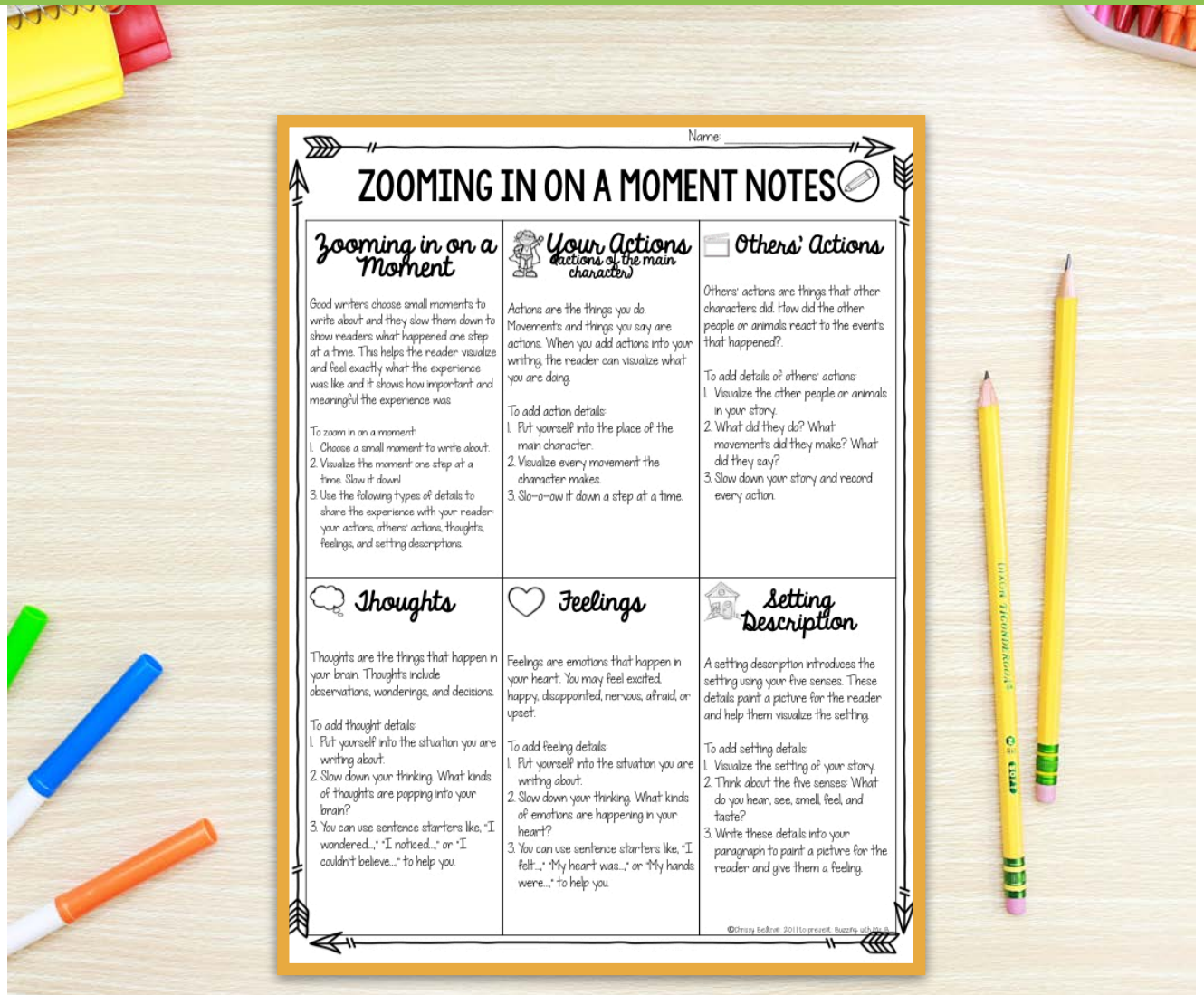


PLENTY OF PRACTICE!



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

ZOOMING IN ON A SMALL MOMENT

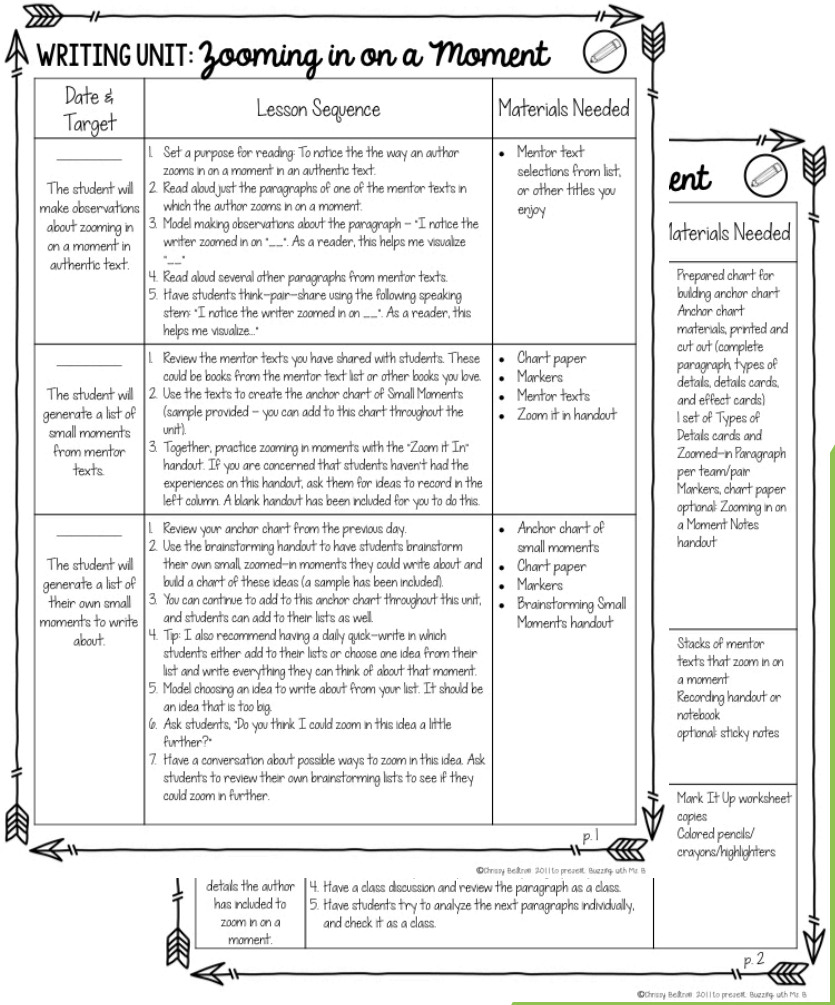


- 3rd & 4th grade
- Focus on one event
- Lesson plans included

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HANDS-ON LEARNING & PLENTY OF PRACTICE

What's in the lesson plans?



WRITING UNIT: Zooming in on a Moment

Date & Target	Lesson Sequence	Materials Needed
_____ The student will make observations about zooming in on a moment in authentic text.	1. Set a purpose for reading: To notice the the way an author zooms in on a moment in an authentic text. 2. Read aloud just the paragraphs of one of the mentor texts in which the author zooms in on a moment. 3. Model making observations about the paragraph – "I notice the writer zoomed in on "____". As a reader, this helps me visualize "____" 4. Read aloud several other paragraphs from mentor texts. 5. Have students think–pair–share using the following speaking stem: "I notice the writer zoomed in on ____". As a reader, this helps me visualize..."	• Mentor text selections from list, or other titles you enjoy
_____ The student will generate a list of small moments from mentor texts.	1. Review the mentor texts you have shared with students. These could be books from the mentor text list or other books you love. 2. Use the texts to create the anchor chart of Small Moments (sample provided – you can add to this chart throughout the unit). 3. Together, practice zooming in moments with the "Zoom it In" handout. If you are concerned that students haven't had the experiences on this handout, ask them for ideas to record in the left column. A blank handout has been included for you to do this.	• Chart paper • Markers • Mentor texts • Zoom it in handout
_____ The student will generate a list of their own small moments to write about.	1. Review your anchor chart from the previous day. 2. Use the brainstorming handout to have students brainstorm their own small, zoomed–in moments they could write about and build a chart of these ideas (a sample has been included). 3. You can continue to add to this anchor chart throughout this unit, and students can add to their lists as well. 4. Tip: I also recommend having a daily quick–write in which students either add to their lists or choose one idea from their list and write everything they can think of about that moment. 5. Model choosing an idea to write about from your list. It should be an idea that is too big. 6. Ask students, "Do you think I could zoom in this idea a little further?" 7. Have a conversation about possible ways to zoom in this idea. Ask students to review their own brainstorming lists to see if they could zoom in further.	• Anchor chart of small moments • Chart paper • Markers • Brainstorming Small Moments handout

p. 1

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laterials Needed

Prepared chart for building anchor chart
Anchor chart materials, printed and cut out (complete paragraph, types of details, details cards, and effect cards)
1 set of Types of Details cards and Zoomed–in Paragraph per team/pair
Markers, chart paper
optional: Zooming in on a Moment Notes handout

Stacks of mentor texts that zoom in on a moment
Recording handout or notebook
optional: sticky notes

Mark It Up worksheet copies
Colored pencils/ crayons/highlighters

details the author has included to zoom in on a moment.

4. Have a class discussion and review the paragraph as a class.
5. Have students try to analyze the next paragraphs individually, and check it as a class.

p. 2

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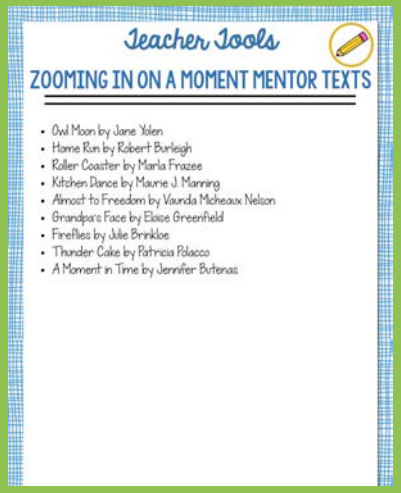
Ready-to-go lesson plans include...

- ✓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

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MORE FOCUSED STUDENT WRITING IN 8 DAYS

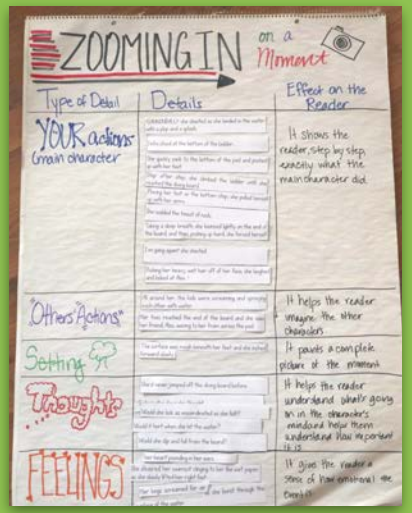
INTRODUCE WITH A MENTOR TEXT


Teacher Tools

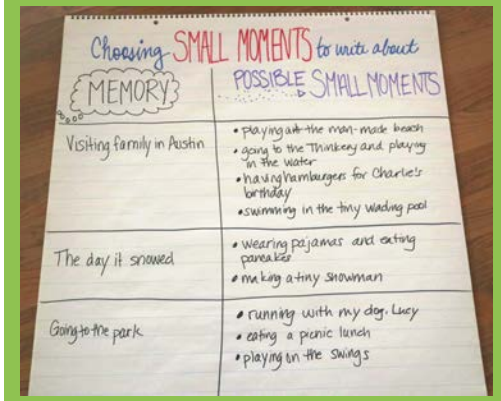
ZOOMING IN ON A MOMENT MENTOR TEXTS

- Owl Moon by Jane Yolen
- Home Run by Robert Burleigh
- Roller Coaster by Marla Frazee
- Kitchen Dance by Maurie J. Manning
- Almost to Freedom by Vaunda Micheaux Nelson
- Grandpa's Face by Eloise Greenfield
- Fireflies by Julie Brinkloe
- Thunder Cake by Patricia Polacco
- A Moment in Time by Jennifer Butenas

HANDS-ON ACTIVITY & BUILD THE CHART



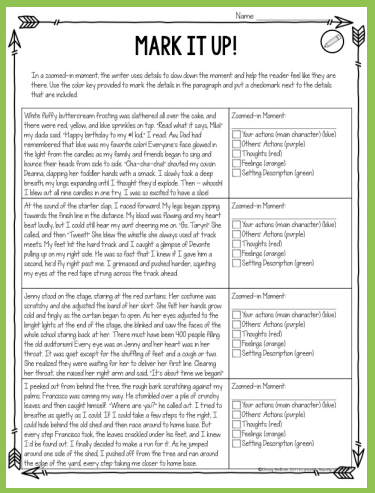
BRAINSTORM SMALL MOMENTS



PRACTICE ZOOMING IN



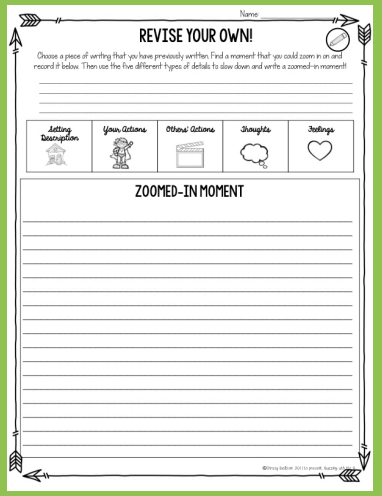
ANALYZE AND COLOR CODE



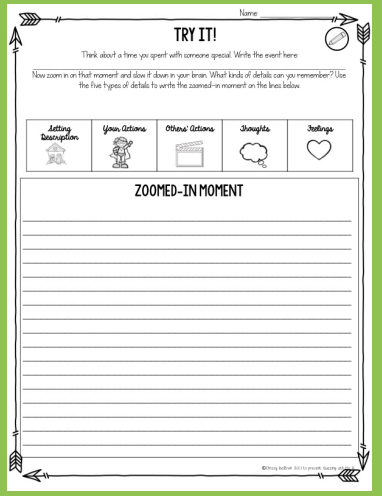
REVISION PRACTICE



REVISE THEIR OWN WRITING

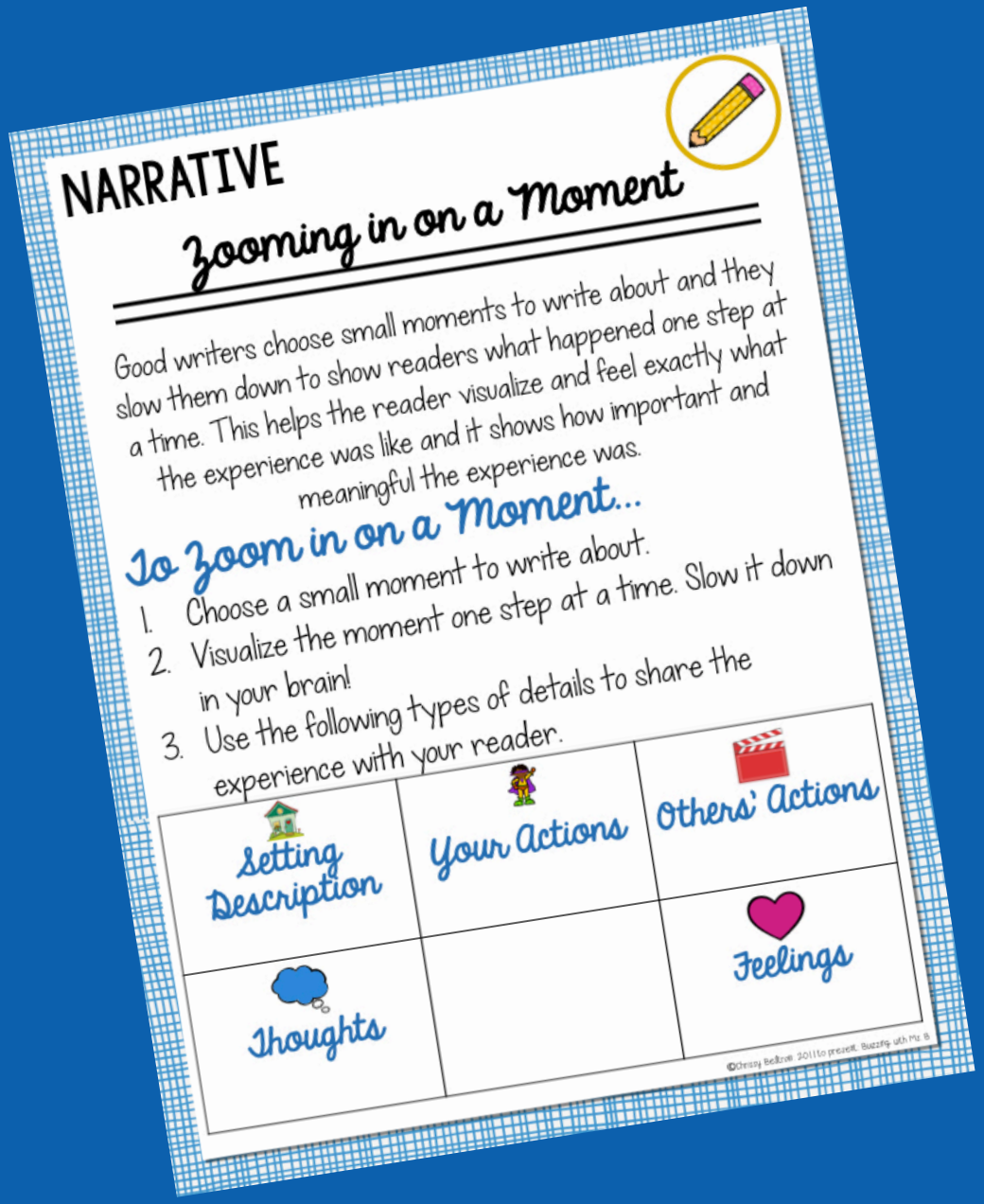


TRY IT IN THEIR OWN WRITING



12 PRINTABLE STUDENT PAGES INCLUDED

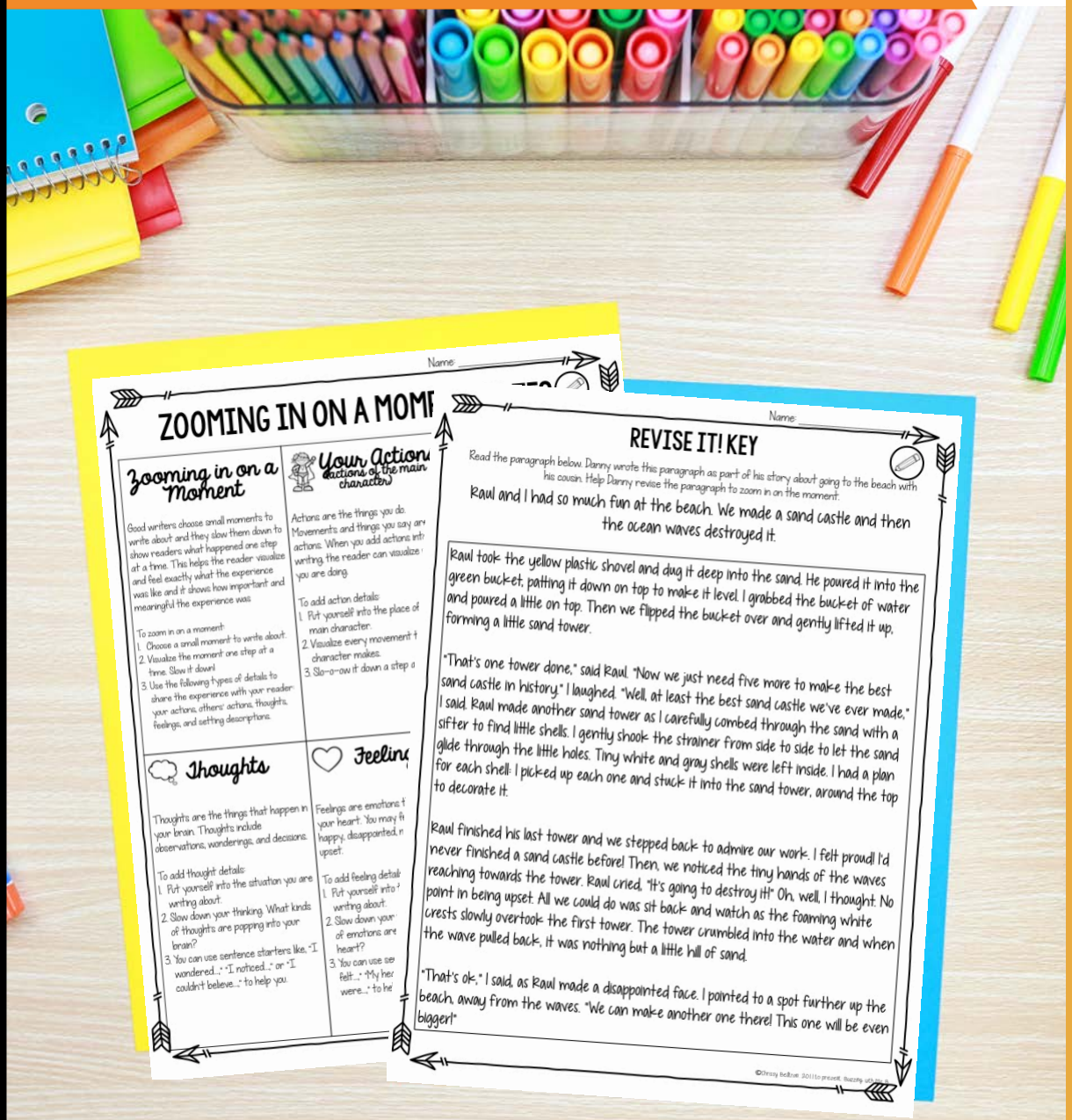
Poster set introduces each type of detail





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 for several charts
- ✓Directions/keys for each lesson

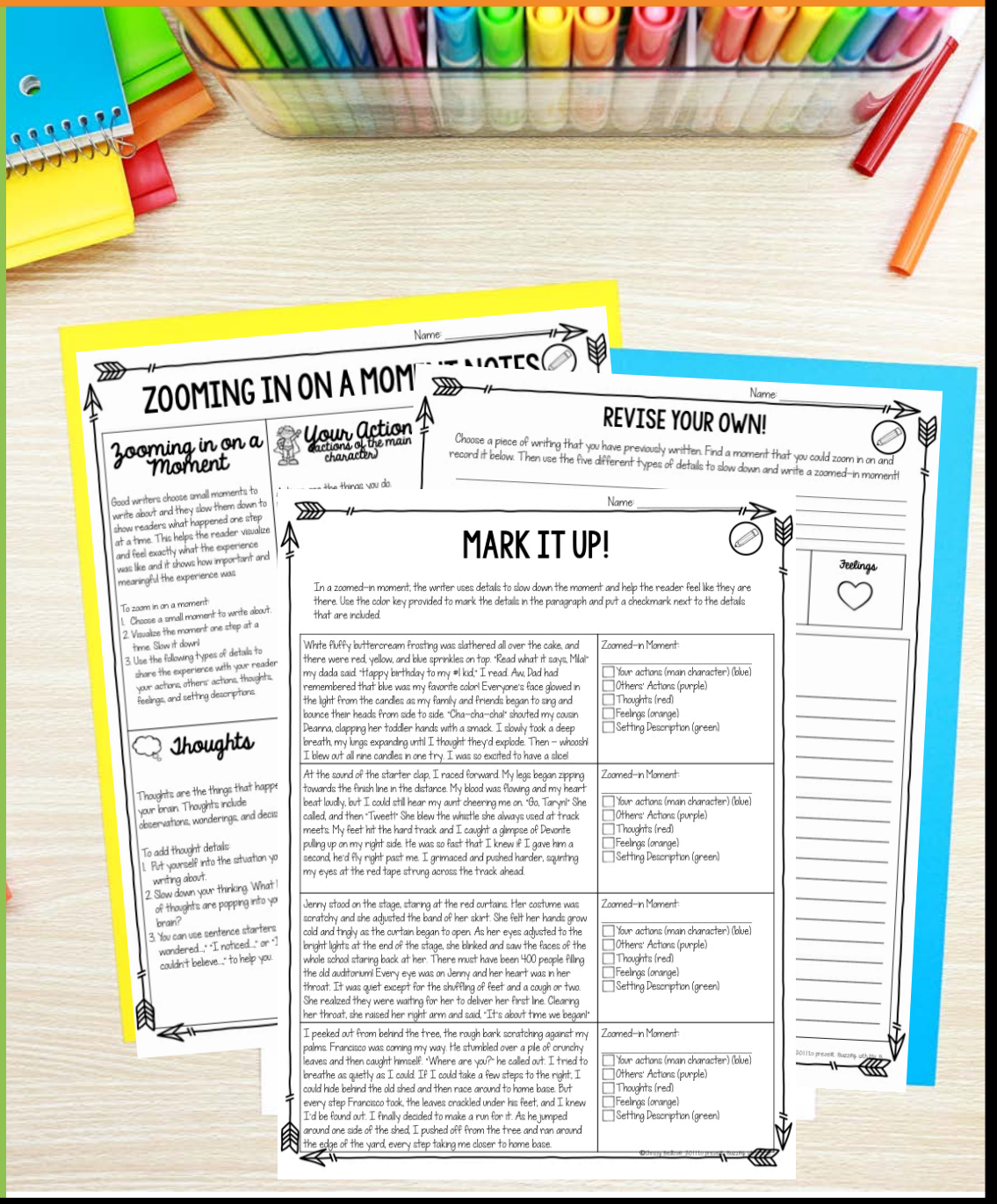
BUZZING with Ms. B

What's in this resource?

Student pages:

- ✓Anchor chart cards
- ✓Mark it up color coding activity
- ✓6 Zooming in on a moment posters with sentence starters
- ✓Zooming in notes
- ✓Revise It
- ✓Revise Your Own
- ✓Brainstorming sheets
- ✓Try It
- ✓Zooming in tips - a bookmark sized tip sheet

BUZZING with Ms. B



PLENTY OF PRACTICE!

Name:

MARK IT UP!

In a zoomed-in moment, the writer uses details to slow down the moment and h
there. Use the color key provided to mark the details in the paragraph and put a
that are included.

White fluffy buttercream frosting was slathered all over the cake, and there were red, yellow, and blue sprinkles on top. "Read what it says, Mia!" my dada said. "Happy birthday to my #1 kid." I read. Aw, Dad had remembered that blue was my favorite color! Everyone's face glowed in the light from the candles as my family and friends began to sing and bounce their heads from side to side. "Cha-cha-cha!" shouted my cousin Deanna, clapping her toddler hands with a smack. I slowly took a deep breath, my lungs expanding until I thought they'd explode. Then – whoosh! I blew out all nine candles in one try. I was so excited to have a slice!

At the sound of the starter clap, I raced forward. My legs began zipping towards the finish line in the distance. My blood was flowing and my heart beat loudly, but I could still hear my aunt cheering me on. "Go, Taryn!" She called, and then "Tweet!" She blew the whistle she always used at track meets. My feet hit the hard track, and I caught a glimpse of Devonte pulling up on my right side. He was so fast that I knew if I gave him a second, he'd fly right past me. I grimaced and pushed harder, squinting my eyes at the red tape strung across the track ahead.

Jenny stood on the stage, staring at the red curtains. Her costume was scratchy, and she adjusted the band of her skirt. She felt her hands grow cold and thigh as the curtain began to open. As her eyes adjusted to the bright lights at the end of the stage, she blinked and saw the faces of the whole school staring back at her. There must have been 400 people filling the old auditorium! Every eye was on Jenny, and her heart was in her throat. It was quiet except for the shuffling of feet and a cough or two. She realized they were waiting for her to deliver her first line. Clearing her throat, she raised her right arm and said, "It's about time we began!"

I peeked out from behind the tree, the rough bark scratching against my palms. Francisco was coming my way. He stumbled over a pile of crunchy leaves and then caught himself. "Where are you?" he called out. I tried to breathe as quietly as I could. If I could take a few steps to the right, I could hide behind the old shed and then race around to home base. But

Zoome
Blowin
You
Oth
The
Feel
Set

Zoomed
Runnin
Your
Othe
Thou
Feelin
Setti

Zoomed-
Perform
Your
Other
Thoug
Feelin
Settin

Zoomed-
Playing h
Your ac
Others
Though
Feelings

Name:

REVISE IT!

Read the paragraph below. Danny wrote this paragraph as part of his story about going to the beach with his cousin. Help Danny revise the paragraph to zoom in on the moment.

Raul and I had so much fun at the beach. We made a sand castle and then the ocean waves destroyed it.

Name:

TRY IT!

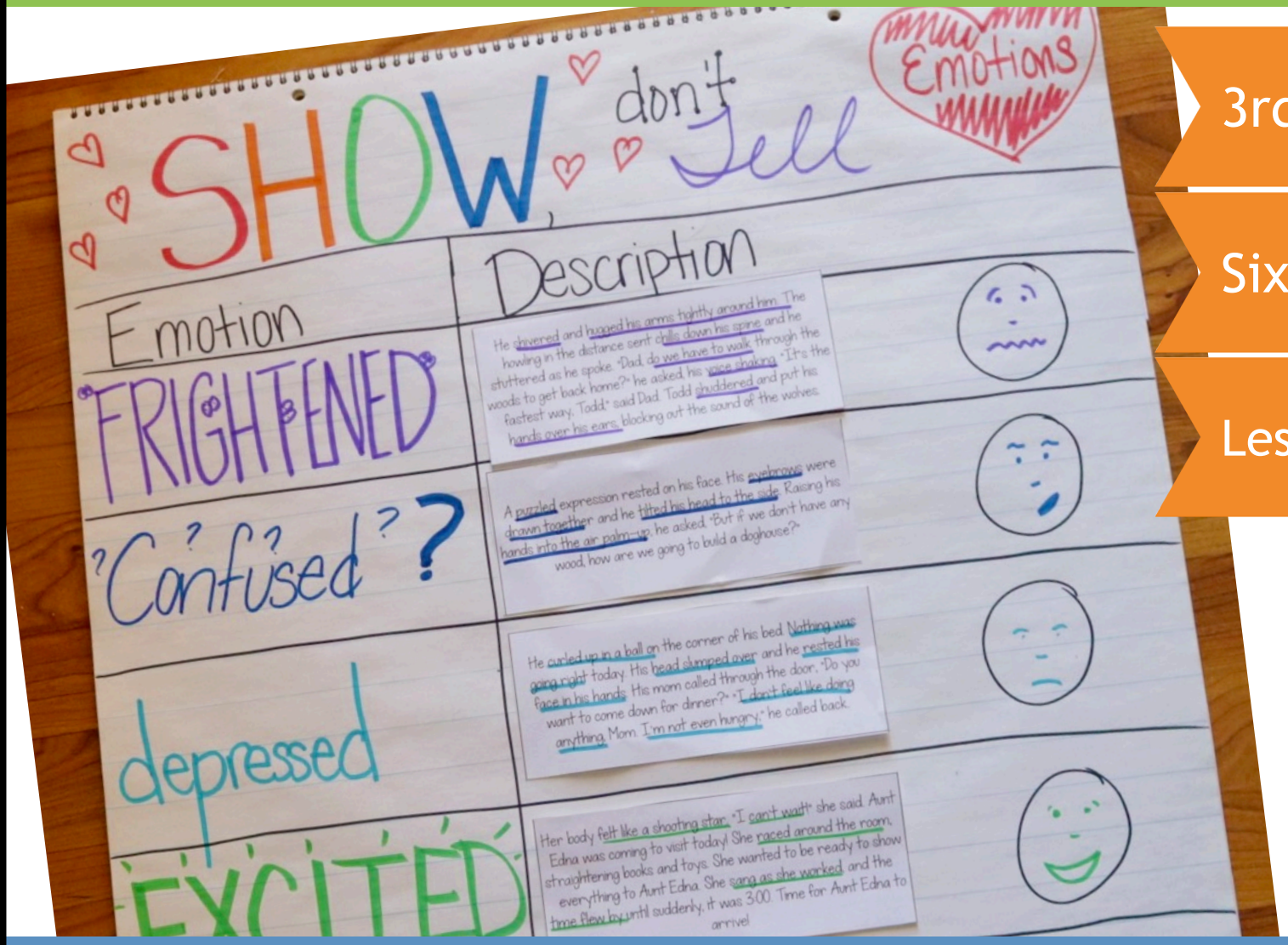
Think about a time you spent with someone special. Write the event
zoom in on that moment and slow it down in your brain. What kinds of details can
the five types of details to write the zoomed-in moment on the lines be

ring ction	Your Actions	Others' Actions	Thoughts
			

ZOOMED-IN MOMENT

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

SHOW, DON'T TELL EMOTIONS

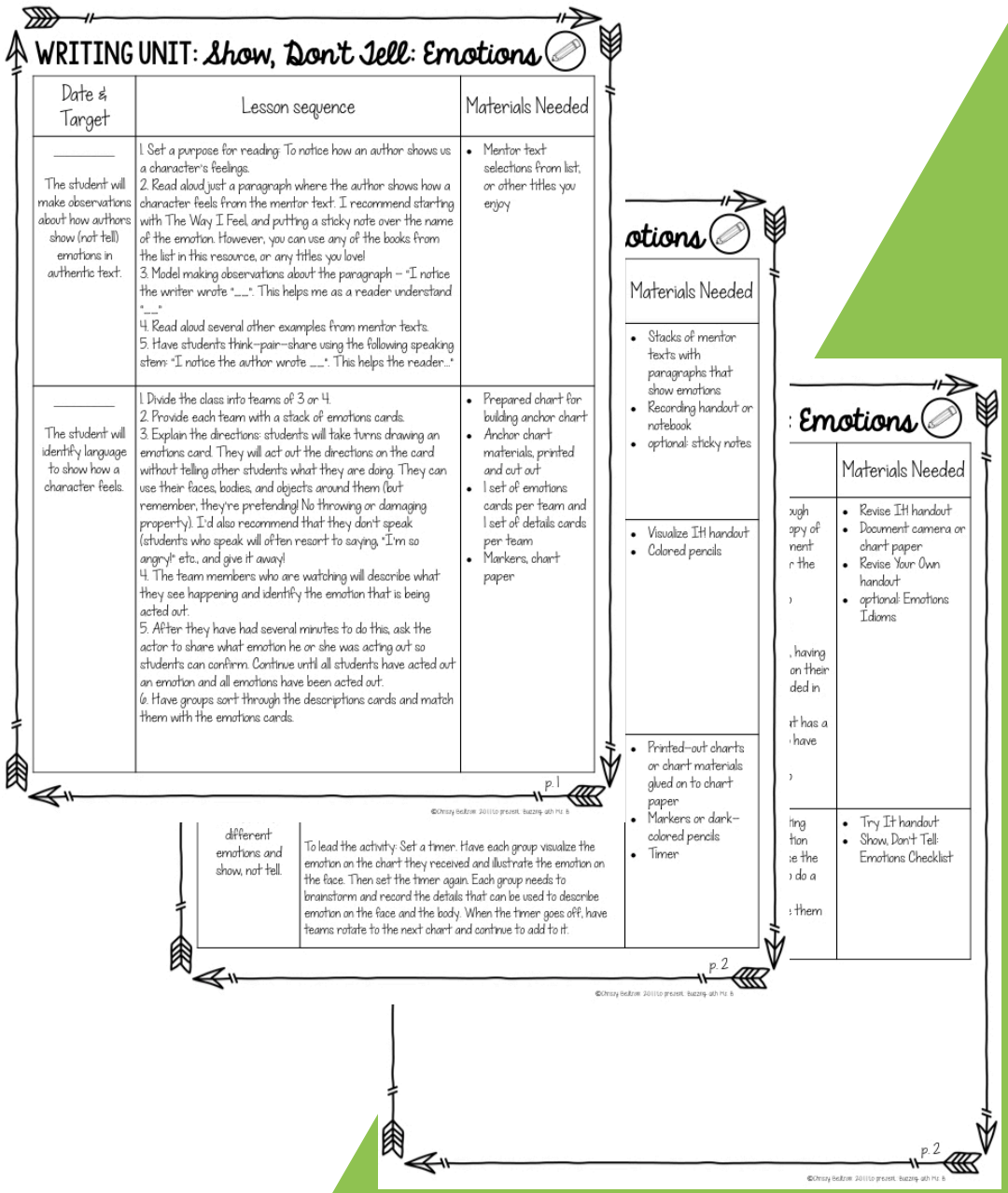


- 3rd & 4th grade
- Six emotions
- Lesson plans included

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HANDS-ON LEARNING & PLENTY OF PRACTICE

What's in the lesson plans?



WRITING UNIT: Show, Don't Tell: Emotions

Date & Target	Lesson sequence	Materials Needed
_____ The student will make observations about how authors show (not tell) emotions in authentic text.	1. Set a purpose for reading: To notice how an author shows us a character's feelings. 2. Read aloud just a paragraph where the author shows how a character feels from the mentor text. I recommend starting with The Way I Feel, and putting a sticky note over the name of the emotion. However, you can use any of the books from the list in this resource, or any titles you love! 3. Model making observations about the paragraph – "I notice the writer wrote "___". This helps me as a reader understand "___" 4. Read aloud several other examples 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 language to show how a character feels.	1. Divide the class into teams of 3 or 4. 2. Provide each team with a stack of emotions cards. 3. Explain the directions: students will take turns drawing an emotions card. They will act out the directions on the card without telling other students what they are doing. They can use their faces, bodies, and objects around them (but remember, they're pretending! No throwing or damaging property). I'd also recommend that they don't speak (students who speak will often resort to saying, "I'm so angry!" etc., and give it away! 4. The team members who are watching will describe what they see happening and identify the emotion that is being acted out. 5. After they have had several minutes to do this, ask the actor to share what emotion he or she was acting out so students can confirm. Continue until all students have acted out an emotion and all emotions have been acted out. 6. Have groups sort through the descriptions cards and match them with the emotions cards.	• Prepared chart for building anchor chart • Anchor chart materials, printed and cut out • 1 set of emotions cards per team and 1 set of details cards per team • Markers, chart paper

p. 1

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otions

Materials Needed
• Stacks of mentor texts with paragraphs that show emotions • Recording handout or notebook • optional: sticky notes
• Visualize It! handout • Colored pencils
• Printed-out charts or chart materials glued on to chart paper • Markers or dark-colored pencils • Timer

different emotions and show, not tell.

To lead the activity: Set a timer. Have each group visualize the emotion on the chart they received and illustrate the emotion on the face. Then set the timer again. Each group needs to brainstorm and record the details that can be used to describe emotion on the face and the body. When the timer goes off, have teams rotate to the next chart and continue to add to it.

p. 2

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Emotions

Materials Needed
• Revise It! handout • Document camera or chart paper • Revise Your Own handout • optional: Emotions Idioms
• Try It! handout • Show, Don't Tell: Emotions Checklist

p. 2

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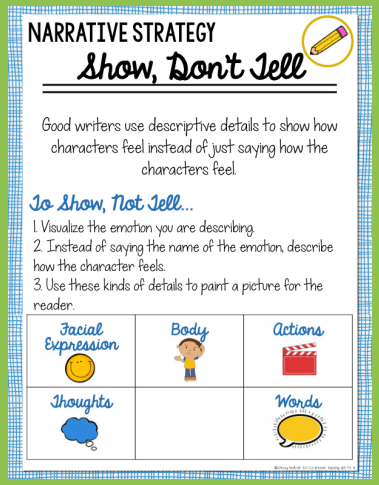
Ready-to-go lesson plans include...

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

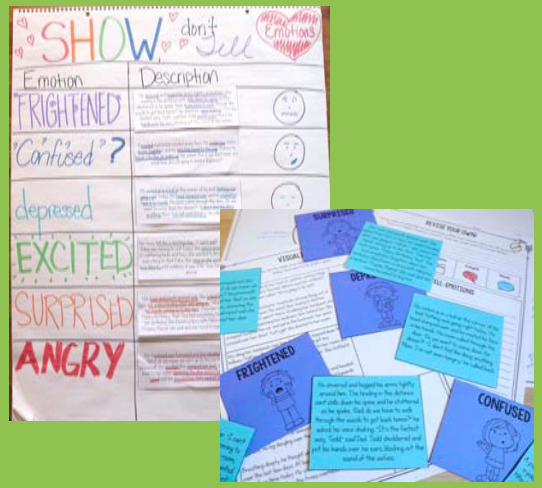
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MORE FOCUSED STUDENT WRITING IN 8 DAYS

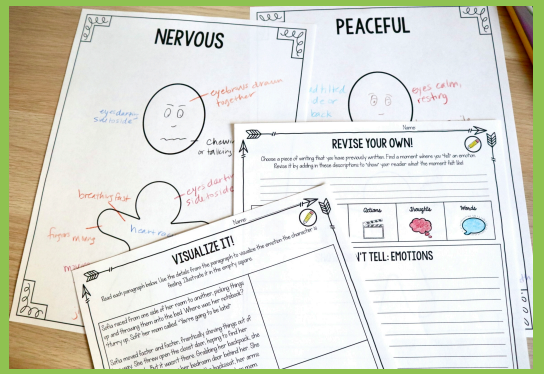
INTRODUCE WITH A MENTOR TEXT



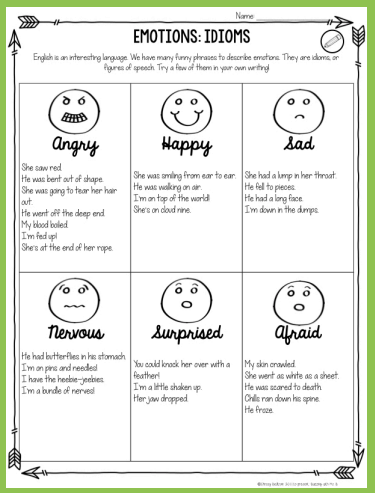
HANDS-ON ACTIVITY & BUILD THE CHART



HUNT FOR EXAMPLES & BRAINSTORM



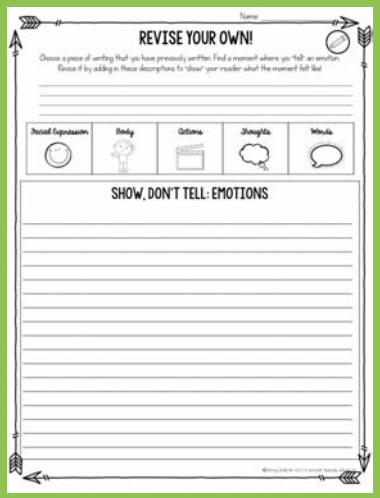
LEARN ABOUT IDIOMS RELATED TO EMOTIONS



REVISION PRACTICE



REVISE THEIR OWN WRITING

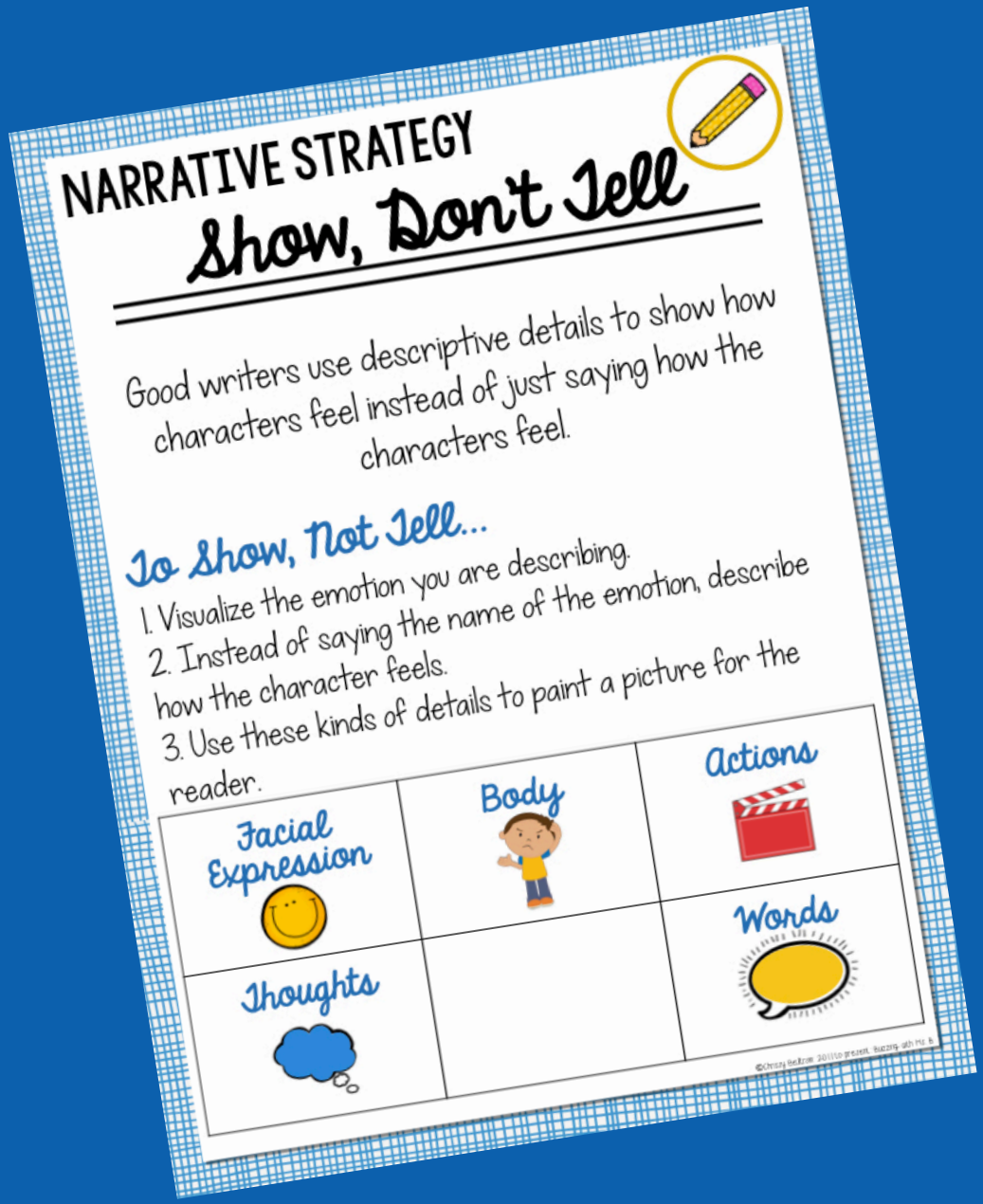


TRY IT IN THEIR OWN WRITING



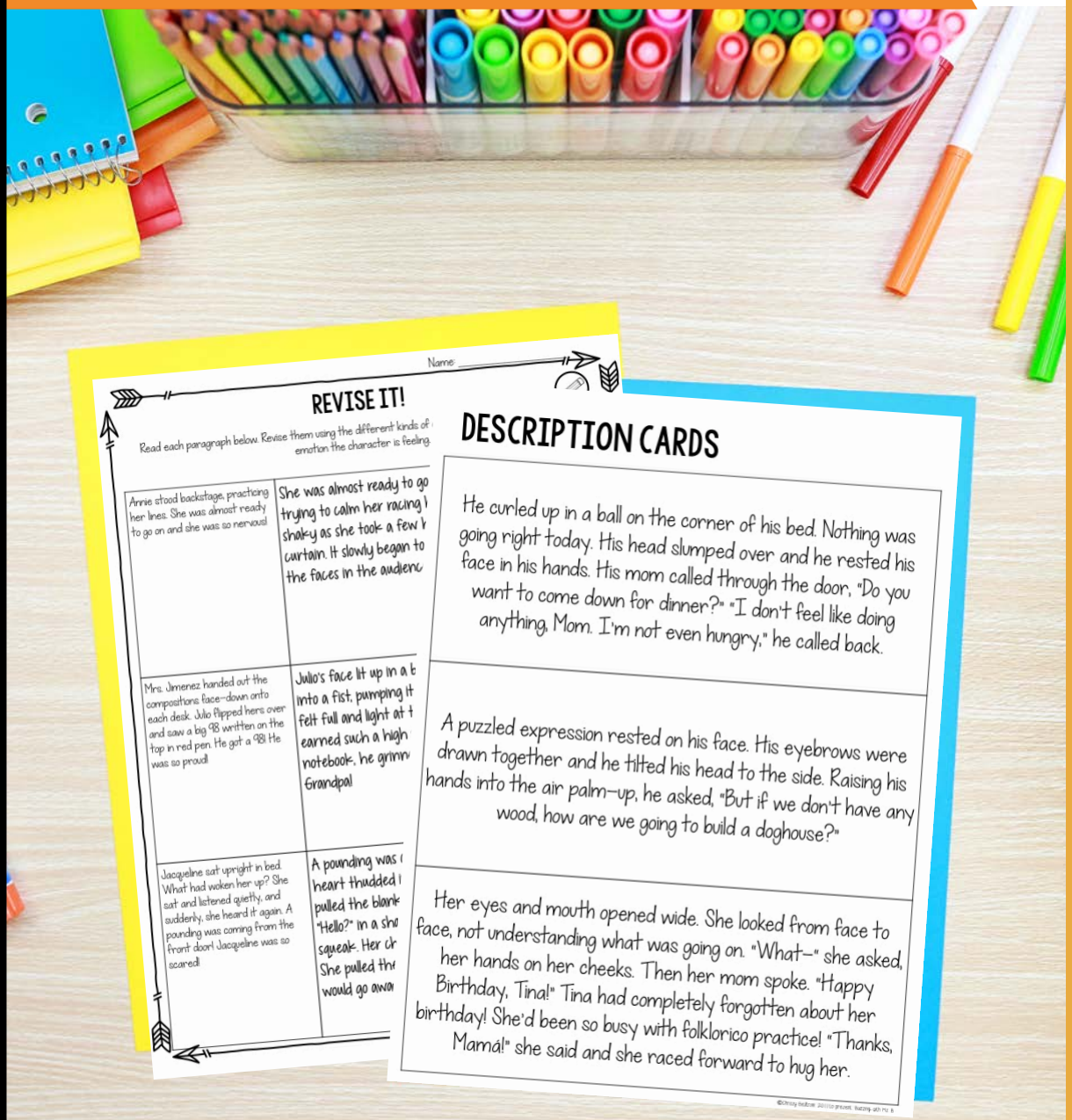
12 PRINTABLE STUDENT PAGES INCLUDED

Poster set introduces each type of detail





What's in this resource?



Teacher pages included

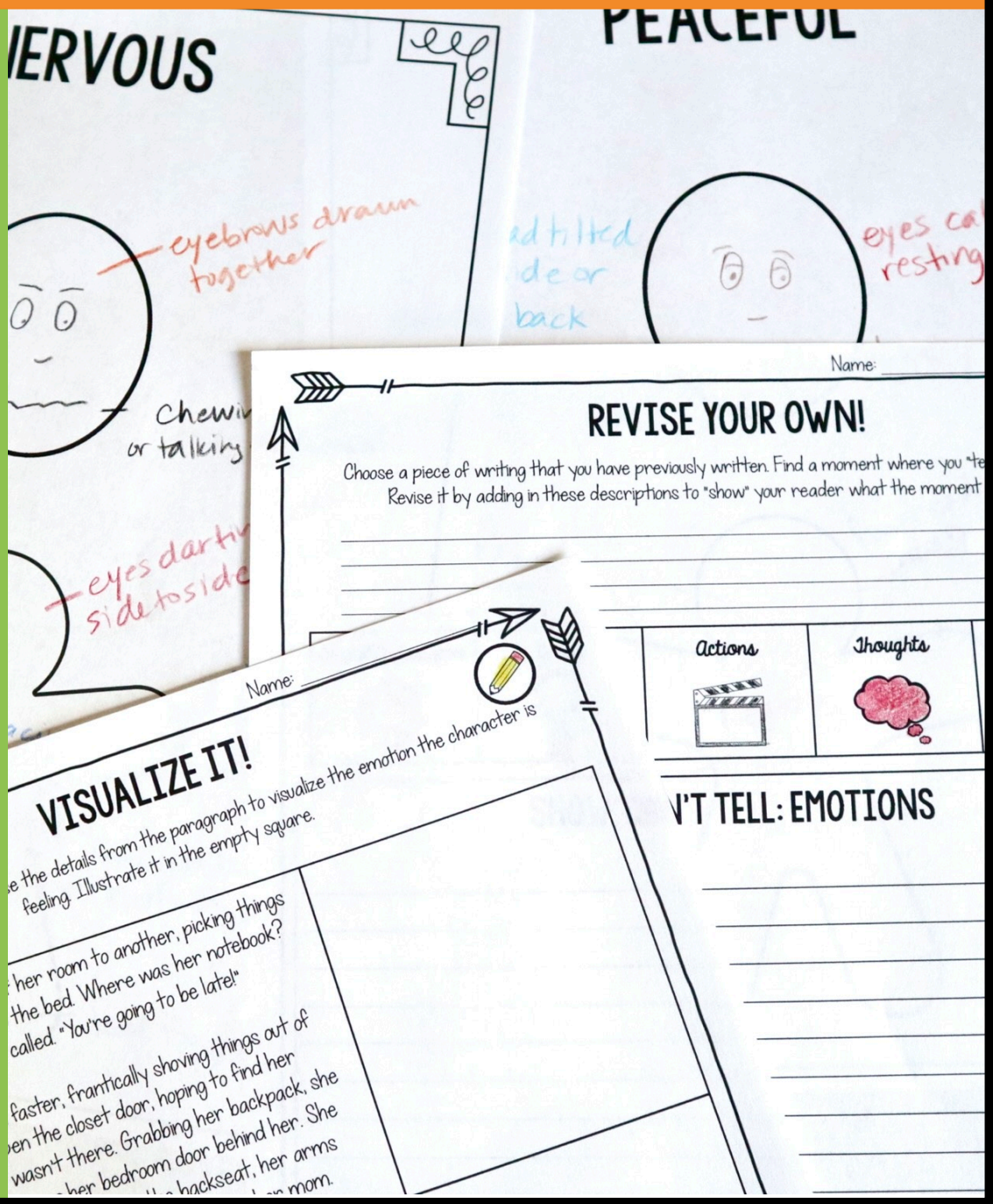
- ✓Lesson plans
- ✓Teacher's guide pages
- ✓Mentor text list for this skill
- ✓Materials to build anchor chart
- ✓Anchor chart activity directions for several charts
- ✓Directions/keys for each lesson

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What's in this resource?

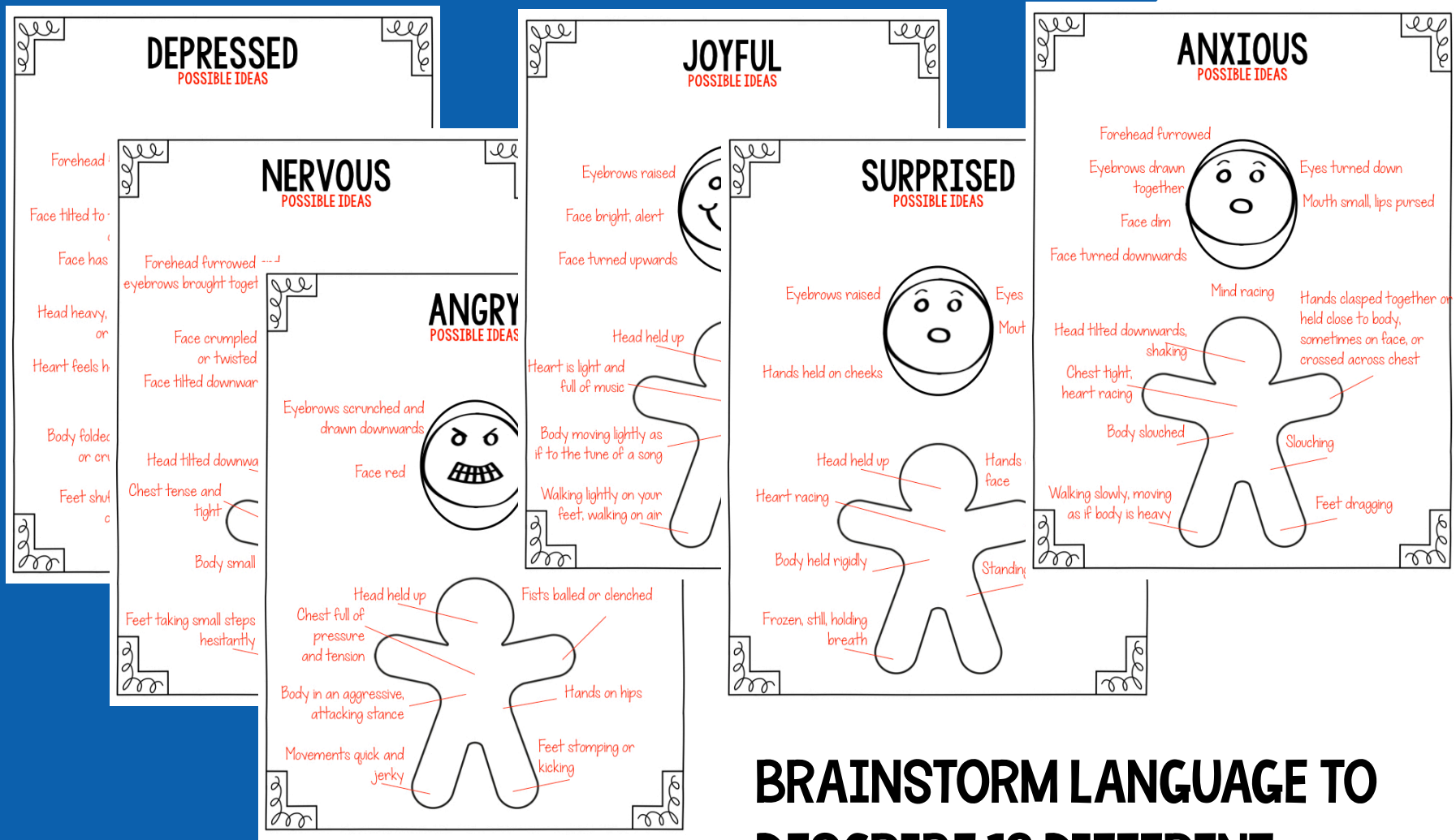
Student pages:

- ✓Anchor chart cards
- ✓Mark it up color coding activity
- ✓7 Emotions posters with sentence starters
- ✓Show, don't tell notes
- ✓Revise It
- ✓Revise Your Own
- ✓Brainstorming organizers
- ✓6 different prompts: Try It
- ✓Show, don't tell tips - a bookmark sized tip sheet



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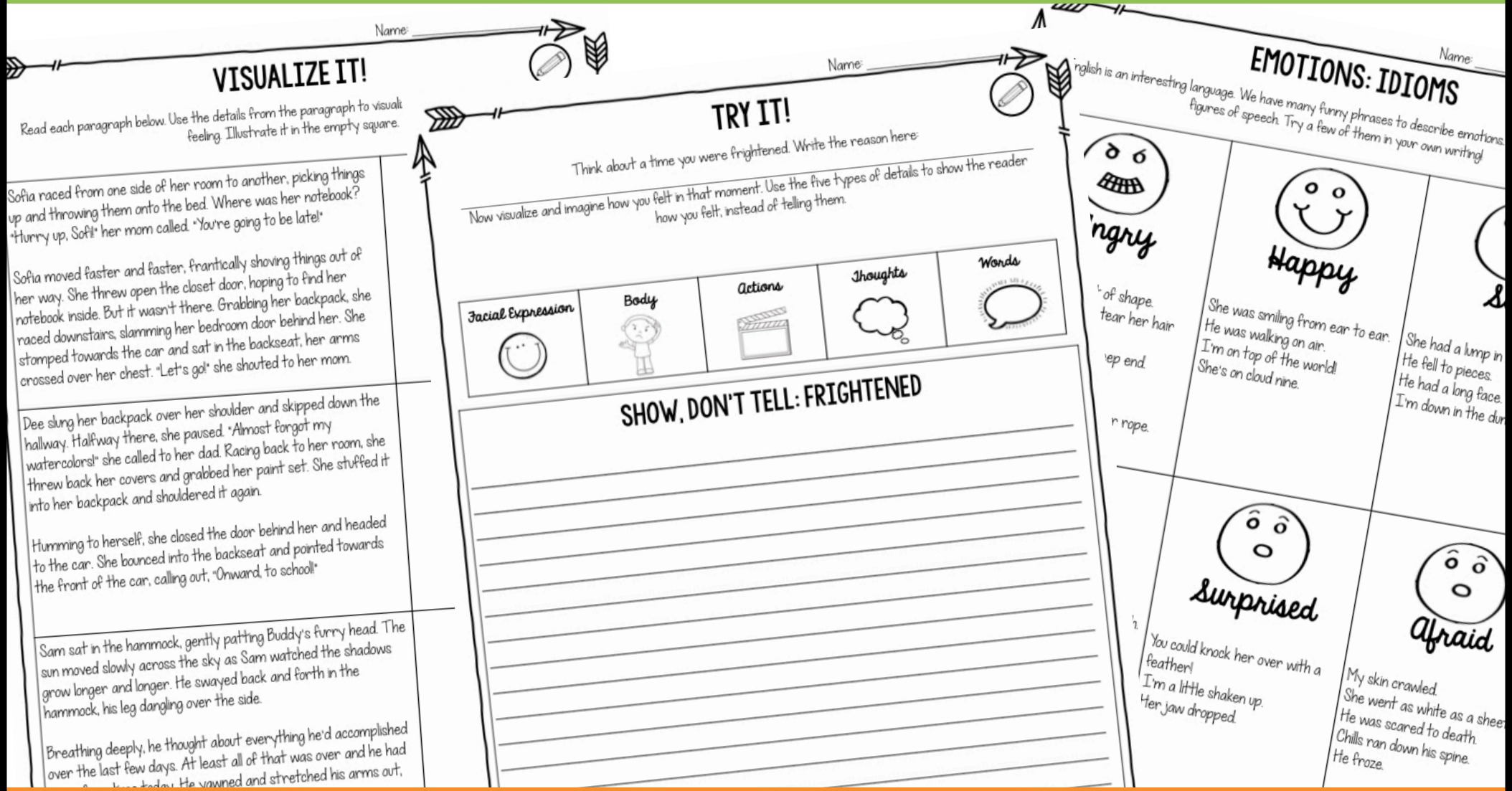
LANGUAGE BUILDING ACTIVITY & CHARTS



BRAINSTORM LANGUAGE TO DESCRIBE 13 DIFFERENT EMOTIONS

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PLENTY OF PRACTICE!



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

WHAT TEACHERS ARE SAYING

"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."

"My district uses Lucy Caulkins which just doesn't work well. This took the same idea but broke it down into better chunks that the students really understood."

"This is a very concise and easy to use resource for narrative mini-lessons. I always found the mini-lessons to be the hardest part of the writer's workshop. I either run too long, or I'm not in-depth enough. This resource provides great lessons that are easy to engage students with and quick to teach.

"The students enjoy the mini lessons. Makes writing not a complete bore.

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