

The Immersion Excursion

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

Grade 2 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 – 2nd 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 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
~~~~~	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 5 and 6 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).

**MENTOR TEXT 2nd Grade Unit 1 Narrative Unit Titles**

<b>Literature – Trade Book Suggestions (For Unit #1, make sure the events are simple and clear.)</b>		
<b>Title</b>	<b>Author</b>	<b>Notes to Teacher</b>
Ralph Tells a Story	Abby Hanlon	Optional for Generating Ideas lesson
The Best Story	Eileen Spinelli	Optional for Generating Ideas lesson OR Days 1 and 2
Fireflies	Julie Brinckloe	Events lesson
The Leaving Morning	Angela Johnson	Details lesson
Roller Coaster	Marla Frazee	Events and/or detail lesson

<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/Publisher</b>	<b>Notes to Teacher</b>
The Big Jump	Colt	See Appendix
Christmas Morning	Student Work Artifact – Christmas Morning	See MAISA Atlas, Unit 1, Resource Section
Coffee Pot Accident	Avery	See Appendix
Diwali	Dedeepya	See Appendix
Farmer’s Market	Bella	See Appendix
The First Day of School	Zoe	See Appendix
Sara’s Walk to School	<u>Writing Pathway</u> by Lucy Calkins, p. 439	Retype or remove side annotations

<b>Teacher-Authored Work</b>		
<b>Title</b>	<b>Author/Publisher</b>	<b>Notes to Teacher</b>
Lost	Mrs. S	See Appendix

<b>Class-Shared Writing Piece</b>		
<b>Title</b>	<b>Author/Publisher</b>	<b>Notes to Teacher</b>
Fire Drill	Mrs. Sabon’s Class	See Appendix



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

**Unit 1: LAUNCHING WITH SMALL MOMENT - MENTOR TEXT SELECTIONS**

<b>Literature – Trade Book Selections or Guided Reading Selections</b>		
<b>Title</b>	<b>Author</b>	<b>Notes</b>

<b>Teacher-Authored Work</b>		
<b>Title</b>	<b>Author</b>	<b>Notes</b>

<b>Student-Authored Work</b>		
<b>Title</b>	<b>Author</b>	<b>Notes</b>

<b>Class-Shared Written Pieces</b>		
<b>Title</b>	<b>Class/Year</b>	<b>Notes</b>

## 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 4 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 familiar pieces and guide students in noticing a pattern of what a narrative book is, its purpose and how it tends to go.

#### List your possible Day 1 texts:

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

#### List your possible Day 2 texts:

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

#### List 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 and first grade. What do you remember about narrative or small moment writing?*  
Please note: It may be helpful to review noticings anchor charts from first grade. Ask first grade teachers to share their completed Immersion 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. After the discussion, create anchor charts that summarizes their noticings.**

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. See the next page for possible noticings for each area.

- *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 2nd 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.

### 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 detail 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 five or more pages (1 page for beginning or lead, 3 or more pages for middle/body, 1 page for ending)

Continue adding to this discussion as additional books are shared. Please note: the next two lessons address events and elaboration through details, details, details.

## Sample Anchor Charts

What is a Small Moment Story?

- True
- Happened to me - My Life!
- Tells about something that happened. (Not a watermelon, a seed)
- Gives DETAILS

What's the Purpose of writing a Small Moment Story?

- Fun - Entertain
- Learn about what someone did in their life. Have I done that?

## Small Moment Stories

Beginning - has a lead or a hook

- could use dialogue
- could use setting
- could have action

Middle - tells us details about the time.

- uses transition words (next, then, finally)
- Zooms in telling each detail

End - wraps it up leaving the reader feeling satisfied

- could have a thought, wish, hope, or feeling

**Suggestion: Add events (what the character did first, second, etc.) to middle**

### SAMPLE

#### Open-Ended Listing Noticing Chart from a 2nd grade classroom

##### True Stories or Small Moments from our Lives

A small moment is a true story from our lives.

Authors write small moments to share with others strong memories they have of things that they did or happened to them. Readers read small moments because they are interested in these true stories and can often relate to them or make connections to them.

##### Noticings:

- True story from author's life
- The author valued that tiny moment from his/her life
- The author stretched out the moment across the pages-bit-by-bit...and used a storyteller's voice
- Introduction or Lead-the author intentionally chose a good beginning through *action, talk* or *setting*
- Most of the time the author uses the word "I" (First Person voice)
- The author told their story in order by using temporal words (transition words) such as *when, then, and after*.
- The author may have used temporal words (transition words) to signal to the reader that time has passed such as *a little later, after that, the next day* etc.
- Structure – Beginning (introduction), middle (body) and ending (conclusion)
- Ending –the author brought the story to a close; ending types we noticed: *action, talk, feeling...*
- Title- gives a sneak preview of the storyline
- Organization- Story was told in order in which it happened (events). The events were stretched out across several pages in the book
- Narrow focus – not an all about story, told about *one* time did something
- Details, details, details – dialogue, internal thinking, physical description, exact action helped to bring the character to life (add as students notice)
- Show, Not Tell –painted a picture in the readers mind
- Heart of the Story –the author had a message, not just a retelling
- Strong words – especially verbs, nouns, adjectives (helps paint picture in reader's mind)
- And other aspects 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.

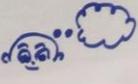
**Text Type: Narrative-Small Moment**  
**Chart Type: Noticing Chart with Columns**  
**Unit # 1: Launching with Small Moments 2nd grade**

Picture or sketch of item from text*	Notice	Name	Why
•	True story from the author's life, important to them	Small moment	• To share stories and make connections with readers
•	Story told bit-by-bit	Storyteller's voice	• Helps us picture of what happened like a movie in your mind
•	Opens with talk	Dialogue lead	• Introduces character • Grabs reader's attention
•	Stories mostly told using the word "I"	First Person or "I" voice	• It's a story about what happened to the author
•	The author started pages with words like then, next, after	Organization Temporal words (CCSS vocabulary)	• To tell the events of the story in order
•	Starts a sentence with word then a comma: finally, suddenly, the next morning...	Temporal words (CCSS vocabulary)	• Signals new idea or event
•	Lots of way the author said more about....	Details (hand) [Depending on students' needs, teachers may want	• Helps us picture what is happening

	(dialogue, description...)	to put each type of detail as a separate noticing]	
•	Used words to show what is happening and not tell	Show, Not Tell	• Paints a picture in the reader's mind.
•	The author used words like <i>peered</i> and <i>beam</i>	Strong words	• Helps readers paint a picture in their minds
•	There is an overall or main message	Heart of the Story	• The author has a main message that he/she wants the reader to learn or feel.

Personal Narratives

Purpose: Share a small moment from your life  meaningful strong feelings

- ZOOM in on one moment and important parts
- Write it the way you would tell someone with a storyteller's voice
- Like a  in your mind.
  - **true, exact**, details s-t-r-e-t-c-h-e-d out bit-by-bit-by-bit...
- Structure: **Beginning, Middle, End**
- Catchy Lead -  your reader
- Ending - bring story to a close
- **Details - Details - Details**
  - Show, No Tell
  - Dialogue
  - Interesting Words  Ca-Ching!
  - Internal Thinking 
  - Action

# Small Moment Stories Narrative Writing

## Immersion

Jumping in to a new type of writing and learning from the author and how they write.



### Noticed:

- People gave advice.
- Illustrations
- She didn't feel like it was right.
- Action

### Learned:

- Stories have to come from your heart.
- Sketch
- TRUE / LIFE
- Action



### Noticed:

Juicy Words

- Bold Words
- Words match pictures.
- Stretched the words.
- Illustrations

### Learned:

- Change our voice.
- You
- Use different words.
- Ending was good/feeling



### Noticed:

- Expression
- Action
- Picture in my mind
- Details
- Juicy Words
- Emotions
- Beginning and Ending

### Learned:

- Fireflies!  
Fly!
- Ran, zoomed  
Two by two (stairs)
- Add details to make it interesting.
- Use interesting words
- ~~BORING~~ WORDS
- Time - Summer
- Happy

Small Moments

A small moment is a TRUE story that has happened in your life. It is ZOOMED in to one event with DETAILS to make the reader feel they are right there with you.

Small Moments

A watermelon is a topic that is too large to be a small moment. Take a 'seed' story from the watermelon to make a small moment.

Story Teller's Voice

A story teller's voice sounds like it is happening in the present, not the past.

A story teller's voice also has details, expression, and sounds like YOU!

SHOW DON'T TELL

Juicy Words and Details make your story interesting.

Example:

The room was messy.

The living room was cluttered messy!

Revision

Re-again ~~Vison~~ seeing ~~Revision~~ seeing again

Writers ~~go~~ make changes to their story.

Revision does NOT mean that you did something wrong, but rather that you can make it better.

Think - How Can I Make My Story better?

Revision is NOT editing.

LEAD

Try beginning your story to interest the reader.

Use:

ACTION  
DIALOGUE  
SETTING

ENDING

Leave your reader feeling satisfied.

Use:

THOUGHT OR FEELING  
HOPE OR WISH

Author's Craft

HOW does the author bring the story to life?

WHAT writing techniques does the author use to make the writing piece interesting?

WHAT can I learn from the author to help improve my own writing?

Punctuation

Writer's use spaces in between their words.

Writer's start with a capital and a period.

Writer's try different endings to their sentences, like !

Writer's use commas in between a list of words.

Dialogue

Use dialogue when someone is talking.

Remember to use QUOTATION MARKS to show the reader what the person is saying.

Try not to use SAID, look at our said chart to try a new word.

"Get over here!" shouted my mom.  
Dad replied, "I will go with you."

Simile

Comparing two unlike things.

Often uses the words 'like' or 'as'.

• They've dashed about, waving out hands in the air like bats.  
• The light in the jar turned yellow, like a flashlight left on too long.  
• And the light grew dimmer, green, like moonlight under water.

Revision Strategies

Use a CARAT ^ to add a word or words to your piece.

Use a star and arrow to add more details to your story.

Cross out any words/details not needed.

Adjectives & Adverbs

Adjectives - words that describe a noun.  
Adverbs - word to describe a verb or action word.

• yellow spider	• sweet chatter
• shiny rock	• sloppy writing
• fluffy clouds	• loud cheers

Action Words (verbs)

- flopped
- tugged
- untied
- pulled
- slipped
- laughed

When I'm Done...  
The Just Begun!

- Add to our Sketches
- Reread
- Add to the words.
- The most important part of the story.
- Revision Checklist
- Start a new story.
- Think of idea.
- Say
- Sketch

## 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. Over the course of 2nd grade, teach students the concept of a paragraph.
- 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 FOR LESSON

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

### **Example #1 - teacher text with a focus on events – Butterfly Adventure**

1. Yesterday, I saw a beautiful, orange butterfly. It was in a tree in my backyard. I wanted to catch it and put it in a jar.
2. I walked slowly over to it. I reached up, jumped and tried to grab it. But, I was too slow.
3. It zoomed off and landed on a rose bush. I tiptoed quietly over there. Hmm, how am I going to grab it with the thorns on the branches? It slowly flapped its wings up and down.
4. I decided to go for it even if it meant getting my fingers all scratched. Right when I almost snatched it, the butterfly flew away again!
5. It soared up in the air. I jumped and jumped and jumped, but couldn't reach it.
6. I was disappointed. I guess it wanted to be free – just like me!

### **Beginning/Middle – Events/Ending**

**Discuss events – what did the character DO (put on sticky notes per page or list)**

1. Saw a butterfly (YOU & DO – butterfly observation)
2. Tried to grab it
3. Zoomed off
4. Missed again
5. Soared into the air and I jumped and jumped
6. Disappointed but realized wanted to be free – ends with internal thinking (thinking or feeling)

# Fireflies

**Example - book:** Fireflies! By Julie Brinckloe (Aladdin, 1985)

## ***Sample teacher preparation:***

Cover Title, picture, author

Remind them of the small moment: Small moment about one time a little boy catches fireflies

- 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 pages

- Notices fireflies in his backyard while eating dinner

### Middle – name the event

- Asked if he could go outside to catch the fireflies
- Found a jar and poked holes in the lid
- Ran to find his friends, calling “Fireflies!”
- Studied fireflies in the sky
- Ran like crazy grasping for the fireflies
- Caught one and studied it
- Thrust 100’s of fireflies into his jar
- Took jar of fireflies home
- Put jar on nightstand and watched them
- Fireflies fell to bottom of jar and lay there
- Debated on whether to keep the fireflies
- Released the fireflies out the window and they came back to life

### Ending

- Pleased with what he did – tears of joy (Last thing character did or a feeling)

## 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. 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 first grade 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*, second grade writers will add more details to their writing. This lesson helps them to **recognize and name details**. It does not necessarily 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, 2nd grade authors share details in one of two 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:

One day I went for a walk with my dog.

One sunny, warm day I went on a walk with my golden retriever dog.

Underline the words: sunny, warm and golden retriever

One sunny, warm day I went on a walk with my golden retriever dog.

Sample teacher talk:

*First, notice how the writer helped you picture in your mind what kind of day it was. The author added the words "sunny and warm" to the sentence. If she just wrote, one day, you wouldn't have a good picture in your mind of what kind of day it was outside.*

*Second, notice how the writer helped you picture in your mind what the dog looked like. The author added the words "golden retriever" to the sentence. If he just wrote – I walked my 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.*

## 2. Sentence Sample:

I burst through the door.

I burst through the door. I shouted, "Surprise! I am ready!"

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: "Surprise! I am ready!"*

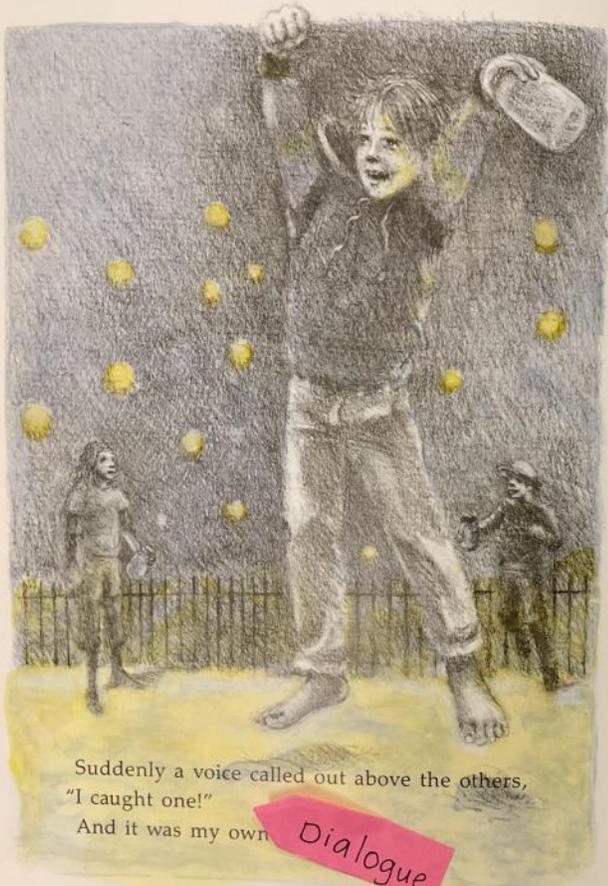
Show other examples that demonstrates internal thinking, setting, or character action.

## 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/sentences and name the detail. Explain how 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: 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, warm day I wanted to go on a walk with my golden retriever dog. Her name is Maizey. I put on her sparkly, purple leash. (Physical description)**
- 2. We went out the front door and down the street. What a great day for a walk, I thought. We always walk to the same corner. Maizey kept tugging at the leash. (Internal thinking)**
- 3. At the corner, the German Shepherd across the street started to bark LOUDLY. Maizey started to bark back. She curled her lips and showed her teeth. (Physical description)**
- 4. I tugged on her leash. I shouted, "No, Maizey. Behave!" She calmed down. "Good girl," I said. (dialogue)**
- 5. We hurried and walked back home. I was glad to be home safely. I hope to never see that dog again. (Internal thinking)**



Suddenly a voice called out above the others,  
"I caught one!"  
And it was my own

Dialogue



I thrust my hand into the jar and spread it open.  
The jar glowed like moonlight  
and I held it in my hands.  
I felt a tremble of joy  
and shouted, "I can catch hundreds!"

strong  
verb

character  
action

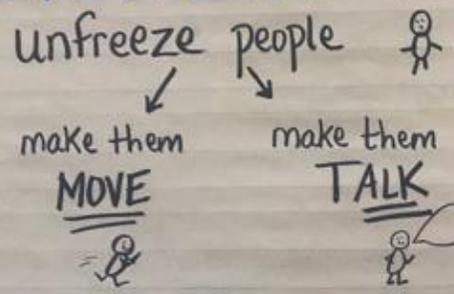
Internal  
Thinking

Dialogue

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

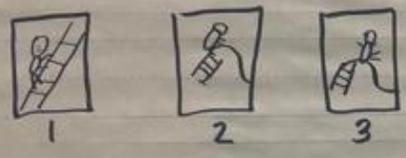
# Ways to Bring Stories to LIFE!



The doctor told me to lay down and relax. "Don't worry," she said, "you are going to be fine." Then she asked me to show her my leg.



## tell small steps bit by-bit-by bit



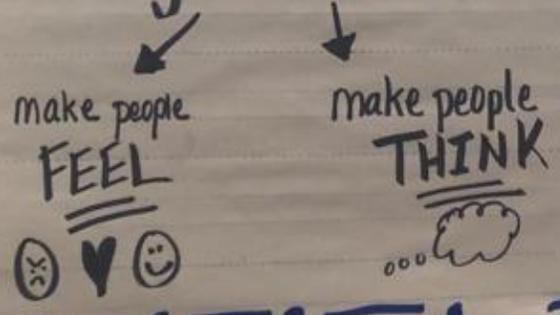
I gently wheeled the ladder to the shelves by the Adventure section. I made myself as tall as I could and stretched from the tip of my big toe to the point of my index finger. I took the book from the shelf and stuffed it down the back of my trousers.



With one second left on the clock I ran to the basket. I extended my arms, flicked my wrist, and the ball started orbiting toward the basket.



## bring out the inside



My arms and legs burned, sweat dripped into my eyes. "I HAVE to make this shot!" I thought to myself.



We walked to Spud's desk clinging to each other like two frightened monkeys.



**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. Community (story idea from kindergarten)
  - D. 1st grade did Family and Friends too

The following categories are from first grade:

- E. Feelings (ex. a time you were scared, a time you were super happy, etc.) Session 1 in unit
  - F. Recess
  - G. Sports
  - H. Vacations
  - I. Holidays/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. **Class Read Aloud for Generating Ideas (optional)** – Read and discuss Ralph Tells a Story by Abby Hanlon.
  3. **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).
  4. **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.
  5. **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.
  6. **Tip:** Make a teacher small moments idea chart ahead of time that could be shared with students during the lesson.
  7. **Tip:** Have students share their writing ideas, so other students get ideas for their own work.

Category	Title (literature books, student-written, teacher-written or class shared writing)	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 _____


### 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](http://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 second 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.**

## APPENDIX OF SAMPLE MENTOR TEXTS

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

<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/Publisher</b>	<b>Notes to Teacher</b>
The Big Jump	Colt	See Appendix
Christmas Morning	Student Work Artifact – Christmas Morning	See MAISA Atlas, Unit 1, Resource Section
Coffee Pot Accident	Avery	See Appendix
Diwali	Dedeepya	See Appendix
Farmer’s Market	Bella	See Appendix
The First Day of School	Zoe	See Appendix
Sara’s Walk to School	<u>Writing Pathway</u> by Lucy Calkins, p. 439	Retype or remove side annotations

<b>Teacher-Authored Work</b>		
<b>Title</b>	<b>Author/Publisher</b>	<b>Notes to Teacher</b>
Lost	Mrs. S	See Appendix

<b>Class-Shared Writing Piece</b>		
<b>Title</b>	<b>Author/Publisher</b>	<b>Notes to Teacher</b>
Fire Drill	Mrs. Sabon’s Class	See Appendix

## The Big Jump

Written by: Colt

There I was, standing on the edge, trying to work up courage to jump. I looked over the edge and I felt my stomach do summersaults. Was I going to jump this time?

I stood there with my fist clenched and my knees tucked. My coach looked the other way. 1...2...3! I jumped as high as a fish out of water. I yelled, "cannonball!"

"Weeeee!" I yelled. I jumped in the foam. It went everywhere! "Can I do it again?" "Do what?" said the coach. "Jump off the pirate ship," I replied. "Sure," said the coach.

Maybe I'll do it on the higher part of the pirate ship but...when I got to the top, I thought to myself it looks way too high! Then I ran back to the middle.

"Weeeeeee!" I screamed. I dived straight in and even more foam came out. Then the coach says "alright time to go home." I ran to my mom. She asked "how did you like it?" It was amazing. "I am glad you had fun today. Let's go home."

*The writer "zoomed" in on a small moment (One time, one place).*

*The writer told his story over multiple pages with a beginning, middle and end.*

*The writer brought characters to life with dialogue and actions.*

*The writer added character feelings.*

*The writer used details to show, not tell story.*

*The writer used different types of punctuation marks and ellipsis to help readers read with expression.*

*The writer ended the story within the moment.*

Author

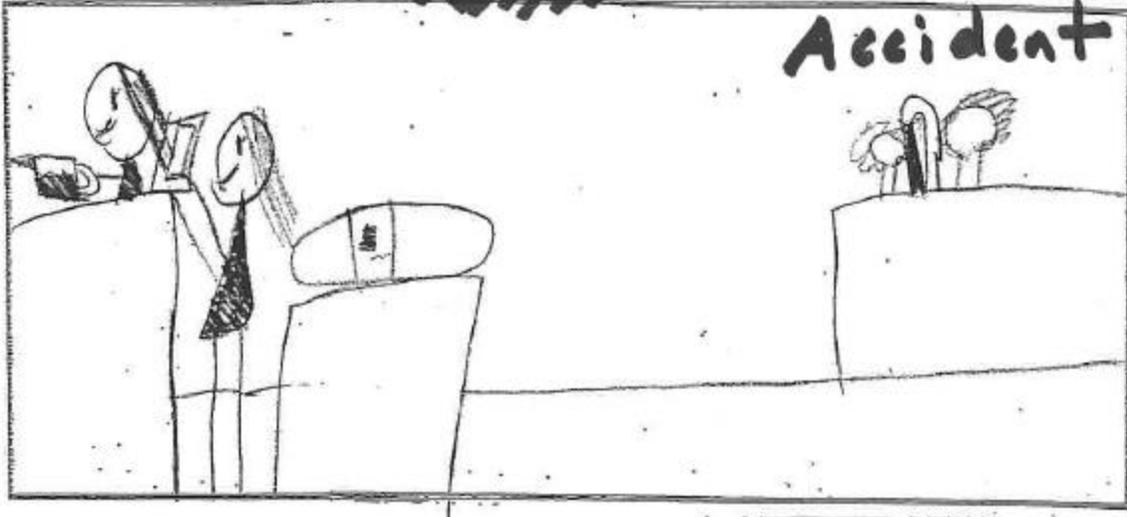
AVery

~~XXXXXXXXXX~~

Date

Coffee Pot

Accident



One Saturday morning,

I was playing on my

tablet and singing along

to Adele. My mom

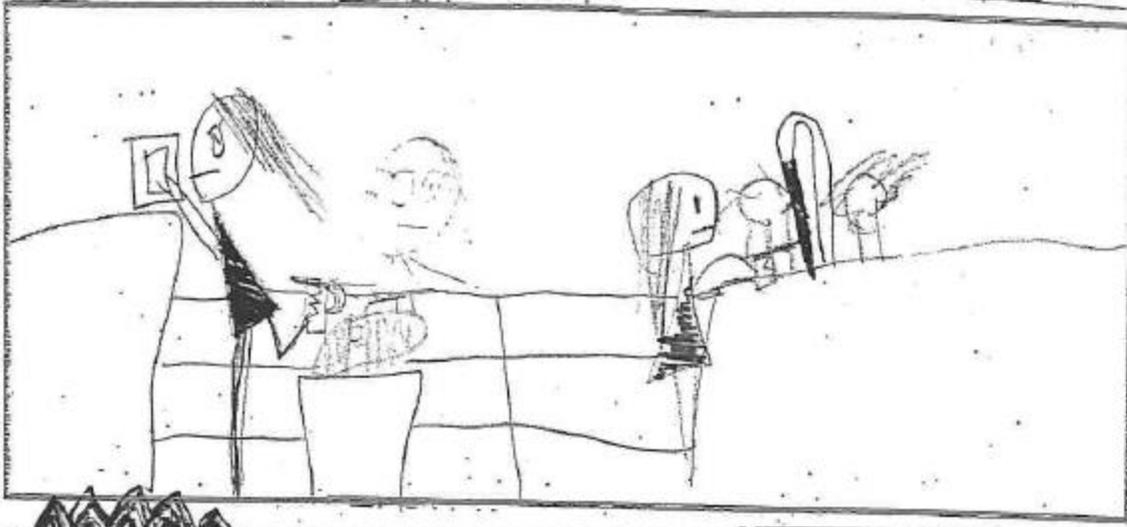
was carrying her

coffee pot over

when I lifted my

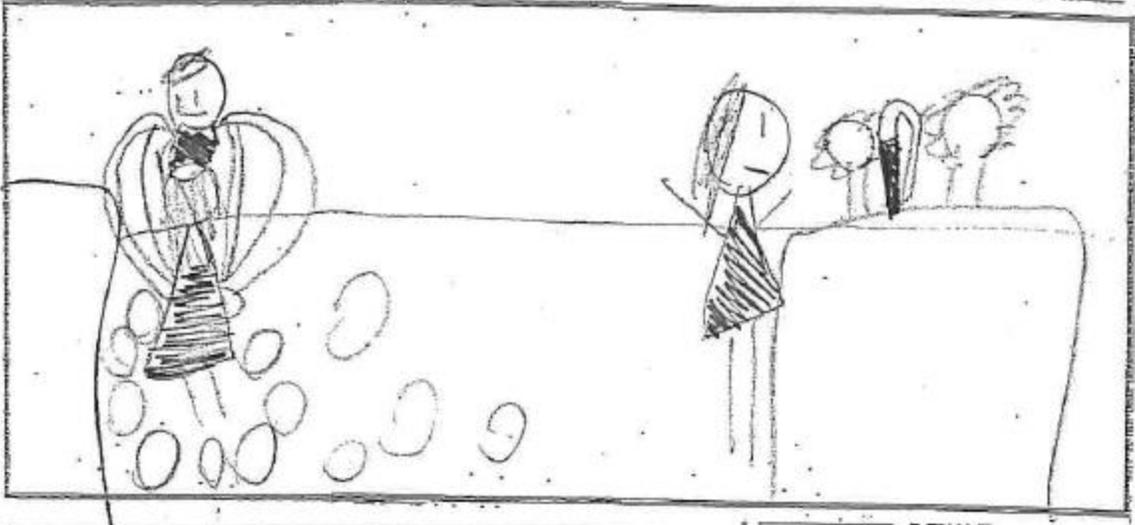
leg and...

page |

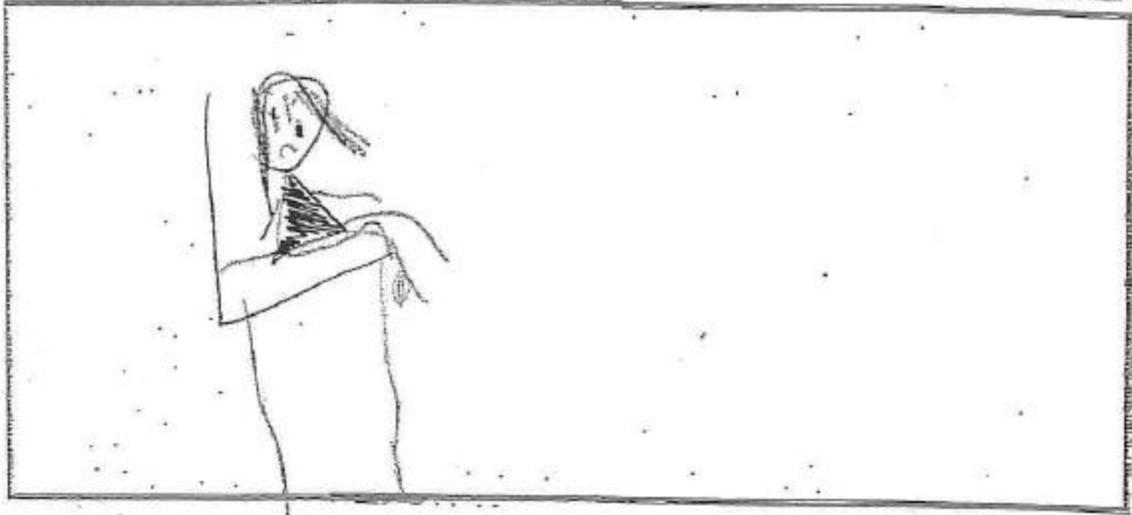


My leg hit  
the coffee pot.

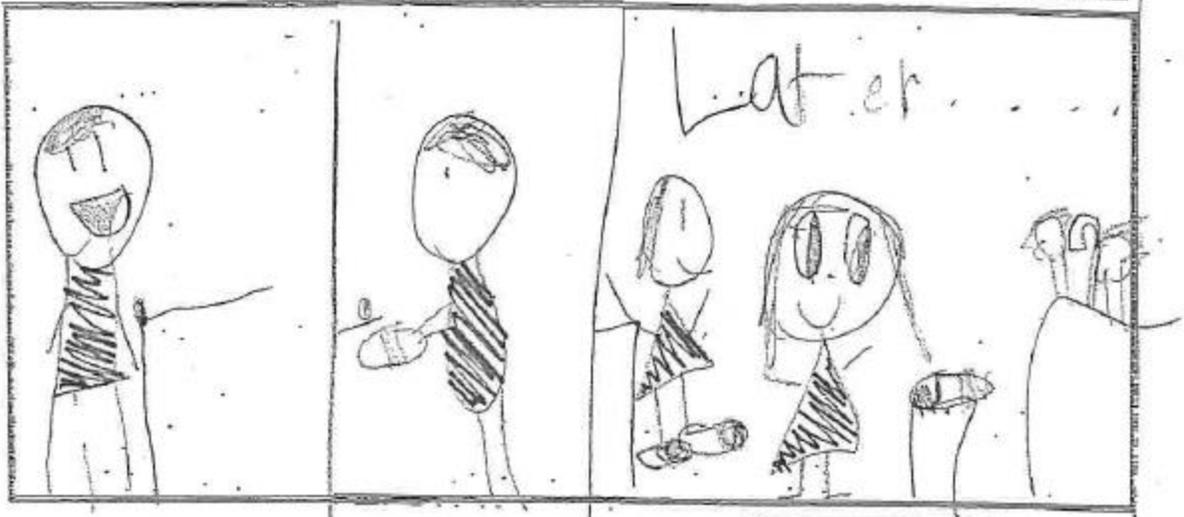
I froze! My mom  
put the pot in  
the sink as  
fast as a  
cheetah.



Glass surrounded me  
all around me. My  
dad picked me up.  
Then he put me  
on the nearest  
chair.



I had hurt my  
foot. It was  
bleeding a terri-  
fing bit. As big  
as a tear from  
an eye.



My dad checked  
my foot and said

"You're gonna be alright!"

He put a bandage

on my heel. Then

I was better!

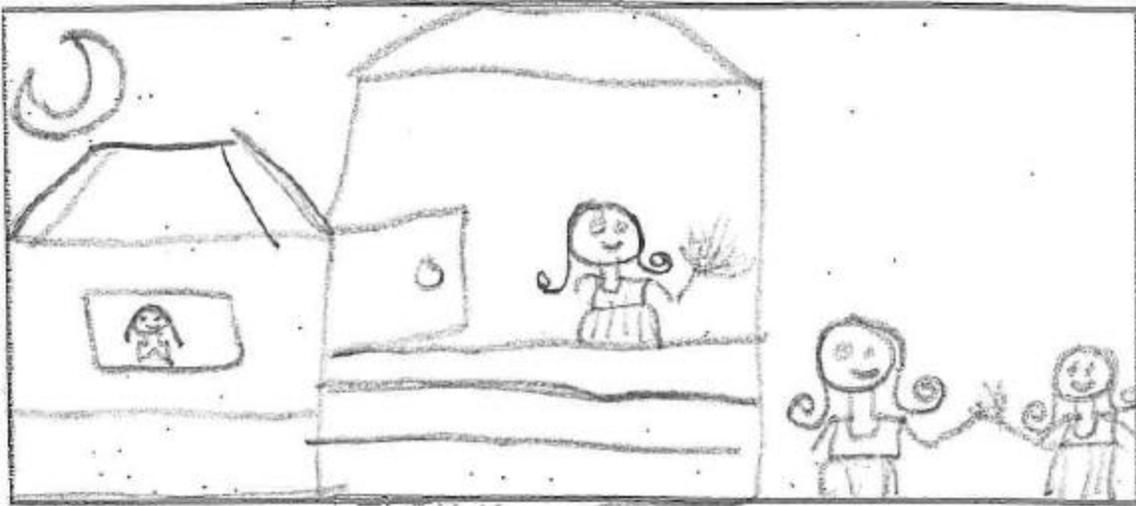
The end

# Diwali

Written and Illustrated by:

Dedeepya





It was a cold night.

and it was Diwali!

Every thing was shing

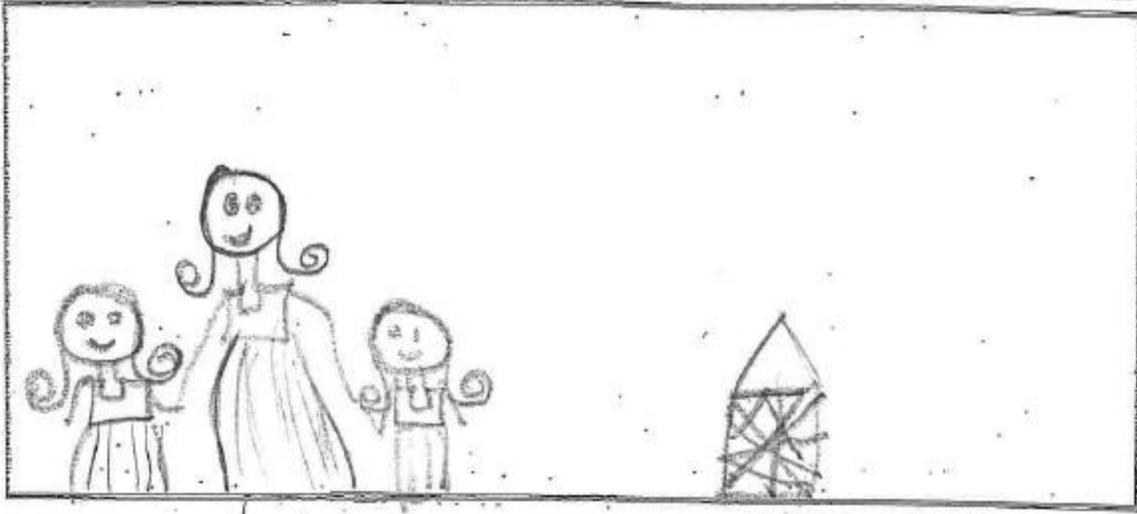
like the sun. I was at

my friend's house. First,

I said to my friend

Moksha about the fire

works. She got scard

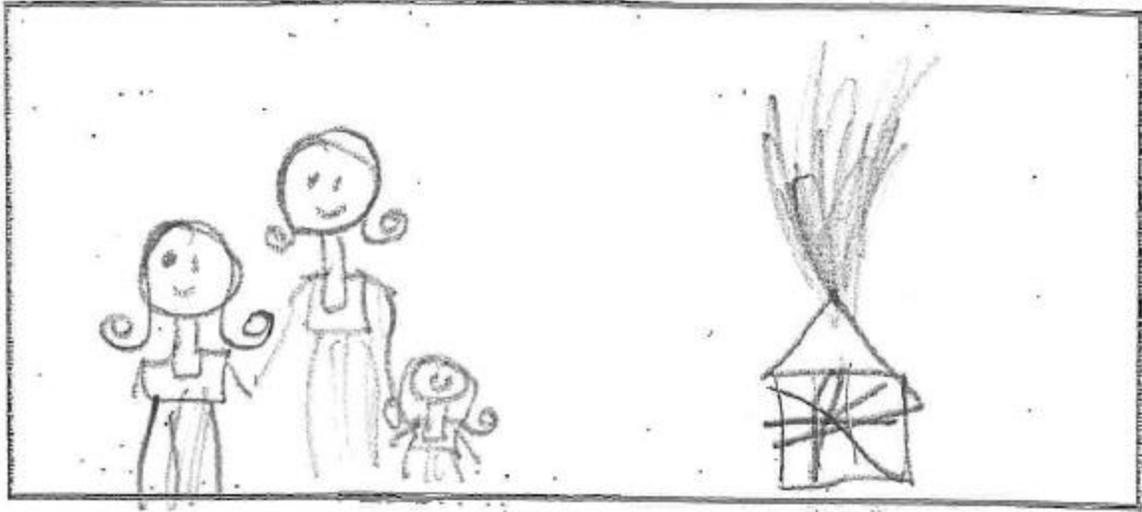


Next, we did a big  
firework. My friend thought  
it was a bomb. It

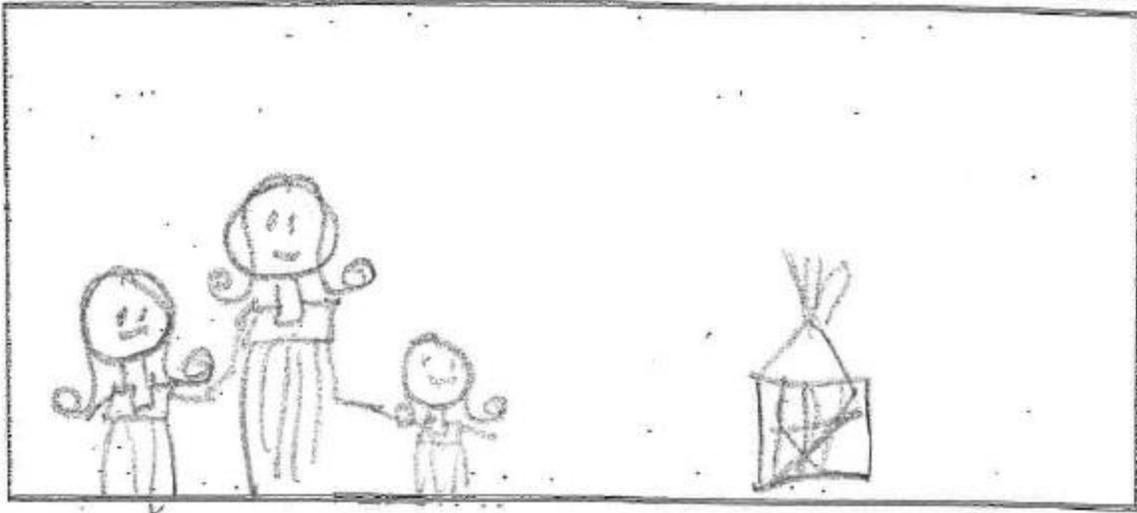
was small. It looked  
like a rocket. It was

colorful. The colors were  
pink, blue, and purple. It is

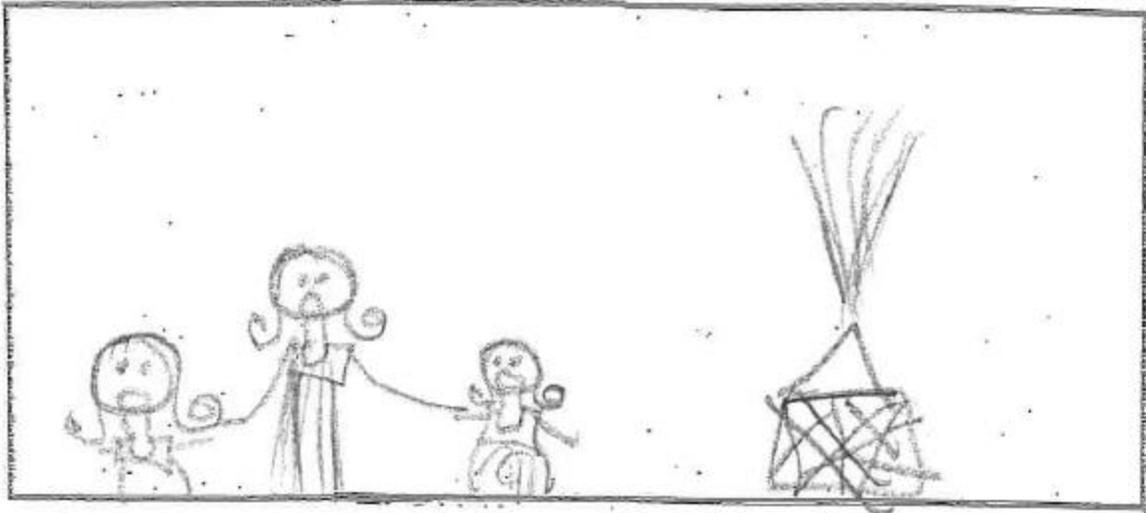
going to be scary. I thought



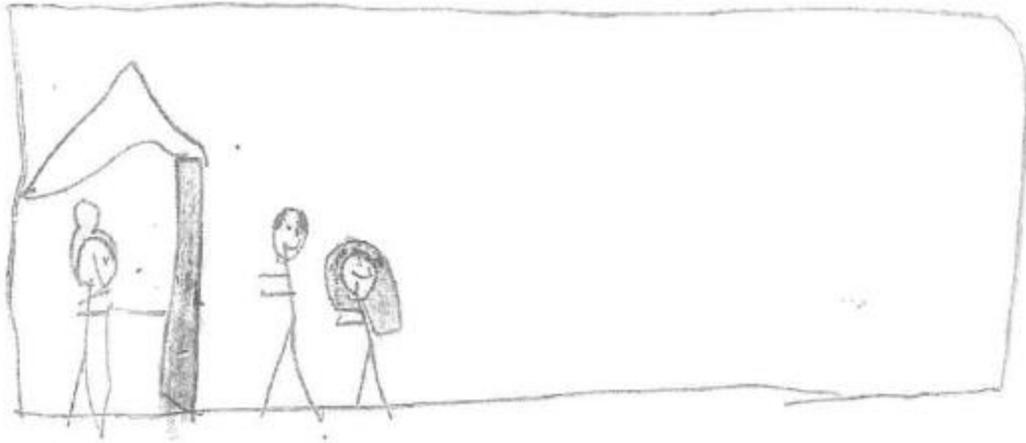
Then, I went crazy  
it went down and up  
it slowly came down



"I guess that fire  
work is done!" I  
said. Then...



Boom! The firework surprised me it was not done. Then all the fireworks were done. And soon it was time to go home. "I wish I do this again" I said with delight.



farmers market

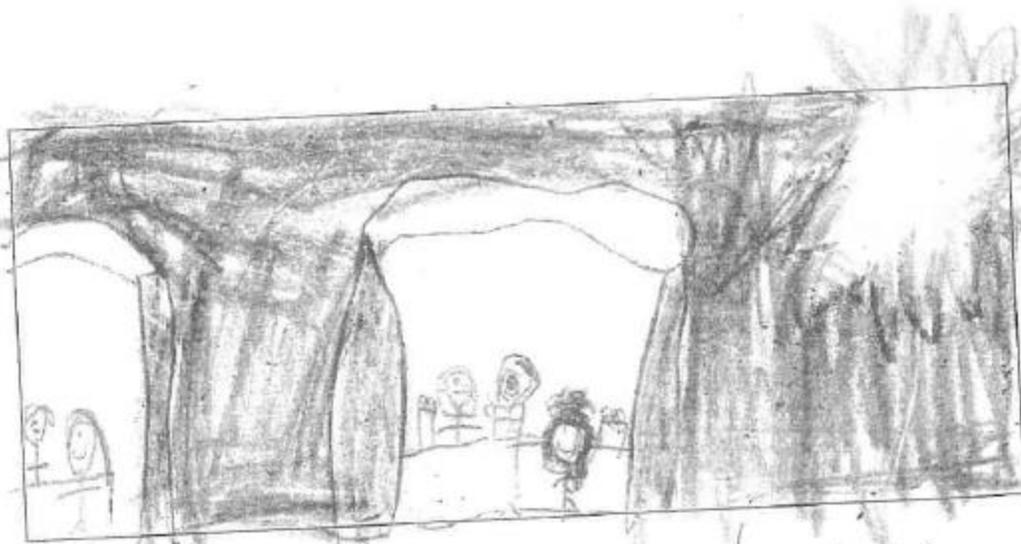
other  
by, Bella ~~Alvarez~~



One day me and  
my Granpa went to  
the farmers market  
there were people  
selling food every where  
and it was busy.

I wondered what we  
were going to buy  
today. "lets go Bella"  
my granpa said.

2

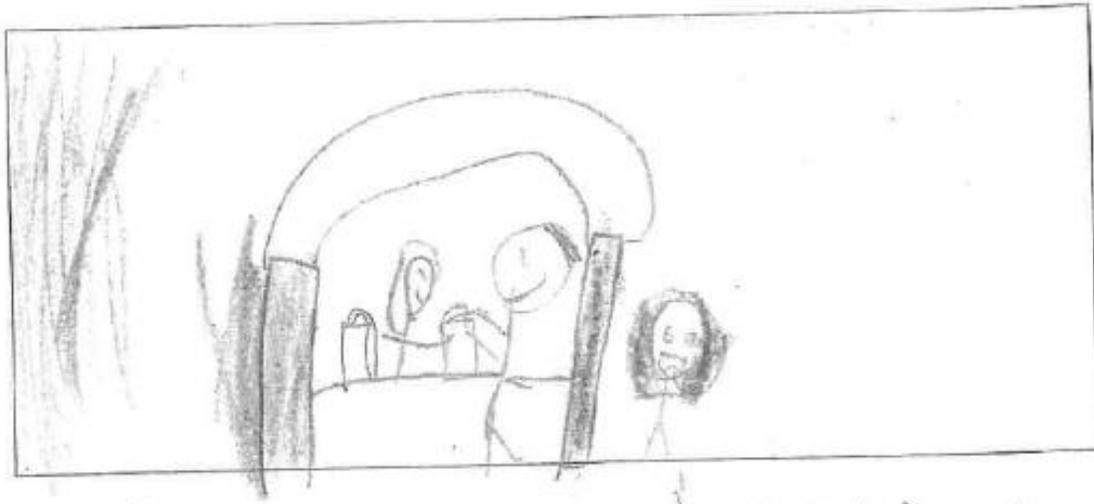


Then we went  
to buy tomatoes.  
"They are fresh" the  
Lady now was selling  
the tomatoes said.

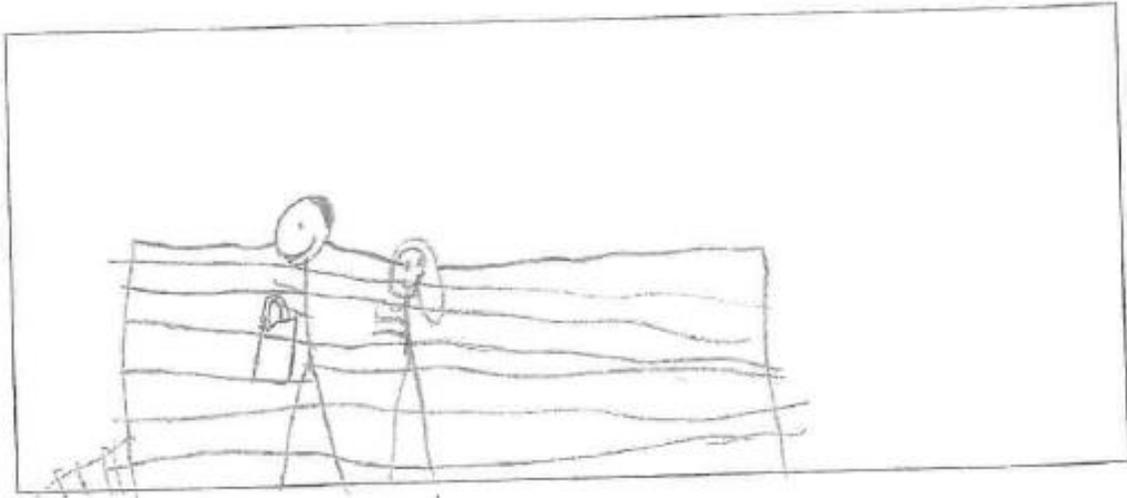
3



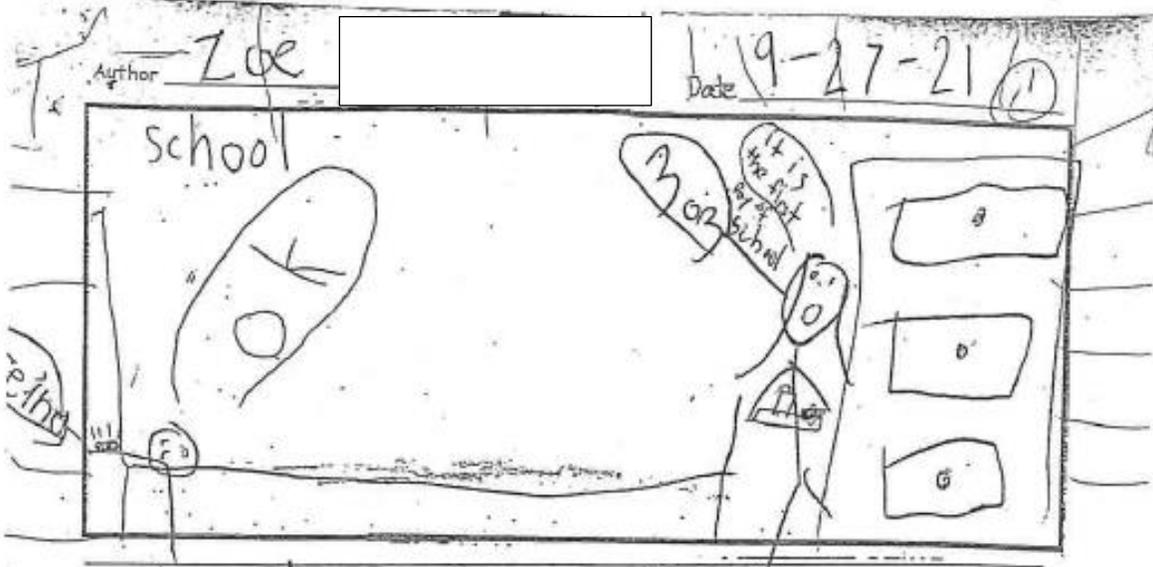
☆☆☆☆ Then my  
grampa gave me  
^{red} tomatoes to try it  
was sweet and  
red and juicy and  
yummy.



then we decided  
to buy the tomato.



then it was time  
to go but I was  
hoping to come  
to the farmers  
market again.



Good morning said my mom?

It is the first day of

school. I rubbed my eyes. ^{In my bed} ^{in my room}

My alarm went off.

I felt like I was going

faint. It was like

7:00 in the morning.

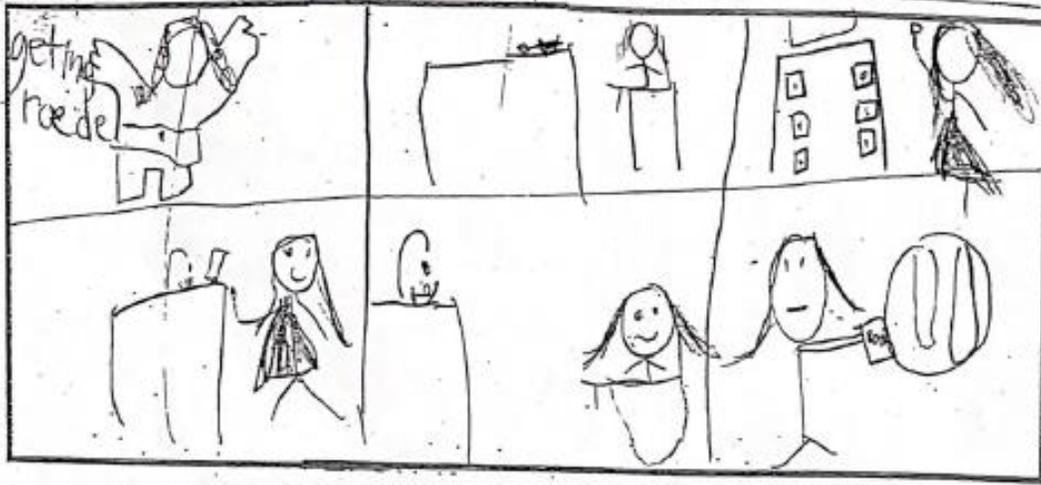
When I sat up in bed

I went back down!

page 1

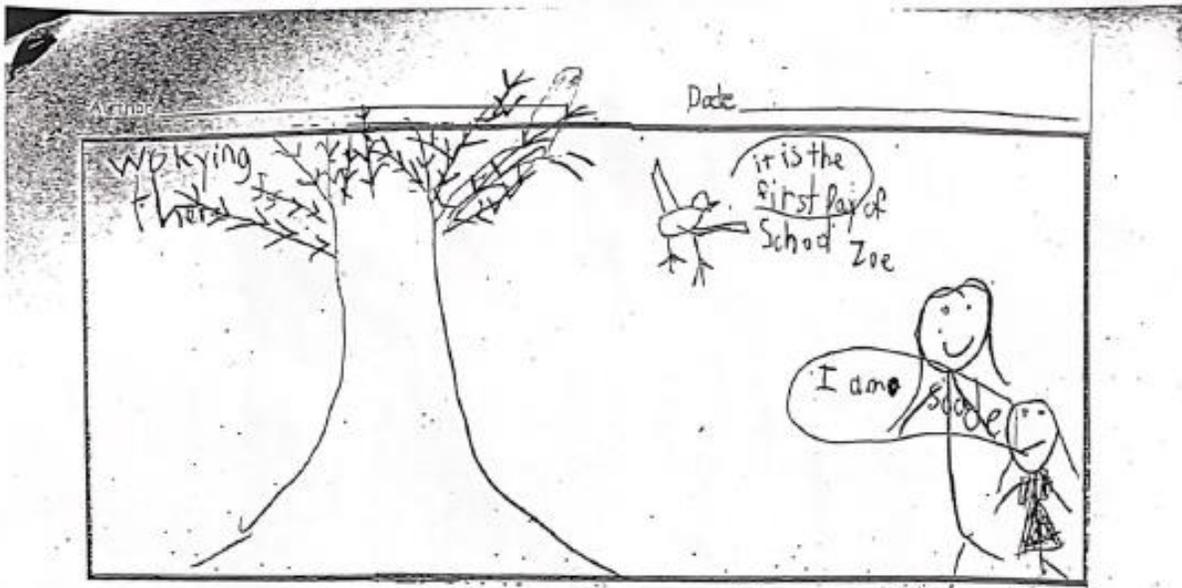
Author _____

Date _____



I did my routine get dressed,  
eat, comb my hair, I brushed  
my teeth, I went to the  
bath room, and last but not  
least I loaded up my  
back pack. I hoped that  
it would be a good  
day.

page 2



I felt scared and  
kind of excited. I was  
so close to the school  
my heart was beating so  
fast it felt like it was  
going to fall out.

Author _____

Date _____

Morning Work

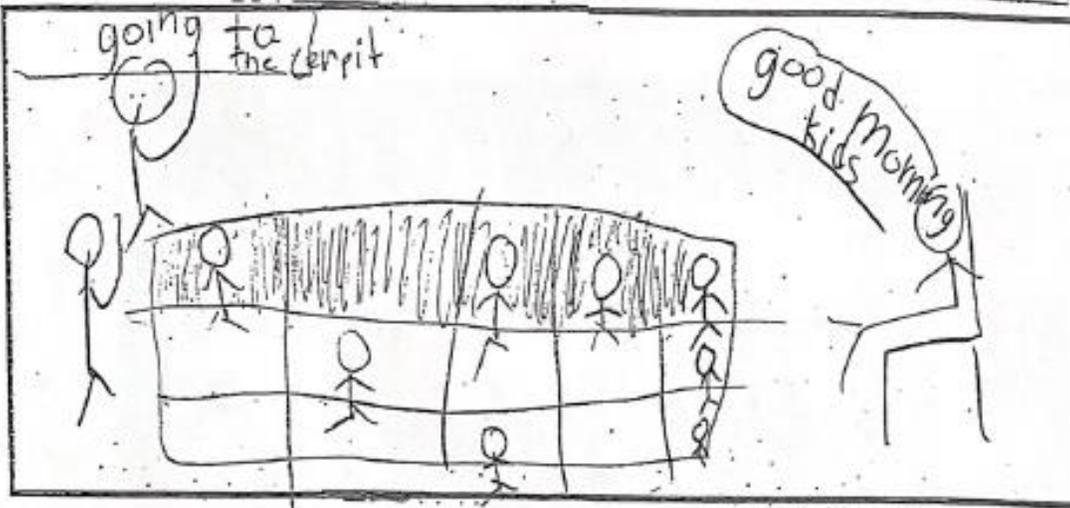


if ? (10)  
if ? (5)  
if ? (1)  
if ? (1)



when I got there there  
was paper on my  
desk it looked like  
math first I wrote  
my name z, oe zoe  
it was fun.

page 4



Then my teacher said

come to the carpet!

I felt better when I

asked kids if they

were feeling scared. They

were too! And every day I

went to school, I was now

fine, but I ^{was} scared I ^{lie}

that day!

## Lost

“Suzie!” called my mom. “Let’s look at our list to see what we need to get.” I ran to get a cart. We are going to be busy grabbing items off of our list. My mom and I rushed into Meijer to get started.

My mom asked me to help. “We need macaroni and cheese,” she said. “I’ll grab it,” I yelled. I ran to the shelf and grabbed it. I was a great helper. My mom looked down at the list.

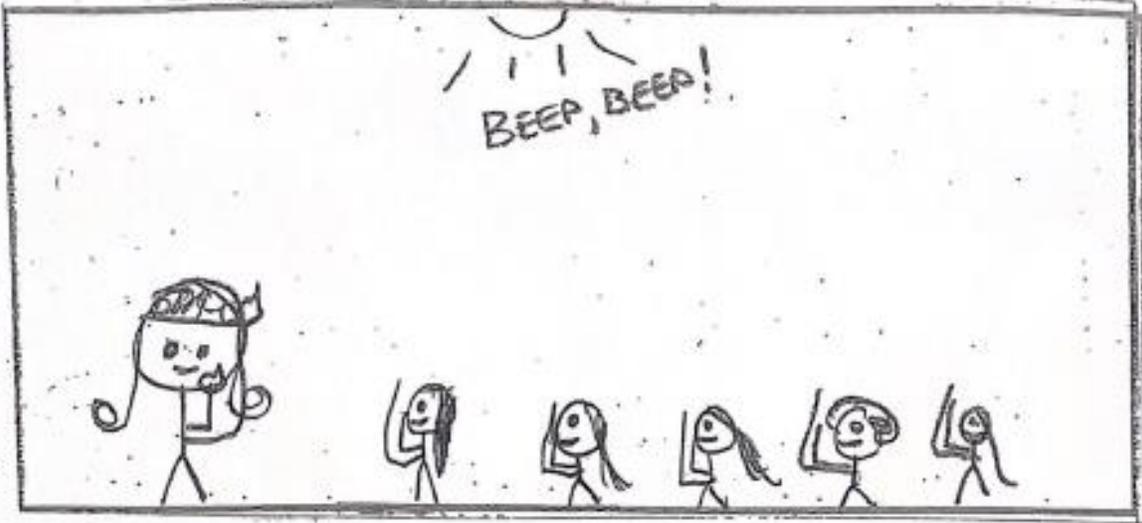
Suddenly...something caught my eye. “A MOLLY DOLLY!” I shouted. I couldn’t believe it. She was beautiful. She had blonde hair like Rapunzel and a cool pacifier that I could take in and out. **WOW!** I thought. I leaped towards the shelf and grabbed a Molly Dolly.

I looked up to show my mom. It was then that I realized I was LOST! “Oh no,” I yelled. My heart began to pump, my lips were quivering and my palms were sweaty. I have to find my mom...NOW! Suddenly...

I heard a noise coming from the store speaker. “Suzie, if you are in the store, please come to the front. Your mom is waiting for you.” A feeling of calmness rushed through my body. I saw my mom waiting for me. I ran ahead and gave her a big hug. I’m so thankful I found my mom. I’ll never leave her side again, I thought.



It was a normal day in second grade when we were getting started to do math. We were sitting quietly on the carpet when... a voice came over the loud speaker. "Sorry for the interruption, in a few minutes we will be having a fire drill." Suddenly kids were yelling



Mrs. Sabon said, "let's go over our expectations for the drill." We all

gave examples. Then, we heard a

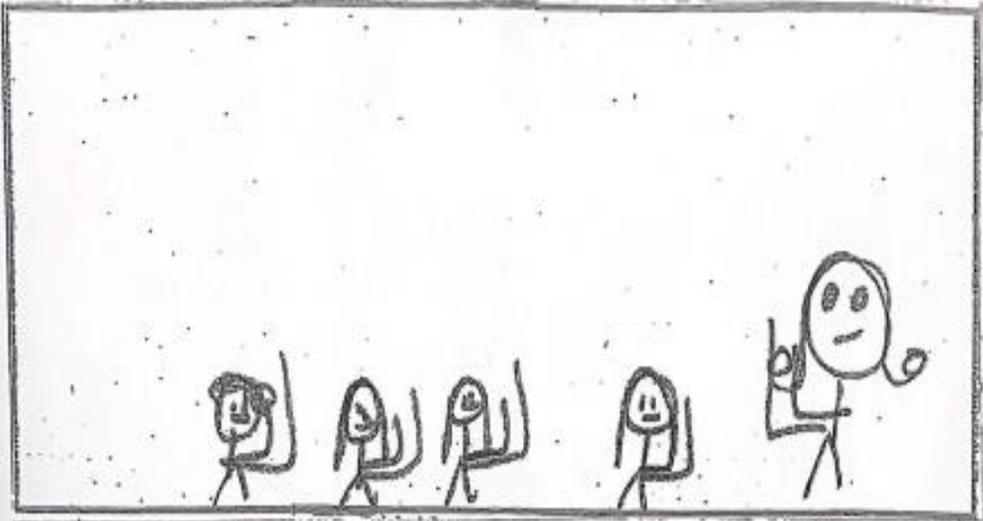
loud noise ringing throughout the

school. We got up from the carpet

and got into our target line. Next,

we walked out of the school.

Outside, the whole school was



walking to our spots and getting  
into their lines. It took a few

minutes to get everyone lined up.

We saw silent signals throughout the  
lines. Finally, Mr. Kauffman yelled,

"great job huskies, as we walk  
back make sure your lines are

quiet!" We started walking



back into the school. Our first  
fire drill was a success and we  
felt proud. We hoped our next one  
would be just as good!

# RESOURCES



# Details



Dialogue

Setting

Internal Thinking

Character Action

Physical Description  
person/ place/ thing



* 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

