

**Assignment 3: Teaching Writing in a Responsive Way**

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**Oakley Park Elementary School, Walled Lake Consolidated Schools**

**Start Date of Literacy GLT: 10/22/18**

## Writing Sequence Components

### 1. Purpose and Audience:

The overall purpose of the writing sequence is so students can dig deeper into writing small moment stories. They have already been learning about writing small moment stories, so now we will be adding to what they have already learned, to make their small moment stories more lively and interesting. We are focusing on teaching students the same topic over two days, so students can focus on the writing topic we are teaching them for a few days before we teach them something new. Students are engaging in this project to learn how to add details to their small moment story, writing their small moment story in smaller steps, and learning how to spell new words in their small moment story using words they already know.

### 2. Genre and Mentor Texts:

All of my mentor texts I am using over this ten-day period are fiction picture books. The key features of the genre I hope to emphasize is the dialogue, the active language that shows motion and excitement, the illustrations, and the words the author uses that can be made into new words. Below is why I am using each mentor text to teach the specific writing topic:

- I will use *The Chocolate Covered Cookie Tantrum* By: Deborah Blumenthal to teach students how to unfreeze the characters by using lively dialogue, punctuation, and illustration.
- I will use an underdeveloped story I've written to review how to unfreeze the characters by using lively dialogue, punctuation, and illustration. I will have students give suggestions on what I can add to unfreeze my characters.

- I will use *Night of the Veggie Monster* By: George McMclements to teach students how to write their story in itsy bitsy steps.
- I will use student writing samples that include feelings to teach students how to write how their characters think and feel.
- I will use *Kitchen Dance* By: Maurie J. Manning to teach students how they can tell how their characters think and feel not only in their writing but also in their illustrations.
- I will use student writing samples with lively dialogue and precise actions, thinking, and feeling to teach students how they can add drama to their stories.
- I will use *Shortcut* By: Donald Crews to show how students can add drama to their stories.
- I will use *Those Shoes* By: MariBeth Boelts to teach students how they can use familiar words to spell new words in their writing.

### 3. Writing Sequence Goals

<b>Grade 1 Goals</b>
<b>Goal 1:</b> Students will write a small moment story that is written in itsy bitsy steps.
<b>Goal 2:</b> Students will provide details in their story about their characters using dialogue, feelings, action, or thinking that brings the characters to life.

**Goal 3:** Students will communicate their ideas

in writing using a conventional spelling for words with common spelling patterns and frequently occurring irregular words.

4. **Success criteria:**

<p><b>DEFINE ASSIGNMENT CRITERIA</b></p>	<p><b>Exceeds Target</b></p>	<p><b>Meets Target</b></p>	<p><b>Needs Support</b></p>
<p><b>Unfreezing Characters</b></p>	<p>Student writes their small moment story using dialogue, action, and illustrations to unfreeze their characters.</p>	<p>Student writes their small moment story using dialogue to unfreeze their characters.</p>	<p>Student writes their small moment story using no dialogue to unfreeze their characters.</p>
<p><b>Writing Story in Itsy-Bitsy Steps</b></p>	<p>Student writes their small moment story using itsy bitsy steps, and can add detail in each step.</p>	<p>Student writes their small moment story using itsy bitsy steps.</p>	<p>Student writes their small moment story in big steps, jumping from one thing to another.</p>

<b>Making the characters think and feel</b>	Student writes their small moment story using by explaining how their characters think and feel using a variety of descriptive language. Student uses illustrations to show how the characters think and feel.	Student writes their small moment story using by explaining how their characters think and feel.	Student writes their small moment story without writing how the characters think and feel.
<b>Using Drama to bring story to life</b>	Student can do back to their story and add detail that is lively, using more then one of the following: dialogue, precise action, thinking, or feeling.	Student can do back to their story and add detail that is lively, using one of the following: dialogue, precise action, thinking, or feeling.	Student writes their small moment story without any dialogue or has dialogue that unlively.
<b>Use familiar words to spell new words in my writing.</b>	Student uses words they know to make/spell new, more	Student uses words they know to	Student raises hand to get help on how to spell words. Student

	challenging words in their story.	make/spell new words in their story	misspells word wall words.
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5. **Rationale:**

**Goal 1:** Students will write a small moment story that is written in itsy bitsy steps.

This goal is responsive to my students' learning needs/interests because they are writing small moment stories and need to be able to write stories in small steps rather than jumping from one event to the next. Students have been learning about how a small moment is a tiny seed idea and a big moment is a watermelon idea. Now that students have learned that they are writing small seed moment ideas, they will be learning how to take that small seed and break it down to even smaller events and write about this in itsy bitsy steps. This is important because many of my first grade students are writing about a small moment, but aren't quite writing it in small steps yet. Using a mentor text that shows how a story is written in itsy bitsy steps will hopefully show students how you can write your seed moment in even smaller steps.

**Goal 2:** Students will provide details in their story about their characters using dialogue, feelings, action, or thinking that brings the characters to life.

This goal is responsive to my students' learning needs/interests because they are writing small moment stories but in a way that is very basic and without detail. Students need to be able to tell their story in more details, bringing their characters to life in a variety of ways. Learning this content is important for them because they learn so much about detail

and illustration during language workshop, it will be important for them to begin learning how to use these concepts in their own writing.

**Goal 3:** Students will communicate their ideas in writing using a conventional spelling for words with common spelling patterns and frequently occurring irregular words.

This goal is responsive to my students' learning needs/interests because they are writing small moment stories, and can often get stuck and raise their hand to have us help them spell a word. I will also see students sit at their desks and stare at their paper because they don't know how to spell a word. Teaching students techniques such as these are so important because it will help them get passed not knowing how to spell a word, and they can use it to help them spell and eventually write more. This is important because it will not only help them with spelling words in their own writing, but it will also help them in reading as well.

6. **Common Core State Standards:**

CCSS.ELA-LITERACY.W.1.3

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

7. **Differentiated Instruction:**

**Struggling Students:**

For students that are struggling I plan on myself or my mentor teacher conferencing with them one-on-one to give them more support in the specific area they need. I will give

students a sticky note on their story to remind them of tips they can refer to if they need more support.

**Students that finish quick:**

For students that finish quick I will have them look at mentor texts that use the writing craft we are focusing on for the day, and asking them if they can add any new details to their writing. I would also give them the option to share their writing to another quick finisher, and have them explain the writing craft they used. They can then help each other to see if there is more they can add to make their small moment story even better with more detail. They can also add details to their illustrations.



**10 Day Lesson Plan Template**

<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>Date:</b> 10/22	<b>Date:</b> 10/24	<b>Date:</b> 10/25	<b>Date:</b> 10/26	<b>Date:</b> 10/29
<b>Daily Objective:</b> Bringing Small Moment Stories to Life	<b>Daily Objective:</b> Bringing Small Moment Stories to Life	<b>Daily Objective:</b> Bringing Small Moment Stories to Life	<b>Daily Objective:</b> Bringing Small Moment Stories to Life	<b>Daily Objective:</b> Bringing Small Moment Stories to Life
<b>Mini-Lesson Focus:</b> I can unfreeze my characters in my writing.	<b>Mini-Lesson Focus:</b> I can unfreeze my characters in my writing.	<b>Mini-Lesson Focus:</b> I can tell my story in itsy-bitsy steps.	<b>Mini-Lesson Focus:</b> I can tell my story in itsy-bitsy steps.	<b>Mini-Lesson Focus:</b> I can make my characters think and feel.
<b>Mentor Text:</b> <i>The Chocolate-Covered-Cookie Tantrum</i>	<b>Mentor Text:</b> Show underdeveloped story I've written	<b>Mentor Text:</b> -Sing "Itsy-Bitsy Spider!" - <i>Night of the Veggie Monster</i>	<b>Mentor Text:</b> - <i>Night of the Veggie Monster</i>	<b>Mentor Text:</b> -Sing "If you're Happy and you Know it!" -Student Writing with feelings.
<b>Instruction: I Do:</b> -"Today we are starting new small moment stories. We have already learned how to hook our reader! Today we are going to start our new small moment stories with a hook, and unfreeze our characters in our opening!" -First review how to hook a	<b>Instruction: I Do:</b> -"Today we are going to be working on unfreezing our characters again!" -Show students an underdeveloped story I have written containing little or no action or dialogue. After reading it, explain that after reading it, I have	<b>Instruction: I Do:</b> -Play the "Itsy Bitsy Spider" on youtube: <a href="https://www.youtube.com/watch?v=w_lCi8U49mY">https://www.youtube.com/watch?v=w_lCi8U49mY</a> -"Writers bring their stories to life by unfolding the action bit by bit! Today I want to teach you that good stories are a lot like a spider. They take small steps. When writers want to	<b>Instruction: I Do:</b> -"Today we are going to be writing our small moments in itsy bitsy steps again!" -Review/reread itsy bitsy step small moment of the boy eating the pea from the <i>Night of the Veggie Monster</i> and what we talked about the day before. <b>We Do:</b>	<b>Instruction: I Do:</b> -Play "If You're Happy and You Know It!" on youtube: <a href="https://www.youtube.com/watch?v=13wd8KvOt58">https://www.youtube.com/watch?v=13wd8KvOt58</a> - Ask students "How do you feel?" - "You look happy to me! I see it on your faces and I felt it in your singing and in your clapping, and

<p>reader using the anchor chart.</p> <p>-“Writers bring their stories to life by making their characters move and speak! Today I want to teach you that just like writers, you can make your stories come to life. You can unfreeze the people in your stories by making them move and talk. We are going to try and unfreeze our characters in our hook!”</p> <p>-Read <i>Chocolate Covered Cookie Tantrum</i></p> <p><b>We Do:</b></p> <p>-Stop at pages of the book where there is lively dialogue and have conversations with students about what they notice. Discuss exclamation points, capitals letters, illustrations with action, action words, etc.</p> <p><b>You Do:</b></p> <p>-Have students go back to their seats and practice</p>	<p>realized my characters were “frozen.”</p> <p>- “Today I am going to teach you how you can make your characters move and talk!”</p> <p><b>We Do:</b></p> <p>-Read part of the underdeveloped story again: “I heard the fire bell. I lined up with the class. We walked down the hallway.”</p> <p>-”Now lets see if we can bring this fire drill story to life! Let’s unfreeze the people. There’s no talking or movement at all! How can we fix this and make it sound more interesting for my readers?”</p> <p>-”I didn’t just hear the bell. I was scared and surprised by it! It was loud and made me jump. I have to add that to my story! I am going to revise my story and unfreeze my characters!”</p> <p>“CLANG, CLANG,</p>	<p>write stories that come to life on the page, they tell their stories in small steps, bit by bit. Writers think about the main thing they did, and then ask themselves ‘What exactly happened, step by step, bit by bit.’”</p> <p>-Read <i>Night of the Veggie Monster</i></p> <p><b>We Do:</b></p> <p>-Highlight how the author stretched out a small moment, rereading this part of the text.</p> <p>- “Remember when the little boy freaked out when he had to eat his vegetables? I am going to read this part again and I want you to notice how long the author makes this one small seed moment last. How slooooooowly he stretches it out.”</p> <p>With just the slightest touch... it begins. My fingers become</p>	<p>-Students help construct a detailed story about their arrival at school.</p> <p>-Call on a student to share about when they walked into school.</p> <p>-Show students how you can stretch out their small moment walking into school, by explaining to students we can share what we saw.</p> <p>-If a student said, “I walked into the school and to Mrs. Rozman’s classroom.” ask what did you see? Or who did you see?</p> <p>-They might say Mrs. Froning or Mrs. Clark, a friend, a new picture on the wall. “What did it look like?”</p> <p>-Ask students to elaborate and show how to write the small moment one step at a time with detail. Remind them to tell the story bit by bit.</p>	<p>you know what? I can tell what you feel by listening to the things you say and watching what you do. That’s really what that song is about.”</p> <p>- “ We could add in a new verse. If you’re angry and you know it and you really want to show it... Do what?” Kick the ground or yell at someone.</p> <p>- “Today I want to teach you that one way writers bring their stories to life is by including what their characters feel and think!”</p> <p><b>We Do:</b></p> <p>- “I am going to read you a students’ writing, and I want you to listen to them tell us their feelings.</p> <p>-Project student writing on the overhead and read.</p> <p>- “As I read, I want you to act out what the character is feeling! So if I say the character is excited what</p>
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<p>unfreezing their characters in their hook, with dialogue and illustrations showing action.</p> <p>-Let writers show a partner when someone is talking in their story. Encourage students to add quotation marks and read their dialogue with expression.</p> <p>-Call on a few students to share their work. Pick students that use the writing craft thoughtfully and can explain it.</p>	<p>CLANG went the bell. I JUMPED. I looked up at the flashing light in the classroom. “What is going on?” I thought. -“Thumbs up if you think that sounds more exciting, then I heard the fire bell.”</p> <p>- “Now, as soon as I heard the bell, was the classroom silent? No! I heard Mrs. Rozman tell us to line up! I should probably ass that!”</p> <p>“CLANG, CLANG, CLANG went the bell. I JUMPED. I looked up at the flashing light in the classroom. “What is going on?” I thought. “Everyone, quickly line up at the door!” Mrs. Rozman called out.</p> <p>- “Will you help me with the rest of my story now? How did we move down the hall? Where did</p>	<p>all wiggly. As the peas rests in my mouth, my eyes begin to WATER. My toes twist and curl up in my shoes. I SQUIRM in my seat, I try to keep control but the pea is too strong. I start to transform into... a VEGGIE MONSTER! Ready to smash the chairs! Ready to tip the table! Ready to... GULP! I swallowed the pea. I actually swallowed the pea. It tasted all right, really.</p> <p>- “Wow that was a lot of build up to just eat ONE pea! The author COULD have written ‘I did not want to eat the pea, but I did and it tasted ok.’ But instead he wrote it bit-by-bit in small steps!”</p> <p>- “The author asked himself what exactly happened!”</p> <p>-Add to Anchor Chart: Ways to</p>	<p>-Call on students to help add ideas to the story by unfreezing the characters with dialogue and motion. “What do you think that looks like? What did you hear?” Allow students to turn and talk about details we could add, before calling on specific students.</p> <p>-Stretch the sentences out, and explain that even if your small moment was 1 minute walking into school, we can tell the story over lots of pages and with lots of details!</p> <p><b><u>You Do</u></b></p> <p>-Have students go back to their seat and work on adding to their story focusing on telling their small moment in itsy bitsy steps.</p> <p>-Let writers show a partner how they told a part of their story in itsy-bitsy steps.</p> <p>-Call on a few students to share</p>	<p>could you do? Jump up and down!”</p> <p>-Have a student come up and underline on the smart board what the character is feeling. “I saw that lots of you were smiling! Why were you smiling?”</p> <p>Because the character was happy.</p> <p>-Repeat this process with 2-3 writing samples.</p> <p>-Add to Anchor Chart: Ways to Bring Stories to Life (Making our characters think-light bulb and feel-heart).</p> <p><b><u>You Do</u></b></p> <p>-Have students go back to their seat and work on adding to their story focusing on adding thinking and feeling to their characters.</p> <p>-Let writers show a partner how they added their characters feelings and thoughts to their small moment story.</p>
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	<p>we go? What was it like?”          -Finish writing the story as a class. Reread the original story and the new story.          -Writers, do you see how adding in the things we did and said brought this story to life? Now if anyone wanted to read our story about the fire drill, they would be able to paint a picture in their mind of what it was like!”          -Introduce Anchor Chart: Ways to Bring Stories to Life (“unfreeze people” making them move and talk)  <u><b>You Do:</b></u>          -Have students go back to their seats and practice unfreezing their characters with dialogue and illustrations showing movement.          -Let writers show a partner when someone is talking in their story. Encourage students to add</p>	<p>Bring Stories to Life (Tell small, itsy-bitsy steps).  <u><b>You Do:</b></u>          -Have students go back to their seat and work on adding to their story focusing on telling their small moment in itsy bitsy steps.          -Let writers show a partner how they told a part of their story in itsy-bitsy steps.          -Call on a few students to share their work. Pick students that use the writing craft thoughtfully and can explain it.</p>	<p>their work. Pick students that use the writing craft thoughtfully and can explain it.</p> <p><b>Changes:</b>          Because students had a difficult time implementing itsy-bitsy steps into their own writing, my mentor teacher and I decided to act out a small action, and have students explain in itsy-bitsy steps what is going on to help me create a story. My mentor teacher stood at the front of the room, unzipped a students backpack and dropped a folder. We showed students how they could write a story with just this one small moment in itsy bitsy steps:          “Zip, zip, zip... The zipper moves fast like a rollercoaster. In my head I’m thinking ‘I hope I don’t get my finger caught in</p>	<p>-Call on a few students to share their work. Pick students that use the writing craft thoughtfully and can explain it.</p>
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	<p>quotation marks and read their dialogue with expression.                  -Call on a few students to share their work. Pick students that use the writing craft thoughtfully and can explain it.</p>		<p>the sharp shark teeth.’ Then I slowly reach in to pull out my Oakley Planner at my seat. I pull slowly and slowly and slowly until... PLOP! I dropped it on the floor. ‘Oh NO!’ I said.”</p> <p>While writing this story with students we prompted them by saying “look at what her hands are doing” and asked them questions like “What came next or after?”</p>	
<p><b><u>Planning for Conferring:</u></b>                  -AS                  -LC                  -AA</p>	<p><b><u>Planning for Conferring:</u></b>                  -LM                  -AO                  -LW                  -ZG</p>	<p><b><u>Planning for Conferring:</u></b>                  -LA                  -LL                  -BR                  -HK</p>	<p><b><u>Planning for Conferring:</u></b>                  -LW                  -SW                  -SR                  -EC</p>	<p><b><u>Planning for Conferring:</u></b>                  -TH                  -CR                  -MS</p>
<p><b><u>Assessment:</u></b>                  -Students can recognize in the text how characters are unfreezing in the book and then can use what they learned to apply to their own writing.</p>	<p><b><u>Assessment:</u></b>                  -Students help me unfreeze my characters in my story and then can use what they learned from both days to apply to their own writing.                  -Look at students’ small</p>	<p><b><u>Assessment:</u></b>                  -Students can recognize in the text how the author stretched out his story and then can use what they learned to apply to their own writing.</p>	<p><b><u>Assessment:</u></b>                  -Students can help me write a detailed story from knowledge they learned about writing a story in itsy bitsy steps from the day before. They can then use what they</p>	<p><b><u>Assessment:</u></b>                  -Students can recognize feelings that authors use and the different ways authors use them.                  -Students can act out the feelings they hear.</p>

<p>-Look at students' small moment stories and see if they understand the objective above and applied it to their own writing.</p>	<p>moment stories and see if they understand the objective above and applied it to their own writing.</p>	<p>-Look at students' small moment stories and see if they understand the objective above and applied it to their own writing.</p>	<p>learned from both days to apply to their own writing. -Look at students' small moment stories and see if they understand the objective above and applied it to their own writing.</p>	<p>-Look at the students' small moment stories and see if they understand the objective above and applied it to their own writing.</p>
<p><b><u>Teaching Notes:</u></b> -Need <i>Chocolate Covered Cookie Tantrum</i></p>	<p><b><u>Teaching Notes:</u></b> -Review <i>Chocolate Covered Cookie Tantrum</i> -Need underdeveloped story that I've written</p>	<p><b><u>Teaching Notes:</u></b> -Need <i>Night of the Veggie Monster</i> -Itsy-Bitsy Spider youtube video.</p>	<p><b><u>Teaching Notes:</u></b> -Review <i>Night of the Veggie Monster</i> -Need empty book to write in story.</p>	<p><b><u>Teaching Notes:</u></b> -Need student writing with feelings. -Happy and you know it youtube video.</p>
<p><b><u>Resources:</u></b> -Lessons Adapted from: Calkins, Lucy, et al. <i>Small Moments: Writing with Focus, Detail, and Dialogue</i>. Firsthand, an Imprint of Heinemann, 2013.</p>	<p><b><u>Resources:</u></b> -Lessons Adapted from: Calkins, Lucy, et al. <i>Small Moments: Writing with Focus, Detail, and Dialogue</i>. Firsthand, an Imprint of Heinemann, 2013.</p>	<p><b><u>Resources:</u></b> -Lessons Adapted from: Calkins, Lucy, et al. <i>Small Moments: Writing with Focus, Detail, and Dialogue</i>. Firsthand, an Imprint of Heinemann, 2013.</p>	<p><b><u>Resources:</u></b> -Lessons Adapted from: Calkins, Lucy, et al. <i>Small Moments: Writing with Focus, Detail, and Dialogue</i>. Firsthand, an Imprint of Heinemann, 2013.</p>	<p><b><u>Resources:</u></b> -Lessons Adapted from: Calkins, Lucy, et al. <i>Small Moments: Writing with Focus, Detail, and Dialogue</i>. Firsthand, an Imprint of Heinemann, 2013.</p>
<p><b><u>Reflection:</u></b> Today's lesson went really well. As I was teaching, I made one modification. When reading the mentor text, I</p>	<p><b><u>Reflection:</u></b> Students loved this lesson. When I read the boring story, they laughed and thought it was funny. The</p>	<p><b><u>Reflection:</u></b> After today's lesson, I realized how hard it is to teach itsy-bitsy steps. They loved the book and could see how</p>	<p><b><u>Reflection:</u></b> Today's lesson went better than the first day of teaching itsy bitsy steps. I tried to show the students how I</p>	<p><b><u>Reflection:</u></b> For today's lesson I decided not to play the song, because playing the song the other day was distracting.</p>

<p>had students move their arms when they heard or saw movement happening in the story and make a talking motion when they heard or saw talking in the story. I thought this would be a fun way to get the students more involved in the read aloud and help them better understand how to unfreeze their characters. I conferenced with 6 students and helped all of them start their small moment stories with a hook, using movement and talking in their writing and illustrations.</p>	<p>students did a great job helping me add talking and motion in my story in the text and the illustrations. When students went back to their seats I met with a group and they showed me ways in their story their characters were unfrozen.</p>	<p>the author of the mentor text told his story in itsy bitsy steps, but when they went back to their seats a few of the students struggled. However, some students did a great job using the writing craft, and I had these students share and showed the students how they listened to the lesson and applied it to their own writing. I found that playing the song at the beginning of the lesson was a little distracting, and I probably would not do that the next time I teach this lesson.</p>	<p>could write my story in itsy bitsy steps. Giving the students another example really helped the students see how we could take a tiny seed moment and write it in small steps. I think changing the lesson to show them the action and they could see what we were acting and how we were writing it, really helped them visualize how they can write their story in itsy-bitsy steps.</p>	<p>However, the rest of the lesson went really well. This is an easier concept to teach students than the other writing crafts I have taught so far. Students LOVE to talk and write about their feelings. I decided to add to my lesson an anchor chart that I attached below. I wrote feelings they may have, and then I also wrote how they can show it in their illustrations in a more interesting way. When conferencing with students, students were doing a great job not only adding their thinking and feeling in their text, but also in their illustrations by adding faces to their people and think bubbles.</p>
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<b>Day 6</b>	<b>Day 7</b>	<b>Day 8</b>	<b>Day 9</b>	<b>Day 10</b>
<u>Date:</u> 10/30	<u>Date:</u> 11/1	<u>Date:</u> 11/2	<u>Date:</u> 11/5	<u>Date:</u> 11/7

<p><b><u>Daily Objective:</u></b> Bringing Small Moment Stories to Life</p>	<p><b><u>Daily Objective:</u></b> Bringing Small Moment Stories to Life</p>	<p><b><u>Daily Objective:</u></b> Bringing Small Moment Stories to Life</p>	<p><b><u>Daily Objective:</u></b> Bringing Small Moment Stories to Life</p>	<p><b><u>Daily Objective:</u></b> Bringing Small Moment Stories to Life</p>
<p><b><u>Mini-Lesson Focus:</u></b> I can make my characters think and feel.</p>	<p><b><u>Mini-Lesson Focus:</u></b> I can use drama to bring stories to life.</p>	<p><b><u>Mini-Lesson Focus:</u></b> I can use drama to bring stories to life.</p>	<p><b><u>Mini-Lesson Focus:</u></b> I can use words I already know to spell new words in my writing.</p>	<p><b><u>Mini-Lesson Focus:</u></b> I can use words I already know to spell new words in my writing.</p>
<p><b><u>Mentor Text:</u></b> <i>-Kitchen Dance</i></p>	<p><b><u>Mentor Text:</u></b> <i>-Shortcut</i></p>	<p><b><u>Mentor Text:</u></b> -Student Writing with lively dialogue and precise actions, thinking, and feeling.</p>	<p><b><u>Mentor Text:</u></b> <i>-Those Shoes</i></p>	<p><b><u>Mentor Text:</u></b> <i>-Those Shoes</i></p>
<p><b><u>Instruction:</u></b> <b><u>I Do:</u></b> -“Today we are going to be learning about different ways we can add our characters’ thinking and feelings to our small moment stories!” -Read <i>Kitchen Dance</i> <b><u>We Do:</u></b> -During the read aloud, have students focus on the illustrations showing feelings and thinking and also through the dialogue. Point out exclamation marks showing excitement, and</p>	<p><b><u>Instruction:</u></b> <b><u>I Do:</u></b> -“Today we are going to be learning about how we can add drama to our small moment stories! -Explain what drama means: Exciting, unexpected or surprising. -Read the story <i>Shortcut</i> with a dramatic voice so students can get an idea of how an author can use drama to write and a reader can use a dramatic voice to read. <b><u>We Do:</u></b></p>	<p><b><u>Instruction:</u></b> <b><u>I Do:</u></b> -“Today we are going to be working on adding drama to our stories again.” -Read a students’ writing sample that has drama (is exciting, has lively dialogue, actions, thinking, feeling, etc.) -Myself and Mrs. Rozman will read the story in a dramatic tone, acting it out using gestures and an animated voice to bring out the drama. <b><u>We Do:</u></b></p>	<p><b><u>Instruction:</u></b> <b><u>I Do:</u></b> -“Today we are going to learn about how writers use words they already know, to spell new more challenging words!” <b><u>We Do:</u></b> -Turn to page 2 and read. Circle the word <b>for</b> on the board. Clap the syllables as a class. Ask students if they see a word in for: or. Ask students what new, more challenging words we can make with this new word (allow</p>	<p><b><u>Instruction:</u></b> <b><u>I Do:</u></b> -“Today we are going to be working on using words we already know to spell new, more challenging words again!” -Turn to page 2 of <i>Those Shoes</i>. <b><u>We Do:</u></b> -Circle the word <b>grandma</b>. Ask students to clap the syllables together. Pull sticks to have a student come up and draw the line between the syllables. -Ask “Is there a word inside of this word that we</p>



<p>question marks possibly suggesting confusion. Show how we can use the illustrations to help us understand what the characters are feeling and thinking!</p> <p><b><u>You Do</u></b></p> <p>-Have students go back to their seat and work on adding to their story focusing on adding thinking and feeling to their characters.</p> <p>-Let writers show a partner how they added their characters feelings and thoughts to their small moment story.</p> <p>-Call on a few students to share their work. Pick students that use the writing craft thoughtfully and can explain it.</p>	<p>-Ask students that everytime that feel drama in the story, or something exciting, to put their finger on their nose. When a student puts their finger on their nose, ask them why they feel there is drama in this part of the story.</p> <p>-Add to Anchor Chart: Ways to Bring Stories to Life (Adding Drama: a surprise, has excitement has lively dialogue, actions, thinking, and feeling. )</p> <p><b><u>You Do</u></b></p> <p>-Have students go back to their seat and work on adding to their story focusing on adding drama to their story: a surprise, has excitement has lively dialogue, actions, thinking, and feeling.</p> <p>-Let writers show a partner how they added drama to their small moment story.</p>	<p>-After reading the story, ask students what they noticed about the reading. “What elements of drama did you see?”</p> <p>-Talk about how when we read the story, we acted out what we thought the student was trying to tell us. “This is what we should do in our own writing. Add details, so whoever the reader is could picture what the characters are doing, and acting like.</p> <p><b><u>You Do</u></b></p> <p>-Have students go back to their seat and work on adding to their story focusing on adding drama to their story: a surprise, has excitement has lively dialogue, actions, thinking, and feeling.</p> <p>-Let writers show a partner how they added drama to their small moment story.</p>	<p>students to come up to the whiteboard and write the word they can think of.) Ex. More, poor, form, corn, chore, store, north.</p> <p>-Turn to page 3. Circle the word <b><u>hall</u></b> on the board. Clap the syllables as a class. Ask students if they see a word in hall: all. Ask students what new, more challenging words we can make with this new word (allow students to come up to the whiteboard and write the word they can think of.) call, stall, mall, tall, ball.</p> <p>-Turn to page 9. Circle the word <b><u>sandals</u></b> on the board. Clap the syllables as a class. Ask students if they see a word in sandals: an, sand) Ask students what new, more challenging</p>	<p>can use to make a new word?”</p> <p>And.</p> <p>-Show students how we can pull the word and out of gr-and-ma. And pull it down.</p> <p>-“What more words can we make with “gr?” Great, grandpa, grass, grow, green, grape.</p> <p>-“What more words could we make with the “and?” Sand, band, land, grand.</p> <p>-Explain to students that we can take word parts such as gr, and, ma, and make new words. These word parts can be added to the beginning, middle, or end of new words!</p> <p>-“What more words could we make with the part “ma?” Math, map, magic, mate.</p> <p>-Turn to page 9 of <i>Those Shoes</i>.</p> <p>-Circle the word <b><u>corner</u></b>. Ask students to clap out the syllables together. Pull</p>
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	<p>-Call on a few students to share their work. Pick students that use the writing craft thoughtfully and can explain it.</p>	<p>-Call on a few students to share their work. Pick students that use the writing craft thoughtfully and can explain it.</p>	<p>words we can make with this new word (allow students to come up to the whiteboard and write the word they can think of.) can, band, land, fan, grand, sand, etc.</p> <p><b><u>You Do</u></b></p> <p>-Have students go back to their seat and work on adding to their small moment story focusing on spelling new, more challenging words with smaller words they already know.</p> <p>-Let writers show a partner how they spelled new, more challenging words in their small moment story, using smaller words.</p> <p>-Call on a few students to share their work. Pick students that use the writing craft thoughtfully and can explain it.</p> <p><b>Changes: I had students write their ideas on white boards at the carpet.</b></p>	<p>sticks to have a student come up and draw the line between the syllables.</p> <p>-Underline the word part or and show students how we can pull it out of the word.</p> <p>-“What more words can we make with “c?”” Cat, can, came, call.</p> <p>-“What more words can we make with or?” more, poor, door, for, tore.</p> <p>-“What more words can we make with “ner?”” diner, owner, zoner. If this is too difficult ask students to think of words that end in just “er.”</p> <p><b><u>You Do</u></b></p> <p>-Have students go back to their seat and work on adding to their small moment story focusing on spelling new, more challenging words with smaller words they already know.</p> <p>-Let writers show a partner how</p>
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				<p>they spelled new, more challenging words in their small moment story, using smaller words.                  -Call on a few students to share their work. Pick students that use the writing craft thoughtfully and can explain it.</p> <p>Changes: I added a chart with all the strategies we can use to spell words when we write:                  -Say it, slide it, hear it, write it.                  -Use snap words.                  -Listen for little words inside.                  -Use words you know.</p>
<p><b><u>Planning for Conferring:</u></b>                  -AS                  -LC                  -AA</p>	<p><b><u>Planning for Conferring:</u></b>                  -LM                  -AO                  -LW                  -ZG</p>	<p><b><u>Planning for Conferring:</u></b>                  -LA                  -LL                  -BR                  -HK</p>	<p><b><u>Planning for Conferring:</u></b>                  -LW                  -SW                  -SR                  -EC</p>	<p><b><u>Planning for Conferring:</u></b>                  -TH                  -CR                  -MS</p>
<p><b><u>Assessment:</u></b>                  -Students can recognize how the author uses illustrations and dialogue to show how the</p>	<p><b><u>Assessment:</u></b>                  -Students can recognize the elements of drama in the story shortcut. Students can understand how</p>	<p><b><u>Assessment:</u></b>                  -Students can recognize how drama is being presented to them. They can point out the elements of</p>	<p><b><u>Assessment:</u></b>                  -Students can recognize how words have parts that we can use to make new words.</p>	<p><b><u>Assessment:</u></b>                  -Students can recognize how we can use word parts to help us create new words. The words don't</p>

<p>characters think and feel. -Look at the students' small moment stories and see if they understand the objective above and applied it to their own writing.</p>	<p>drama helps our story be more exciting. -Look at students' small moment stories and see if they understand the objective above and applied it to their own writing.</p>	<p>drama they notice while Mrs. Rozman and I act out the story. -Look at students' small moment stories and see if they understand the objective above and applied it to their own writing.</p>	<p>-Look at students' small moment stories and see if they understand the objective above and applied it to their own writing.</p>	<p>always have to rhyme. We can use word parts to spell beginning, middle, or end of one of our words. -Look at students' small moment stories and see if they understand the objective above and applied it to their own writing.</p>
<p><b><u>Teaching Notes:</u></b> -Need <i>Kitchen Dance</i></p>	<p><b><u>Teaching Notes:</u></b> -Need <i>Shortcut</i>.</p>	<p><b><u>Teaching Notes:</u></b> -Need student Writing with lively dialogue and precise actions, thinking, and feeling.</p>	<p><b><u>Teaching Notes:</u></b> -Need <i>Those Shoes</i>. -Need White board.</p>	<p><b><u>Teaching Notes:</u></b> -Need <i>Those Shoes</i>. -Need White board.</p>
<p><b><u>Resources:</u></b> -Lessons Adapted from: Calkins, Lucy, et al. <i>Small Moments: Writing with Focus, Detail, and Dialogue</i>. Firsthand, an Imprint of Heinemann, 2013.</p>	<p><b><u>Resources:</u></b> -Lessons Adapted from: Calkins, Lucy, et al. <i>Small Moments: Writing with Focus, Detail, and Dialogue</i>. Firsthand, an Imprint of Heinemann, 2013.</p>	<p><b><u>Resources:</u></b> -Lessons Adapted from: Calkins, Lucy, et al. <i>Small Moments: Writing with Focus, Detail, and Dialogue</i>. Firsthand, an Imprint of Heinemann, 2013.</p>	<p><b><u>Resources:</u></b> -Lessons Adapted from: Calkins, Lucy, et al. <i>Small Moments: Writing with Focus, Detail, and Dialogue</i>. Firsthand, an Imprint of Heinemann, 2013.</p>	<p><b><u>Resources:</u></b> -Lessons Adapted from: Calkins, Lucy, et al. <i>Small Moments: Writing with Focus, Detail, and Dialogue</i>. Firsthand, an Imprint of Heinemann, 2013.</p>
<p><b><u>Reflection:</u></b> Today's lesson went really well. The students were very engaged during the mini lesson. When they went</p>	<p><b><u>Reflection:</u></b> Today's lesson did not go as well as the other writing lessons. Students understood what drama was, and</p>	<p><b><u>Reflection:</u></b> Today's lesson went really well. Students loved reading their story to a partner with drama even more than writing</p>	<p><b><u>Reflection:</u></b> This lesson went really well. I was getting observed so I was nervous to teach a word study type writing lesson</p>	<p><b><u>Reflection:</u></b> This lesson was a continuation of the last lesson. I reviewed the writing craft from the day before and then</p>

<p>back to their seats to write, the students I conferenced with did a great job showing me where they wrote what they were thinking and feeling. I had students partner up and point out one place they showed thinking or feeling in their story. Then I called on students and asked them to share what they noticed about their partners story.</p>	<p>they could notice how I read the story with drama. It was difficult for the students to add drama to their stories however. We told students to add a surprise, ask questions, say things with exclamation points to add drama. This was difficult for them. I am glad we are teaching drama over two days, because we have another day to teach students to write their story with drama AND read their story with drama.</p>	<p>their story with drama. When students were asked to pair up, they loved sharing their work. I noticed later on in the day a few of the students reading with drama and expression and this showed me that they are using what I taught them not only in their writing, but also while they read.</p>	<p>because I didn't know how the students would do with it. I used one example and they did a great job hearing how other words they know sound, and making new words with the part that sounds the same. The one example was just enough for students to understand it, and use it in their own writing. The share was awesome because students pointed to a word they used the writing craft with and said how they heard the part to make their new word.</p>	<p>used two more examples to practice. The students thought of so many words with the word -or, words I wasn't even thinking of. They did such a great job and we made a long list together. They also enjoyed using their slates. I was very pleased with this last writing lesson and I felt that my writing lessons were very successful overall.</p>
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**Final Reflection**—Two pages, double-spaced.

### **1. Self-Reflection as a Teacher**

Something I learned about myself as a teacher during this unit is that it takes practice and patience to teach writing. The first few writing lessons I taught, went well, but I knew immediately after I taught them that there were things I would do differently if I taught them again. As the days continued and I kept teaching I felt like I got more and more used to teaching writing and the students were understanding the content better and better. I also learned that I am very patient. I realized early on in the ten days, that the students did a great job during the mini lesson, and seemed like they understood what to do, but when they would go back to their seats they would have a

hard time applying it to their own writing. While this could be frustrating, I tried to stay patient and would reteach the content the students were having a hard time applying in their own writing.

The students' work told me that one strength I have as a teacher is showing consistency in my teaching. I always try to start the mini-lesson with a teaching point and continue to drive the teaching point home throughout the lesson. Whether it is during the launch, the active engagement, the sharing, etc. I try to continue to say the teaching point so students are understanding what is expected of them when they go back to their seats to write.

The students' work told me that one area of improvement for me would be to notice and understand where all of my students are at, how they are doing, and what next steps I need to take in order to help them. Whether that is working with a student one on one, pulling a small group back to the teacher table, or regrouping all students back at the carpet if the majority of the class is struggling. Sometimes I get caught up in helping individual students and I don't make a mental note of the class as a whole and what I can do to help the students.

## **2. Reflection on Students' Learning**

Two areas in which I have evidence of student growth is in their writing samples and their oral contributions during the mini lessons. Throughout the mini lessons I could tell students were growing because they would make connections to previous writing lessons. For example the first lesson I taught them was "Unfreezing characters by making them move and talk" and a later lesson was "Making our characters think and feel." When teaching the mini-lesson for making our characters think and feel, a student raised their hand and said "We can show how our characters

feel by using exclamation points when they are talking! This way we are showing that our characters are excited.” I was really impressed to see this students making a connection to a previous lesson and it showed me that the students are making connections and growing in their writing and learning.

When looking over the students’ writing samples I found that many of the students were growing and improving in their writing because they continued to use writing crafts that I had taught them the first few days, and tried to use them each day after. Over the course of the ten days, students wrote one small moment story each. I was wondering if students would be able to maintain the skills I taught them at the beginning of the ten days in their stories, and many of them did. For example, one of the first lessons I taught was “Unfreezing our characters by making them move and talk.” I noticed student growth because many of the students used what they learned from this lesson, and even at the end of their story had characters moving and talking in their text and their illustrations.

One area in which I feel students still need improvement is just understanding what a small moment story is. Students did a great job writing small moment stories, but my mentor teacher and I noticed that many of them still have trouble writing their stories with a small seed idea instead of a watermelon idea. We taught them that a small moment story is a small idea that happened to them and is close to their heart. Many of them wrote small moment stories after we guided them in the right direction and helped them write the beginning of their stories. Evidence I have of this is from student work. For example, I read one story that was all about “a confetti pop ball”: something that did not happen to them, is not close to their heart, and not really any type of



experience they had. This told me a lot about the students, and that they may need a review of what a small moment story is, before continuing.

Another area in which students still need improvement is writing their story in itsy-bitsy steps. I found that many of the students understood the idea of itsy-bitsy steps during the mini-lessons. They could see how the author of the mentor text wrote their story in itsy-bitsy steps, but struggled with it on their own. When I go back and look at students' writing samples, I found that one reason students struggled with this is because it is difficult for them to write a lot in one day. They may write 3-5 sentences in one day. I found that over the ten day period it was difficult for them to focus on this idea because they were not able to maintain this writing craft and focus on it while learning new writing crafts.

One area in which students demonstrated engagement and excitement about writing was when we were teaching them about reading and writing their story with drama. After writing this day, we had students come up to the carpet and read their stories with drama. One student's story was about getting booted at his house. His story said "DING DONG! Went the doorbell. I was scared! I was trying to hide my feelings. My mommy opened the door. I moved my feet s...s...s...s. Could it be a ghost huuuuuuuh? I thought." He came up and read his story in a dramatic tone and acted out his feet moving when he read the sound effects. My mentor teacher and I were laughing at how great he read his story with drama. Not only was he excited but all of the other students were engaged and excited about writing and reading with drama.

Another area in which students demonstrated engagement and excitement about writing was when they could share their writing. Every day students would ask to share their writing, and

if we hadn't shared yet they would remind me we have to have a share. This said a lot about the students as writers because they were always excited and proud of their work. I was really proud of their confidence and happy that they would look forward to the share time each day.

These six areas show me that there are things my mentor teacher and I may need to revisit in the weeks to come, and what we need to keep doing. For example we may need to revisit what a small moment story is or how to write our stories in itsy-bitsy steps. This will help them overall help them improve their writing. These six areas also showed me that we need to keep having the students share, and engaging them in mini-lessons that are exciting and fun. I found that the students learn best when they are having fun, so it is important to pick mentor texts that draw them in, and have them engage in mini-lessons that are interactive.

### **3. Reflection on Writing Curriculum**

Based on my students' work in this unit, one teaching point I would focus on for a future writing sequence would be working on improving punctuation. Many of the students did a great job applying writing crafts to their writing, but would forget about periods, capitals, etc. This is a very important aspect for students to understand not only in writing but in reading as well. Students need to be able to understand how to write punctuation because this will help them in their reading, and understand how to read punctuation because this will help them in their writing. In the article "Structuring Your Literacy Classroom", it talks about the importance of focusing on elements such as print concepts, punctuation, etc. during literacy block and literacy times throughout the day for early and emergent readers. It is so important for students to get support in these areas and understand concepts of print like punctuation because they read it and write it in all subject areas.