

The Immersion Excursion

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

Grade 1 Unit 1

Launching the Writing Workshop - Narrative



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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 – 1st Grade

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, general noticings and structure)

Day 3*

Goal 1: Develop Background Knowledge

A Closer Look at Events

Day 4

Goal 2: Generate Possible Writing Ideas

Linking Mentor Texts with Writing Ideas

Day 5

OPTIONAL: Goal 1: Develop Background Knowledge –

Optional lesson based on students’ knowledge base

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

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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 1-3 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.**

STUDYING MENTOR TEXTS – AN IMPORTANT NOTE

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 7 and a planning tool on page 9.

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).

MENTOR TEXT 1st Grade Unit 1: Narrative Unit Titles for Immersion

Possible Mentor Texts

Literature – Trade Book Suggestions (For Unit #1, make sure the events are simple and clear.)		
Title	Author	Notes to Teacher
Jabari Jumps	Gaia Cornwall, Candlewick Press	
Salt Hands	Jane Chelsea Aragon	Also, available on Teacher Tube Link:(http://www.teachertube.com/viewVideo.php?video_id=119722) (short commercial at beginning)
Shortcut	Donald Crews	
The Leaving Morning	Angela Johnson	
Night Shift Daddy	Eileen Spinelli	
Blackout	John Rocco	

Student Authored Work Suggestion: Keep the student's pictures, but rewrite or type the text portion if not easy to read.		
Title	Author/Publisher	Notes to Teacher
Christmas		See Supplemental Mentor Texts Packet
My New Friend		See Supplemental Mentor Texts Packet
Dad's Birthday		See Supplemental Mentor Texts Packet
Apple Orchard		See Supplemental Mentor Texts Packet See version 1 and version 2 after revision work
Training Wheels		See Supplemental Mentor Texts Packet
Lego Set	Caleb	See Supplemental Mentor Texts Packet
Christmas Eve	Cory	See Supplemental Mentor Texts Packet
Riding A Bike	Willard	See Supplemental Mentor Texts Packet
Moving Beds	Student Work Sample	Link available under Resources on Atlas for Unit #1 Launching the Writing Workshop – student work artifacts: moving beds
Apple Orchard	<u>Writing Pathways</u> by Lucy Calkins	On-Demand, See <u>Writing Pathways</u> book
McDonald's	<u>Writing Pathways</u> by Lucy Calkins	On-Demand, See <u>Writing Pathways</u> book
The Missing Trofy	Anica	See Unit Resource Packet
Bike Race	Mak	See Supplemental Mentor Texts Packet
Treasure Hunt	Mak	See Supplemental Mentor Texts Packet

Teacher Authored Work		
Title	Author/Publisher	Notes to Teacher
Walking Miracle	Dr. B	See Supplemental Mentor Texts Packet
To the Library	Mrs. Fisher	See Supplemental Packet – highlight details
Roller Coaster	Dr. B	See Supplemental Packet – highlight events
No More Shells	Mrs. Fisher	See Supplemental Mentor Texts Packet
Sara’s Walk to School	<u>Writing Pathways</u> by Lucy Calkins	See <u>Writing Pathways</u> book

Class Shared Writing Piece		
Title	Author/Publisher	Notes to Teacher
The Storm at School	Mrs. Giller’s Class	See Supplemental Mentor Texts Packet
Fire Drill	Mrs. Fisher’s Class	See Supplemental Mentor Texts Packet
Happy First Day of First Grade	Ms. Oostmeyer’s Class – interactive writing	See Supplemental Mentor Texts Packet
Special Flash in Class	Ms. Oostmeyer’s Class – interactive/shared writing	See Supplemental Mentor Texts Packet

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.		
Title	Author	Publisher
Hide and Seek	Judith Nadell	Townsend Press www.townsendpress.com
Kickball	Ann Staman	EPS – Educators Publishing Service
Ella and the Toy Rabbit	Dawn McMillan	Rigby
The big kick	Beverly Randell	Rigby PM
My Messy Room	Mary-Anne Creasy	Sundance
Alone at recess	Beth Johnson	Townsend Press
Molly’s Bike	Rebecca Shoniker	Hameray
A Lump In My Bed	Helen Depree	The Wright Group
Zac’s Train Ride	Jackie Tidey	Rigby
Late for Soccer	Jenny Giles	Rigby PM
Cows in the garden	Beverley Randell	Rigby PM
Tiny and the big wave	Annette Smith	Rigby PM
Brandon’s School	Michele Dufresne	Pioneer Valley Books
Emily Can’t Sleep	Michele Dufresne	Pioneer Valley Books
Chen’s Christmas Tree	Michele Dufresne	Pioneer Valley Books

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

Unit 1: SMALL MOMENT MENTOR TEXT SELECTIONS

Literature – Trade Book Selections		
Title	Author	Notes

Teacher-Authored Work		
Title	Author	Notes

Student-Authored Work		
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.

Title	Author	Publisher

IMMERSION Goal #1 – Develop Background Knowledge

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

(Focus on Definition, Purpose, General Noticings and Structure)

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: _____

Possible discussion points:

1. **Class discussion to access prior knowledge of text type** – *Today we will begin the study of writing narrative or small moment stories. As young writers, you've authored small moment stories in kindergarten. What do you remember about narrative or small moment writing?*
Please note: More than likely, most 1st graders will have limited recall. It may be helpful to review noticings anchor charts from kindergarten. Ask Kindergarten teachers to share their completed Immersion charts. See a sample Kindergarten chart at the end of this lesson.
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?*

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 Writing Workshop unit lessons are taught. See sample anchor charts from 1st grade 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
- Structure Noticings
 - Beginning or lead
 - Middle or body
 - Ending

General Noticings

- Stories about true events
- Stories about things that already happened
- Stories about one time a person did something
- Uses “I” and “my” -- YOU & DO
- The person writing the story is the main character
- One time, one place
- Narrow focus – one moment
- Setting usually doesn’t change
- Stories could be about ordinary, everyday things people do
- Stories have a strong feeling attached to them
- Events 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
-

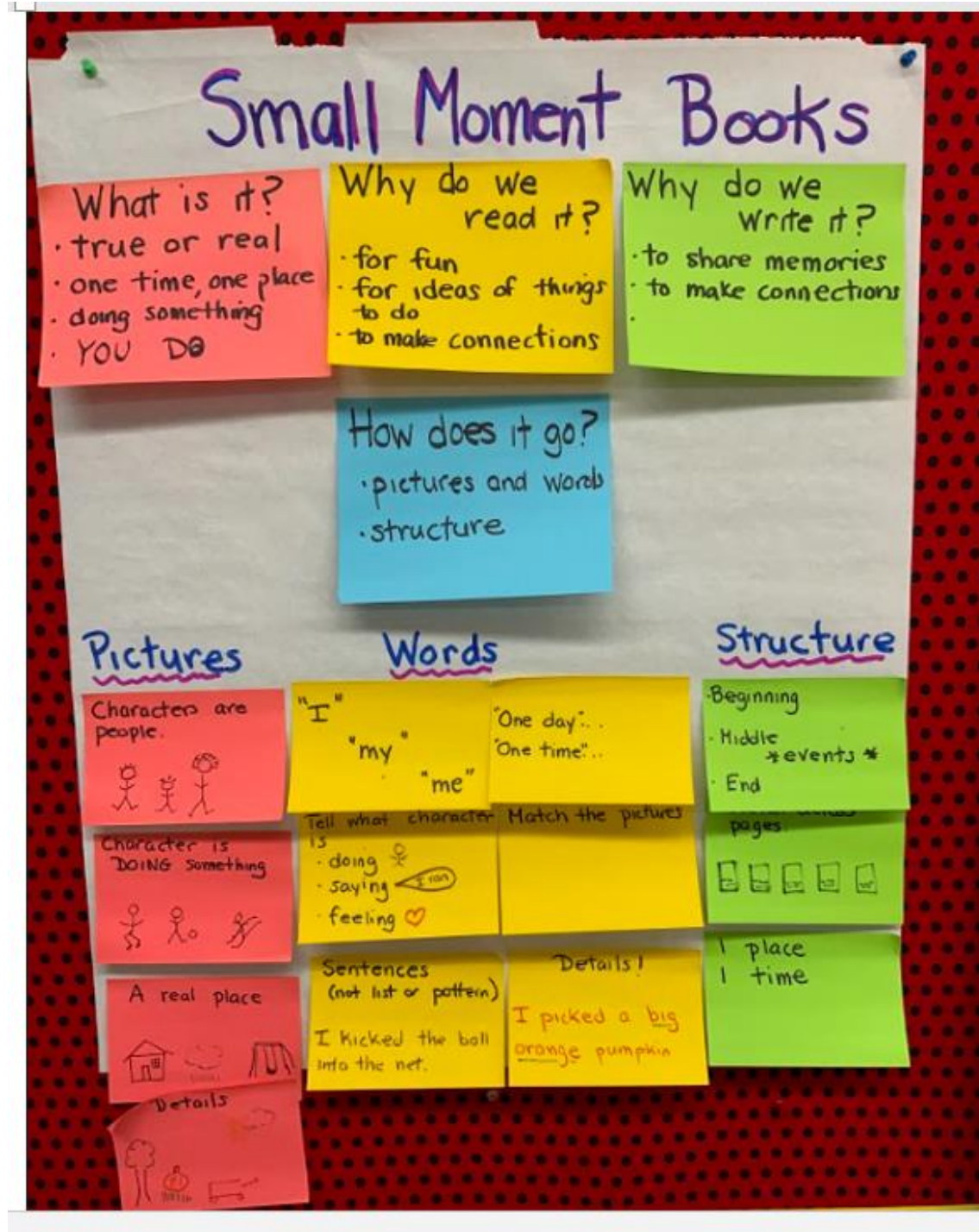
Structure Noticings: Through studying various samples, help students discover that narrative texts tend to follow a certain structure. There are 3 main parts – beginning or lead, middle or body, and ending. (Use hand to show: thumb = beginning or lead, middle 3 fingers = middle or body, pinky = ending).

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! (May also include things as the time and place)
- **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 happened first, what happened next, what happened after that, etc.
- **Ending** – author wraps up the small moment story (may tell what happened last or share a feeling)
- 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) [Note to teacher: In September many students may only be writing one page for the body as learned in kindergarten. This unit will help them progress to sharing their stories bit by bit – adding more pages for events.]


Continue adding to this discussion as additional books are shared. Please note: the next lesson addresses events and there is an optional lesson on elaboration through details, details, details.

SAMPLE KINDERGARTEN CHART – Ask Kindergarten staff to share their anchor charts. This will provide insight into students’ prior knowledge of narrative.










SAMPLE ANCHOR CHARTS for Days 1 and 2

Small Moment Narratives


are true stories about 1 time I did something. 

have (what we notice):





- realistic pictures 
- takes place at school, home, outside 
- characters feelings 
- Sound Words **BOOM!**
- Action Words
- Beginning, Middle, End
- Characters Talk " " 
- Pictures and Words go together




why? to entertain, share, connect with others   

Small Moment Narratives

are true stories about 1 time I did something. 

have (what we notice):

- realistic pictures 
- takes place at school, home, outside 
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why? to entertain, share, connect with others   

When Sophie Gets Angry

Beginning: YOU & DO

- Playing with her gorilla her sister takes it. She's angry.

Middle: Events bit by bit

- She explodes
- She runs, runs, runs
- She cries
- She calms down
- She climbs the old beech tree
- She watches the waves

End: Wrap up the moment

- She goes home
- She feels happy

Brandon's New School

Beginning: YOU & DO

- Brandon is nervous
- He has his 1st day of school

Middle: Events bit by bit

- He meets his teacher
- He's nervous that he can't read
- He meets his new friends
- His new friends show him stuff

End: Wrap up the moment

- He tells his mom he likes school.
- He feels brave & happy

Our First Day of school

Beginning: YOU & Do

Who the story is about & what they do

- Our class got to school
- We colored or play-doh

Middle: events bit by bit

- Morning Meeting
- looked around our classroom
- we walked around school
- we went outside to play with 1st & 2nd
- We had snack (Carla's sandwich)
- We read a book
- We played with toys

End: wraps up the moment

- Cleaned up & pack up (Wild Kratts)

SAMPLE CHART

Narrative Writing

Definition: Narrative writing is a true story about one time I did something.

Purpose: People write narrative pieces to entertain and share stories of their lives. People read narrative pieces for enjoyment and to make connections with others.

Change visuals to match mentor texts studied

Noticings:



- Story about when I did something



- Small moment – zoomed in on that time



- Wrote story across three or more pages
- Beginning – told what happen first by naming character and what did, may give time and place



- Middle - Told story in order through events
- Ending – Found way to end story (end in the moment, end with a feeling)
-
- And others as noticed

*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.

IMMERSION Goal #1 – Develop Background Knowledge

Day 3 – A Closer Look at Events

The purpose of this lesson is to revisit familiar mentor texts to add to existing knowledge. Select 2-3 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 *how* the author told the story of what happened “bit by bit” through events.

- A. Revisit and discuss students’ noticings about the middle or body of a small moment from previous work. For example:
 - Middle or body –
 - Told small moment story “bit by bit”
 - Bit by bit = events: what did the author do first, what happened next, what happened after that, etc.
 - Wrote across three or more pages
 - Pages are in order
 -
- B. Discuss what an event is. An event is what happens in the story or what the character does (e.g., what happened first, what happened next, what happened after that, 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 or page spread.
- E. This is called 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, walked up the ladder (easiest to start with an action word or verb).
 - 2. Keep using event-type prompting language, such as: What happened next? or What did the character do after that? Etc.
- G. Repeat with other mentor texts.
- H. After students gain knowledge about events, begin having them orally tell stories across their fingers. Do this as often as possible throughout the day. For example, after returning from recess, have students turn to a partner and tell an oral small moment story across their hands about what they did at recess.

SAMPLE TEACHER PREPARATION

Select 2 texts: a simple one and a more complex one

Example #1 - teacher text – Roller Coaster (see supplemental mentor texts packet for sample):

1. My daughter, niece and I stood in a long line to go on a roller coaster.
2. We finally got to the front. We sat in the very last row.
3. The coaster climbed up a big hill. Shirlann got scared. Me too!
4. Zoom! We zipped down really fast.
5. Wow! That was fun! I want to go on it again soon.

Beginning/Middle – Events/Ending

Discuss events – what did the character DO

1. Stood in line (YOU & DO – at roller coaster ride)
2. Sat in last row
3. Coaster climbed up / Got scared
4. Zipped down
5. Fun and wants to do it again – ends with internal thinking (thinking or feeling)

Example #2 - book: Jabari Jumps by Gaia Cornwall (2017) Candlewick Press

Sample teacher preparation:

Cover Title, picture, author

Remind them of the small moment: Small moment about one time Jabari took his first jump off of a swimming diving board.

- Each dot represents a sticky note affixed on that page. Tip: Try to start each event with a verb so shows action or what the character did.

Beginning

Page 1 You & Do – Jabari plans to jump off the diving board today.

- Told dad Jabari wants to jump off diving board.

Middle – each page spread, name the event

- Passed swim test and now ready to jump
- Watched other kids do it and felt looked easy
- Looked up at top of ladder and thought and thought about it
- Started to climb then stopped to rest
- Did stretches and wondered if tomorrow would be a better day for jumping
- Told by dad to take deep breaths if a little scared
- Did 2 sticky notes on this page spread:
 - Left side – took deep breaths
 - Right side – climbed up, up, up and walked to the edge of the board
- Curled toes around the rough edge
- Looked out and felt like he was ready
- Took deep breath and sprang up off the board
- Hit water with a SPLASH
- Down, down, down he went then back up
- Said/declared/celebrated – “I did it!”

Ending

- Planned to do a double flip next- surprise! (Last thing character did or a feeling)

IMMERSION Goal #2 – Generate Possible Writing Ideas

Linking Mentor Texts with Writing Ideas

Teachers have a few options for teaching Generating Possible Writing Ideas: 1) do during the Immersion Phase, 2) do during Session 1 of the Writing Workshop Unit, 3) combine both lessons together and do either in Immersion or Writing Workshop, or 4) teach in both places.

- 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. Fill out the following page of available text. Tips: Introduce a few categories in one lesson, then add more categories as the writing workshop unit progresses. Besides literature books, review guided reading books for texts with simple story structures. On the student chart, My Small Moment Ideas, add the category and a corresponding graphic to match.
 - A. Home (story idea from kindergarten)
 - B. School (story idea from kindergarten)
 - C. Family (story idea from kindergarten)
 - D. Friends (story idea from kindergarten)
 - E. Feelings (ex. a time you were scared, a time you were super happy, etc.)
 - F. Recess
 - G. Sports
 - H. Vacations
 - I. Celebrations
 - J. Pets
 - K. Time you learned a lesson
 - L. Time you did something well
 - M. Time in nature (observation or activity)
 - N. Other
- 2. Share a small moment story and discuss how it fits a particular category.** Define that category, if necessary. (If the 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. (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.
- 4. Provide a means to record writing ideas.** Some teachers use tiny topic notebooks and others provide a chart with the category and a related graphic. See sample – add/delete categories and add a graphic for each area listed.
- 5. Tip:** Make a teacher small moments idea chart ahead of time, so can share with students during the lesson.
- 6. Tip:** Have students share their writing ideas, so other students get ideas for their own work.

GENERATE POSSIBLE WRITING IDEAS – SMALL MOMENTS TEACHER LIST

Category	Title	Author	Notes
Home			
School			
Family			
Friends			
Feelings			
Vacations			
Recess sports			
Celebrations			
Pets			
Time you learned a lesson			
Time you did something well			
Time in nature (observation or activity)			

My Small Moment Ideas...

Name _____

SAMPLE ANCHOR CHARTS



My Small Moment Ideas



Resource 1

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 a 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

Class Shared Writing – Small Moment Stories

It is suggested that the class piece *be done during the Interactive/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 first grader, 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).

Day 1

1. Engage in the 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.

Day 2

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.

Days 3+4

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 events. What happen first, what happen next, what happen after that, then what happen, etc.*
3. Draft as many events as time allows.

Day 5

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.

OPTIONAL LESSON

IMMERSION Goal #1 – Develop Background Knowledge

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. Modify this lesson to meet the needs of your students.

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. Check with Kindergarten what details were studied last year during narrative units. 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 or in subsequent narrative units. The goal is, by the *end of the year*, first grade writers will add more details to their writing. This lesson helps them to **recognize and name details**. It does not teach them how to do it. During this and other narrative writing workshop units, lessons teach students specifically *how* to add details, details, 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 elaboration. Explain that when an author shares an event they often "say more" about that event through elaboration. Authors elaborate through what we call details. 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 included in pictures and/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, setting, internal thinking, character action and/or physical description). Show detail hand graphic.

C. How do authors share details?

Typically, authors share details in one of three ways. Authors may include some details right there in the same sentence that tells the event or they may "say more" by adding additional sentences.

1. Word Sample:

I petted the dog.

I bent down and petted the fluffy, black dog.

Underline the words: fluffy and black I bent down and petted the fluffy, black dog.

Sample teacher talk: *Notice how the writer helped you picture in your mind what the dog looked like. The author added the words "fluffy" and "black" to the sentence. If he just wrote – I bent down and petted the dog – you wouldn't have a good picture in your mind of what the dog 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.*

Sample teacher talk: *Notice how the author added the words "bent down." This gave you a picture in your mind of what the character did. This type of detail is called character action.*

2. Sentence Sample:

I burst through the door.

I burst through the door. I shouted, "I'm here!"

Sample teacher talk: *Sometimes after an author tells an event, he thinks how can I say more about that event. So, in this case, the author might have thought – how can I say more about bursting*

through the door. Could I add what I was thinking 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: "I'm here!"

D. Share more examples through studying familiar mentor texts through the lens of details.

Tip: Underline the detail words that are included in the sentence and name the detail. Explain how this detail paints 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: The roller coaster went fast. *How can I say more about the roller coaster? Or How can I say more about going fast?* The huge twisty roller coaster went fast (physical description). Or The roller coaster went fast. I was so scared (internal thinking).

Teacher Written Piece – identify the details found on each page (e.g., physical description, internal thinking and dialogue)

- 1. One sunny day I wanted to go on a walk with my golden retriever. Her name is Miracle. I put on her leash. (Physical description)**
- 2. We went out the front door and down the street. We always walk to the same corner. I love going on walks. (Internal thinking)**
- 3. At the corner, the big dog across the street started to bark LOUDLY. Miracle started to bark back. She pulled and pulled on her leash. (Physical description)**
- 4. I tugged on her leash. I shouted, "No, Miracle. Behave!" She calmed down. (dialogue)**
- 5. We hurried and walked back home. I was glad to be home safely. (Internal thinking)**

Narrative Writing

Definition: Narrative writing is a true story about one time I did something.

Purpose: People write narrative pieces to entertain and share stories of their lives. People read narrative pieces for enjoyment and to make connections with others.

Change visuals to match mentor texts studied

Noticings:



- Story about when I did something



- Small moment – zoomed in on that time



- Wrote story across three or more pages
- Beginning – told what happen first by naming character and what did, may give time and place



- Middle - Told story in order through events
- Ending – Found way to end story (end in the moment, end with a feeling)

Add visual

- Detail – Dialogue (what I said)

Add visual

- Detail – Setting (time and place)

Add visual

- Detail – internal thinking (what I was thinking or feeling)

Add visual

- Detail – character action (what author did with hands, feet, face or how moved from one place to another)

Add visual

- Detail – physical description (what a person, place or thing looks like)

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- And others as noticed

SAMPLE 1ST GRADE

Picture or sketch of item from text*	Notice	Name	Why
•	One event/Short period of time	Zooming in/Small Moment	<ul style="list-style-type: none"> • Make connections • Entertain reader/keep reader interested
•	Shows how characters act and feel and didn't just tell us	Show, not tell	<ul style="list-style-type: none"> • Helps us picture what happened
•	Time words such as and, then, so, after, next, first, finally	Temporal/time words (CCSS vocabulary)	<ul style="list-style-type: none"> • Signals new idea or event
•	Tells how things look, feel, smell, hear, sound	Physical Description Details <small>* Use your 5 senses to build your details</small>	<ul style="list-style-type: none"> • Helps us picture what is happening
•	Characters talking	Dialogue Details <small>* Use your 5 senses to build your details</small>	<ul style="list-style-type: none"> • Helps us picture/hear what is happening
•	Where the story happens	Setting Details <small>* Use your 5 senses to build your details</small>	<ul style="list-style-type: none"> • Helps us picture where the character is
•	What the character is thinking inside his/her head	Internal Thinking Details <small>* Use your 5 senses to build your details</small>	<ul style="list-style-type: none"> • Helps us picture what the character is thinking and feeling
•	What character is doing with his/her body	Character Action Details <small>* Use your 5 senses to build your details</small>	<ul style="list-style-type: none"> • Helps us picture what the character is doing with feet, hands, and face

SAMPLE MENTOR TEXTS

Please see supplemental mentor texts packet.

Please feel free to replace sample narrative pieces in this packet with ones from your school: student-written, teacher-written or class-shared pieces.

RESOURCES

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