

# Kindergarten Growing as Small Moment Writers Unit 5 08/11/2013

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### **Resource Materials Section**

See Separate Packet

### **Abstract**

The Kindergarten units of study for writing begin building on students' oral language by talking with partners and becoming focused storytellers. The routines and rituals have been established. Students have begun getting their thoughts down on paper through pictures, labels, letters, and words. In this unit, students are moving from writing a whole story to writing about a particular small moment that mattered most. Through a combination of drawing and writing, emphasis will be placed on narrating a single event, telling about the events in order, and providing a reaction to what happened.

Growing as Small Moment Writers begins with immersing students in text that illustrates the type of writing we hope students will emulate. These exemplar texts should teach students that small moments are focused, true stories that have specific details and are written in a sequential order. During this immersion phase, students will be generating and collecting story ideas for their own writing.

Students will use what they have learned about planning their writing to help them create small moment stories. Through rehearsing and drafting, students will begin to zoom into one tiny moment and stretch the small moment across many pages. They will recall and record their reactions to small moments and name their feelings. They begin to include lots of interesting details. They will learn that writers can tell their story again and again; each time putting in more dialogue via speech bubbles, actions, thoughts, and/or feelings. This will help make a piece more like a story and less like a summary.

Students will examine the readability of their small moment stories. Emphasis will be placed on writing sentences that match their pictures, writing known words quickly, writing new words based on known words, hearing and recording sounds in sequence, and using spacing between words.

The unit ends with the students fine tuning, publishing, and sharing their best small moment stories. A celebration of student growth and recognition of their growing knowledge for writing culminates this unit.

### Kindergarten – Growing as Small Moment Writers, Unit 5

#### **Resources and Materials Needed**

### **Mentor or Teaching Text**

- Anchor Charts See Immersion Information
  - How to Write a Story
  - o Detail Hand
- Mentor Text See Resource Materials Packet
- Teacher and class sample story/stories The following items will be targeted in the unit, so write a variety of text that lend themselves to teaching into these items:
  - Session 1- Shared experience story idea
  - Session 4 Teacher story that is a small moment sketched and first page done
  - Session 5 Teacher small moment story idea sketched
  - Session 8 Teacher small moment story that can be acted out for revision purposes
  - Session 9 Teacher small moment story focused on adding more and spelling strategies
  - Session 10 –Shared small moment experience sketched and drafted
  - Session 11 Teacher small moment story that you add feelings
  - Session 14 Small moment story that does not have a close-in ending
  - Session 15 Small moment story that can be edited for handwriting and spacing
  - Session 16- Teacher small moment story that is edited for spelling

#### **Resource and Materials**

- Narrative Continuum or another assessment measure
- Small Moment Mentor Text [See Resource Section: Suggested Mentor Text for Small Moments and Supplemental packet of Student and Teacher Work]
- Writing Folders
- Markers
- Writing markers
- Writing paper (See Resource Section: Paper Choices)
- Dry erase markers and erasers
- Chart paper
- White boards
- Post-it notes
- 3-5 page booklets
- Stapler
- Book from a student's book box
- Loose sheets of paper
- Shared class experience stories 2-3 stories will be needed
- Teacher's own small moment stories 2-3
- Teachers College Student Writing Sample, small moment sample (See Resource Section or www.readingandwritingproject.com)
- Select Celebration Idea before starting the unit. Explain to students early on how their work will be shared. This should motivate them to do their personal best.

### **Professional Resources**

- Calkins, Lucy. (2011 2012). A Curricular Plan for the Writing Workshop, Grade K. Portsmouth, NH: Heinemann.
- Calkins, Lucy. (2013). *Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum.* Portsmouth, NH: Heinemann.

Teachers, whether new to the profession, Writing Workshop, or to the Common Core Standards can benefit from scripted lesson plans. A script serves as a writing coach by guiding instruction to include routines, procedures, strategies, and academic vocabulary. The goal over time is that teachers will no longer need scripted lessons because they will have studied and gained procedural knowledge around writing workshop, the Common Core, and the units of instruction. The script is a framework from which teachers can work -- rewrite, revise, and reshape to align with their teaching style and the individualized needs of their students. Furthermore, the scripted lessons can also be easily utilized by student teachers or substitute teachers.

#### Additional lesson information:

### **Share Component -**

Each lesson includes a possible share option. Teachers may modify based on students' needs. Other share options may include: <u>follow-up on a mini-lesson</u> to reinforce and/or clarify the teaching point; <u>problem solve</u> to build community; <u>review</u> to recall prior learning and build repertoire of strategies; <u>preview</u> tomorrow's mini lesson; or <u>celebrate</u> learning via the work of a few students or partner/whole class share (source: Teachers College Reading and Writing Project). See Resource Materials Packet for more information – Some Possibilities for Purposeful Use of the Share Time.

### Mid-workshop Teaching Point -

The purpose of a mid-workshop teaching point is to speak to the whole class, often halfway into the work time. Teachers may relay an observation from a conference, extend or reinforce the teaching point, highlight a particular example of good work, or steer children around a peer problem. Add or modify mid-workshop teaching points based on students' needs.

#### Assessment -

Assessment is an essential component before, during and after a unit to determine teaching points and plan for individual and small group work. See Assessment link on Atlas Rubicon for more detailed information and options (e.g. on-demand procedures and analysis, proficiency checklists for product, behaviors and process, formative assessment strategies, writing continuums, see and hear observational sheets, etc.)

### Independent Writing and Conferring -

Following the mini-lesson, students will be sent off to write independently. During independent writing time teachers will confer with individual or small groups of students.

#### Balanced Literacy Program (BLP) -

A Balanced Literacy Program which is necessary to support literacy acquisition includes: reading and writing workshop, word study, read-aloud with accountable talk, small group, shared reading and writing, and interactive writing. Teachers should make every effort to include all components of a balanced literacy program into their language arts block. Reading and Writing workshop are only one part of a balanced literacy program. The MAISA unit framework is based on a workshop approach. Therefore, teachers will also need to include the other components to support student learning.

### Kindergarten – Growing as Small Moment Writers, Unit 5

**Overview of Sessions – Teaching and Learning Points** 

Alter this unit based on students' needs, resources available, and your teaching style. Add and subtract according to what works for you and y our students.

Part One: On-Demand Assessment

Part Two: Immersion Phase – Sample Lessons

Concept I: Writers use mentor text to study characteristics of Small Moment stories and generate story ideas.

Lesson Sequence Phase
Writers think, rehearse, and write small moment stories.
Writers find small moments and stretch those moments out across pages.
Writers rehearse using a story hand and touching pages.
Writers focus in on one a small moment.
Writers reread as they write to make sure they have focused in on one small moment.
Writers try writing more.
Writers tell what happened first, next and last (sequential narrative).
Writers spell words by stretching them out.
Writers write known words in a snap.
Writers act out their stories with partners to help them revise.
Writers use strategies to spell new words.
Writers include details, thoughts, and feelings.
Writers add their thoughts about what happened.
Writers add feelings to their stories.
Writers reread their writing to check for all the important parts.
Writers and readers use the same strategies.
Writers revise, publish, and share their best small moment stories.
Writers write 'end in the moment' story endings.
Writers choose a small moment story to improve and make it easier to read.
Writers reread to make sure snap words are spelled correctly.
Authors' Celebration.

### Kindergarten – Growing as Small Moment Writers, Unit 5

**Assessing Kindergarten Writers: Narrative CCSS** 

Session	This assessment should be conducted prior to starting of first narrative unit. It should be done before
	the Immersion Phase.

	Materials
•	Writing booklet suggestion: Use paper from narrative unit. Students should have access to additional pages if needed.

### **Assessment Explanation**

It is suggested teachers conduct an on-demand writing assessment. The purpose of this assessment is to see what kind of writing students can produce on their own. Therefore, teachers do not guide students through the process. This is not a teaching day, but a day for students to show what they know about going through the steps of writing a narrative piece. Teachers will then analyze these writing pieces using a continuum or rubric. Please see K-2 Assessment Packet located in Atlas Rubicon under Assessment Tasks for on-demand guidelines, continuums links and rubrics. Data collected from analyzing this writing will allow teachers to begin to develop insight into what their young writers know and can do on their own; where they need additional help; and possible next teaching points.

#### **Assessment Timeline**

The following are guidelines. They may be adapted to meet building and district assessment plans.

Grade	Narrative Pre-Assessment	Narrative Post- Assessment
Kindergarten	Prior to Unit 2- Launching	After Unit 5- Growing as Small Moment Writers

### **Assessment Suggestion**

Review these pieces alongside the narrative continuum that shows the developmental stages of writing, and names the qualities of writing that define each stage (see the K-2 Assessment Package, Lucy Calkins' new book *Units of Study in Opinion, Information, and Narrative Writing Lucy Calkins with Colleagues from the Reading and Writing Project* and <a href="https://www.readingandwritingproject.com">www.readingandwritingproject.com</a> for continuums. Locate the child's on-demand writing within the scale. Use the continuum to develop future goals for your young writers.

### **Growth comparison**

Pre and post measures: Compare students' pre-assessment on-demand, final piece from final narrative unit, and the post-assessment administered after the final narrative unit to note growth over time.

The pre/post on-demand assessments show what students are able to do on their own. The final piece for the unit shows what students can do with teacher guidance. All three writing samples provide valuable information.

## Writing Unit of Study Kindergarten – Growing as Small Moment Writers, Unit 5 Immersion Phase

### **Background Information:**

The purpose of the Immersion Phase is to help students develop a thorough understanding of the type of text they will be writing. The goal is to move students from *explorers* of a particular text type to *writers* of that text type. In this particular unit, students will learn the purposes of Small Moment stories as well as the characteristics of well-written, real-life stories. Basically, during this phase, students are thinking, How do these kinds of text tend to go?

Concept I is considered the immersion phase of the unit. The immersion phase should be completed before starting the mini-lesson sequence (Concepts II-VI). It is recommended that teachers spend several days on immersion activities prior to starting the unit. The writing unit is based on the assumption that students, through immersion, have developed background knowledge of Small Moment stories and have begun collecting story ideas. Teachers will want to keep their own collections of story ideas so they can model leading a Writerly Life, and use them as a resource when they decide to write their own stories.

It is suggested that most immersion activities take place during reading. These activities may be done during read aloud, shared reading, or reading workshop. Students should continue to work in writing workshop on completing the previous unit of study while this immersion work is done. However, if time is available or needed in writing workshop, immersion activities may be conducted during that time too.

Most of these lessons follow an inquiry approach. Teachers should follow the lead of their students – notice, restate, and negotiate what they say in order to bring meaning and understanding. This is a time for students to notice the characteristics of Small Moment stories and view them through a writer's lens. Text selection should include published books as well as student authored work. Text should always be read first as a reader and discussed. Then, students reread the same text to study it through a writer's eyes.

Through reading small moment stories, student will develop a greater understanding of these areas:

- Definition and purpose of small moment stories
- Characteristics of small moment stories Basically, during this phase, students are thinking, How do these kinds of text tend to go? Chart findings.
  - Narrow topic vs. all about story
  - Single/small moment vs. many moments
  - One time, one place story (one topic told across many pages)
  - Stories about true events
  - Small actions to capture in sequential order a little moment in time (ex. In the morning)
  - o Feelings (proud, disappointed, etc.)
  - Details
  - o Dialogue
  - Other aspects as noticed
  - Possible small moment topics and identify how writers gather story ideas (lead a Writerly Life always searching for things to write about from our everyday lives).

Additional important ideas to focus on during this phase and throughout the unit:

• Reading like Writers – Writers first read like readers – read to enjoy and comprehend a story. Then, writers reread familiar text to study how the author wrote it – what are interesting things we notice about how the author crafted words; how did the author chose to structure different parts of the text; how did the writer include qualities of good writing; etc. In other words, students read like writers and discern what an author did and why. In simple terms, we guide students in charting the following: A. Notice – What do you notice the author did?, B. Name – What is this called?, C. Why - Why did an author intentionally make that decision?

### Kindergarten – Growing as Small Moment Writers, Unit 5

(More advanced students may also discuss if they had ever seen that technique before and where, as well as try the technique with a class or student sample)

Identifying typical organizational pattern of simple Small Moment stories (e.g. beginning, middle and ending)

### **Shared Writing**

Teachers may also want to focus on small moment stories during shared writing and co-create small group or whole class text. Shared writing is in addition to writing workshop. Shared class text may be used throughout the unit.

#### **Anchor Charts**

Begin to develop core Anchor Charts – A. Characteristic of a Small Moment Story and B. Small Moment Story Ideas These charts should be co-constructed by teacher and students during this phase based on what the class finds as they study mentor text. These charts will be used as a reference throughout the unit of study.

Characteristic of a Small Moment Story

Sample of Possible Small Moment Noticings (put in student friendly terms):

- Recounts a well-elaborated event or a short sequence of events (common core language)
- Uses temporal words to signal event order (common core language)
- Provides a sense of closure (common core language)
- Narrow topic vs. all about story
- o Single/small moment vs. many moments
- Stories about things people DO
- Contains Heart of the Story
- o Follows a sequence of events beginning, middle, end or moves from event to event to event
- Story beginning catchy lead (list different types of leads such as action, dialogue, setting)
- Story ending (list different types of endings such as hope/wish or thought/feeling)
- Closure ties to the heart of the message
- Main character may be person writing the story (lots of mentor texts will be 3<sup>rd</sup> person)
- Storyteller's voice present tense, telling the story bit-by-bit as if happening right now
- Details, details, details 1. Internal thinking, 2. Dialogue, 3. Setting, 4. Physical description, 5. Character action, etc.
- Other aspects as noticed
- Develop List of Story Ideas Lead the Life of a Writer Students are asked to think about how a story they've read may have grown from the writer's life and if this story triggers an idea for them. Teach students that we are shopping around for story ideas. We will not write the same story as one of our favorite authors, but we may take their idea and apply it to our lives. For example, Angela Johnson wrote about what scared a little boy at night. We might think about a time we were really scared or had another strong feeling. We could write about when we were scared when a mean dog came after us. A chart of Story Ideas may be continued from what was started in Unit 1 and 2. The following may be possible items on that list: pet stories, younger or older sibling memories, special times with a special person, going to and from school, observation or favorite place in nature, visit to a place, learning something new, special time with a friend doing something special, small moment doing a favorite activity, small moment at school, losing a tooth, etc... The list is developed as an extension of the books they have read.
- Storytelling Activities The purpose of storytelling activities is to provide additional time to practice oral language skills, such as using a storyteller's voice, sequencing stories, adding details, etc... Students may tell familiar stories, stories from their own lives, and shared experiences from the classroom or other stories. Prompt students to think of their whole story and then chose one part that mattered-that made them really mad, or really excited, or really scared; encouraging them to build up the details, to add to the good parts. It is highly suggested this be done during immersion and/or another part of a balanced literacy program. Oral language and storytelling should be an integral part of any Kindergarten program all year long, not just when studying narrative writing.

## Writing Unit of Study Kindergarten – Growing as Small Moment Writers, Unit 5 Immersion Phase, Continued

### Important Note:

Studying and more importantly teaching craft takes knowledge and experience. It is highly recommended prior to teaching this unit teachers read the following professional resources to learn more about immersion and the teaching of craft:

- Calkins, Lucy. (2009). A quick guide to teaching second-grade writers with units of study. Portsmouth, NH: Heinemann. (Especially chapter October Raising the Level of Narrative Writing with Authors as Mentors)
- Calkins, Lucy and Amanda Hartman. (2003). <u>Authors as Mentors.</u> Portsmouth, NH: Heinemann.
- Ray, Katie Wood. (2006). <u>Study driven: A framework for planning units of study in writing workshop</u>. Portsmouth, NH: Heinemann.
- Ray, Katie Wood and Lisa Cleaveland. (2004). <u>About the authors: Writing workshop with our youngest writers</u>. Portsmouth, NH: Heinemann. There is also an <u>About the Authors</u> DVD.
- Ray, Katie Wood. (1999). <u>Wondrous words: Writers and writing in the elementary classroom</u>. Portsmouth, NH: Heinemann.

### Kindergarten – Growing as Small Moment Writers, Unit 5

**Immersion Phase, Continued** 

Session	Immersion Phase-Sample lesson	
Concept I	Writers use mentor text to study characteristics of Small Moment stories and generate story ideas.	
Teaching Point	Writers read mentor texts as writers to discover the elements/characteristics of Small Moment	
	stories.	

	Materials		
•	Chart paper for What Makes a Small Moment Story -	•	Mentor Text, see Reference Section (These texts
	Anchor Chart		should have been read and discussed as a reader
•	Student Mentor texts that are good examples of		before studying them through the lens of small
	Small Moment stories, see Reference Section for		moments)
	TRWP.		

Tips	Remember this is one of several lessons to do during immersion. It is a sample lesson.
	• Immersion is typically inquiry based so it will not necessarily follow the typical architecture of a
	focus lesson.
	• Students may not notice all elements on the first day of immersion; this chart will continue to
	be added to throughout immersion.

Connection	<ul> <li>Writers, at the beginning of the year we learned that we can write and talk about true stories from special moments in our lives. These are stories about things we do and know a lot about.</li> <li>Today we are going to begin a new writing unit that that will take these true stories and zoom in on one small part of the story. These are called small moment stories. Small moment stories are when an author takes a true story from their life and instead of telling the whole story or 'all about' a person or a day or an event, they zoom in and tell a small part or small moment. They stretch the small moment across the pages.</li> <li>We will start by studying some books called mentor text as a way to learn about, 'What Makes a Good Small Moment Story?'</li> </ul>
Teach	<ul> <li>Explain term mentor and what a mentor text is.</li> <li>Reread a familiar small moment text.</li> </ul>
Active Engagement	<ul> <li>Lead a class discussion on important elements found in the story. Begin creating anchor chart,</li> <li>What Makes a Small Moment Story? or Small Moment Characteristics.</li> </ul>
Link	So when writers want to write a good small moment story, they need think about Restate some of the noticings.
Mid-Workshop Teaching Point	• None
After-the- Workshop Share	<ul> <li>Today we noticed that good small moment stories have Restate some of the noticings.         Tomorrow we are going to read some more books and see what else we notice about small moment books.     </li> <li>See Resource Materials Packet for other share options.</li> </ul>

### Kindergarten - Growing as Small Moment Writers, Unit 5

### **Immersion Phase, Continued**

• This is less of an anchor chart and more of a validation of your students' ideas. Pictures can also be added alongside each bullet for added support.

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

### SAMPLE Anchor Chart What Makes a Small Moment Story?

- True story about things people do
- Things happen in order
- Single/small moment stretched across the pages
- One time, one place story
- Feelings of the character (detail)
- People talking (details)
- Told what things look like (detail)
- •
- Dialogue

### Kindergarten – Growing as Small Moment Writers, Unit 5

**Immersion Phase, Continued** 

Session	Immersion Phase-Sample lesson	
Concept I	Writers use mentor text to study characteristics of Small Moment stories and generate story ideas.	
<b>Teaching Point</b>	Writers find small moments and stretch those moments across pages.	

# Mentor Text- Bippity Bop Barbershop by Natasha Anastasia Tarpley or any other small moment story (see Resource Section) – previously read and discussed Story Idea - Anchor Chart – revisit from Units 1 and 2 What Makes a Good Small Moment-Anchor Chart Detail hand – see Resource Section Student partnerships

Tips	<ul> <li>This is one of several possible immersion lessons.</li> <li>Immersion is typically inquiry-based so it will not necessarily follow the typical architecture of focus lesson.</li> </ul>	
Connection	We have been reading lots of small moment stories and have noticed things that make a good a small moment story. Review What Makes a Small Moment anchor chart. These books help us create our own story idea chart about small moments we could write about in writing workshop.	
	<ul> <li>Today we are going to look closely at how these writers find small moments and stretch those moments across pages using teeny-tiny details.</li> </ul>	

# We read the story <u>Bippity Bop Barbershop</u> a few days ago. Today let's notice how the author catches a small moment and stretches the story across several pages using teeny-tiny details. Remember, a detail is something a writer adds in a story to help create pictures in the reader's mind. Since readers did not experience the story, the writer adds information or details so the reader can understand exactly what the reader felt, saw, or experienced. Through words, a writer creates a movie of what happened and shows you what they saw and felt. Remember the part when Miles is walking to the barbershop? The author could have said, 'I

- walked to the barbershop. I got my haircut. I went home.' But those words don't give our minds a very good picture of the barbershop or his haircut.
  Instead, the author stretches the moment by telling us teeny-tiny details. Listen closely. Begin
- Instead, the author stretches the moment by telling us teeny-tiny details. Listen closely. Begin reading page 5. Up ahead I see the green and yellow awning and the white letters on the window...Now, he'll be my barber, too.
- What details! I can picture the barbershop, can't you? The author described what the barbershop looked like.
- Did you notice how the author stretched out the walk up to the barbershop by using teeny-tiny details about how the barber pole had red stripes that curl and swirl around it like strange fish swimming in a sea of white?

### Kindergarten – Growing as Small Moment Writers, Unit 5

**Immersion Phase, Continued** 

Active	Now I want to read you another part when Miles tells about getting into the barber chair. He
Engagement	could have said, 'I got in the chair,' but he didn't. I want you to listen closely for the teeny-tiny details used to stretch out the moment of getting into the barber chair.
	Begin reading page 16. I can hear my heartbeat in my ears and my knees feel wobblyto catch the loose hairs.
	<ul> <li>Turn and tell your partner about the itsy-bitsy details you heard the author use to stretch out the moment in the barber chair.</li> </ul>
	Ask for some examples.
	<ul> <li>So instead of Miles just saying, 'I got in the chair,' he stretched out the moment in the barber chair by using teeny-tiny details. He added information on how Miles felt. This is one way writers can find a small moment and stretch it across the page.</li> </ul>
Link	So when writers want to stretch their small moment across the page, they can use teeny-tiny details. They can add details of what something or someone looks like or they could add details of what someone was thinking or feeling.
	Revisit detail hand or introduce if first time using it.
	Refer back to anchor chart, What makes a small moment story
Mid-Workshop	None
Teaching Point	
After-the-	• Today we noticed even more things that good small moment stories have Restate some of the
Workshop	noticings. Tomorrow we will learn more about finding small moments in our own lives.
Share	See Resource Materials Packet for other share options.

### **Immersion Phase, Continued**

**Lesson Plan Template for Immersion Phase** 

Session	1
Concept	
<b>Teaching Point</b>	

Mate	erials
•	•

### **Immersion Phase, Continued**

**Lesson Plan Template for Immersion Phase** 

Session	2
Concept	
<b>Teaching Point</b>	

Mate	erials
•	•

### **Immersion Phase, Continued**

**Lesson Plan Template for Immersion Phase** 

Session	3
Concept	
<b>Teaching Point</b>	

Mate	erials
•	•

### **Immersion Phase, Continued**

**Lesson Plan Template for Immersion Phase** 

Session	4
Concept	
<b>Teaching Point</b>	

Mate	erials
•	•

### **Immersion Phase, Continued**

**Lesson Plan Template for Immersion Phase** 

Session	5
Concept	
<b>Teaching Point</b>	

Mate	erials
•	•

Session	1
Concept II	Writers think, rehearse, and write small moment stories.
<b>Teaching Point</b>	Writers find small moments and stretch those moments out across pages.

Materials		
3 page booklets	<ul> <li>Bippity Bop Barbershop by Natasha Anastasia</li> </ul>	
Shared experience story idea	Tarpley	
Chart paper and markers	Story Idea chart - created in Immersion	
Teacher shared story idea for small moment	How to Write a Story? -Anchor Chart [Resource	
· ·	Materials Packet]	

Tips	The shared experience story used for today's lesson will be used again in lesson 3 to	
	demonstrate how to pick one small part and zoom in.	
	<ul> <li>Continue to use gestures when discussing the Writing Process Steps – How to Write a Story</li> </ul>	
	anchor chart.	

Connection	Writers, we have been reading lots of small moment stories and have noticed lots of things that
	make good small moment stories. Remember when we read <u>Bippity Bop Barbershop</u> and we
	noticed how the author didn't just say, 'I went to the barbershop, sat in the chair and got my
	haircut.' Instead, she stretched the story out across many pages using teeny-tiny details.
	Today I am going to teach you how writers find small moments from their lives and stretch
	those moments out across pages.
Teach	When writers want to find a small moment and stretch it across the page, they have to
	Teacher demonstrates using 3 page booklet:
	<ul> <li>First, writers think and picture in their minds something they have done. 'I know, I remember</li> </ul>
	when we went to the Science Alive assembly?' Use a shared experience for this example.
	<ul> <li>Next, they SAY their story to practice how it might go. They can say it to self (gesture) or a</li> </ul>
	partner (gesture). They think about what happened first, next, and finally. Use verbiage
	based on where most students are functioning.
	o Then, they think about what happened first and put that on the first page. They sketch and
	write the first part using teeny-tiny details. Teacher demonstrates. Turn the page.
	<ul> <li>Then, they think about what happened next. They sketch and write the next part using</li> </ul>
	teeny-tiny details. Teacher demonstrates. And then they turn the page.
	<ul> <li>Finally, they think about what happens at the end. One more time they sketch and write the last part using lots of teeny-tiny details.</li> </ul>
	• So when writers want to find a small moment and stretch it across the page, they can Repeat
	steps, using fingers to gesture.
Active	Turn and tell your partner about the steps writers take when they want to catch a small
Engagement	moment and stretch it across the pages. Use the pictures on the chart to help you remember
	each step.
	Listen to conversations
	• So when writers want to find a small moment and stretch it across the page, they can Repeat
	steps, using fingers to gesture. Encourage students to chorally repeat the steps.
Link	Writers, today I am going to give you some booklets that you can use to stretch your small
	moment across the pages.
	Remember you can use our 'Story Idea' anchor chart to help you think of an idea.

### Kindergarten – Growing as Small Moment Writers, Unit 5

Lesson Plan – Session 1, Continued

Mid-Workshop	• I see some of you using the gestures while you use the chart. This will help those steps become
Teaching Point	more automatic for you.
Independent	•
Writing and	
Conferring	
After-the-	Review the anchor chart, How to write a story.
Workshop	See Resource Materials Packet for other share options.
Share	

Session	2
Concept II	Writers think, rehearse, and write small moment stories.
<b>Teaching Point</b>	Writers rehearse using a story hand and touching pages.

Materials		
Story Idea chart (created in immersion)	How to Write a Story- Anchor Chart [Resource	
What Makes a Small Moment chart (created in	Materials Packet]	
immersion)	<ul> <li>3-5 page writing booklets</li> </ul>	
	Student partnerships	

Tips • Have shared experience story in mind for this lesson.	
	Have 3-5 page booklets ready at meeting area.
	<ul> <li>When using the story hand, each finger should represent an event in the story (not a detail).</li> </ul>
	Start planting story language – How will my story start? What happened first? What
	happened next? Each of these will correspond to a finger on the story hand. Point to each
	finger as each part is told.

Connection	<ul> <li>When we read the book <u>Bippity Bop Barbershop</u>, we noticed how the author used itsy-bitsy details to stretch out the moment of getting a haircut. Instead of telling the whole story on the first page, the author stretched it out across many pages. Then we wrote our own small moment stories and tried using itsy-bitsy details to stretch them out over pages.</li> <li>Today I want to teach you another way we can plan our stories to help stretch them across pages.</li> </ul>
Teach	<ul> <li>Refer to How to Write a Story anchor chart</li> <li>We know that when we begin writing a story we do the steps.</li> <li>Think and Picture a story in our minds. We think about a small moment in our lives, something we did or something that happened to us.</li> <li>Say our story. We practice how our story might go. So far we learned we could say our story to ourselves or to a partner.</li> <li>Today I am going to show you another way we can practice our story before we write it. We can say our stories across our fingers then touch each page to see what part will go where. This helps us plan and stretch our stories across the pages. We can think of a story from our lives and tell just a little bit as we hold up our first finger (or thumb). Let's tell a story that we all know; like the time when one of the Red Wings players came to our school.</li> </ul>
	<ul> <li>Begin telling the story by holding up first finger and tell a little bit of the story. Emphasize what happened first.</li> <li>Next, put up second finger and tell a little bit more (staying in the moment) – again, help guide through story language, What happened next?</li> <li>Keep going until the small moment story is told – point to each finger and prompt with a question.</li> <li>Now I can look at my fingers to see how many pages I will need.</li> <li>Now I can touch each page to see what part will go where. Plus, this is another way to practice my story before I write it. Tell the story again touching the pages.</li> </ul>

### Kindergarten – Growing as Small Moment Writers, Unit 5

Lesson Plan – Session 2, Continued

Active	Now think of a story from your life (remind students of anchor chart) and tell just what
Engagement	happened – thinking what happened first (1 <sup>st</sup> finger), what happened next (2 <sup>nd</sup> finger)
	<ul> <li>Then look at your fingers and see how many pages you will need and grab a booklet.</li> </ul>
	<ul> <li>Now turn and talk to a partner and touch each page to plan what part will go where.</li> </ul>
Link • So writers can stretch their stories across their pages by planning across their fingers an	
	touching each page to see how their stories will go and what will go where. If you are going to
	start a new book, plan your story across your fingers and touch each page.
Mid-Workshop	<ul> <li>Reinforce the concept of sequential narrative – What happened first? Next? After that?</li> </ul>
Teaching Point	Finally?
Independent	•
Writing and	
Conferring	
After-the-	• Today we learned that when we want to stretch our story across the pages we can tell our story
Workshop	across our fingers and touch the pages to plan what part will go where. We are going to add
Share	these steps to our chart.
	See Resource Materials Packet for other share options.

### **Lesson Plan**

Session	3
Concept II	Writers think, rehearse, and write small moment stories.
<b>Teaching Point</b>	Writers focus in on one small moment.

	Materials	
•	3-5 page booklets	

Tips	•
Connection	<ul> <li>We have been thinking about small moments from our lives and stretching these moments across several pages using teeny-tiny details. The other day, I wrote about the animals we saw at the Science Alive assembly. I thought about my story, drew and wrote a little bit, and then turned the page.</li> <li>Today I am going to teach you that when writers write their small moment story, they don't</li> </ul>
Teach	<ul> <li>write about everything; instead they decide on one part of their story to focus in on.</li> <li>When I was writing about the Science Alive assembly, I could have written about the whole day at school but instead I zoomed in one special part of the day, the Science Alive assembly.  Today, I want to write about my dog. Instead of writing everything about my dog, I am going to zoom in on one thing I do with my dog-like play fetch. I am going to zoom in on that one small part.</li> <li>After I think of the one small part to zoom in on, I need to picture that moment in my head, kind</li> </ul>
	<ul> <li>of like I am watching a movie. I can picture the moment in my head, and then I draw and write what I see in my head on the paper.</li> <li>I can picture playing with Rufus in my backyard and how he puts his front paws down on the ground, sticks his bottom in the air, and wiggles his tail to let me know he wants me to throw something. I can really picture it. I am zooming in and picturing just playing fetch with my dog. Now I am going to sketch and write what I see in my head, making sure I use teeny-tiny details. 'Hmm what happens first?' (teacher demonstrates using descriptive story language)</li> <li>Let me reread this page to make sure I wrote down everything I pictured in my head during that moment.</li> </ul>
	<ul> <li>Now I am going to turn the page and think a little bit more. 'What happens next?' I am picturing in my head how when I pick up a ball Rufus starts to run even before I throw the ball. Now I am going to sketch and write that part I pictured in my head-making sure I use teeny-tiny details. Teacher demonstrates.</li> <li>Now I am going to turn the page and think a little bit more. 'What happens at the end?' Finally, Rufus catches the ball and runs back to me with a wet ball and drops it at my feet.</li> <li>Did you see how I picked a story and zoomed in on one part? I didn't tell everything about my dog- just the part about how he likes to play fetch.</li> </ul>
Active Engagement	<ul> <li>I want you to stop and think about a story you might start writing. Now think about what small part of that story you could zoom in on? Turn and tell your partner about that small part.</li> <li>So writers can think about their small moment and zoom in on one small part of their story. They can picture that moment in their head and then sketch and write what they see in their head on the paper using teeny-tiny details.</li> </ul>

### Kindergarten – Growing as Small Moment Writers, Unit 5

Lesson Plan – Session 3, Continued

Link	<ul> <li>Today when you go off to write, I want you to think about zooming in on one small part of your story. Picture the moment in your head, then draw and write what you see in your head onto the paper using teeny-tiny details. Think about what happened first, next, last</li> <li>Students will continue to use three page booklets.</li> </ul>
Mid-Workshop	Remember, writers put spaces between their words. After they write one word they leave a
<b>Teaching Point</b>	space and put the next word. This helps the reader read their story.
Independent	•
Writing and	
Conferring	
After-the-	Pick and highlight a few students that attempted to zoom in on a small moment or to one small
Workshop	part of their story.
Share	See Resource Materials Packet for other share options.

Session	4
Concept II	Writers think, rehearse, and write small moment stories.
<b>Teaching Point</b>	Writers reread as they write to make sure they have focused in on one small moment.

	Materials			
•	Chart created in Immersion, What Makes a Small	•	Familiar small moment Mentor Text – this should	
	Moment Story		have been read and discussed prior to this session	
•	Teacher story			

Tips	• This lesson focuses in on the characteristic that small moment stories are about 'one time, one
	place.' This should have been discussed in immersion.

Connection	• Yesterday we worked on focusing in on one small part of our story by picturing each part in our head and then sketching and writing what we saw.
	Today I am going to teach you that as we write, we need to make sure we have focused in on one small moment.
Teach	<ul> <li>Let's take a look at our chart 'What makes a Small Moment Story.' We noticed lots of things that make a good small moment story. One of those characteristics is that they are a 'one time, one place' story, or that they are about one topic/idea told across many pages. We noticed that Max at the Seashore, was a 'one time, one place' story because the author told about the topic of Max's time at the seashore across the entire book. In the book Hello Ocean we noticed the author wrote about the idea of how the ocean made her feel across the entire book.</li> <li>As we write we can reread to make sure we have focused in on one small moment by asking, 'Is this a one time, one place story?' This means that as we turn each page we might think, 'Is this about one topic/idea? Is this about the same topic on each page?'</li> <li>I am going to show you how I do this as I write. Teacher may want to have a page started in a new book about her own story or could use another shared experience story. I started writing my story about (insert topic). Before I turn the page, I am going to reread what I wrote by looking at the pictures and rereading the words. I am going to ask myself, 'Is this about one idea? Is this about the same idea on each page?' Teacher demonstrates.</li> <li>Now I am going to write my next page. Remember I draw and write using teeny-tiny details. Teacher writes next page and states, Before I turn the page, I am going to reread what I wrote by looking at the pictures and rereading the words. I am going to ask myself, 'Is this about one idea? Is this about the same idea on each page?' Teacher demonstrates.</li> <li>Teacher continues with last page.</li> <li>If a page is not a 'one time, one place' idea, demonstrate stapling in a new piece of paper or</li> </ul>
	post-it-note and model revision.
Active Engagement	• We are going to reread the last page together and ask, 'Is this about one idea? Is this about the same idea on each page?'
	<ul> <li>Writers, when we reread as we write, we can make sure we have focused in on one small moment by asking, 'Is this a one time, one place idea?'</li> </ul>
Link	Today when you are writing, I want you to stop before you turn the page. I want you to reread and check to see if you wrote about one idea and also if you wrote about the same idea across all of the pages.

### Kindergarten – Growing as Small Moment Writers, Unit 5

Lesson Plan – Session 4, Continued

Mid-Workshop Teaching Point	<ul> <li>Writers, as you are thinking about focusing in on one small moment, you can go back to some of your other stories and check to see if you focused in on a small moment in those stories, too. You can reread and think, 'Is this a one time, one place story?'</li> </ul>
Independent Writing and Conferring	•
After-the- Workshop Share	<ul> <li>Based on the needs of the class, teacher may choose to revisit the mini-lesson, extend the mini-lesson or highlight a student working on rereading.</li> <li>See Resource Materials Packet for other share options.</li> </ul>

Session	5
Concept III	Writers try writing more.
<b>Teaching Point</b>	Writers tell what happened first, next and last (sequential narrative).

Materials		
Chart paper	Student partnerships	
Marker	Shared small moment experience story idea	
Teacher small moment story idea		

Tips	•
Connection	<ul> <li>Make a connection to yesterday's lesson or overall work done to date.</li> <li>Today I want to teach you that as writers write, they think about how they can help the reader understand their story or make them feel as if they were there when it happened. They do this by going back to their small moment and telling what happened first, what happened next, and what happened last.</li> </ul>
Teach	<ul> <li>Watch as I show you. I am going to write about getting my morning coffee. I am picturing this morning when I walked into the coffee shop. I am thinking about what happened first, then right after that, and right after that. My story would go like this Teacher orally rehearses, tells across fingers and touches the pages. I am going to sketch my story and write down the first part, 'I walked into the coffee shop. I ordered a large cup of coffee.'</li> <li>Now I am going to sketch and write what happened after that. 'I took the lid off to put in the cream.'</li> <li>Now I am going to sketch and write what happened after that. 'I put in too much cream! My coffee spilled on the counter.'</li> <li>Did you notice how I told what happened in my story by naming what happened first, and then what happened right after that, and what happened right after that? Writers do this to make the reader feel like they are in the story. Did you feel like you were at the coffee shop with me?</li> </ul>
Active Engagement	<ul> <li>Teacher thinks of a small shared moment the class experienced together.</li> <li>Remember when that big spider was crawling across the floor? I want you to picture that moment and think what happened first, and right after that, and right after that.</li> <li>Now turn and tell your partner about that moment across your fingers.</li> </ul>
Link	When you go off to write, remember that writers write down their story bit-by-bit, naming what happened first, and then what happened after that, and after that.
Mid-Workshop Teaching Point	<ul> <li>Writers don't forget to make sure to reread each page and ask, 'Is this a one time, one place story?'</li> <li>Model</li> </ul>
Independent Writing and Conferring	
After-the- Workshop Share	<ul> <li>Teacher can pick a few students to share out an exemplar story (one that demonstrates 'one time, one place,' zoomed in on a small moment, sequential, etc.).</li> <li>See Resource Materials Packet for other share options.</li> </ul>

Session	6
Concept III	Writers try writing more.
<b>Teaching Point</b>	Writers spell words by stretching them out.

	Materials			
•	Shared small moment experience story from session	•	Dry erase markers and erasers	
	5, sketched out	•	Ways We Can Write More and More- Anchor Chart	
•	White boards and markers			

Tips	Consider connecting this work to class word wall.
Connection	<ul> <li>We have been writing one time, one place small moment stories from our lives. Today I am going to show you how to add more and more to your stories. One way we can do this is by stretching words out to spell them the best we can.</li> </ul>
Teach	<ul> <li>Yesterday we pictured the moment in our class when that big spider was crawling across the floor. We told our partners how that story went bit by bit.</li> <li>I sketched that story out as I pictured it in my head. Show class story that you have already sketched. I want to label my sketch to help me remember all the important parts of my story and so I can add more and more to my story.</li> <li>I think I will label the rug. I need to stretch the word out to spell it the best I can. Watch how I do that. I'm going to say the word slowly and listen to the sound I hear at the beginning of 'rug.' 'Rug, r-rug /r/.' Now I am going to think about what letter makes that sound and write it down /r/. Teacher writes 'r.' Then I say the word slowly again and think what sounds I hear next and write that letter. Teacher writes 'u.' Then I say the word slowly again and think what sounds I hear next and write the letters that make those sounds until I can't hear any more sounds. Teacher writes 'g.'</li> <li>Then we reread with our finger to check that the letters I wrote match the sounds I am saying. Reread the word with your finger slowly and check.</li> </ul>
Active Engagement	<ul> <li>Now I want to write another word. I need your help to write the next label. Please get out your dry erase boards and markers.</li> <li>What will help me remember the important parts of my story? I want to sketch and label those parts. Remember how the spider made me jump back? Let's work together to write the word 'jump' on your dry erase boards. Say the word 'jump' slowly with me, 'j-u-m-p.' What sound do you hear at the beginning? /j/ Write the letter that makes that sound. Teacher writes 'j' on the board.</li> <li>Say the word slowly again and think what sounds you hear and write the letters that make the sounds in the word 'jump.' Do this now, again and again, until you can't hear anymore sounds.</li> <li>Now put your finger under the word 'jump' and reread the word slowly to see if what you wrote matches the sounds you are saying. Good, now I am going to write it on my sketch.</li> <li>Repeat with labeling the word spider.</li> <li>Model once again how to use the sketch to practice rehearsing the story. Point to different labeled parts while rehearsing.</li> </ul>
Link	Remember that you can add more and more to your small moment stories by stretching words out and spelling them the best you can.

### Kindergarten – Growing as Small Moment Writers, Unit 5

Lesson Plan – Session 6, Continued

Mid-Workshop Teaching Point Independent	Writers please stop for a moment. I want to remind you that writers add more and more to their stories by stretching words out to spell them the best they can. Watch how Jose stretches the big word trampoline (student models). Please check your story now and see if you are stretching your words again and again, until you can't hear any more sounds.		
Writing and Conferring			
After-the- Workshop Share	<ul> <li>Today we learned that one way we can add more and more to our stories is by stretching words out to spell them the best we can. Tomorrow we are going to learn other ways to add more and more to our stories. Let's start a chart to help us remember what we have learned so far.</li> <li>Begin chart titled, Ways We Can Write More and More, with the first bullet, Stretching words to spell the best we can.</li> <li>See Resource Materials Packet for other share options.</li> </ul> Ways We Can Write More and More <ul> <li>Stretching words to spell the best we can.</li> </ul>		

### **Lesson Plan**

Session	7
Concept III	Writers try writing more.
<b>Teaching Point</b>	Writers write known words in a snap.

Materials			
Shared small moment story from session 6	Dry erase markers and erasers		
White boards	Ways We Can Write More and More-Anchor Chart		
Word Wall			

Tips	Use of word walls should be demonstrated daily and be interactive based on the needs of your	
	students.	

Connection	Writers, yesterday we worked together on spelling words the best we can so that we can add		
	more and more to our stories. Teacher refers to story written in session 6 and points out words		
	that they stretched out.		
	• I thought that we could work together again and add even more to the story. Today I want to		
	show you how writers can make their writing go faster by writing word wall words in a snap.		
Teach	Writers, there are some words that you know and can write quickly. Teacher snaps her finger		
	and says, I snapped my fingers because there are words that are a snap to write.		
	• Teacher refers to the word wall, So, if you are writing a story and want to write mom- you say,		
	'Mom, I know that word,' and you write, 'Mom.' Teacher points out several other word wall		
	words in the same manner.		
	• I put words on our word wall that you know in a snap or almost know in a snap. You should		
	write these words fast and keep going.		
Active • Teacher asks students to take out their white boards.			
Engagement	Teacher refers to first picture from shared experience story and orally plans, Let's say what		
	happened first 'One day Cami yelled I see a big spider on the rug.'		
	Teacher models writing the first few words, One day Cami yelled		
	• Teacher rereads the story, One day Cami yelled I Teacher says, 'I,' we know that word. Write		
	'1.' Students write I on their white boards.		
	• Teacher rereads the story, One day Cami yelled I see Teacher says, 'See,' we know that word.		
	Write 'see.' Students write see on their whiteboards.		
	Teacher continues writing the planned sentence in this way until the sentence is complete.		
Link	• Writers, today when you write, lots of times you will come to words that you know in a snap.		
	When you come to these words, say, 'I know that word, write it fast, and then keep going.'		
Mid-Workshop	Writers take a moment to reread your story and think about if your writing is easy to read.		
<b>Teaching Point</b>	Easy to read means that you put spaces in between your words, you wrote the words you know		
	correctly, etc. If your writing is not easy to read, you can fix up your words by writing above the		
	misspelled word or staple on a new piece of paper.		
Independent	•		
Writing and			
Conferring			

### Kindergarten – Growing as Small Moment Writers, Unit 5

Lesson Plan - Session 7, Continued

After-the-
Workshop
Share

- Writers, let's look back at our chart called 'Ways We Can Write More and More' Teacher rereads chart and says, Lets add another strategy to the chart. Today we learned to write word wall words in a snap to make our writing go faster. Teacher adds strategy to the chart.
- See Resource Materials Packet for other share options

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

### Ways We Can Write More and More

- Stretching words to spell the best we can. r - u - g
- Writing known words in a snap.

Session	sion 8	
Concept III	ncept III Writers try writing more.	
Teaching Point Writers act out their stories with partners to help them revise.		

Materials			
Teacher small moment story	Writing paper		
<ul> <li>Shared small moment story from session 7</li> </ul>	Students' small moment stories		
Student partnerships	Ways We Can Write More and More- Anchor Chart		
Post-it notes	Extra single sheet writing paper		

Tips				
Connection	• Writers, we work with our partners all the time for different reasons. Today we are going to work with our partners to act out our stories to help us revise, or make our stories better.			
Teach 1- • Find favorite or most important part - underline it.				
How to act it	Writers can work with their partners to help them revise. Revise means to make your story			
out	<ul> <li>better. One way writers revise is by rereading their small moment story and finding a page that they like or think is important to their story where they can add more. This is done on the page that they think really helps the reader understand their story. Teacher models.</li> <li>Team up with a partner. Decide who goes first.</li> <li>(Teacher picks a student partner) May I go first Joe?</li> <li>Act it out using action, feelings, or talking; pretend like it is happening right now.</li> <li>Now that I found the part I think is important or that I like, I am going to act this part out with action, feelings, and talking for my partner. Teacher demonstrates.</li> </ul>			
Teach 2- physically how to add	<ul> <li>While I was acting out my story, I noticed that there were some teeny-tiny details that I acted out but were not in my story. I am going to add these details to my pictures. Demonstrate.</li> <li>I also need to add these details to my words. But what if I don't have any room? One way I can do that is to add a caret. A caret is a mark that shows you are adding more to your writing above the word. Demonstrate.</li> <li>But what if I have a lot to add? Sometimes we have to add a whole new page when we have a lot more to write. If that happens I will need to grab a new page and add it to my booklet.</li> <li>Now it is time for my partner to act out his/her story. Repeat steps.</li> <li>So one way we can add more to our writing is to act out our favorite or important part with our partner, then go back and put in those teeny-tiny details. We can add the teeny-tiny details by adding to the pictures and words.</li> </ul>			
Active Engagement	<ul> <li>We are going to try this out with a partner on the story we wrote about the spider. I am going to have all of you act out the part when Cami yelled, I see a spider on the rug! As you are acting it out, I want you to think about any details we could add to our story.</li> <li>Now I want you to turn and tell your partner what details you thought needed to be added.</li> <li>Do I need a post-it note or a whole new page?</li> <li>Take a suggestion and demonstrate how the detail could be added.</li> </ul>			

### Kindergarten – Growing as Small Moment Writers, Unit 5

Lesson Plan - Session 8, Continued

Link	<ul> <li>Today for writing time, you are going to go off with your partner and take one of your small moment stories with you. You are going to find your favorite or most important part to act out. Together, you'll decide on a place where you can add some teeny-tiny details into your pictures or your words.</li> <li>You will need to decide if you need a post-it note or even a new page.</li> </ul>
Mid-Workshop Teaching Point	<ul> <li>Writers, I know you've already worked very hard on your writing. And when you think you're done, it is sometimes hard to go back and make changes. That's why I'm so proud of you: you remembered our saying, 'A writer's work is never done. When we're done, we've just begun.' You now realize that when writers are done, they always go back and take another look to find ways to make it even better.</li> </ul>
Independent Writing and Conferring	•
After-the- Workshop Share	<ul> <li>Based on the needs of the class, teacher may choose to revisit the mini-lesson, extend the mini-lesson or highlight a student working on rereading.</li> <li>See Resource Materials Packet for other share options.</li> </ul>

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

### Ways We Can Write More and More

- Stretching words to spell the best we can. r-u-g
- Writing known words in a snap. the
- Reread and add details.

Session	9
Concept III Writers try writing more.	
<b>Teaching Point</b>	Writers use strategies to spell new words.

Materials			
Ways We Can Write More and More- Anchor Chart	•	Dry erase markers and erasers	
White boards	•	Teacher small moment story	

Tips	Pre-plan what words you will use to model this strategy. Select two words to focus on: one for
	the initial sound, one for the ending sounds/letters. See example in lesson.

	the initial sound, one for the ending sounds/letters. See example in lesson.
Connection	Writers, we have been writing stories with lots and lots of itsy bitsy details. When you write
	lots and lots of itsy bitsy details, you will need to know how to write new words.
	Teacher refers to Ways We Can Write More and More anchor chart.
	<ul> <li>Today I want to show another way to write more. Writers can think about words that sound like</li> </ul>
	the word that they are trying to write.
	<ul> <li>Teacher adds strategy, 'Think about a word that sounds like the word we are trying to write,' to</li> </ul>
	the anchor chart.
Teach	• I have a story I am working on about the day I saw a coyote in my yard. Teacher rereads story.
	Today I want to add on to the story by telling what happened next. Teacher orally plans, I
	yelled, Look Will, that's a coyote.
	Teacher models writing the story until the word, yelled.
	• Hmm, 'yelled.' That is not a word I know. Do I know a word that sounds like 'yelled'? Teacher
	says the word slowly. I know the word 'yes.' 'Yes' and 'yelled' sound the same at the beginning.
	<ul> <li>Teacher writes yelled. We can use words that we know to help us write new words.</li> </ul>
Active	Teacher asks students to take out their white boards.
Engagement	Teacher models writing the story until the words I yelled, look
	• Teacher rereads, Hmm, do we know a word that sounds like 'look?' Yes, we know 'Lily.' 'Look'
	and 'Lily' sound the same at the beginning.
	Writers, try writing 'look' on your white boards.
	• That's right. 'Look' and 'Lily' sound the same. We thought about a word that sounds like the
	word that we are trying to write.
Link	Today, writers, when you are writing more and more itsy bitsy details in your small moment
	stories, remember that you can think about a word that sounds like the word that we are trying
	to write.
Mid-Workshop	Writers, I want to stop you and show you how Joe was trying to write the word and was
<b>Teaching Point</b>	thinking about how it was like another word he knows.
Independent	•
Writing and	
Conferring	
After-the-	Teacher rereads Ways We Can Write More and More anchor chart, and praises students for
Workshop	their ability to write their stories using new strategies.
Share	See Resource Materials Packet for other share options.

### Kindergarten – Growing as Small Moment Writers, Unit 5

Lesson Plan - Session 9, Continued

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

### Ways We Can Write More and More

- Stretching words to spell the best we can.
- Writing known words in a snap. **the**
- Reread and add details.
- Think about a word that sounds like the word we are trying to write look→book

Session	10	
Concept IV	Writers include details, purpose, and feelings.	
<b>Teaching Point</b>	Teaching Point Writers add their thoughts about what happened.	

	Materials			
•	Shared small moment experience story from session	•	Post-it notes	
	8	•	Extra single sheet of writing paper	
•	Another shared small moment experience			
•	Detail Hand – [Resource Materials Packet]			

Tips	Teacher needs another shared story for the Active Engagement section. The story needs to be	
	sketched and drafted prior to this lesson.	

Connection	Writers, I have enjoyed reading your small moment stories. You are using lots and lots of itsy
	bitsy details. You told what happened first, then right after that and right after that.
	Today I am going to show you how you can tell more about what happened Teacher gestures
	with both hands spread apart with palms upby telling about your thoughts (point to head)
	and feelings (point to our heart) about what happened. Teacher gestures by bringing the open
	palms in to touch the heart then head.
Teach	Writers, listen as I read to you the story of the spider in the classroom. Teacher reads, 'One day
	Cami yelled, I see a big spider on the rug. I jumped back as it crawled by my book.' Writers, I
	told what happened first and then what happened right after. Teacher gestures with one hand
	palm up.
	Now, watch how I can tell what I thought about what happened. Teacher gestures with the
	other hand palm up.
	• Teacher closes her eyes and says <i>Hmm I know</i> . Teacher writes, <i>I thought I was going to cry if</i>
	the spider came any closer.
	Writers, did you see how I first told about what happened Teacher gestures with one hand
	palm upAnd then I told what I thought about what happened? Teacher gestures with the
	other hand palm open.
	• Now I would think about how I want that to go 'HmmmI did think that I was going to cry if
	the spider came any closer.' Now I can add it to my story like this
Active	Teacher can use a shared class experience story in place of this example: Writers, remember
Engagement	when we went outside on that cold winter day and we all came in complaining that our fingers
	were red and cold? Let me read that story to you again. Teacher reads, one cold day, we went
	outside. We played in the snow and tried to build a snow fort. Our mittens got wet.
	Writers, we told what happened on that cold winter day. Teacher gestures with one palm up.  New later with the probability of the probability
	Now let's write what we thought about what happened. Teacher gestures with other palm up.
	Writers turn and talk to the person next to you and talk about what you thought on that cold winter day when you mittens get wet.
	winter day when you mittens got wet.
	Teacher calls on several students      Writers, that's right, did you have Marsal say his fingers were so sold he thought they would fall.
	<ul> <li>Writers, that's right, did you hear Marcel say his fingers were so cold he thought they would fall off. Let's add what Marcel thought into our story.</li> </ul>
	• Writers, not only do we tell what happened teacher gestures with hand palm open,but we also tell what we thought about what happened. Teacher gestures with other hand palm
	open.

### Kindergarten – Growing as Small Moment Writers, Unit 5

Lesson Plan – Session 10, Continued

Link	• Writers, when you go off and write today, remember that on one hand teacher gestures with her palm up,you can tell what happened. But then on the other hand teacher gestures with her other hand palm up,you can tell what you thought about what happened.
Mid-Workshop	<ul> <li>Writers, if you need to add more itsy bitsy details to your story, remember that you can use a</li> </ul>
Teaching Point	sticky note or use a new piece of paper if you have a lot to tell. Let me show you how
Independent Writing and Conferring	•
After-the- Workshop Share	<ul> <li>Teacher preselects several students who attempted to write what happened and write what they thought about what happened.</li> <li>Show detail hand and point out that internal thinking also means thoughts and feelings.</li> <li>Writers, tomorrow we're going to learn about how we can add our feelings about what happened into our stories, too.</li> <li>See Resource Materials Packet for other share options.</li> </ul>

Session 11		
Concept IV	Concept IV Writers include details, purpose, and feelings.	
Teaching Point Writers add feelings to their stories.		

Materials			
Teacher small moment story	Students' writing folders		
Post-it notes	Detail Hand –[ Resource Materials Packet]		
Extra single sheets of writing paper			

Tips	Students will need their writing folders at meeting area.
	If sticky notes are not available, teachers could teach how to use a caret and insert words in
	the white space on paper.

Connection	<ul> <li>Yesterday I showed you how writers not only tell about what happened teacher gestures with one hand palm up,but writers also tell what they thought about what happened. Teacher gestures with the other hand palm open.</li> <li>Well, today, I want to teach you another way writers tell about what happened. Writers add their feelings to the story to tell and show exactly how they felt.</li> </ul>				
Teach	<ul> <li>Writers, listen as I read you a story I wrote about running on our track during lunch recess. Teacher reads, At recess, I ran on the track. I ran around the track twenty times. I earned a toe token. I ran so much, I thought I would need a new pair of shoes.</li> <li>Writers, I am going to read you my story again. Watch as I ask myself, 'How did I feel in this part of the story?'</li> <li>Teacher reads the track story again out loud, and stops at the part about earning a toe token and says, Hmmmmm how did I feel in this part of the story? I know I felt proud!</li> <li>Teacher adds her feelings to the story using a post-it note.</li> <li>Writers, did you see how I reread my story and asked myself how I felt in that part of the story? I am asking you this because writers add their feelings to their stories. Writers write the words that tell and show exactly how they felt.</li> </ul>				
Active Engagement	<ul> <li>Writers, you have your writing folders with you. Take out a story that you have written. After you read each page, ask yourself how you felt in that part of the story.</li> <li>Students read their story and ask themselves, after each page, how they felt in that part of the story.</li> <li>Teacher calls on several students to share the feelings that they will add to their stories.</li> </ul>				
Link	Writers, today when you go off, remember that writers tell and show exactly how they feel in each part of their story. You might use a sticky note to add your feelings or you may need a new piece of paper.				
Mid-Workshop Teaching Point	Writers, remember you can use the word wall to write words in a snap. This will help you write more!				
Independent Writing and Conferring					
After-the- Workshop Share	<ul> <li>Teacher selects a few students who added their feelings to their story.</li> <li>Show detail hand – explain that internal thinking also includes feelings and thoughts.</li> <li>See Resource Materials Packet for other share options.</li> </ul>				

#### Kindergarten – Growing as Small Moment Writers, Unit 5

**Lesson Plan** 

Session	12
Concept IV	Writers include details, purpose, and feelings.
<b>Teaching Point</b>	Writers reread their writing to check for all the important parts.

	Materials			
•	Shared small moment experience story from session	•	Authors Write More and More-Anchor Chart	
	10	•	Post-it notes	
•	What Makes a Small Moment – Anchor Chart Extra single sheets of writing paper	•	Writing folders	

Tips	<ul> <li>Teacher may want students to bring writing folders to carpet/meeting area (see Active Engagement section).</li> </ul>
Connection	Yesterday we reread our writing and thought about how we could add words that described how we felt.
	<ul> <li>Today we're going to see how writers reread their writing and check for all the important parts of a small moment story. This will help us decide if our writing is finished.</li> </ul>

- A few days ago we worked with partners on adding teeny-tiny details and revising our writing.
   Today I am going to teach you another way writers revise their writing. Writers reread their
   writing and decide if it is their very best finished work. One way we can do this is to look at
   writing by other authors that we have read (mentor text) or writing that is around our
   classroom. These posters can help remind us what makes a small moment story. This will guide
   us if we need to do some more work before we say our story is finished.
  - Let's look back at our class story about the day the spider crawled across the floor. Put up class story and reread.
  - Now let's look at the charts we have made that helped us write small moment stories. Put up 'What Makes a Good Small Moment' anchor chart. This chart can help us check if we have included all the important details (or parts) in a finished story. One way writers do this is to ask themselves, 'Did I do that? Let me check the 'What Makes a Small Moment' anchor chart.
  - Now I am going to read our chart again, as I read each part on the chart I want you to think to yourself, 'Did we do that in our story?' Read each item on the chart and ask students to put their thumb up if we did that in our story. Explain what to do if we didn't.
  - If we notice things that are not in our story, that tells us we are not finished. Now we need to ask ourselves, 'Is there (Where is) a place where we can add that to our story?' Some students may say there is not room so they cannot add. Focus can change to where there can add it. We can keep adding to our stories until our own writing is even more like the other small moment stories we see in our classroom!
  - If we want to add onto our story, we can think back to our lesson on revising using a post-it note or a new piece of paper and decide what we will need to make our stories our very best finished work.
  - Let's do that to our story. We noticed that we did not have \_\_\_\_ in our story. Let's add that now. What will we need to add it? A post-it note or a new piece of paper? Add to class story as appropriate.

#### Kindergarten – Growing as Small Moment Writers, Unit 5

Lesson Plan - Session 12, Continued

Writers, today we are going to practice checking our stories to see if they are our very best
<ul> <li>Writers, today we are going to practice checking our stories to see if they are our very best finished work. Would you please go look in your folder and find one piece of writing that you feel is finished and bring it back to the carpet in one minute. Send students off to folders or have folders at carpet-whatever best fits your procedures.</li> <li>Have students sitting by charts with their chosen story in front of them. Remember students, writers can check to see if their writing is finished by asking themselves, 'Did I do that?' in my story. I am going to read through the chart, 'What Makes a Small Moment,' and I want you to touch the part in your story where you did that.</li> <li>What did you notice as we read through our charts? Did it help you decide if your writing was finished? Did you find places where you might go back to your story and say more?</li> </ul>
<ul> <li>Each time you finish a story you can think back to our charts or other stories in our room and think, 'Did I do that?' to help you check if your story is done. If you find out that you forgot to do something, think about where you can go back into your story to say more.</li> <li>Go back to your writing spots today and add in more and more to make your story a finished story.</li> </ul>
• Remember if you think you've finished a story, think about all the things we know about small moment stories from our charts, our class story, and others stories we have read and written to decide if your story is finished.
•
<ul> <li>Ask students to share a place where they went back to their story to say more and how they knew their story was not yet finished.</li> <li>See Resource Materials Packet for other share options.</li> </ul>

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

#### SAMPLE Anchor Chart What Makes a Small Moment

- True story about things people do
- Things happen in order
- Single/small moment stretched across the pages
- One time, one place story
- Feelings of the character (detail)
- People talking (details)
- Told what things look like (detail)
- •
- Dialogue

Session	13
Concept IV Writers include details, purpose, and feelings.	
Teaching Point Writers and readers use the same strategies.	

	Materials			
•	Book from a student's book box(Teacher	•	What Makes a Good Small Moment-Anchor Chart	
	demonstration only )		[Resource Materials Packet]	
•	Small moment student story with title page			

Tips	
Connection	<ul> <li>Yesterday we learned how to check to see if we have written our very best finished stories. This will help others read and enjoy our stories, just like they enjoy the stories written by authors all over our room.</li> <li>Today I am going to teach you that the strategies we use to read books in reading workshop are the same strategies we can use to read stories in writing workshop.</li> </ul>
Teach	<ul> <li>It's so exciting to have stories all over our room by authors of all ages. I want you to be able to read and enjoy all the stories written in our classroom.</li> <li>Today I am going to show you that you can use some of the same strategies we use to read books during reading workshop time when we are reading stories written by our friends during writing workshop.</li> <li>Let's think about what we do when we read a book during reading workshop. Show example of a text that would be found in a student's book box. When we read our stories we always stop and think, 'Did this make sense? Does this sound right? Does it look right?' Model with text.</li> <li>We can do this with our partner's stories also. We can read our partner's story and we can do the same thing as we read. We can ask, 'Does this make sense? Does this sound right? Does it look right.'</li> <li>We can also help our partners when we read their stories, just like we do in partner reading at reading workshop time. As we read our partner's stories, if we notice something doesn't sound right or make sense, we can help our partner by giving them suggestions on ways to help fix up their stories.</li> <li>Watch as I read Joey's story. Read a selected student story and stop at a place for possible revision. Model reading the story and thinking out loud, Does the story make sense? Did these words sound right on this page? Did the words look right?</li> <li>After reading the story, have a partner conference with Joey that could go something like this, Joey, I was confused on this page. Your words said but that doesn't make sense. Maybe it would make more sense if you said</li> </ul>
Active Engagement	• Turn and tell your partner what you noticed I did with Joey. Discuss how I helped him to think about his story, just like we think about books we read at reading workshop time.
Link	<ul> <li>Now it's time for you to go meet with your writing partner and choose a finished story for them to read. Partners, remember to treat your partner's story just like any book you would read at reading workshop time and think, 'Does this story make sense? Do the words sound right? Do the words look right?'</li> </ul>
Mid-Workshop Teaching Point	When you are done sharing each other's stories and conferencing with your partner, go back to your writing spot. Think about what your partner said and if you need to change or add anything to your story.

### Kindergarten – Growing as Small Moment Writers, Unit 5

Lesson Plan – Session 13, Continued

Independent Writing and Conferring	•
After-the- Workshop	<ul> <li>Choose a few students to share what happened when they met with their partner and read each other's stories.</li> </ul>
Share	See Resource Materials Packet for other share options.

Session	14	
Concept V	<b>Oncept V</b> Writers revise, publish, and share their best small moment stories.	
Teaching Point Writers write 'end in the moment' story endings.		

Materials			
<ul> <li>Small Moment Mentor Text that have 'end in the moment' endings</li> <li>Teacher small moment story</li> <li>Teacher or student small moment story that does not have a close-in ending (one that jumps away from moment)</li> </ul>	Shared experience story from session 12		

Tips	Teachers do not read stories in their entirety during the connection. Students should be familiar with these stories from the immersion phase of the unit.	
	•	Endings should have been discussed during immersion as well as during continued exploration in reading time.

Connection	<ul> <li>Writers, I was reading some of our mentor text like XXXXX and XXXXX and XXXXX and I noticed that the authors of these books wrote 'one time, one place' stories. The authors' stories started and ended in the same place. This is an 'end in the moment' ending.</li> <li>Teacher shows examples of 'end in the moment' story endings from mentor text.</li> <li>I'm telling you this because today, when you write your small moment stories, I want you to</li> </ul>
	think about the whole story too, just like XXX and XXX and XXX, and end your story in a strong way with an 'end in the moment' story ending.
Teach	<ul> <li>A good small moment story has an 'end in the moment' story endings. An 'end in the moment' story ending is when the author started and ended in the same place. Watch how I add this type of ending to one of my stories. I have started a small moment story about the time I took my son to the zoo. Three big geese hissed at him and he ran away scared. Watch how I did two things: 1) ended in the same place as page before it and 2) added how I felt or what I thought in that moment.</li> <li>Teacher reads his/her story turning the pages in the booklet. One day I took Alden to the zoo. He ran up to three big geese. The geese hissed at him. Alden ran away as the geese chased him.</li> <li>Teacher turns to the last page in her booklet and says Hmmmm, on the page before I was at</li> </ul>
	<ul> <li>the zoo, so I will keep my story at the zoo. And what did I think or feel at that moment. Hmmmm, I know, I felt scared that the geese would bite Alden. That's how I will end my story.</li> <li>Teacher writes the ending to his/her story.</li> <li>Writers, did you see what I did to write a strong 'end in the moment' story ending? When I</li> </ul>
	wanted to end my story, I kept it in the same place as the page before and I thought about how I felt or what I thought in that moment and I wrote that my ending.
Active Engagement	<ul> <li>Writers, let's read our story again about the day when Teacher uses shared class experience story herewe were water painting and Nick spilled his water all over the red table's art work.</li> <li>Teacher and students read the story. Yesterday we were water painting. Nick sneezed and bumped the table. His water spilled all over the red table.</li> </ul>

### Kindergarten – Growing as Small Moment Writers, Unit 5

Lesson Plan – Session 14, Continued

Active Engagement - Continued	<ul> <li>Writers, lets write a strong close-in ending for our story. Let's see on the page before we were in the classroom so we should end our story in the classroom. Now everyone can think about how they felt or what they thought when the water spilled.</li> <li>Students turn and talk to your partner.</li> <li>Teacher calls on several students to share their ideas pointing out how students felt or what they thought.</li> </ul>
	<ul> <li>Teacher picks one 'end in the moment' story ending to write.</li> </ul>
Link	<ul> <li>Writers, today when you go off and check your small moment stories in your folders, remember that you can write a strong 'end in the moment' story ending just like XXXX and XXXX and XXXX.</li> <li>Keep your ending in the same place as the page before. Also think about how you felt or what you thought, and end your story that way.</li> </ul>
Mid-Workshop Teaching Point  Another way to explain an 'end in the moment' story is that you don't jump away to another time or place. Give an example of a teacher or student story where the ending jumps and doesn't end as page before. Discuss what they should do to fix the ending. I would not my story about xxxx with, 'I went to bed.' That jumps away from the place we were. I couse a caret or post-it note and change it.	
Independent Writing and Conferring	•
After-the- Workshop Share	<ul> <li>Teacher preselects several student pieces who attempted to write 'end in the moment' endings. Share them.</li> <li>See Resource Materials Packet for other share options.</li> </ul>

Session	15	
Concept V	oncept V Writers fine-tune, publish, and share their best small moment stories.	
<b>Teaching Point</b> Writers choose a small moment story to improve and make it easier to read.		

Materials			
Students' writing folders	<ul> <li>Student partnerships</li> </ul>		
Teacher small moment stories			

Tips	<ul> <li>Understanding the difference between letters and words may need to be taught outside of workshop for students still struggling with spacing between words. Make sure to help students understand the connection between the spaces they see in the books and those they put in</li> </ul>
	their writing.
	Teacher may want students to bring writing folders to carpet/meeting area (see Active
	Engagement section).

Connection	<ul> <li>Writers, yesterday you worked hard to write an 'end in the moment' story ending just like the authors of the stories XXX and XXX and XXX.</li> <li>Today, you have another important job. You are going to pick one of the small moment stories you have been working on to publish and make it easier for others to read. You'll fix up your handwriting and check for spaces between words so that it looks just like XXX and XXXX and</li> </ul>
Teach	<ul> <li>Writers, watch me as I read through a few of my small moment stories. As I read through some of my stories, I am going to think about which story I want to improve and make easier for others to read.</li> </ul>
	<ul> <li>Teacher models reading through her small moment stories.</li> <li>Teacher says, Hmmm, I like a lot of my small moment stories, but this story about my ice cream cone falling is my favorite.</li> </ul>
	<ul> <li>Writers, now that I have chosen one small moment story to improve, I am going to think about how to make it easier for others to read. I know that fixing up my handwriting and spaces between words will help. It is important our handwriting is our very best because we want our reader to enjoy and read our story. Also, we should have spaces between words because this helps readers read the words we have written.</li> </ul>
	<ul> <li>Writers, watch as I reread my story, page by page. Teacher reads through his/her story, noticing handwriting and spaces between words that need to be fixed up. One thing I could do is to cross out the sloppy word and write it neatly above the line. Teacher models.</li> <li>Writers, did you see what I did? First I read through all of my small moment stories and I picked</li> </ul>
	the one story that I wanted to fix up and make easier for others to read. Next I read the story page by page, fixing my handwriting and spaces between my words.

### Kindergarten – Growing as Small Moment Writers, Unit 5

Lesson Plan – Session 15, Continued

Active	Writers, you have your writing folders with you. I want you to first read through a few of your	
Engagement	small moment stories and pick the one story that you want to fix up and make it easier for others to read.	
	Students read through their stories. Right now on the carpet you are just picking one piece to	
	fix up. You should not start fixing it up yet. When you find that piece, please give me a thumb up so I know you are ready for the next step.	
	Writers, now that you have one small moment story, I want you to read the first page and think about how you can fix your handwriting or spaces between words.	
	Turn and tell your partner what you notice.	
	Teacher calls on several students to share what they noticed.	
Link	<ul> <li>Writers, today when you go off, you are going to read your small moment story, page by page, fixing up your handwriting and spaces between your words so that your story is easier for others to read.</li> </ul>	
Mid-Workshop	Model ways to fix up and explain the importance of doing so.	
<b>Teaching Point</b>		
Independent	•	
Writing and		
Conferring		
After-the-	• Writers, share with your table the page in your small moment story that is the easiest to read	
Workshop	because the handwriting is neat and the spacing between your words is just like the books we	
Share	read.	
	See Resource Materials Packet for other share options.	

Session	16
Concept V	Writers fine-tune, publish, and share their best small moment stories.
<b>Teaching Point</b>	Writers reread to make sure snap words are spelled correctly.

Materials				
•	Copies of class shared experience for students (from	•	Teacher small moment story	
	session 14)			

Tips	Students should be using the word wall daily. Typically, kindergarten students should have	
	around 15 known words that they can read and write by January.	

	around 15 known words that they can read and write by January.
Connection	<ul> <li>Writers, yesterday you chose a small moment story to improve.</li> <li>You made it easier to read by fixing up your handwriting and spacing.</li> <li>Today I am going to teach you another way that writers fix up their stories to make them easier to read.</li> </ul>
Teach	<ul> <li>One thing writers do is reread their stories to see if their snap words are spelled correctly.</li> <li>Watch me as I reread the story I chose to publish. I am going to touch each word and ask myself 'Is this a word wall word?' If I come to a word that doesn't look right, I can circle it. Teacher reads his/her story slowly, touching each word. As teacher comes upon word wall words, pause to check the word wall and see that they are spelled correctly.</li> <li>After I have checked each word, I can go back and fix up the circled ones using our word wall to help.</li> <li>Watch how I fix the words by crossing them out and writing the correct word above it. I could also erase the word and write the correct word.</li> </ul>
Active Engagement	<ul> <li>Teacher uses shared class experience here. Writers, I am going to give you a copy of our class story that we wrote about Nick spilling his water at the red table. Read story to the class.</li> <li>I want you to meet with your partner to reread the story. Touch the words and ask, 'Is this a word wall word?' If you come to a word that doesn't look right, circle it. When you are done, go back to the circled words and use our word wall to check and fix up the words if needed. You can fix the words by crossing them out and writing above them. You could also erase.</li> <li>Give students time to do this work and discuss as a class. Note: Students may not find any incorrect word wall words since this is a story you wrote as a class, but the focus is on touching and checking the story.</li> </ul>
Link	<ul> <li>Writers, today I want you to go back to the story you chose to publish. Reread your story touching each word and checking your word wall words carefully, circling any words you need to recheck.</li> <li>Remember, writers do this so readers can read their stories with ease.</li> </ul>
Mid-Workshop Teaching Point	• Writers, sometimes when you are reading your stories, you may realize you left off some punctuation or a period that would help the reader. If that happens, reread how you want it to sound, and put the punctuation in where it is needed. Teacher demonstrates.
Independent Writing and Conferring	•
After-the- Workshop Share	<ul> <li>Choose a few students to share where they fixed up their piece so others could read it with ease.</li> <li>See Resource Materials Packet for other share options.</li> </ul>

### Kindergarten – Growing as Small Moment Writers, Unit 5

#### **Lesson Plan**

Session	17
Concept V	Writers revise, publish, and share their best small moment stories.
<b>Teaching Point</b>	Authors' Celebration

Materi	als

Tips	Choose a way to publish and celebrate the end of the small moment unit.
	Some possible ideas are:
	<ul> <li>Family members attend to hear stories read.</li> </ul>
	<ul> <li>Read stories to Reading Buddies from another class.</li> </ul>
	<ul> <li>Read stories to each other.</li> </ul>
	<ul> <li>Post stories in a published gallery in the hall and invite other classes to visit.</li> </ul>
	<ul> <li>Invite the principal or past preschool teachers to come listen to students read their stories.</li> </ul>
	Possible digital tool: <u>www.littlebirdtales.com</u>

Connection	Keep in mind the focus of the unit and the wonderful writing that has taken place throughout.
	In this unit we learned to catch small moments from our lives and add itsy bitsy details to
	stretch our stories into pages and pages of writing. We wrote with such detail that our readers
	will feel like they are right there with us.
	Today we are going to celebrate these stories