

The Immersion Excursion

Examples of Lessons and Ideas to Help
Students Travel through a Text Type

Kindergarten Unit 5
Growing as Small Moment Writers - Narrative



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See Supplemental Mentor Texts Packet on Atlas (under Resources) for more small moment selections.

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BACKGROUND SECTION

The purpose of these lessons is to provide a sense of possibilities for teachers. “Shop around” for ideas to share with students. Pick and choose lessons based on teacher background knowledge and students’ background knowledge and interests. These lessons serve as exemplars for how the study of Immersion might go. Teachers urged (really begged) me to craft lessons to guide newcomers on various ways to explore a text type and mentor texts. The intent is not to simplify the process into formulaic lessons. Instead, these represent samples of possible activities a teacher might include during an Immersion Phase. Immersion is inquiry-based – discussion should revolve around what students notice and want to discuss. Therefore, modify, adjust, delete, and add lessons based on the background knowledge and needs of your students. An on-demand performance assessment is an excellent vehicle to determine what students know and need to learn.

***Good luck being a tour guide for your students as they explore various text types and books. The act of writing opens hearts and minds ---
Dr. Sandy Biondo***

Purpose of Immersion

The purpose of the Immersion Phase is to help students develop a thorough understanding of the text type they will be writing. Immersion will help students to create a vision of how their own texts may be written and possible items to include. The goal is to move students from *explorers* of the text type to *writers* of it. Through studying mentor texts, students will develop a greater understanding of:

- A. Definition and Purpose (What is xxx? Why do people read xxx? Why do people write xxx?)
- B. Characteristics (What makes an effective xxx?)
- C. How these texts tend to go?
 - 1. How does the beginning or lead tend to go? What is included?
 - 2. How does the middle part or body tend to go? What is included?
 - 3. How does the ending or conclusion tend to go? What is included?
 - 4. Author craftsmanship specific to that text type (e.g. narrative: character, plot, heart of the story, details as internal thinking, setting, character action, physical description, dialogue, etc.; information: text structures, text features such as captions, headings, bold face, etc.; details as numbers, names, examples, partner sentences, topic specific words, etc.; opinion – claim, reasons, supporting details as facts, quotes, micro-stories with a slant, interview information, surveys, etc.)

Webster’s dictionary defines a mentor as: “a close, trusted, and experienced counselor or guide” - which perfectly describes the relationship we want our students to have with mentor texts.

Reading Like a Reader, Reading Like a Writer

It is important that students have multiple experiences with a piece or book. Time should be devoted to them first *reading like a reader* – read, enjoy, and discuss. Then, pieces will be *reread* in part or whole through “writerly eyes.” Students will now *read like a writer*. Selections will be *reread* to **notice, name, and discuss** how and why an author structured things in a particular way or selected specific words. Students will come to learn that authors “intentionally” craft words and text in certain ways to share information and create different types of meaning. Ultimately, reading like a writer means to read with a sense of possibility – *What did this author do that I could try?* Subsequently, teachers want students to use mentor texts as resources for when they write.

Inquiry Approach Versus Architecture of a Mini-Lesson

Immersion lessons typically follow an inquiry approach; therefore, they are open-ended and idiosyncratic to the group. They will not follow the typical architecture of a mini-lesson (e.g., connection, teach, active engagement, link and share). Teachers may not have specific lessons for this phase, but instead have general areas of study (e.g., background - definition, purpose, characteristics, how texts tend to go, writing ideas, class shared draft, etc.). Teachers should follow the lead of their students -- notice, restate, negotiate what they say in order to bring meaning and understanding. This is a time for students to notice the characteristics and purposes of a text type. Teachers are assisting students in moving from ➔ EXPLORERS of the text type to WRITERS of the text type.

Text Selection

Text selection should include published work (e.g., literature books, articles), student authored work, and teacher authored work. Texts should exemplify the various components that a well written text at that grade level would include. See resource packet per unit for criteria for mentor text selection and possible titles. Additionally, teachers may check out the following resources for possible mentor text: literature/trade book lists for that text type and grade level, websites that include student and teacher-authored work, selections from Reading and Writing Project from Teachers College (www.readingandwritingproject.com), professional resources and recommendations from noted researchers (e.g. Katie Wood Ray, Lucy Calkins, Ralph Fletcher, Tony Stead, etc.), collections from the MAISA website, your district or local intermediate school district, etc.

Tip: When planning, jot notes on what the text has to offer so it can be used as a “cheat sheet.” Affix these notes on the back of the text. Select different texts for different reasons. Variety is the key. Don’t select books/texts that all look and sound the same and have the same features.

Make a list of texts that can be shared beyond Immersion sessions. Include these selections during shared reading or read alouds during the entire unit of study.

Where to Find More Information on Immersion

Prior to studying these lessons, it is highly recommended teachers read the supplemental resources on Atlas: Immersion Phase: Creating a Vision for Writing, Part 1 – Background Information and Part 2 – Grade Level Appendices.

LESSON PLAN SECTION

Three Basic Goals of Immersion (simplifying a complex process)

Goal 1 – Develop Background Knowledge

Goal 2 – Generate Possible Writing Ideas

Goal 3 – Try It – Shared Class Writing – Begin a Class “Flash” Draft

SAMPLE WEEK OF IMMERSION LESSONS

Days 1 & 2*

Goal 1: Develop Background Knowledge

Read, Study, and Discuss How Narrative Writing Works!
(Focus on definition, purpose, and general noticings)

Day 3*

Goal 1: Develop Background Knowledge

A Closer Look at Structure

Day 4*

Goal #1: Develop Background Knowledge

A Closer Look at Elaboration – Saying More through Details, Details, Details

Day 5

Goal 2: Generate Possible Writing Ideas

Linking Mentor Texts with Writing Ideas

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Goal #3: Try It – Shared Class Writing

**Write a Class Narrative Piece. *This may begin anytime during the Immersion phase and/or during shared/interactive writing time.***

- \* Depending on students’ background knowledge of narrative writing and a teacher’s experience with Immersion, teachers may spend 1-4 days studying Goal #1: Develop Background Knowledge. If some of this work is done during reading components, then less writing workshop time is needed. Adjust Immersion plan accordingly.

### **Mentor Texts**

Check your students’ understanding of what a “mentor” is and how mentor texts help writers. If needed, add a lesson or verbiage to this unit. For more detailed information and ideas, please see:

Immersion Phase: Creating a Vision for Writing, Part 1: Background Information by Sandra M. Biondo. This may be found on the MAISA website. Check out this section: Develop Background Knowledge - What is a Mentor? How Will Mentor Texts Help Us? (pp. 7-8).

### **Reading Like a Reader, Reading Like a Writer**

Mentor texts should be read, enjoyed and discussed as a reader prior to studying them during the Immersion phase. Teachers typically set aside several read aloud and/or shared reading sessions to discuss small moment stories. Continue to read small moment selections (e.g., books, teacher written, student authored work, and class shared written pieces) throughout the time the class is studying narrative writing.

During the Immersion Phase, teachers revisit familiar texts to study them from a writing perspective. Students shift from “reading like a reader” to “reading like a writer.” Selections will be *reread* to notice, name, and discuss how and why an author crafted certain elements, such as: structure, elaboration through details, specific word choice, etc. Students learn that authors “intentionally” craft words and text in certain ways to share information and create different types of meaning. Ultimately, reading like a writer means to read with a sense of possibility – *What did this author do that I could try?* Subsequently, teachers encourage students to use mentor texts as resources for their authored work.

Make a list of texts to be studied – books, student authored work, teacher written selections and class shared pieces. See Immersion unit for suggestions, but feel free to delete and add selections from your own class, school or district collections. **Please see suggested mentor texts list on page 5 and a planning tool on page 7.**

For more detailed information and ideas, please see:

Immersion Phase: Creating a Vision for Writing, Part 1: Background Information by Sandra M. Biondo. This may be found on the MAISA website. Check out this section: Reading Like a Reader, Reading Like a Writer (p.4).

**SMALL MOMENT MENTOR TEXT SELECTIONS – Unit #5**      **Summary of mentor texts listed in the unit**

| <b>Literature – Trade Book Selections      (Make sure the events are simple and clear.)</b> |               |                     |
|---------------------------------------------------------------------------------------------|---------------|---------------------|
| <b>Title</b>                                                                                | <b>Author</b> | <b>Notes</b>        |
| Molly in the Garden                                                                         | Twinkle Tots  | www.barronseduc.com |
| Max at the Seashore                                                                         | Twinkle Tots  | www.barronseduc.com |
| Day at the Beach                                                                            | Tom Booth     | Scholastic          |
|                                                                                             |               |                     |

| <b>Teacher-Authored Work</b> |                                 |                     |
|------------------------------|---------------------------------|---------------------|
| <b>Title</b>                 | <b>Author</b>                   | <b>Notes</b>        |
| Coffee                       |                                 | See Appendix Packet |
| Sarah Walking to School      | <u>Writing Pathways</u> by Lucy | Calkins, p. 437     |
| Swimming 1                   |                                 | See Appendix Packet |
| Swimming 2                   |                                 | See Appendix Packet |
|                              |                                 |                     |
|                              |                                 |                     |

| <b>Student-Authored Work</b>                                                                              |                                 |                                  |
|-----------------------------------------------------------------------------------------------------------|---------------------------------|----------------------------------|
| <b>Suggestion: Keep the student’s pictures, but rewrite or type the text portion if not easy to read.</b> |                                 |                                  |
| <b>Title</b>                                                                                              | <b>Author</b>                   | <b>Notes</b>                     |
| Airplane                                                                                                  |                                 | Supplemental Mentor Texts Packet |
| Baby Birds                                                                                                |                                 | See Appendix Packet              |
| Brushing My Teeth                                                                                         | <u>Writing Pathways</u> by Lucy | Calkins, p. 412                  |
| Florida                                                                                                   |                                 | Supplemental Mentor Texts Packet |
| My Birthday                                                                                               |                                 | Supplemental Mentor Texts Packet |
| Park                                                                                                      |                                 | Supplemental Mentor Texts Packet |
| The Ranch                                                                                                 |                                 | Supplemental Mentor Texts Packet |
| Sledding With My Mom...                                                                                   | Student Sample                  | Atlas – Artifact - Sledding      |
| The Sleepover                                                                                             |                                 | Supplemental Mentor Texts Packet |
| Swimming                                                                                                  |                                 | Supplemental Mentor Texts Packet |
| When I Went Down the Slide                                                                                |                                 | Supplemental Mentor Texts Packet |
| When I Went to Ohio                                                                                       |                                 | Supplemental Mentor Texts Packet |
| Sick Day                                                                                                  |                                 | Supplemental Mentor Texts Packet |
| My Birthday                                                                                               |                                 | Supplemental Mentor Texts Packet |
| The Surprise Lunch                                                                                        |                                 | Supplemental Mentor Texts Packet |
| Painting the Fireplace                                                                                    |                                 | Supplemental Mentor Texts Packet |
| Playing Catch                                                                                             |                                 | Supplemental Mentor Texts Packet |
|                                                                                                           |                                 | Supplemental Mentor Texts Packet |



Teacher Resource: Fill in with your mentor text plan based on the written work and books you have.

Unit 5: SMALL MOMENT MENTOR TEXT SELECTIONS – Unit #5

| Literature – Trade Book Selections (Make sure the events are simple and clear.) |        |       |
|---------------------------------------------------------------------------------|--------|-------|
| Title                                                                           | Author | Notes |
|                                                                                 |        |       |
|                                                                                 |        |       |
|                                                                                 |        |       |

| Teacher-Authored Work |        |       |
|-----------------------|--------|-------|
| Title                 | Author | Notes |
|                       |        |       |
|                       |        |       |
|                       |        |       |

| Student-Authored Work                                                                              |        |       |
|----------------------------------------------------------------------------------------------------|--------|-------|
| Suggestion: Keep the student's pictures, but rewrite or type the text portion if not easy to read. |        |       |
| Title                                                                                              | Author | Notes |
|                                                                                                    |        |       |
|                                                                                                    |        |       |
|                                                                                                    |        |       |

| Class Shared Written Pieces |            |       |
|-----------------------------|------------|-------|
| Title                       | Class/Year | Notes |
|                             |            |       |
|                             |            |       |
|                             |            |       |

**Guided Reading Books** Find text that have a simple plot structure with easily identifiable events and one setting. Also, try to find some that use “I” or “We”. These are suggestions. Check your literacy library for what is available in your school.

[illegible]

## **IMMERSION Goal #1 – Develop Background Knowledge**

### **Days 1 and 2 – Read, Study and Discuss How Narrative Writing Works!**

#### **(Focus on Definition, Purpose, and General Noticings)**

**Read as a Reader:** Select 6 or more small moment selections that you will share with students during read aloud with accountable talk and/or shared reading. These selections should be a combination of published text, teacher authored work, student authored work and/or a class shared writing piece from a previous class. Read, enjoy and discuss these books. Teachers may need multiple reading sessions to accomplish this. This should be done prior to the start of the Immersion Phase. (Tip: Well-structured narrative guided reading texts work great for this activity. They are short and easy to read.)

**Read as a Writer:** Teachers may study Goal #1: Develop Background Knowledge during writing workshop and reading time. Therefore, the study of this goal may occur over different days or during different literacy components. Below is a sample of how a teacher may plan to address Goal #1. During this time, revisit these 6 familiar pieces and guide students in noticing a pattern of what a narrative book is, its purpose and how it tends to go.

#### **Sample of possible Day 1 texts:**

1. Student-authored text: \_\_\_\_\_
2. Simple storyline book where setting doesn't change: \_\_\_\_\_
3. Teacher or class-authored text: \_\_\_\_\_

#### **Sample of possible Day 2 texts (or to be studied during a reading component):**

1. Student-authored text: \_\_\_\_\_
2. Simple storyline book where setting doesn't change: \_\_\_\_\_
3. Teacher or class-authored text: \_\_\_\_\_

#### **Sample of possible texts if additional time is needed:**

1. Student-authored text: \_\_\_\_\_
2. Simple storyline book where setting doesn't change: \_\_\_\_\_
3. Teacher or class-authored text: \_\_\_\_\_

Please see appendix for copies of some of these selections.

## Possible discussion points:

1. **Class discussion to access prior knowledge of the text type** – *Today we will begin the study of writing narrative or small moment stories. As young writers, you’ve authored small moment stories earlier in the year. What do you remember about narrative or small moment writing?*  
Please note: More than likely, most Kindergarteners will have limited recall. It may be helpful to review Unit #2: Launching the Writing Workshop’s noticings anchor charts.
2. **Revisit the concept of narrative writing** – *As young writers, you will learn to author narrative or small moment books. You will write true stories about one time you did something.*
3. **Read and discuss selections. After reading and studying a few texts, generate discussion to explore the following questions:**

- A. *Definition: What is narrative writing? What is a small moment story? How would you explain it to someone else?*

Narrative/Small Moment books are... (definition)

Example: ...*true stories about one time I did something.*

- B. *Purpose: Why do people write narrative pieces/ books? Why do people read narrative pieces/books?*

People read them... (Reading purpose)

Example: ...*to be entertained and to make connections to other people.*

People write them... (Writing purpose)

Example: ...*to share stories of our lives and to entertain others.*

- C. *Characteristics: What makes a narrative book?*

Elaborate on how each part tends to go -

- *General noticings*
- *How does the beginning or lead tend to go? What is included?*
- *How does the middle part or body tend to go? What is included?*
- *How does the ending tend to go? What is included?*

## SAMPLE OF POSSIBLE NOTICINGS – TEACHER RESOURCE

The following is a teacher resource of possible noticings and discussion areas. Modify to fit how your students describe things - put in student friendly terms. It is not expected that students will notice each item listed. This is a list of possibilities. Continue to add noticings as the Immersion Phase progresses and as lessons are taught in the Writing Workshop unit. See sample anchor charts from kindergarten classrooms at the end of this lesson.

After discussion, create a chart that represents student thinking. The following are possible categories that may be included.

### Anchor Chart Part 1: Definition and Purpose

- Narrative/Small Moment books are... (definition)  
*Example: ...true stories about one time I did something.*
- People read them... (Reading purpose)  
*Example: ...to be entertained and to make connections to other people.*
- People write them... (Writing purpose)  
*Example: ...to share stories of their lives and to entertain others.*

### Anchor Chart Part 2 (see next page for possible noticings):

- General Noticings (suggested for Day1)
- Structure Noticings (suggested for Day 2)
  - Beginning or lead
  - Middle or body
  - Ending

## General Noticings – Suggested discussion for Day 1

- Stories about something that really happen in your life
- Stories about things you have already done
- Stories about one time a person did something
- Uses “I” and “my” -- YOU & DO
- The person writing the story is the main character / You are the star of the story
- One time, one place
- Setting usually doesn’t change
- Stories could be about ordinary, everyday things people do
- Stories have a strong feeling attached to them
- Events are told in order
- Stories have a beginning, middle and ending
- Characters are human
- Characters share their thoughts and feelings
- Characters talk
- Includes illustrations with lots of details, details, details
- Words tell details, details, details (see next lesson)
- Pictures and words go together
- 

## Suggested Discussion for Day 2

**Structure Noticings:** Through studying various samples, help students discover that narrative texts tend to follow a certain structure. There are 3 main parts – beginning or lead, middle or body, and ending. (Use hand to show: thumb = beginning or lead, middle 3 fingers = middle or body, pinky = ending). Story told across three or more pages (1 page for beginning or lead, 1 or more pages for middle/body or events, 1 page for ending)

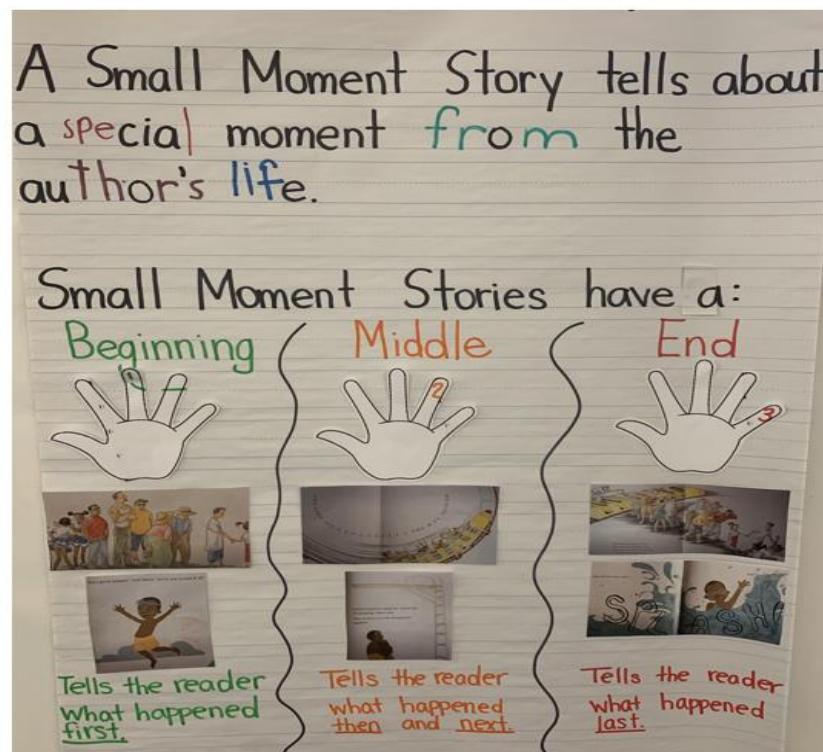
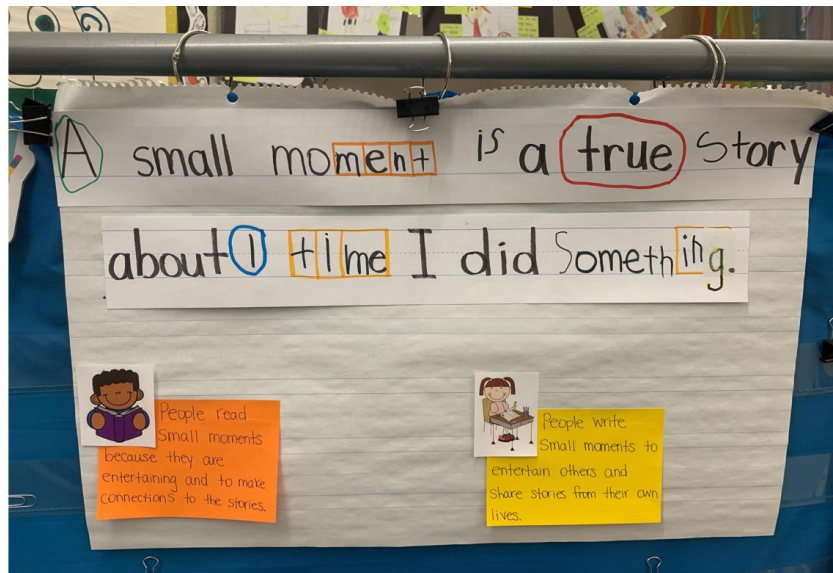
**Elaborate on what is included in these three parts. Sample discussion areas:**

- **Beginning or Lead** – introduces who the story is about (YOU) and what the character is doing (DO); simply called YOU & DO! (Page 1)
- **Middle or body** – story told “bit by bit”; bit by bit means author told events; an event is what the character did; events go in order: what happen first, what happen next, what happen last, etc. (page 2+)
- **Ending** – author wraps up the small moment story (may tell what happened last or share a feeling) (Last page or page 3)

Continue adding to this discussion as additional books are shared. Please note: The next lesson addresses structure more in-depth.

## SAMPLE ANCHOR CHARTS

Please note: These charts should be co-constructed with students based on how they would describe things, mentor texts read, and immersion activities completed. Please note: Teachers will spend several sessions reading and developing background knowledge of the text type under study. Students will add new learning to charts as the unit proceeds. All items will not be “discovered” or “noticed” during immersion. Use their noticings as a means of formative assessment. Teachers should not try and get students to notice everything that is listed in the samples from the units. Many of these sample charts are cumulative charts-- from Immersion as well as additional information students added as they progressed and learned more. Periodically, revisit chart/s throughout the unit and ask students if they would like to add something recently learned/discovered about that text type.



# Small Moment Books

What is it?

- true or real
- one time, one place
- doing something
- YOU DO

Why do we read it?

- for fun
- for ideas of things to do
- to make connections

Why do we write it?

- to share memories
- to make connections

How does it go?

- pictures and words
- structure

## Pictures

Character are people.



Character is DOING something



A real place



Details



## Words

"I"

"my"

"me"

Tell what character is

- doing
- saying
- feeling

"One day"...

"One time"...

Match the pictures

Sentences (not list or pattern)

I kicked the ball into the net.

Details!

I picked a big orange pumpkin

## Structure

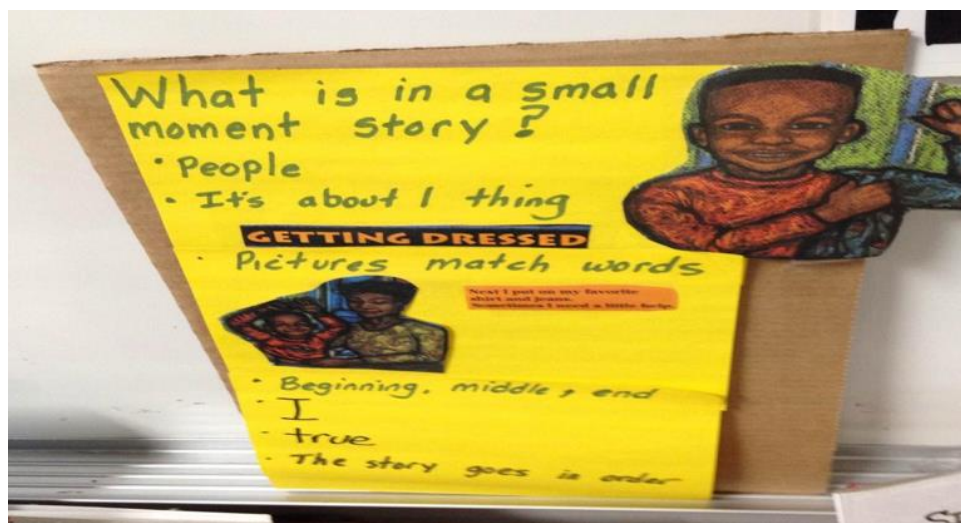
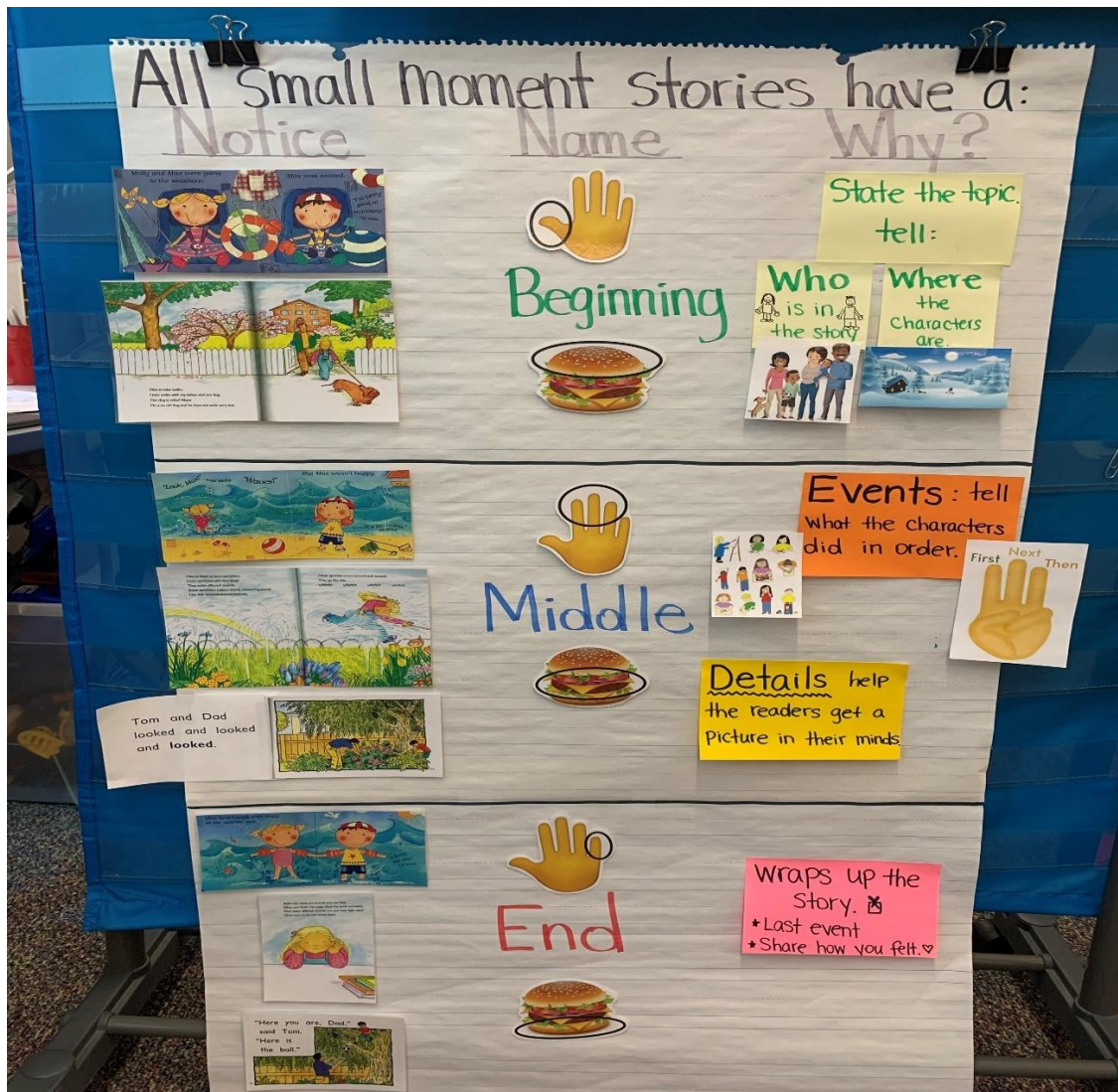
Beginning

- Middle \*events\*
- End

pages



1 place  
1 time



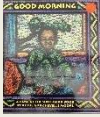
## Goal 1 - Developing Background Knowledge – Open-ended listing chart

### Personal Stories or Small Moment Pieces

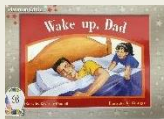
A personal narrative is a true story from our lives.

People write PN to share with others memories they have of things that they did or happened to them. People read PN because they are interested in these true stories and can often relate to them.

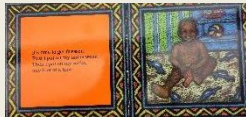
Noticings:



- True story of something that the author DID or something that happened to the author



- Whole story about what happened



- Organization - Story was told in order in which it happened (events)



- Structure – Beginning (introduction), middle (body) and ending (conclusion)



- Beginning – introduced the character and what the character was doing
- You and Do



- Ending – told the last thing that happened or ended with a feeling



- Middle – who was there, what they did, and how they felt (details)

As the unit progressed -



- One moment in time, zoom in and focus one event within the story



- Ways to add more - dialogue, internal thinking, physical description, exact action (details)
- Ending types - action, talk, feeling
- And other aspects as noticed

Small moment stories have:

a cover

detailed

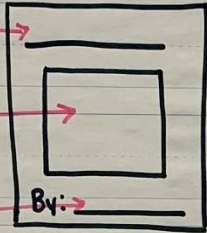
illustrations

title →

illustration →

author's name →

By: →



words that match  
the illustration

Dad kicked the ball,  
up, up, up.

Events in the  
order they happened

\*What did

YOU

DO?



|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

1 2 3 4



## **IMMERSION Goal #1 – Develop Background Knowledge**

### **Day 3 – A Closer Look at Structure**

The purpose of this lesson is to revisit familiar mentor texts to add to existing knowledge. Select 3-4 small moment selections for this lesson (number depends on length of text and time allotted). These pieces will be studied in-depth, looking specifically at structure – how a small moment story is organized.

**A. Revisit and discuss students’ noticings about the beginning, middle and end of a small moment from Day 1. For example:**

- **Beginning or lead**
  - YOU & DO - tells who the story is about and what the person is doing
- **Middle or body (Note: Students may notice these things over several lessons)**
  - a page for the beginning, a page for the middle, and a page for the end
  - tells events: what I did first, what I did next, what I did last
  - Pages are in order
  -
- **Ending**
  - Wraps ups or ends the story
  - Ends with what happened last (end in the moment) or shares a feeling
  -

**B. Discuss what an event is. An event is what happens in the story or what YOU DID (e.g., what happened first, what happened next, what happened last).**

**C. An author gets a picture in his/her mind of one-time s/he did something. Then, the writer thinks about it “bit by bit” or event by event.**

**D. Help students notice that typically an author puts 1 event per page.**

**E. Events make up the body or middle of the small moment story.**

**F. Revisit a familiar text and study through the lens of events.**

1. Events may be identified by marking up text with sticky notes. Affix a sticky note on each page naming the event (e.g., Event: tell what character did on that page/s).

For example, what happened first or what did you do first? walked up the slide ladder (easiest to start with an action word or verb).

What happened next or what did you do next? Slid down the slide

What happened last or what did you do last? (End in the moment – at the slide or end with a feeling - Shouted Hurray!)

2. Keep using event-type prompting language, such as: What happened first? What happened next? What happened last? OR What did you do first? What did you do next? What did you do last? Etc.

**G. Repeat with other mentor texts.**

See next few pages for samples

## **SAMPLE ANALYSIS OF TEXTS THROUGH THE LENS OF STRUCTURE**

### **Example #1 - Teacher Text (see appendix or add pictures to go with text):**

1. I walked my dog.
2. We walked to the corner.
3. We had fun.

Option B – body with multiple events      topic – going on a walk with my dog

1. I walked my dog.
2. I put the leash on him.
3. We walked to the corner.
4. He smelled the grass.
5. We had fun.

Discuss Beginning/Middle – Events/End

Beginning – You & Do: Me / walking my dog

Middle – What happened next? went to the corner      put leash on, walked to corner, smelled grass

End – feeling – love going on walks

### **Example #2 – Class Shared Piece (see appendix or add pictures to go with text)**

1. We heard a fire alarm.
2. We went outside.
3. We walked back inside.

Option B – body with multiple events      topic – fire alarm

1. We heard a fire alarm.
2. We got in line.
3. We walked outside.
4. We stood and waited quietly.
5. We walked back inside.

Discuss Beginning/Middle – Events/End

Beginning – You & Do: We and fire drill

Middle – What happened next? Went outside  
stood and waited

heard alarm, got in line, walked outside,

End – what happened last – walked back inside

### **Example #3 – Guided Reading Book Sample**

Beginning      Mom is asleep. Tom is hungry


Body

- Looked in refrigerator
- Got the matches
- Saw the fire
- Dad gave Tom a hot dog
- Cooked the hot dogs
- Gave a hot dog to mom

Ending          Ate hot dogs


**Example #4: Student Text    This sample may be found under resources on Atlas for Unit #5 – Student Work Artifact - Sledding.**

Please see next page for sample. Sticky note event on each page.



Sledging With  
my mom and  
I hit the  
bump


beginning



I jumped in my  
sled I was  
ready to sled  
down

jumped  
sled


middle



I got pretty to  
go down the hill.  
My mom pushed  
me

pushed  
down the  
hill


middle



I hit a big bump  
my mom was  
nervous that I was  
fall off. I did  
not fall off the  
sled. I was surprised.

hit big  
bump

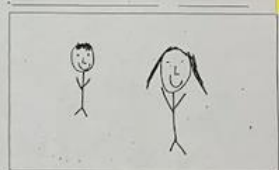
middle



I ran back up  
the hill my  
legs were tired

ran up  
the hill

end



I felt good so  
did mom. It  
was a good day.

felt  
good

Sample: label beginning, middle and end; identify events

## IMMERSION Goal #1 – Develop Background Knowledge

### Day 4 – A Closer Look at Elaboration – Saying More through Details, Details, Details

This lesson focuses on the concept of “Saying More.” It helps students notice how authors elaborate on events through the use of details.

#### Background Information

1. Select 2-3 previously read and discussed small moment selections for this lesson (number depends on length of text and time allotted). These familiar pieces will be studied in-depth through writerly eyes, looking specifically at details. The five details highlighted at the elementary level are dialogue, setting, internal thinking, character action and physical description. Depending on students’ background knowledge, teachers may choose to focus on 2-3 details only during this Immersion lesson. The other details can be studied later in the unit, in subsequent narrative units or during reading. For Kindergarten, it is suggested to start with internal thinking, physical description and dialogue (speech bubbles). The goal by the *end of the year* is for kindergarten writers to share how a character felt and provide some details about what happened through pictures or words. This lesson helps them to **recognize and name details**. It does not directly teach them *how* to do it. During the narrative writing workshop unit, lessons teach students *how* to add details to their own writing. This is an awareness lesson only.
2. It is suggested to use the detail hand graphic. Many teachers enlarge to poster size and keep on display. Some teachers also give students a mini copy to keep in their writing folders. See resource section.  
Tip: When discussing details, teachers often say, “Remember to add details, details, details.” While saying this, they do the gesture of touching index finger to thumb (details), middle finger to thumb (details), and ring finger to thumb (details).



## Lesson Steps:

### A. Review learnings from Days 1-3.

### B. Introduce/Review, Define and Discuss Purpose of Details

Discuss how and why authors try to paint pictures in readers' minds. Since the reader wasn't there, the author has to provide information so the reader can feel like h/she was there. One way to do this is through details (elaboration). Explain that when an author shares an event they often "say more" about that event through details (elaboration). Details help readers to see, feel, hear and experience what the writer did. Details are like playing a movie or DVD in the reader's mind. Details may be in pictures or words.

There are several ways an author shares narrative details. Define and explain the details that will be the focus of this lesson (e.g., dialogue, internal thinking, and/or physical description). Show detail hand graphic.

### C. How authors share details?

Typically, authors share details in one of three ways: pictures, words, or sentences. Authors may include some details in the picture, or use words to give details, or they may "say more" by adding additional sentences.

1. **Sample picture details:** Select a page that has lots of details in it. Discuss details in the picture and how it helps the reader to notice things about the person, place or things.

Provide a second example.

2. **Sample - words (physical description):** I saw an orange and black caterpillar.

Underline the words: orange and black      I saw an orange and black caterpillar.

Sample teacher talk: *Notice how the writer helped you picture in your mind what the caterpillar looked like. The author added the words "orange" and "black" to the sentence. If he just wrote – I saw a caterpillar – you wouldn't have a good picture in your mind of what the caterpillar looked like. This kind of detail is called physical description. It tells what a person, place or thing looks like. It helps the reader get a picture in his/her mind of the one time the author did something.*

Put a sticky note on the detail and name it in the piece.

Provide a second example.

3. **Sample - sentence (dialogue):** I jumped off the diving board. I shouted, “Hurray! I did it!”

Sample teacher talk: *Sometimes after an author tells an event, he thinks - how can I say more about what happened (or that event)? So, in this case, the author might have thought – how can I say more about jumping off the diving board. Could I add what I was thinking or feeling or what I said (dialogue)? The author put a picture from his mind onto the page. He added the detail of dialogue or what s/he said by adding another sentence of what he said at that moment: “Hurray! I did it!” (Or by adding a speech bubble.)*

Put a sticky note by that sentence or speech bubble and write: Dialogue  
Provide a second example.

4. **Sample - sentences (internal thinking):** I waved goodbye to my grandma. I was sad.

Sample teacher talk: *Sometimes after an author tells an event, she thinks - how can I say more about what happened (or that event)? So, in this case, the author might have thought – how can I say more about waving good bye to grandma. How could I add what I was thinking or feeling or what I said (dialogue)? The author put a picture from her mind onto the page. She added the detail of internal thinking (what I was thinking or feeling) by adding another sentence of what she was feeling at that moment: I felt sad.*

Put a sticky note by that sentence and write: Internal Thinking  
Provide a second example.

**D. Share more examples through studying familiar mentor texts through the lens of details. Go through an entire book or piece and point out details in the pictures, words, or sentences.**

Tip: Put sticky notes naming the detail. If possible, underline the detail words that are included in a sentence or draw arrows to the words via the sticky note. Explain details paint a picture in the reader’s mind so s/he can see, feel, hear and experience more of what the author did.



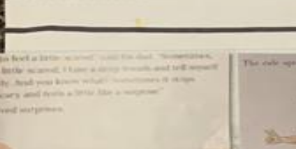





If the detail is in another sentence, model the think aloud the author may have had: *How can I say more about xxxx (usually the noun or action of the sentence)?* Example of text: The huge roller coaster went super-fast. *How can I say more about the huge roller coaster going fast? I could add internal thinking or how I was thinking or feeling. I was so scared.*







**E. See Sample next page for a complete text.**

## **Teacher Written Piece**

- 1. I saw a beautiful, orange butterfly outside. It was in a tree.**  
**(one time I did something, details – setting, physical description)**
- 2. I tried to catch it. Speech bubble: Come here butterfly!**  
**(Event – What happened next? detail – dialogue)**
- 3. It flew to a rose bush.**  
**(Event – What happened after that? detail – physical description)**
- 4. It got away. I was disappointed.**  
**(Ending - what happened last, shared a feeling)**

## SAMPLE ANCHOR CHARTS FOR DETAILS, DETAILS, DETAILS

| Notice                                                                                                                                                                                                                                                                                                                         | Name                                            | Why                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------------------------|
|    <p>Nervous<br/>Scared<br/>Worried</p> <p>happy<br/>excited<br/>Proud</p> | <p>characters' thoughts and feelings. ♡</p>     | <p>Tells the reader how the characters are feeling and what they are thinking.</p> |
|                                                                                                                                                              | <p>characters are talking." ☞</p>               | <p>Tells the reader what the characters are saying.</p>                            |
|                                                                          | <p>actions - What the characters are doing.</p> | <p>Tells the reader the events and actions.</p>                                    |

| <u>Details, Details, Details!</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| Describe what you:                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Describe how you                                                                                                         |
|  tasted<br> heard<br> touched (how it felt)<br> smelled<br> saw | <p>♡ felt: ♡</p> <p>♡</p>  <p>♡</p> |

# Details



\* Use your 5 senses to build your details

## Why?

- reader wasn't there
- reader can make a picture in his mind

## How?

- "say more"
- pictures, words, and sentences

## Dialogue

- speech bubble
- I said "\_\_\_\_\_"



## Setting



- where - park, home
- when - morning, day
- weather - sunny, snowy

## Physical Description

- colors
- size
- texture

## Action

- hands
- feet
- body
- action words: jump, walk, swim

## Feelings and Thoughts...

- I thought
- I felt or I was ..
- ...frustrated, angry, excited, scary

Please note: These charts should be co-constructed with students based on how they would describe things, mentor texts read, and immersion activities completed. Please note: Teachers will spend several sessions reading and developing background knowledge of the text type under study. Students will add new learning to charts as the unit proceeds. All items will not be "discovered" or "noticed" during immersion. Use their noticings as a means of formative assessment. Teachers should not try and get students to notice everything that is listed on the samples in the units. Many of these sample charts are cumulative charts-- from Immersion as well as additional information students added as they progressed and they learned more. Periodically, revisit the chart/s throughout the unit and ask students if they would like to add something recently learned/discovered about that text type.

## IMMERSION Goal #2 – Generate Possible Writing Ideas

### Day 5: Linking Mentor Texts with Writing Ideas

1. **Teacher Preparation:** Select small moments stories from a variety of places (e.g., literature books, student written, teacher written or class shared writing pieces) that match one or more of the possible categories. Tip: Introduce a few categories in one lesson, then add more categories as the writing workshop unit progresses. Be sure to have students attach a feeling to any of these activities. See resource section for support items.

**Suggestion:** Discuss writing ideas based on settings, such as home, school, and places in the community. These would be called writing territories. Then, under each territory brainstorm possible categories. See examples below.

- A. **Home** – What did you DO at home?  
Possible categories – playing outside, playing in your room, nature, toys, cooking, eating, holidays, celebrations, hobbies, games, pets, special things you do with parents/siblings/friends, etc.
  - B. **School** – What did you DO at school?  
Possible categories: recess, lunch room, playground, in classroom, in specials – gym, art, music, walking to and from school, on the bus, special activities, holiday parties, etc.
  - C. **Community** - What did you DO in your community?  
Possible categories – special things you do with people, special adventures, sports, pets, activities, hobbies, vacations, etc.
2. **Introduce a territory and category. Share a small moment story and discuss how it fits a particular category.** For example, teacher may say, “We read xxxx. Let’s think about how the author got the idea for this story. What might have happened in his/her life to make the idea grow?”  
(If sample piece is a familiar text, may only need to show front cover and/or title.)
  3. **Prompt students to make a text-to-self connection for the category.** Emphasize looking for a time they did something under that category. *What story idea does this trigger for you?* (Example: Think of a time you did something special with a friend? Think of a time at a celebration you did something? etc.) They may list several different times or story ideas under each category. Have students share their ideas with the class, so others can “shop around” for ideas.
  4. **Provide a means to record writing ideas.** Some teachers use tiny topic notebooks and others provide a chart with the category and related graphic. See sample.
  5. **Tip:** Teachers should make their own small moments idea chart ahead of time, so they use it as a model during the lesson.

Please see Appendix for student chart and posters.

# Ideas For My Writing



**What did you DO at home?**



**What did you DO at school?**



**What did you DO in the community?**

BY ALEXIS

### Ideas For My Writing

|                                                                                   |                                               |
|-----------------------------------------------------------------------------------|-----------------------------------------------|
|  | What did you DO at home?<br>Play with my cat. |
|  | What did you DO at school?<br>freech chos     |
|  | What did you DO in the community?<br>Jim clas |

### Ideas For My Writing

|                                                                                    |                                                 |
|------------------------------------------------------------------------------------|-------------------------------------------------|
|  | What did you DO at home?<br>cupon my<br>URAPIN. |
|  | What did you DO at school?<br>PAND ot 510       |
|  | What did you DO in the community?<br>chrch      |

### Ideas For My Writing

|                                                                                     |                                                 |
|-------------------------------------------------------------------------------------|-------------------------------------------------|
|  | What did you DO at home?<br>I play with my sis. |
|  | What did you DO at school?<br>dalefov           |
|  | What did you DO in the community?<br>torgit     |

### Ideas For My Writing

|                                                                                      |                                                  |
|--------------------------------------------------------------------------------------|--------------------------------------------------|
|  | What did you DO at home?<br>I do<br>bes          |
|  | What did you DO at school?<br>R Hves             |
|  | What did you DO in the community?<br>the<br>libe |

## Ideas For My Writing

|                                                                                   |                                                   |
|-----------------------------------------------------------------------------------|---------------------------------------------------|
|  | What did you DO at home?<br>get gressed           |
|  | What did you DO at school?<br>Learn               |
|  | What did you DO in the community?<br>go to target |

## by vivienne Ideas For My Writing

|                                                                                    |                                                         |
|------------------------------------------------------------------------------------|---------------------------------------------------------|
|  | What did you DO at home?<br>Playing with dolls          |
|  | What did you DO at school?<br>free coys                 |
|  | What did you DO in the community?<br>feed my baby, kusi |

## Drake Ideas For My Writing

|                                                                                     |                                                                                                                                  |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
|  | What did you DO at home?<br>                  |
|  | What did you DO at school?<br> P.E.           |
|  | What did you DO in the community?<br> dentist |

## by 150 Ideas For My Writing

|                                                                                      |                                                                                                                                   |
|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
|  | What did you DO at home?<br> IT ARC          |
|  | What did you DO at school?<br> Math          |
|  | What did you DO in the community?<br> soccer |

### Goal #3: Try It – Shared Class Writing

May begin anytime during the Immersion Phase.

#### General Background Information

It is recommended that Shared Writing be included as part of a balanced literacy program. Shared Writing is defined as a process whereby the teacher acts as scribe for a group of children, with the emphasis being placed on the composing process and constructing a text that students can read and study later. It may take place during Immersion time and/or during a designated shared writing time. The piece that is co-constructed as a class will be revisited throughout the unit and revised. This piece will serve as a model. Therefore, it is not the intent to have this be a “polished” product, but rather a “rough” draft that has missing elements. Intentionally, don’t create a finished product. A ‘bare bones’ piece drafted quickly in a short period of time is just fine. Lucy Calkins often refers to this piece as a “flash” draft, meaning it was drafted quickly or in a “flash” to get a shared class piece started. Teachers scaffold students in writing the various parts.

Lucy Calkins advocates volume - having students write lots of drafts of whatever type of writing they are studying, even having students begin drafting during the Immersion Phase. During this phase, get students to write “flash” drafts – quickly write a draft knowing writers can go back later and make them better. These early pieces help teachers to see where students are, thus enabling teachers to coach students along based on their needs. Students will be encouraged, if not required, to go back to earlier drafts and apply new learning. For example, after a teacher does a lesson on describing words, students would go back to earlier drafts and add (or revise) descriptive language.

Depending on the text type and form, a class shared flash draft may be completed in one setting or over the course of a few days. Typically, a narrative story with lots of pages takes days. Model going through the writing process as the class piece is written: Think, Picture, Say (self, partner, story hand, touch pages), Sketch, Write and Revise.

**Highly recommend the following resource book:** Roth, Kate & Dabrowski, Joan. (2016). *Interactive writing across grades: A small practice with big results, PreK-5*. Stenhouse Publishers - [www.stenhouse.com](http://www.stenhouse.com)

## Class Shared Writing – Small Moment Stories

It is suggested that the class piece *be done during the Shared Writing component* of a Balanced Literacy Program. Plan to spend a few days during shared writing working on the class piece. As the unit progresses and students learn more about narrative writing, go back and revise based on their new knowledge. Encourage students to do the same – go back to earlier pieces and revise, just like the class did with the shared writing piece.

- The following is a sample sequence of shared writing lessons. Adjust based on time available and students' needs. Some days may be combined.
- Plan ahead of time, a shared activity the whole class can do together. This way all students can participate in developing the class small moment story. Students will have background knowledge to contribute to the text, since they were part of the activity. Examples: playing on the playground, taking a tour of the building, trying something new as a kindergartener, first fire drill, parachute activity in physical education, etc.
- Tip: Make sure piece is a small moment story with events vs. a listing of steps for the activity the class did (e.g., story of visiting the media center vs. how to check out a book).

### Engage in the Activity

#### Session 1 Shared Writing

1. Review and discuss the class activity.
2. Start the writing process: Think, Picture each event, Say each event
3. Discuss how to create a picture in their minds of what they just did and how to put that into words.
4. Model and engage in rehearsal steps: tell across your hand, tell a partner, etc.
5. Have various students model telling the story across their hands.

#### Session 2 Shared Writing

1. Revisit rehearsing the story across their hands.
2. Rehearse and plan the small moment story by touching pages.
3. Begin sketching all pages as they orally practice the story.
4. Focus on the beginning or lead: Page 1 – Sample teacher talk: *Beginning – What did we learn about the beginnings of small moment stories? What should we include in ours? How should it go?*
5. Write.

#### Session 3 Shared Writing

1. Review previous day's work.
2. Rehearse and plan the body of the piece. Sample teacher talk: *What did we learn about the middle or body of a small moment story? Let's get a picture in our minds again of the event/s. What happened next? What happened after that? Then, what happened?*
3. Write.

#### Session 4 Shared Writing

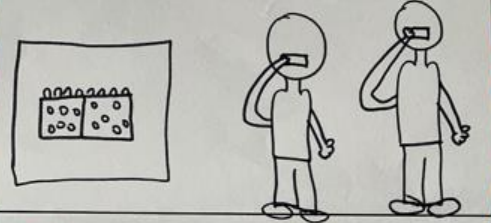
1. Review previous day's work.
2. Focus on the ending. Sample teacher talk: *What did we learn about the ending of small moment stories? Let's decide if we want to end with what happen last or with a feeling. How should ours go?*
3. Write.

**As the unit progresses, go back and revise by adding details to each event.**




It was April Fools  
DAY! Ms. Slusher said  
 "I have a special shack!"  
But it was fake  
 brown Es.

☐ I see a cat.    ☐ cat (write sounds you hear)    ☐ Pict. matches words  
☐ popcorn words spelled correctly    ☐ Aa Bb Cc capitalization



Then Ms. Slusher  
gave us real  
 brownies. We were  
excited!

☐ I see a cat.    ☐ cat (write sounds you hear)    ☐ Pict. matches words  
☐ popcorn words spelled correctly    ☐ Aa Bb Cc capitalization



Ms. Slusher helped  
us thick our moms  
 and dds.

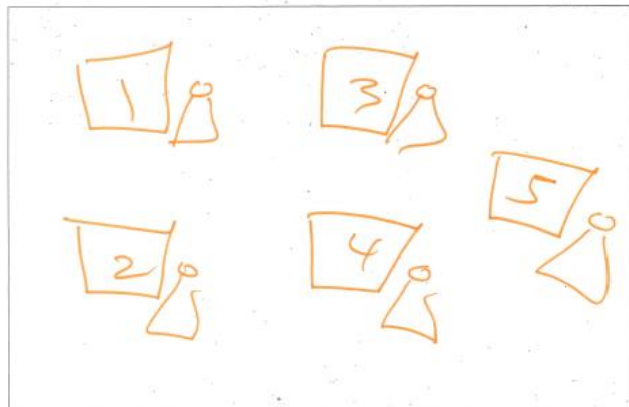
☐ I see a cat.    ☐ cat (write sounds you hear)    ☐ Pict. matches words  
☐ popcorn words spelled correctly    ☐ Aa Bb Cc capitalization



One day we  
walked in the door.  
We were surprised!  
We said "Wow"!

MAT/LKD 2014

1



We built 100!

1. Cups

2. Tablets

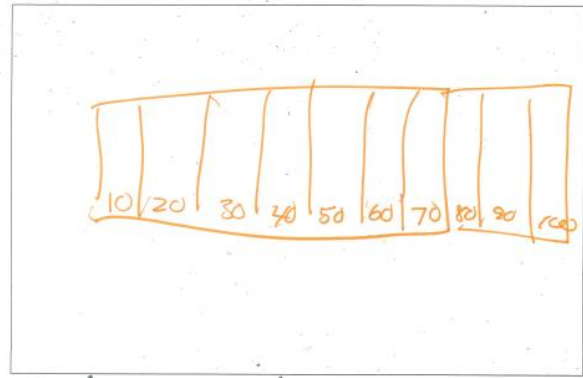
3. Bingo dotters

4. Write the room

5. Blocks

MAT/LKD 2014

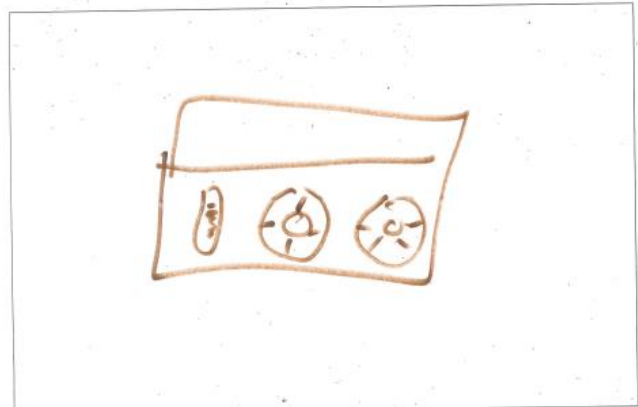
3



We colored, cut,  
and glued a  
puzzle.  
We felt proud!

MAT/LKD 2014

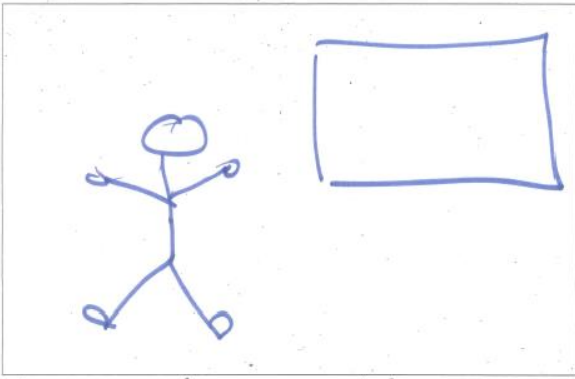
2



We ate cookies.  
We said "We like the  
circle one".

MAT/LKD 2014

4



We danced!  
It was so fun.

MAT/LKD 2014

5

## **APPENDIX OF SAMPLE MENTOR TEXTS**

**Due to quantity of items, please see separate packet of possible Mentor Texts for small moments and Immersion Phase.**

**Please feel free to replace sample narrative pieces with ones from your school – student-written, teacher-written or class-shared pieces.**

# RESOURCES

# Ideas For My Writing



What did you do at home?



What did you do at school?



What did you do in the community?

# What did you do at home?



# What did you do at school?



# What did you do in the community?



# Details



**\* Use your 5 senses to build your details**

# Details



\* Use your 5 senses to build your details

# Details



\* Use your 5 senses to build your details

# Details



\* Use your 5 senses to build your details

# Details



\* Use your 5 senses to build your details

