

IMMERSION

I: INSPIRATION FROM SIGNIFICANT EXPERIENCES OR STRUGGLES

MENTOR TEXT: THANK YOU, MR. FALKER (PATRICIA POLLACO)

INDIVIDUAL WORK: T-CHART FOR SIGNIFICANT EXPERIENCES | STRUGGLES

II: INSPIRATION FROM CULTURES, TRADITIONS, & FAMILIES

MENTOR TEXT: MANGO, ABUELA, AND ME (MEG MEDINA)

INDIVIDUAL WORK: JOT DOWN CONNECTIONS ON STICKIES WHILE WE READ

III: INSPIRATION FROM SPECIAL PEOPLE & PLACES

MENTOR TEXT: ISLANDBORN (JUNOT DIAZ)

INDIVIDUAL WORK: LIST SPECIAL PEOPLE, DRAW A SPECIAL PLACE (CAN ALSO CONTINUE JOTTING ON STICKIES)

IV: INSPIRATION FROM A THEME OR LESSON LEARNED

MENTOR TEXT: GIRAFFES CAN'T DANCE (GILES ANDREAE)

INDIVIDUAL WORK: GUIDED BY THE THEMES IN FICTION ANCHOR CHART WE USED IN READING, SELECT A THEME, PLACE IT AT THE CENTER OF A MIND MAP, AND WRITE IDEAS FOR STORIES ABOUT THE THEME AROUND IT

V: INSPIRATION WRAP-UP

MENTOR TEXT: ALL OF THESE, PLUS MORE FROM THE READING MENTOR TEXTS AND OTHER GATHERED FROM THE LIBRARY

INDIVIDUAL WORK: WITH BOOKS SPREAD ON THE TABLE, STUDENTS "SHOP" FOR THE TYPE OF STORY THAT INSPIRES THEM

GENERATING IDEAS

(BASED ON STORY ELEMENTS)

I MADE A STORY PLANNING GUIDE, INCLUDING ALL OF THE STORY ELEMENTS, WHICH STUDENTS FILLED OUT AS WE MOVED THROUGH THESE MINILESSONS.

I: GENRE

ANCHOR CHART: "TYPES OF FICTION" FROM OUR READING FICTION UNIT (FANTASY, SCIENCE FICTION, REALISTIC FICTION, HISTORICAL FICTION, MYSTERY)

DISCUSSION: REVIEW THE GENRES, WITH FAMILIAR EXAMPLES OF EACH

II: SETTING (PLACE, TIME, DURATION)

MENTOR TEXT: ISLANDBORN, BY JUNOT DIAZ

ACTIVITY & INDEPENDENT WORK: WE REVISITED ISLANDBORN, PAYING SPECIAL ATTENTION TO ITS TIME AND PLACE, THEN STUDENTS CONSIDERED AND NOTED THEIR SETTING ON THE GUIDE. THEN THEY DREW PICTURES OF THE SETTING, OR IMPORTANT PARTS OF IT.

III: CHARACTERS

MENTOR TEXT: LEO, A GHOST STORY, BY MAC BARNETT

MODELING: WE READ THE TEXT, THEN I DREW A PERSON OUTLINE ON THE BOARD, AND MODELED CHARTING BOTH OF THE MAIN CHARACTERS' INNER AND OUTER CHARACTERISTICS.

INDEPENDENT WORK: STUDENTS DREW THEIR OWN PERSON OUTLINE TO CHART THE INNER AND OUTER CHARACTERISTICS OF THEIR MAIN CHARACTERS.

IV: THEME & MOOD

ANCHOR CHART: "COMMON THEMES IN FICTION" AND "MOODS IN FICTION" FROM READING UNIT (THEMES: ACCEPTANCE, COOPERATION, COMPASSION, COURAGE, FRIENDSHIP, HONESTY, KINDNESS, PERSEVERANCE)

ACTIVITY & INDEPENDENT WORK: WE REVIEWED AND DISCUSSED THE ANCHOR CHARTS. THEN STUDENTS MADE MIND-MAPS TO SHOW HOW THEIR STORIES COULD EXPRESS DIFFERENT THEMES OR MOODS.

PLANNING

BY NOW, MOST STUDENTS HAVE CHOSEN AND DEVELOPED THEIR IDEAS. OTHERS NEED TO REFLECT AT THIS POINT AND SELECT AN IDEA TO ZERO IN ON. THEY WILL CONTINUE USING THE PLANNING GUIDE AS THEY WORK.

I: PROBLEM & SOLUTION AND STORY STRUCTURE

ANCHOR CHART: THE STORY MOUNTAIN (OPENING, RISING ACTION, CLIMAX, DESCENDING ACTION, ENDING)

MENTOR TEXT: CHARLOTTE'S WEB, BY E. B. WHITE (WE HAD RECENTLY FINISHED THIS AS A CLASS-WIDE READ ALOUD, SO IT MADE A PERFECT MENTOR TEXT TO PRACTICE THE STORY MOUNTAIN.)

INDEPENDENT WORK: STUDENTS DREW AND FILLED IN A STORY MOUNTAIN FOR THEIR STORY. AT THE BOTTOM, THEY WROTE THE PROBLEM AND THE SOLUTION TO KEEP THEM IN FOCUS.

II: PERSPECTIVE

MENTOR TEXT: ALFIE, BY THYRA HEDER

ACTIVITY & INDEPENDENT WORK: WE READ THE TEXT, PAYING SPECIAL ATTENTION TO THE WAY THE AUTHOR SWITCHES PERSPECTIVE IN THE MIDDLE OF THE BOOK, HOW SHE DOES

SO, AND HOW IT AFFECTS US AS READERS. THEN STUDENTS TURNED AND TALKED WITH A PARTNER TO IDENTIFY THE PERSPECTIVE OF THEIR STORY, AND IT COULD BE TOLD FROM ANOTHER PERSPECTIVE.

DRAFTING

DURING DRAFTING, STUDENTS WERE MOSTLY WORKING ON DRAFTING. I KEPT THESE MINILESSONS AS SHORT AS POSSIBLE SO THEY COULD KEEP WRITING. AS THEIR WRITING PACES SHIFTED, I ENDED UP PRESENTING SOME OF THIS INFORMATION IN SMALL GROUPS OR CONFERENCES AS NEEDED. AT THIS POINT, I ALSO MADE A WRITING CHECKLIST SO STUDENTS COULD KEEP TRACK OF THEIR PROGRESS ON ALL OF THESE ITEMS WHEN I COULDN'T.

I: DIALOGUE AND PUNCTUATION (QUICK WHOLE-CLASS REVIEW, LOTS OF WORK IN CONFERENCES)

II: USING TEMPORAL AND TRANSITION WORDS (USING A SIMPLIFIED ANCHOR CHART PROVIDED IN THE CURRICULUM)

III: PROVIDE A SENSE OF CLOSURE

MENTOR TEXTS: MANGO, ABUELA, AND ME, A BAD CASE OF STRIPES BY DAVID SHANNON (WHICH WE READ EARLIER IN THE YEAR), THANK YOU MR. FALKER

ACTIVITY: WE REVISITED JUST THE ENDINGS OF THESE STORIES, NOTING THREE DISTINCT ENDINGS THAT PROVIDE CLOSURE, AFTER THE CLIMAX OF THE STORY AND SOLVING OF THE PROBLEM. (MANGO ENDS WITH GOING TO BED AT THE END OF THE DAY, STRIPES ENDS BY SHOWING HOW CAMILLA IS DIFFERENT AFTER THE EXPERIENCE, AND MR. FALKER FLASHES FORWARD TO SHOW THE MAIN CHARACTER AS AN ADULT.)

REVISION

I: ADDING A POWERFUL LEAD

MENTOR TEXTS: THE MARY CELESTE: AN UNSOLVED MYSTERY FROM HISTORY, BY JANE YOLEN AND HEIDI E. Y. STEMPEL, THANK YOU MR. FALKER, ALFIE, LEO, A GHOST STORY, MANGO, ABUELA, AND ME (WE READ THE MARY CELESTE EARLIER AS PART OF OUR READING FICTION UNIT.)

ACTIVITY & INDEPENDENT WORK: THE MENTOR TEXTS WERE ON DISPLAY, BUT WE DIDN'T TAKE THEM OUT FOR THIS LESSON. INSTEAD, I PULLED THE FIRST LINE FROM EACH AND INCLUDED IT IN THE HANDOUT I MADE. I USED AN ANCHOR CHART TO EXPLAIN POWERFUL LEADS AND DISCUSS THE EXAMPLES, WHILE STUDENTS FOLLOWED ALONG WITH THE HANDOUT. THEN THEY USED THE HANDOUT TO TRY EACH TYPE OF LEAD AND LATER CHOOSE THEIR FAVORITE.

II: FIND AND FOCUS ON THE HEART OF THE STORY

MENTOR TEXT: MANGO, ABUELA, AND ME

INDEPENDENT WORK: REREAD DRAFTS, IDENTIFY THE HEART, AND WRITE IT ON A STICKY NOTE. AS STUDENTS CONTINUE REVISING, WORK TO ADD MORE DETAILS TO SUPPORT THE HEART OF THE STORY.

III: ADD INTERNAL THOUGHTS AND FEELINGS (I INCLUDED THIS LESSON FOR FIFTH GRADE, BUT LEFT IT OUT FOURTH GRADE, WHICH IS WHAT MADE SENSE WITH MY STUDENTS.)

IV: ADD DESCRIPTIVE WORDS

EDITING

I: USE A CHECKLIST TO CHECK FOR CAPITALIZATION, PUNCTUATION, AND SPELLING

II: READ OVER STORIES WITH A PARTNER TO SEE IF: IT SOUNDS RIGHT, THEY NOTICE ANY MISTAKES, THEY CAN IDENTIFY THE MESSAGE OR HEART OF THE STORY, THEY CAN IDENTIFY THE MOOD OF YOUR STORY

PUBLISHING

I: CHOOSE A FORMAT (TYPED OR WRITTEN, SIZE AND SHAPE)

II: WRITE A DEDICATION

III: CREATE ILLUSTRATIONS

IV: CREATE A COVER

CELEBRATION!

STUDENTS GAVE A BOOK TALK ABOUT THEIR BOOK, OFFERING A SUMMARY AND TALKING ABOUT THEIR INSPIRATION FOR WRITING IT, AND ANSWERING QUESTIONS FROM THEIR AUDIENCE. THEN, STUDENTS MOVED AROUND THE ROOM AND READ EACH OTHER'S STORIES.