| In this session: | Connection: “Writers, today is the first day of this year’s writing workshop. Every day at the start of W.W, we will gather here for a minilesson.” Explain they will write lots of books similar to the ones on the shelves. Reread the mentor text, Night of the Veggie Monster. “Today I want to teach you that when authors write a Small Moment story, they think of an idea, then they plan, and then they write the story across the page of the book.”  
Teaching: Create an incident that can become the source of what will be a whole class, shared story. Teacher creates a Small Moment incident and demonstrates how to think through what happened and how the story can be told across the pages.  
Active Engagement: Students think and share a small moment, drawing from things have done. “Turn and talk” telling the whole story from what happened first, next, and last so they can write the story across pages.  
Link: Show a quick example of a finished book and then ask kids to recall a moment, think what happened first, and get started writing their stories across the pages.  |
<table>
<thead>
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<tbody>
<tr>
<td>Minilesson 5-10 minutes</td>
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</table>
| Conferring and Small Group Work: Teacher will move around the room giving feedback to help channel students to accompany their drawings of add details to their drawings.  
Mid-workshop Teaching: “Writers, may I have your attention?“ Point out an example where a student did something “brave“ in their writing.  |
| Work |  |
| Share: Students come back to meeting area with stories. Refer to the mentor text and explain and describe the purpose and steps for writing today. Point out the author told about one event, writing about a Small Moment. Students assess and give feedback if they did the same in their story.  |
| Closing 5 minutes |  |
| Getting Ready:  
- Mentor Text – Night of the Veggie Monster  
- Sample Text that represents the type of writing students will do this year  
- “How to Write a Story” chart  
- basket of markers  
- 3 page stapled booklets with space for drawing  
- Writing Tools  
- Note taking system for writing conferences  |
| Anchor Chart: “How to Write a Story” chart  
1. Think of an idea.  
2. Plan  
3. WRITE!  |
### In this session:
You’ll teach students that writers plan what they want to write about before they start writing.

<table>
<thead>
<tr>
<th>Minilesson 5-10 minutes</th>
<th>Connection: “Writers, I read your stories and appreciate all your work. I learned you all have so many interesting small moments. It seemed from what I read that most of you didn’t have any trouble coming up with ideas for your story.” “You already know the first step to writing a story.” Share the anchor chart. “Today, I want to teach you that after writers come up with an idea for their stories, they plan by doing this: touch and tell, sketch, then write. Instead of getting a booklet and then starting to draw page 1, they touch and tell, sketch, then write.” Refer back to anchor chart adding the addition to number 2. Teaching: Demonstrate steps for preparing to write. Explain after writers think of an idea, they plan how their stories will go. “Maybe you can help me get ready to write, following our planning steps – touch and tell, sketch, then write. You’ll have a chance to plan too.” Teacher demonstrates how to plan before drawing a picture by referring to the class incident that occurred in session 1. Teacher demonstrates how to touch and tell the story by touching the first page and thinking aloud the details as they happened. Active Engagement: Explain to students before drawing, he/she needs to touch and tell across all the pages. Teacher demonstrates the beginning and students touch and tell the next 2 pages the shared story. Refer to anchor chart number 2 to determine what to do next. Teacher demonstrates sketching explaining how to sketch what is important. Students then visualize what happened next, tell and sketch using an invisible pen. The last page is completed using the same format. Link: Students will use a blank booklet to think about a story and prepare to write the story by planning across the pages. They will touch and tell and sketch each page using an imaginary pen from last workshop or start a new book, preparing for the next step – writing words.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS: W.1.3, W.1.5 RL.1.7 RFS.1.1, RFS.1.2, RFS.1.3 SL.1.1, SL.1.4, SL.1.5 L.1.1, L.1.2</td>
<td>Getting Ready:  - Booklets students wrote from session 1  - Blank booklets  - Writing folders for each student, with 2 pockets for storing writing pieces  - Writing Toolboxes  - “how to Write a Story” chart  - Blank booklet made of chart paper  - Narrative Writing Checklist</td>
</tr>
</tbody>
</table>
| work | Anchor Chart:  - “How to Write a Story” chart  
*NEW – add to number 2 (Plan): touch and tell, then sketch across pages  
- Narrative Writing Checklist |

#### Conferring and Small Group:
During the second day of W.W, the teacher will continue to move around the classroom. At this point, the most important thing your teaching right now is independence. So, the goal is for students to be confident writers, able to come up with ideas for writing, to start a story, to rehearse it and to write it.

**Mid-workshop Teaching:** Sketches, also help writers remember what they were going to write if you get distracted. Explain to students and have them practice this strategy (with their current piece) by touch and tell, sketch and write so the students can experience how the strategy helped them remember.

#### Share:
Celebrate the volume of story-making by giving students folders for storing work. Put a red dot on one pocket of the folder, for work that is stopped, and a green dot of the other side of the folder, for work that is still going, stories not finished. Discuss the Narrative Writing Checklist.

### Getting Ready:
- Booklets students wrote from session 1
- Blank booklets
- Writing folders for each student, with 2 pockets for storing writing pieces
- Writing Toolboxes
- “how to Write a Story” chart
- Blank booklet made of chart paper
- Narrative Writing Checklist

**Unit #1**

**Grade 1**

**Small Moments: Writing with Focus, Details, and Dialogue; NARRATIVE**

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<table>
<thead>
<tr>
<th>In this session: You’ll teach children that writers use pictures to help them add words to tell their stories.</th>
<th>Connection: Re-create thinking that you are done with earlier writing (the shared writing piece) and then realizing the story is too short. Teacher explains that he/she wanted to find a good read aloud and decided to reread the shared story and discovered it’s too short. Explain why this story doesn’t make a good read aloud due to the short length. Tell students more needs to be added. Teach them a writer’s motto: “When you’re done, you’ve just begun.” Writers finish a piece and revise by adding more. They think: “Who? Where? When? What? How?” and make sure those questions are answered in their writing. Refer to anchor chart number 4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching: Playact thinking that your writing is done. Ask students to help you reread and revise. “What does a writer do if he/she wants to revise, add on?” Refer to anchor chart. “We will look at the pictures and ask, Who? Where? When? What? How? and answer these questions. The teacher adds more sentences to the first page.</td>
<td></td>
</tr>
<tr>
<td>Active Engagement: Recruit students to reread and revise the next two pages of the shared story. Debrief on what students just did, emphasizing ways their work is transferable to another day and another text by looking at the pictures and answering the above questions.</td>
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<tr>
<td>Link: Repeat the teaching point and channel students to draw on this instruction and all they have learned so far about writing.</td>
<td></td>
</tr>
</tbody>
</table>

**CCSS:** W.1.3, W.2.3, W.1.5 RL.1.7 SL.1.1, SL.1.2, SL.1.5 L.1.1, L.1.2

**Minilesson 5-10 minutes**

**Conferring and Small Group:** Support writers in revising finished work and encourage new work.

**Mid-workshop Teaching:** Using strong feelings to generate story ideas. Explain whenever something happens that gives you a strong feeling, it probably will make a good story.

**Share:** Revising more with revision strips – Spotlight a conference in which you helped a child use revision strips to add on the writing, and set other writers up to revise using revision strips. Explain how to insert a caret if you need to add 1 or 2 words. Tape the revision strip onto the paper where you need to add more words. Debrief by reminding students they have the tools they need to revise any story they are writing.

**Getting Ready:**
- Writing Folder containing class stories
- “How to Write a Story” chart
- Revision Strips (two, three, or four line strips cut from writing paper)

**Anchor Chart:**
- “How to Write a Story” chart
**Bend 1: Writing Small Moment Stories with Independence**  
**Session 4: Stretching Words to Spell Them (Hearing and Recording all Sounds)**

**In this session:**
You’ll teach children that writers spell by stretching out each word, listening for all the sounds and recording what they hear.

**Connection:** Explain to students that writers say words they don’t know slowly and write all the sounds so people can read their writing. “Sometimes it is hard to read your own writing.” Thumbs up if you’ve ever been rereading your own story and come to some letters that make no sense to you. You might think, what does that say? We need to record all sounds in words we write so we can reread our own stories or so others can read them as well.” Explain when you want to write a word you don’t know, you have to work hard to hear and write ALL sounds.

**Teaching:** Use enlarged booklet story, on which you’ve already sketched and begun writing a story to demonstrate stretching words as a strategy to spell. Say the word you want to write slowly as you slide your finger across the space where you’ll write. Go back and reread, sliding your finger under the word to check that you recorded all the sounds. Debrief by reviewing spelling strategy.

**Active Engagement:** Refer back to enlarged booklet story. Help students spell the next “tricky” word, writing it on their white boards. Refer to the name chart for challenging letter or blends. Go through the process of stretching words to spell together.

**Link:** Remind students that the challenge is to spell on their own as they write their stories.

**Conferring and Small Group Work:** Help students become more proficient word solvers. You will want to keep in mind where a particular child is in the stages of spelling development in order to help you decide what a child is ready to learn. A planning sheet (example: pg.36) and not-taking sheets can be helpful at this point.

**Mid-workshop Teaching:** Using the Word Wall to write and check your spelling.

**Share:** “Ways to Share Words” anchor chart – Ask students to turn and talk about strategies they use to write “tricky” words. Share the “Ways to Spell a Word” chart (bullet one). Add the next strategies: Use snap words & Listen for little words inside.

**Getting Ready:**
- White board, marker, and eraser for each student
- Enlarged booklet, 3 pages long, already sketched and begun writing a story
- An alphabet chart
- An class name chart
- Class Word Wall
- “Ways to Spell Words” chart

**Anchor Chart:**
“Ways to Spell words” chart

- Say it, slide it, hear it, write it
- Use snap words
- Listen for little words inside

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**Bend 1: Writing Small Moment Stories with Independence  Session 5: Zooming In – Focusing on Small Moments**

| In this session: You’ll teach children that writers write with focus. | Connection: “Writers, when you think about true stories you could write, some of you are coming up with great big giant topics like, ‘I could write about my life.’” We call those giant stories, ‘watermelon topics’ because they are so big. They are so big, they are hard to write. “Today I want to teach you that instead of writing about big (watermelon) topics, writers write about teeny tiny (seed) stories – little stories inside big stories.”

**Teaching:** Tell students that the mentor author probably first thought of a big, general watermelon topic and then decided to focus on a tiny seed story. As you share the mentor text, explain that George McClements knows that great story writers don’t usually write about big huge watermelon topics. Instead, great story writers know that inside a big (watermelon) topic there are many little seed stories. Debrief, reminding children to pick one small story (seed), from a big topic (watermelon) they might be inclined to tell.

**Active Engagement:** Students think about one “watermelon” topic of an event that happened today. Then they pick one seed story from the large topic. Students rehearse for this story by touching and telling across the pages of an imaginary booklet.

**Link:** Remind writers that when they write narratives, it always helps to pause and ask, “Is this a watermelon topic?”

| Getting Ready: • Construction paper watermelon with Velcro dots as seeds • Mentor Text, Night of the Veggie Monster • Your own Small Moment story • A blank booklet • Published books you have read to the class (examples: pg.40)

| Anchor Chart: none |

| CCSS: W.1.3, W.1.5, RL.1.1, SL.1.1, L.1.1, L.1.2 | Conferring and Small Group Work: Work with students who struggle to determine if a topic is a watermelon topic. Help them to remember that they are writing teeny tiny seed stories. Refer to script on page 44 for more details about helping students narrow topics.

**Mid-workshop Teaching:** Writers stay in the moment, even at the end. Teach students it’s important for us as writers to stay on topic even until the end so the reader doesn’t get confused about what is being read. They can ask, “Does this page fit with my title?”

| Work | Share: Set the stage for cherishing details in stories. Read aloud a few published stories that are filled with details, sharing with students the parts you love and letting them have a chance to find parts they love. 

<p>| Closing 5 minutes |</p>
<table>
<thead>
<tr>
<th><strong>Bend 1: Writing Small Moment Stories with Independence</strong></th>
<th><strong>Session 6: Partnerships and Storytelling</strong></th>
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<tbody>
<tr>
<td><strong>In this session:</strong> You’ll teach children that writers talk to other writers about their writing, storytelling their ideas out loud.</td>
<td><strong>Connection:</strong> Explain to students that writers often talk with other writers to plan what they will write. That partner is called their writing partner. “Today I want to teach you that writers have partners who help them with their writing.” Tell students they will plan with a writing partner.</td>
</tr>
<tr>
<td><strong>Teaching:</strong> “First, we must decide whether Partner 1 or Partner 2 will plan.” The partner who plans, tells the story and the other partner listens. One partner thinks and touches the pages of his/her booklet and tells the story. The second partner asks questions about the story. If the question/s make the story better, the planner adds more. Students need to see the partner’s help did improve their writing. Debrief the sequence they use when rehearsing with a partner. One partner tells the story to write and the other listens and asks questions. Refer to the “Storytelling with a Partner” chart.</td>
<td><strong>Active Engagement:</strong> Channel Partner 1 to get ready to touch and tell their story, getting Partner 2 ready to listen with intensity, aiming to envision or enact the story. Refer to anchor chart, “How to Write a Story”.</td>
</tr>
<tr>
<td><strong>Active Engagement:</strong> Channel Partner 1 to get ready to touch and tell their story, getting Partner 2 ready to listen with intensity, aiming to envision or enact the story. Refer to anchor chart, “How to Write a Story”.</td>
<td><strong>Link:</strong> “Today when you go back to your seat, both of you can start writing right away. Review the things learned up to now about writing that you expect the students to apply to their writing.”</td>
</tr>
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</table>
| **Conferring and Small Group Work:** Meet with students who need support in planning stories and those who need support with writing in clear, easy-to-read ways. You can bring those together and have them thinking of an idea and telling across their fingers. **Mid-workshop Teaching:** “Writers, partners don’t just help before writers write. They also help writers during writing time. “You can ask your partner to look at your pictures and ask questions to help you say more.” | **Getting Ready:**  
- Each child’s name on a piece of paper, place in area where partners are together.  
- A child who will act as your writing partner  
- Blank booklet for demonstrating how to tell a story  
- “Storytelling with a Partner” chart  
- “How to Write a Story” chart  
- “Storytelling with a Partner” chart  
- “How to Write a Story” chart |
| **Share:** Tell students that writers add to their writing by imagining the questions their partners might ask. “Whenever you sit and write, imagine that your partner is right there with you, and think about the questions he/she might ask. ‘Think, what would my partner want to know?’” | **Anchor Chart:**  
1. First partner tells the story.  
2. Next partner pictures it and asks questions.  
3. First partner tells the story again, saying more!  
4. Partners switch!  
- “How to Write a Story” chart |

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**Unit #1**  
**Grade 1**  
**Small Moments: Writing with Focus, Details, and Dialogue; NARRATIVE**

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## Bend 1: Writing Small Moment Stories with Independence  |  Session 7: Reading Our Writing Like We Read Our Books

### In this session:
You’ll teach children that writers reread their own writing just like they read published books, making sure their writing is clear and makes sense for their readers.

### Minilesson 5-10 minutes

**Connection:** Students watch and listen as a classmate rereads his/her writing piece. Students discuss with partners how the writer is doing things that kids do usually do during reading time. Collect a list of ways that kids’ work is similar whether they are reading from their books during reading workshop or rereading their own writing. “Writers, today I want to teach you that writers go from being the writer to being the reader. When writers reread their own books, they read just as if they were rereading a published book. And sometimes, the writer hears a mistake (mess-up) and fixes the problem/s.

**Teaching:** Teacher will remind students what grown-up writers do when they reread their own writing. “Grown-up writers reread the same way they read books.” “Grown-up writers read along until they come to mistakes, like words left out, and then fix the mistakes.” Students reread writing pieces while others listen, observe, and discuss what they see the writer-reader doing. “When writers read their writing, they transform from a writer to a reader, and they use strategies we use when we read. Rereading helps writers make sure their stories make sense and helps them make sure everything they need to say is included. Sometimes a writer also checks that their spelling is the best it can be.”

**Active Engagement:** Give children opportunities to be readers of their own writing (refer to pg. 58 for more details).

**Link:** Remind students they’ve learned one more thing they can do when they are “done” writing.

### Work

**Conferring and Small Group Work:** Work with a small group on how to use the word wall to improve spelling in their writing by visualizing and phonetically spelling words as a form of editing (help writers use spelling strategies).

**Mid-workshop Teaching:** Writers are readers of their own writing, fixing words and meanings as they read. Students are preparing their writing to be read by others in a museum like setting at the end of the writing workshop.

### Getting Ready:
- Student who is the “teacher for the day.”
- A pointer for the child to use when rereading his story
- 5 or 6 students who will bring their writing
- Student folders
- Pencil or pen for each student
- Students’ most recent stories they wrote this year
- Narrative Writing Checklists (grades 1 & 2)
- Author’s Gallery bulletin board

### Anchor Chart:
- none

### Closing 5 minutes

**Share:** Students help set up the museum, using the edited piece of writing, adding a border to it, and laying it alongside their very first piece of writing. Channel students to self-assess their growth as narrative writers. Suggested to use a Narrative Writing Checklist with all goals you should be working toward this year as narrative writers and placed in an Author’s Gallery.

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### Bend II: Bringing Small Moment Stories to Life  Session 8: Unfreezing Our Characters and Our Writing

**In this session:**
You’ll teach children how writers bring their stories to life by making their characters move and speak.

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<tr>
<th>Minilesson</th>
<th>5-10 minutes</th>
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</table>
| **Connection:** Tell students about a story you wrote, then explain that upon rereading it, you realized your characters were “frozen.” “Today I want to teach you that just like published writers, you can make your stories come to life. You can ‘unfreeze’ the people in your stories by making them move (make gestures to show movements).

**Teaching:** Show students the undeveloped story you’ve written, containing little or no action or dialogue. Demonstrate how you go about bringing the characters to life by recalling what happened and writing in more detail.

**Active Engagement:** Students now take the next part of the story, work with partners to bring the story to life. Partner 1 – write in the air; Partner 2 – tell what you would write next. Students help the teacher add onto the class story, and then reread, emphasizing students can apply what was just learned to their own writing. Introduce the chart, “Ways to Bring Stories to Life” and explain the 1st way to make writing come to life is: “Unfreeze” people – make them move.

**Link:** Channel students to think of a story they will write today about a time when you had a strong feeling about something. “Remember that you already learned that it helps to plan out your whole story, sketching out all the pages. Then you can go back and write the words. Today you’ll write in a way that makes the story come to life.”

**Conferring and Small Group Work:** Students will need support writing more down the page filling their lines with more details using words. They will need your support in moving away from drawing in detail to writing more detail in words. This may mean teaching them to write the dialogue in the pictures through speech bubbles.

**Mid-workshop Teaching:** “Writers, eyes on me please. Writers have ways to get people in stories to talk. After you sketch your pages, touch the characters and make each talk. You can use speech bubbles to show what each are saying or write what the characters are saying using words.” Encourage students to put the voices of the characters onto the pages of their stories. Add #2 to chart.

**Closing 5 minutes**

**Share:** Teach students the purpose of the quotation marks, guiding them to think about their reader. Recruit students to reread their writing and add quotation marks to places where people speak. Then channel them to read their writing aloud, using intonation to make the dialogue come to life.

<table>
<thead>
<tr>
<th>Getting Ready:</th>
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<tr>
<td>• Your own story with little detail in the drawings: stick figures, no setting, simple sentences that list what was happening on each page</td>
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<tr>
<td>• Chart paper and markers, to create a new chart</td>
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<td>• Blank booklet and pen or pencil for each student</td>
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<td>• Sample first-grade story</td>
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<tr>
<td>• Your own skill Post-it book and extra Post-its (optional)</td>
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</table>

**Anchor Chart:**

1. “Unfreeze” people – make them move, make them talk
2. Make them talk

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**Unit #1 Grade 1**

Small Moments: Writing with Focus, Details, and Dialogue; NARRATIVE

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### Bend II: Bringing Small Moment Stories to Life  
#### Session 9: Telling Stories in Itsy-Bitsy Steps

<table>
<thead>
<tr>
<th>In this session:</th>
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<tbody>
<tr>
<td>You’ll teach students that writers bring their stories to life by unfolding the action bit by bit.</td>
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<tr>
<th>Minilesson 5-10 minutes</th>
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<tr>
<td><strong>Connection:</strong> Recall and sing the song, “The Itsy-Bitsy Spider” with the class. “Good stories are like the spider. They take small steps. Today I want to teach you that when writers want to write stories that come to life on the page, they tell their stories in small steps. Writers think about the main thing they did and ask themselves, ‘What exactly happened, step by step, bit by bit?’” Add # 2 to anchor chart.</td>
</tr>
<tr>
<td><strong>Teaching:</strong> Highlight how your mentor author stretched out a small moment, rereading that part of the text. Think aloud to the class about how the author might have stretched the moment out. “So let’s think about how he did this. I bet he looked at his sketch and remembered that time, and then he asked himself, ‘What happened exactly, step by step?’”</td>
</tr>
<tr>
<td><strong>Active Engagement:</strong> Recruit students to help construct a detailed story about their arrival at school that morning. Channel them to say aloud what they would write to partners and contribute to a class story. “We need to recall exactly what happened, bit by bit. Turn and talk to your partner. Try to recall the little things that happened this morning.” Bring all the details students have suggested into a brief narrative of the morning, then use this to debrief.</td>
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<tr>
<td><strong>Link:</strong> Reiterate that writers inch through their stories, telling them bit by bit, and then send writers off to write. “Before you work on your own stories, I want to remind you that writers take their time when they write. They inch their stories across the page in itsy-bitsy steps.”</td>
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<th>Work</th>
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<tr>
<td><strong>Conferring and Small Group Work:</strong> You’ll want to make sure that your conferring addresses not just the teaching point from today, but all of the work you have taught thus far to support elaboration in the students’ writing. It is suggested to have a copy or reference available that contains the narrative learning progression to help assess what students need.</td>
</tr>
<tr>
<td><strong>Mid-workshop Teaching:</strong> Students act out and tell bit by bit one part of their story with their partner. Partner 1, touch the page and tell Partner 2 exactly what you were doing and saying and thinking. Partner 2, help your partner go back and write about each small action, filling up lots of lines. Switch.</td>
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<thead>
<tr>
<th>Getting Ready:</th>
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<tbody>
<tr>
<td>• Be prepared to sing “The Itsy-Bitsy Spider” during the connection.</td>
</tr>
<tr>
<td>• “Ways to Bring Stories to Life” chart</td>
</tr>
<tr>
<td>• Mentor Text, Night of the Veggie Monster</td>
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<tr>
<td>• start of a class story</td>
</tr>
<tr>
<td>• Your own not-yet-written story</td>
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<table>
<thead>
<tr>
<th>Anchor Chart:</th>
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</thead>
<tbody>
<tr>
<td>• “Ways to Bring Stories to Life” chart</td>
</tr>
<tr>
<td>1. “Unfreeze” people</td>
</tr>
<tr>
<td>2. Tell small steps</td>
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<tr>
<th>Closing 5 minutes</th>
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<tbody>
<tr>
<td><strong>Share:</strong> Engage students in thinking about how to catch story ideas, saving them for later. “Writers do that. They find stories everywhere in their lives, and hold onto them.” Teacher demonstrates by taking a story out of your pocket (fist tight) and then telling your story by raising one finger for each part of the story and saying all that happened in that part before moving to the next finger. “Now I’ll be ready to write.” Students think of a story, and then tell their story across their fingers to their partners. Suggest to students if they begin a new piece, it might help them to tell the story across their fingers first.</td>
</tr>
</tbody>
</table>
### Bend II: Bringing Small Moment Stories to Life  
#### Session 10: Bringing What’s Inside Out/Making Characters Think and Feel

| **In this session:** You’ll teach students that writers bring their stories to life by making characters think and feel. | **Connection:** Surprise students by getting them to stand up and sing, “If You’re happy and You know it,” using this song to spotlight that people show their feelings through actions. “Today I want to teach you that one way writers bring their stories to life is by including what their characters feel.”

- **Teaching:** Explain that teachers save student writing, especially instances in which writers’ feelings are revealed. Then read aloud a saved piece, asking students to gesture when the feelings are revealed.
- **Active Engagement:** Recruit the students to add feelings to the shared class story. Direct partnerships to turn and talk, saying what they were feeling during the story.
- **Link:** Remind writers that they now have many ways to make their characters come to life, adding today’s new tip onto the anchor chart (#3). “Readers always want to know what characters are thinking and how they are feeling. So today and any day you write, remember to make your people active. Tell us what they are doing, saying, thinking, and feeling.”

<table>
<thead>
<tr>
<th><strong>Minilesson 5-10 minutes</strong></th>
<th><strong>Work</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conferring and Small Group Work:</strong> Today’s session needs to invite students to not just tell, but to show their characters’ feelings. Help them use words to tell and then try to use words to show the “inside” story of the characters.</td>
<td><strong>Mid-workshop Teaching:</strong> Students use their storytelling tools – their fingers – to plan their stories in order to balance making characters move and talk with making them think and feel. As the students plan to write stories, they touch one finger and say all they can about the action and talk in that particular part. “When they want to tell what happened on the inside (think and feel), they slide their finger down in between their storytelling fingers and say what people are thinking or feeling.” Students practice this strategy with their partner.</td>
</tr>
</tbody>
</table>

| **Closing 5 minutes** | **Share:** Teach students a game (unfreezing the statues) to help them review the list of strategies they have learned. Use the magic wand to single to students to name one way they learned to bring stories to life. Once the student names the strategy, he/she shows the group what that strategy looks like. Do have the anchor chart visible. |

### Getting Ready:
- Be prepared to sing, “If You’re Happy and You know it”
- Student’s writing that exemplifies how writers show what they are thinking and feeling.
- Your shared class story from session 8
- A mentor text or your own piece of writing to use when teaching students how to show, not tell, feelings (used during small group)
- “Ways to Bring Stories to Life” chart
- A tool to be used as a magic wand.

### Anchor Chart:
- “Ways to Bring Stories to Life”
  1. “Unfreeze” people
  2. Tell Small Steps
  3. Bring out the inside

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In this session:

**Connection:** Read a few examples of students’ stories. “Today I want to teach you that one way to bring a story to life is to act out what really happened, either with a partner or in your mind, noticing what you need to add.”

**Teaching:** During the demonstration, act out one of your own stories, using gestures and an animated voice to bring out the drama. Ask students to follow along with you, lifting their arms or making a scared face or putting their hands on their hips as you do. As you demonstrate, pause and add something to the story so students have a model of how to revise during this bit of acting.

**Active Engagement:** Students stand up in their rug spots and work with a partner to act out a part of their own stories. Remind them to notice and make a mark on the page when they think they could add something (a bit of dialogue or more action). Listen in as students do this, coaching as needed.

**Link:** Remind students that the work they did with their partner is work they can do on their own, too, now and any time they write. They can act out their writing sitting in their own seats, mentally or physically taking note of what they want to add. Remind students that they are the bosses of their writing and they can decide on their own what needs fixing and which strategies to use to do the fixing.

**Getting Ready:**
- A few student writing pieces.
- One shared class story

**Anchor Chart:**
- “Ways to Bring Stories to Life”
- “How to Write a Story”

**Work:**

**Conferring and Small Group Work:** Coach students to hold a pencil/pen while working with a partner, even when acting out, so they can make changes to their writing at any point. This way, partner time is more than simply taking turns reading to one another. It is a time for partners to help each other revise their writing.

**Mid-workshop Teaching:** Emphasize that this kind of acting can help even when writers are only one page into a story. Acting out their writing will help students see what kind of writer they are and what they need to add to their work to show more action.

**Closing 5 minutes:**

**Share:** Refer to the questions that help writers revise on the process chart (“How to Write a Story”) to remind them of questions partners can ask to help each other revise: Who? Where? When? What? How?
### Bend II: Bringing Small Moment Stories to Life  Session 12: Using Familiar Words to Spell New Words

**In this session:**
You’ll teach students that writers use words they know to spell new and more challenging words.

| Minilesson 5-10 minutes | Connection: | Point out that students can use words they already know to help them spell words they don’t yet know. “Writers, today I want to teach you that when you want to write a words you don’t know how to spell, it helps to find a words you already know that sounds like it. Once you find a word you know with a part that sounds the same as the word you want to spell, you can write that part. Then you only have to figure out the new part of your hard word.

**Teaching:** Show the class how to problem solve an unknown word by making connections to a word they already know using the word wall and rhyme as a strategy to spell a new word (look/took).

**Active Engagement:** Set students up to spell another word using this strategy (lunch/crunch). Students use white boards to practice this strategy (whole dialogue of lesson on pg. 103).

**Link:** Emphasize how this strategy can help writers add to their Small Moment stories. “Today I hope you learned that you can write words you don’t know how to spell by thinking of a word that sounds like the hard word. I’ve added ‘Use words you know’ to our chart of ways to spell words.”

| Work | Conferring and Small Group Work: | Pull together small groups of writers who need support in building and manipulating words. Plan to use conferring time to do some of the work with magnetic letters that you are doing in word study.

**Mid-workshop Teaching:** Students use white boards to practice writing part by part of a word (chunks) rather than letter by letter in words provided from students’ writing (dialogue of lesson on pg. 105). Add ‘write part by part’ to the “Ways to Spell Words” chart.

| Closing 5 minutes | Share: Ask students to solve a word on their own and then share their method with others at their table. Highlight all the ways they have learned to tackle hard words.

| Getting Ready: |
- A story by a student who needs help spelling one or more words similar to those on the word wall
- White boards and markers, to be used during the active engagement, mid-workshop teaching, and share
- Magnetic letters for students to manipulate words during conferring
- “Ways to Spell Words” chart to add during the Link and Mid-Workshop
- “Ways to Bring Stories to Life” chart to review during the Link

**CCSS:**
- W.1.3
- RFS.1.2, RFS.1.3
- SL.1.1
- L.1.1, L.1.2.d,e

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**Bend II: Bringing Small Moment Stories to Life  Session 13: Editing/Capital Letters and End Marks Help Readers**

**In this session:**
You’ll teach students ways to use punctuation to help readers get more out of their stories.

**Minilesson 5-10 minutes**

**Connection:** Students need to be motivated to work hard to edit for their readers. Suggested to use a small story from your life, about someone reading your writing, to explain why conventions matter. Read the story using intonation and dramatic pauses. Reread the same story monotonously and without pause or any inflection. Unveil the story, written out on chart paper with no punctuation. Students read the story with partner and decide what marks they can add. Collect some suggestions and add to the story. “Writers use marks on the page to help their readers read their stories in ways that make them great stories. Writers also use capital letters when they are starting a new part.”

**Teaching:** Decide how much demonstration your students need and demonstrate by thinking aloud as you punctuate your piece of writing.

**Active Engagement:** Ask students to finish punctuating this piece with their partners, testing out their decisions along the way by rereading it. Gather some of their decisions and put them on chart paper.

**Link:** Remind students that writers always use punctuation and conventions to help their readers. Let the students know that at the end of the writing time, they will display their writing for others to read. Let students know that they need to select one piece of writing and use punctuation the best they can to help readers get the most out of the story.

**Getting Ready:**
- A story written on chart paper with no punctuation.
- Narrative Checklist from session 7 – adding 2nd grade goals to checklist

**Work**

**Conferring and Small Group Work:** Help students learn to assess their own writing and make a goal for themselves based on their own writing. “You might do this by demonstrating with a small sample of your own writing, using the Narrative Checklist.” Work with students who need more support understanding how writers use punctuation.

**Mid-workshop Teaching:** Ask students to look over their self-assessment checklist one more time and set a goal for their next piece of writing, perhaps a second grade goal, writing it on a sticky note and saving it in their folders so they can attach it to the new blank pages they use for their writing.

**Closing 5 minutes**

**Share:** Display the students’ piece of writing and invite students to read their own writing or a classmate’s piece of writing aloud for all to appreciate. “The pride and enthusiasm you help them feel today will be transformed into new energy and resilience and stamina for the work of tomorrow.”

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### Bend III: Studying Other Writers’ Craft  Session 14: Studying a Story to learn Ways the Author Makes It Special

#### In this session:
You’ll teach students that writers study other author’s craft, seeing what special things the authors do that they could try in their own writing.

#### Minilesson  5-10 minutes
**Connection:** Talk about people emulating a famous athlete to rally students to understand the value of studying and emulating professionals. “Writers read books written by other authors and say, ‘Oh my goodness! He just did something special in his book that I want to try in my own writing!’ And then they try it.”

**Teaching:** Using the mentor text, demonstrate studying a mentor author, naming specific moves he made that make his Small Moment story so special, and then emulating those moves. “Writers, today we are going to try to answer these questions, ‘What does George McClements do to make Night of the Veggie Monster so special?’ ‘Why did he do this?’ And then tomorrow and in the future writing times we’ll be able to try it in our own writing. This is something writers do all the time – study texts closely to learn from the ways other writers have written and eventually try what they’ve learned in their own writing!” Use and complete the anchor chart (dialogue of the lesson pg. 118). Debrief. Name what you have demonstrated in a way that is transferable to other texts and other days.

**Active Engagement:** Read aloud the anchor text from beginning to end, emphasizing the bold and all-caps words, the ellipses, and the action. Use the sticky notes to put on the parts of the text where the students notice the mentor author doing something special. Add to anchor chart if needed. Debrief, reminding writers to transfer what they have learned to their own writing.

**Link:** “Today, and every day, you can look to your favorite books for special things to try in your own writing. Take a minute and plan what you will work on today. You might start a new story or continue with one you’ve been working on. You might want to study a mentor text, finding craft moves you want to try out in your own writing.”

#### Work
**Conferring and Small Group Work:** Students will study mentor texts and give more thought to their audience and purpose for writing. You’ll want to ask the question, “What are you working on as a writer?” Students need to be aware of their audience and their purpose for writing as they answer the question.

**Mid-workshop Teaching:** Find another writing move to emulate (dialogue of lesson pg. 121).

#### Closing 5 minutes
**Share:** Students notice craft moves in their own writing. Ask the class to function as a student’s partner. Ask students to listen and look at the piece, raising a finger each time they notice a craft move they could try too. End by asking the students to turn and talk, doing this work now independently.

#### Getting Ready:
- Mentor Text, Night of the Veggie Monster
- Small stickers to be used to mark places in the text
- “Learning Craft Moves from a Mentor Author” chart
- A student’s piece of writing to study the craft moves used

#### Anchor Chart:
- “Learning Craft Moves from a Mentor Author”

**What did George McClements do?**
Why did he do this?
(complete example on pg. 120)

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**Unit #1**
**Grade 1**

Small Moments: Writing with Focus, Details, and Dialogue; NARRATIVE

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## Bend III: Studying Other Writer’s Craft  
### Session 15: Trying Out a Craft Move from a Mentor Text/Writing with Exact Actions

| **In this session:** | **Connection:** Help students remember all they’ve learned in the unit that can help them bring their stories to life. “Today I want to teach you that when writers want to make their stories really special they can turn to craft moves they’ve learned from studying mentor authors. One craft move writers use is telling the exact actions people do.”  
**Teaching:** Highlight the craft move you want students to notice in the mentor text, emphasizing the purpose for this technique. In this case, point out that exact action words help readers envision the story to make it come alive. Demonstrate using small, exact action words in a shared class story. Only complete the beginning of the story during the demonstration. Debrief, reminding writers of the purpose of the day’s teaching point.  
**Active Engagement:** Have students turn and talk to help you continue to write the shared class story, using small, exact action words.  
**Link:** Suggest that students try out this craft move today (and any other time) in their own writing.  
**CCSS:** W.1.3, W.1.5, RL.1.1, RL.1.4, SL.1.1, L.1.1, L.1.2, L.1.5.d  
**Minilesson 5-10 minutes** | **Getting Ready:**  
- Mentor Text, *Night of the Veggie Monster*, enlarged or displayed, to study as a class  
- “Learning Craft Moves from a Mentor Author” chart  
- A 3-page booklet with sketches of a shared class experience  
- Writing partners should sit next to each other for writing time  
**Work**  
**Conferring and Small Group Work:** Coach students in using exact action words in their writing.  
**Mid-workshop Teaching:** “Writers, it is challenging and fun work to write not just what you did, but the exact actions you did. Partners are the best tool for doing this well, and that is why you are sitting next to each other as you write. Partner 1, first tell your partner your story across your fingers. Partner 2, see if you can picture your partner’s story in your mind. If there is action you can’t picture, tell your partner where adding exact action words might help. Reread using the exact action words.”  
**Closing 5 minutes** | **Anchor Chart:**  
- “Learning Craft Moves from a Mentor Author” chart

| **Closing 5 minutes** | **Share:** Remind students that they can read a mentor text and think, “I could try that in my writing.” Offer up an example of a student who has done that. Share one partnership’s thinking with the class. Have students look over their writing they did today and see if there is a spot/place where they want to build excitement and could add ellipses. Students talk with partners about what they discovered. |
### Bend III: Studying Other Writers’ Craft  
**Session 16: Trying Out a Craft Move from a Mentor Text/Writing with Pop-Out Words**

#### In this session:
You'll teach students that once writers have discovered a craft move to emulate, they try it out in their own writing. In this case, they could try giving their readers clues about how to read their story, including writing words bigger and bolder for emphasis.

| Minilesson 5-10 minutes | Connection: Remind students of the ways the mentor author brings his text to life. “Today I am going to remind you that writers don’t just notice moves other writers use, they try them! For example, we found that writers make some words big, bold, and different shapes to show these words are important to the story and should be read in a strong voice. Since we noticed that, let’s try that in our own writing.”  
**Teaching:** Research the mentor text, discussing the reason why the author would use this craft move. Reread the mentor text pointing out that the big, bold words are called pop-out words. Emphasize the bold words with a strong, dramatic voice. “Talk to someone next to you about how the big, bold words help us understand and read the story.” Add to the anchor chart. Reread your shared class story, demonstrating how to revise for big and bold words (dialogue of lesson on pg. 134). Debrief.  
**Active Engagement:** Ask students to take a finished piece from their folders, reread it, and then revise it with pop-out words.  
**Link:** Remind students that they can use the craft moves they have discovered, including big and bold words, in their writing when they write and also revise. Then send them off to write.  
| Getting Ready:  
- Mentor Text, Night of the Veggie Monster, or whatever text you’ve selected  
- “Learning Craft Moves from a Mentor Author”  
- Students’ writing folders and pencils for the minilesson  
- A student’s piece with pop-out words to demonstrate reading with expression  
- A shared class story  
| Anchor Chart:  
- “Learning Craft Moves from a Mentor Author” chart (add: Wrote some words that pop out) |

#### Work

**Conferring and Small Group Work:** Ensure students understand they can incorporate the learned moves into planning, drafting, revising, and even editing. Work with students who need help rehearsing their stories. Coach them as they touch and tell their stories across pages or across their fingers.

**Mid-workshop Teaching:** Refer to mentor text to show students how writers draw their letters to show us what words mean (complete dialogue on pg. 136).

| Closing 5 minutes | Share: Tell students that writers act like readers, using their voice to show how the words are written and to show feelings. Read aloud a student’s piece to demonstrate reading with expression. Channel students to reread their stories to their partners, practicing reading with expression. |

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**Unit #1 Grade 1**

Small Moments: Writing with Focus, Details, and Dialogue; NARRATIVE

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### Bend III: Studying Others Writers' Craft  
**Session 17: Turning to Other Mentor Texts**

<table>
<thead>
<tr>
<th>In this session:</th>
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<tbody>
<tr>
<td>You'll teach students how to find their own mentor authors, study what the author has done, and try to use the craft moves they notice.</td>
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<tr>
<th>Minilesson 5-10 minutes</th>
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<tbody>
<tr>
<td><strong>Connection:</strong> Remind students of the craft moves they learned from George McClements. Get students excited about investigating the writing of a new author. “Today I want to teach you that writers study the books they love to find new tricks or craft moves for writing well. Writers ask yourself, ‘What does this special author do in his or her writing that I could try?’”</td>
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<td><strong>Teaching:</strong> You might want to read a book you love aloud and use Post-its to mark features of the text that stand out. You might want to think aloud each time you tag a craft move. Move through the questions you used on your craft charts. You can then ask partners to turn and talk about another feature they notice in the story. Remind students that they can learn a lot about writing from the books they love.</td>
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<tr>
<td><strong>Active Engagement:</strong> Students work with partners to read stories aloud and talk about the things they like or the things that stand out. Students flag text that interest them and explain what they have noticed on Post-its.</td>
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<tr>
<td><strong>Link:</strong> Mention some of the writing options to students before they begin writing: “Go back to a piece and try to use the craft moves you noticed in a new mentor text” or “Start a new piece and try to use one of the new craft moves you noticed in a new mentor text as you write.”</td>
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<tr>
<th>Work</th>
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<tr>
<td><strong>Conferring and Small Group Work:</strong> Convene all the writers who are having trouble finding a mentor text to learn from. Help them choose authors they admire and books they love by asking them to think of one book or one author from their book “baggies” or classroom that they have recently read.</td>
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<td><strong>Mid-workshop Teaching:</strong> Plan on reprising an individual conference you have had for the benefit of the whole group. For example, you might praise a writer for writing with his mentor text open beside him, encouraging the other students to consider this strategy.</td>
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<tr>
<th>Closing 5 minutes</th>
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<tr>
<td><strong>Share:</strong> Since this is the last session in the bend, share time should serve as a celebration of “look at all I have learned from George and all these other authors!” Make sure students pause for a moment to look back on all they have accomplished so far as narrative writers.</td>
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<tr>
<th>Getting Ready:</th>
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<tbody>
<tr>
<td><strong>Books you believe will be helpful mentor texts:</strong></td>
</tr>
<tr>
<td>1. Texts written in such a way students will notice and want to emulate</td>
</tr>
<tr>
<td>2. Texts with obvious features</td>
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</table>

**CCSS:**  
W.1.3  
RL.1.1, RL.1.4  
SL.1.1  
L.1.1, L.1.2

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Unit #1  
Grade 1  
Small Moments: Writing with Focus, Details, and Dialogue; NARRATIVE

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<table>
<thead>
<tr>
<th>Session 18: Using All We Know to Revise</th>
<th>Getting Ready:</th>
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<tbody>
<tr>
<td><strong>In this session:</strong> You’ll teach students that writers fix up and publish pieces that they especially love.</td>
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<td><strong>Minilesson 5-10 minutes</strong></td>
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<td><strong>Connection:</strong> Use a comparison, such as writers to bakers, to teach students that writers need to make sure their work is just right to share it with the world. “It is the same thing with writing. Today I want to teach you that writers get ready to publish a story by first choosing one that they want to share. Then they revise it using all they know.”</td>
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<td><strong>Teaching:</strong> Demonstrate how you choose a piece of writing to revise by finding one you love from your writing folder.</td>
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<td><strong>Active Engagement:</strong> Give students an opportunity to choose a piece to publish, reminding them that writers choose the piece that is really important to them. “When you find one you love and want to share, close your folder and put it on top. Put a sticker on it so we know that this is the one you will be publishing. Show students how you reread a piece, checking that it makes sense and incorporates craft (complete dialogue of lesson on pgs. 146-148). Use the anchor charts as you teach. Set students up to reread the stories they selected and look for places to revise.</td>
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<td><strong>Link:</strong> Send students off to continue revising their stories, reminding them of all the classroom charts and scaffolds they can use for support.</td>
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<tr>
<td><strong>Work</strong></td>
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<tr>
<td><strong>Conferring and Small Group Work:</strong> Many writers will revise by adding words and sentences, but some may need support in deleting parts if they repeated words or even sentences. Encourage writers to cross out rather than erase. Encourage the use of the revision strips in order to add words.</td>
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<td><strong>Mid-workshop Teaching:</strong> Students reread their stories and when they come to the most important part, they put a star next to it. They read their stories to each other in order to add details to the most important part. Questions they might think about, “What do I want to know more about? What is missing from this story?” Writers use revision strips or another page to add words if space is needed.</td>
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<tr>
<td><strong>Closing 5 minutes</strong></td>
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<tr>
<td><strong>Share:</strong> Ask writers to share their stories with their partners, showing their partners where they have revised their writing to make it even better. Ask writers to consider one more revision they can make.</td>
<td></td>
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<tr>
<td><strong>CCSS:</strong> W.1.3, W.1.5 RFS.1.1, RFS.1.4 SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.5 L.1.1, L.1.2</td>
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**Anchor Chart:**
- “Ways to Bring Stories to Life” chart
- “Learning Craft Moves from a Mentor Author” chart

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**Bend IV: Fixing and Fancying Up Our Best Work  Session 19: Editing with a Checklist**

**In this session:**
You’ll teach students that writers reread their writing using an editing checklist.

**Connection:** Use a metaphor to remind students that their writing should be easy to read. “You don’t want readers to say, ‘This is too hard to read.’ Today I am going to teach you that when writers are ready to publish, they make sure their writing is easy to read. One way they do this is to use an editing checklist that reminds them of all that they know about helping readers read their stories.”

**Teaching:** “When you go back and fix your writing to make it easy to read, it is called editing.” Explain that you have a first grade friend who needs help editing a piece she is getting ready to publish. Demonstrate editing the mystery piece using an editing checklist (kid friendly checklist on pg. 152). A template of the Editing Checklist is available on the CD-ROM. Debrief, reminding students of the steps to use for the editing checklist.

**Active Engagement:** Recruit students to begin editing the first page of their own selected stories, using the checklist. Students begin editing the first page of their story. Pass out editing checklist and students go down the checklist, starting at number 1.

**Link:** Tell students to use the editing checklist to get their stories ready to publish. Remind them to use spelling and ending punctuation strategies also to edit future pieces.

**Minilesson 5-10 minutes**

**Work**

**Conferring and Small Group Work:** Support writers who need help with specific aspects of using language conventions and spelling.

**Mid-workshop Teaching:** “I’m going to show you a trick writers use to figure out how a word is spelled. Writers can look at the word and then take out a piece of paper or a white board and try to write the word different ways until it looks right. Write it a few ways and then circle the one that looks right and fix it in your story.”

**Closing 5 minutes**

**Share:** Ask students to help their partners by rereading their stories and saying what can be fixed up. Students read each other’s stories and go down the checklist to see if there is anything else to change. Students make corrections if their partners find something that needs fixing.

**Getting Ready:**
- An anonymous student’s story that needs to be edited.
- Editing Checklist, prewritten
- Students’ selected pieces to publish and pencils, to be brought to the meeting area
- Small copies of the Editing Checklist, enough for each student to have one per page of their book
- Tape for attaching editing checklists to the back of each student’s page

**Anchor Chart:**
none needed
**Session 20: Making Books Ready for the Library**

**In this session:**
You’ll teach students that writers get their books ready to publish by including a title, detailed pictures, and a cover.

**Connection:** Tell students that their books are almost ready to publish, but still need finishing touches. “Today I want to teach you that writers put a lot of finishing touches on their books so that these are ready to go in the library for others to read. If writers aren’t sure what to do, they can look at a mentor text.”

**Teaching:** Set writers up to investigate the cover of the mentor text, guessing how the author created it and discussing what they see on the cover that needs to be added to their cover of their stories. Debrief. Restate what the students figured out the author did to create the title and the pictures for the mentor story.

**Active Engagement:** Send students off to try this in their own books, reminding them to use what they have learned from the mentor text, in this case to write a title that tells what their whole story is about and to draw a picture that entices. Set students up to investigate the illustrations of the mentor text, naming what the author has done.

**Link:** Debrief. Restate what the students discovered that the illustrator did that they could try too.

**Getting Ready:**
- Students’ selected pieces to publish and a pencil, to be brought to the meeting area
- A blank page for each student to make a cover page
- A piece of paper with a few empty lines in the middle of the page for the back-of-book blurb
- An empty basket labeled “Our Small Moments” placed in the classroom library

**CCSS:**
W.1.3, W.1.5, W.1.6, RFS.1.1, RFS.1.4, SL.1.1, SL.1.5, L.1.1, L.1.2

**Minilesson**
5-10 minutes

**Work**
Conferring and Small Group Work: Today’s publication work connects to the comprehension work being done with students during reading time. Being able to determine the main topic of a book, retell, and creating a title requires students to use these reading skills. Work with students whose title didn’t quite match what the story really was all about.

**Mid-workshop Teaching:** “Writers, I want to teach you something else that writers do to get their books ready for publication. They write back-of-the-book blurbs to grab the reader’s interest and tell what their book is about.”

**Closing 5 minutes**
Share: Teach students that writers practice reading their stories aloud, focusing on expression. Demonstrate with your selected piece. Tell partnerships to take turns reading their stories aloud, using their best storytelling voices.

**Anchor Chart:** none needed

**Unit #1 Grade 1**
Small Moments: Writing with Focus, Details, and Dialogue; NARRATIVE

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### Bend IV: Fixing and Fancying Up Our Best Work  
#### Session 21: A Celebration

<table>
<thead>
<tr>
<th>In this session: You’ll celebrate the students’ published work.</th>
<th>Getting Ready:</th>
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<tbody>
<tr>
<td><strong>Before the celebration</strong></td>
<td>- You’ll want to make plans for how the writing will be displayed</td>
</tr>
<tr>
<td>Decorate the classroom to convey a sense of excitement and importance for the writing celebration. Have a chart for small groups visible on chart paper. Have students’ published piece of writing, organized by assigned group and ready to be disbursed to the authors.</td>
<td>- You’ll want to decorate the classroom to convey a sense of excitement and importance for the writing celebration.</td>
</tr>
<tr>
<td><strong>The celebration</strong></td>
<td>- You’ll want to have an empty library basket labeled “Our Small Moment Stories” in the library area.</td>
</tr>
<tr>
<td>“Writers, welcome to our writing celebration! I know we have been preparing for this special day, making our books for the library. Finally, all that hard work is going to be celebrated as you share your special books with each other and place them in the new classroom library basket.” “We will have time to share in small author circles. You will each get a turn to read your story to the group of authors sitting around you.</td>
<td>- You’ll need each child’s published piece of writing.</td>
</tr>
<tr>
<td><strong>After the celebration</strong></td>
<td>- You’ll want to make sure the day has a special feel from the moment the students walk in the room.</td>
</tr>
<tr>
<td>After students have finished reading their pieces, you will want to reconvene the whole class so that the ceremony of placing the books in the classroom library can begin. Students get a chance to stand in front of the class, announce the book they published, and celebrate what they are most proud of as a writer, and place the book in the basket labeled “Our Small Moment Stories” to a big applause.</td>
<td>- You’ll want to assign each student to a small group.</td>
</tr>
</tbody>
</table>

**CCSS:**  
- W.1.3, R.FS.1.4.b  
- SL.1.1, L.1.6  

**Anchor Chart:**

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