Writing Unit of Study
Kindergarten – Raising the Quality of Small Moment Writing, Unit 5

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Resource Materials Section

See Separate Packet
Abstract

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

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

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

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

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

- Narrative Continuum or another assessment measure
- Small Moment Mentor Text [See Resource Section: Suggested Mentor Text for Small Moments and Supplemental packet of Student and Teacher Work]
- Writing Folders
- Markers
- Writing markers
- Writing paper (See Resource Section: Paper Choices)
- Dry erase markers
- Chart paper
- White boards
- Post-it notes
- Three or more page booklets
- Stapler
- Loose sheets of paper
- Shared class experience stories – 2-3 stories will be needed
- Teacher’s own small moment stories2-3
- Teachers College Student Writing Sample, small moment sample – (See Resource Section or www.readingandwritingproject.com)
Why a Script?

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

Additional lesson information:

Share Component –

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

Mid-workshop Teaching Point –

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

Assessment –

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

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

Session 1 On-demand Assessment

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

Immersion Phase- Sample lessons

Concept II: Writers think, rehearse, and write small moment stories

Session 1 Writers catch small moments and stretch those moments out across pages.
Session 2 Writers rehearse using a story hand and touching pages.
Session 3 Writers zoom in to a small moment.
Session 4 Writers reread as they write to make sure they have zoomed in on one small moment.

Concept III: Writers practice writing more on a page

Session 5 Writers make their readers feel like they are in the story (sequential narrative).
Session 6 Writers spell words the best they can by stretching them out.
Session 7 Writers write known words in a snap.
Session 8 Writers act out their stories with partners to help them revise.
Session 9 Writers use strategies to spell new words.

Concept IV: Writers write small moments with details, purpose, and feelings

Session 10 Writers add their thoughts about what happened.
Session 11 Writers add feelings to their stories.
Session 12 Writers reread their writing to check for all the important parts.
Session 13 Writers and readers use the same strategies.

Concept V: Writers revise, publish, and share their best small moment stories

Session 14 Writers write close-in story endings.
Session 15 Writers chose a small moment story to fancy-up and make it easier to read.
Session 16 Writers reread to make sure snap words are spelled correctly.
Session 17 Authors’ Celebration.
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Assessing Writers

<table>
<thead>
<tr>
<th>Session</th>
<th>1 - This assessment should be conducted prior to starting the unit. It should be done before the Immersion Phase.</th>
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</thead>
<tbody>
<tr>
<td>Concept</td>
<td></td>
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<tr>
<td>Teaching Point</td>
<td>On-demand Assessment</td>
</tr>
</tbody>
</table>

**Materials**

- Writing booklet suggestion – contains plenty of pages (three or more)

**Assessment Explanation**

It is suggested teachers conduct an on-demand writing assessment. The purpose of this assessment is to see what kind of writing students can produce on their own. Therefore, teachers do not guide students through the process. This is not a teaching day, but a day for students to show what they know about going through the steps of writing a narrative piece. From analyzing this data, teachers will begin to develop insight into what their young writers know and can do on their own; where they need additional help; and possible next teaching moves.

Please see K-2 Writing Continuum and On-Demand Guidelines located in Atlas Rubicon under Assessment Tasks.

**Assessment Suggestion**

Review these pieces alongside a narrative continuum that shows the developmental stages of writing, and names the qualities of writing that defines each stage (see www.readingandwritingproject.com for an example). Locate the child’s on-demand writing within the scale. Use the continuum to develop future goals for your young writers.

**Growth comparison**

Pre and post measures: Compare students’ initial pieces to their final pieces to note growth over time.
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Immersion Information

Concept 1: Writers use mentor text to study characteristics of Small Moment stories and generate story ideas.
The purpose of the immersion phase is to help students develop an understanding of Small Moment stories (writings about important moments from their lives). During this phase, students will understand the purposes of Small Moment stories as well as the characteristics of well-written, real-life stories. Basically, during this phase, students are thinking, “How do these kinds of text tend to go?” The goal is to move students from explorers of Small Moment stories to writers of Small Moment stories. Concept 1 is considered the immersion phase of the unit. The immersion phase should be completed before starting the mini-lesson sequence (Concepts II-V). It is recommended that teachers spend several days on immersion activities prior to starting the unit. The writing unit is based on the assumption that students, through immersion, have developed background knowledge of Small Moment stories and have begun collecting story ideas. Teachers will want to keep their own collections of story ideas so they can model leading a “Writerly Life” and use them as a resource when they decide to write their own stories.

It is suggested that most immersion activities take place during reading. These may be done during read-aloud, shared reading, reading workshop, or writing time.

Most of these lessons follow an inquiry approach. Teachers should follow the lead of their students-notice, restate, and negotiate what they say in order to bring meaning and understanding. This is a time for students to notice the characteristics of Small Moment stories and view them through a writer’s lens. Text selection should include published books as well as student authored work.

Some important ideas on which to focus during this phase:
• Identifying the characteristics of Small Moment stories
• Identifying how writers gather story ideas-leading a “Writerly Life”
• Identifying how to craft a Small Moment story using qualities of good writing and specialized language

The following is a collection of immersion activities that teachers may do. These may be done during read-aloud, shared reading, reading workshop or writing time.
1. Study Mentor Text [See Resource Sections: Suggested Mentor Text for Small Moments] These selections may be used during read-aloud, shared reading, reading workshop or writing workshop.

Through the study of mentor text:
• Generate excitement and interest for reading and writing Small Moment stories
• Students co-construct a definition and purpose(s) of Small Moment stories
• Develop a list of characteristics of Small Moment stories- ‘Noticings and Naming’

Possible areas to explore using mentor texts:
A. Story Elements/Noticings:
   • Narrow topic vs. all about story
   • Single/small moment vs. many moments
   • One time, one place story (one topic told across many pages)
   • Stories about true events
   • Small actions to capture in sequential order a little moment in time (ex. In the morning)
   • Feelings (proud, disappointed, etc.)
   • Details
   • Dialogue
   • Other aspects as noticed

B. Craft: Discover author’s craft unique to or typical of Small Moment stories – (e.g. repeated lines, “big and bold” words, use of ellipse, stories about that person, etc.)
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Immersion Information, Continued

C. Story Ideas: Generate a list of possible story ideas that the class or individuals might write

D. Organizational Pattern: Study the “typical” organizational pattern of simple Small Moment stories (e.g. begin, heart of the story, ending)

E. Details: Revisit the study of details (e.g. setting, dialogue, physical description of a person, place or thing)

F. Qualities of Good Writing: Throughout the unit of study, students will revisit familiar texts to study things such as dialogue, storyteller’s voice, etc.

2. Develop Core Anchor Charts - What Makes a Good Small Moment Story? This chart should be co-constructed by teacher and students during this phase based on what the class finds as they study mentor text. This chart will be used as a reference throughout the unit of study. See Story Elements/Noticings under Study Mentor Text section as possible ideas that may be included in chart. For Kindergarten students, keep chart real simple. The goal is not for them to notice everything right away, but through teacher discussion begin looking more closely at what is often included in these stories.

3. Develop List of Story Ideas – Lead the “Life of a Writer” – Students are asked to think about how a story they’ve read may have grown from the writer’s life and if this story triggers an idea for them. Teach students that we are “shopping around” for story ideas. We will not write the same story as one of our favorite authors, but we may take their idea and apply it to our lives. For example, Angela Johnson wrote about what scared a little boy at night. We might think about a time we were really scared or had another strong feeling. We could write about when we were scared when a mean dog came after us. A chart of Story Ideas may be continued from what was started in Unit 1 and 2. The following may be possible items on that list: pet stories, younger or older sibling memories, special times with a special person, going to and from school, observation or favorite place in nature, visit to a place, learning something new, special time with a friend doing something special, small moment doing a favorite activity, small moment at school, losing a tooth, etc… The list is developed as an extension of the books they have read.

4. Storytelling Activities – The purpose of storytelling activities is to provide additional time to practice oral language skills, such as using a storyteller’s voice, sequencing stories, adding details, etc… Students may tell familiar stories, stories from their own lives, and shared experiences from the classroom or other stories. Prompt students to think of their whole story and then chose one part that mattered—that made them really mad, or really excited, or really scared; encouraging them to build up the details, to add to the good parts. It is highly suggested this be done during immersion and/or another part of a balanced literacy program. Oral language and storytelling should be an integral part of any Kindergarten program all year long, not just when studying narrative writing.

5. Engage in a shared class experience (e.g. field trip, watching a guest speaker, doing an activity, etc…). This could be used during the unit for whole class and or small group work.

6. Tell and retell several books that resemble Small Moment stories with students, and write one of these during interactive or shared writing.

7. In reading, study the concept of details.

   A. Review purpose of details. Include discussion of the following points: Details help paint pictures in a reader’s mind; since the reader was not right there with the writer, s/he needs to help the reader experience the small moment. Writers bring their stories alive through details so readers can picture it; we want readers to see what we see, feel what we feel, etc…

   B. Details to highlight at this level: thoughts and feelings, character action, physical description of a person, place or thing and dialogue (speech bubbles or in pictures versus putting it in text).
Immersion Information, Continued

<table>
<thead>
<tr>
<th>Session</th>
<th>Immersion Phase-Sample lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept I</td>
<td>Writers use mentor text to study characteristics of Small Moment stories and generate story ideas.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers read mentor texts as writers to discover the elements/characteristics of Small Moment stories.</td>
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### Materials

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

### Tips

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

### Connection

- "Writers, at the beginning of the year we learned that we can write and talk about true stories from special moments in our lives. These are stories about things we do and know a lot about."
- "Today we are going to begin a new writing unit that that will take these true stories and zoom in on one small part of the story. These are called small moment stories. Small moment stories are when an author takes a true story from their life and instead of telling the whole story or ‘all about’ a person or a day or an event, they zoom in and tell a small part or small moment. They stretch the small moment across the pages."
- "We will start by studying some books, called mentor text, as a way to learn about ‘What Makes a Good Small Moment Story?’"

### Teach

- Explain term mentor and what a mentor text is
- Reread a familiar small moment text
- Lead a class discussion on important elements found in the story. Begin creating anchor chart: “What Makes a Good Small Moment Story?” or “Small Moment Characteristics.”
- "So when writers want to write a good small moment story, they need think about... (restate some of the noticings)."

### After-the-Workshop Share

- "Today we noticed that good small moment stories have... (restate some of the noticings). Tomorrow we are going to read some more books and see what else we notice about small moment books."
- See Resource Materials Packet for other share options

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

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**SAMPLE Anchor Chart**

**What Makes a Good Small Moment Story?**

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

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<td>Writers use mentor text to study characteristics of Small Moment stories and generate story ideas.</td>
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<tr>
<td>Teaching Point</td>
<td>Writers catch small moments from their lives and stretch them out into stories across several pages using itsy-bitsy details.</td>
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#### Materials

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

#### Tips

- This is one of several possible immersion lessons
- Immersion is typically inquiry based so it will not necessarily follow the typical architecture of a focus lesson

#### Connection

- “We have been reading lots of small moment stories and have noticed things that make a good a small moment story (Review What Makes a Good Small Moment chart). These books help us create our own story idea chart about small moments we could write about in writing workshop.”
- “Today we are going to look closely at how these writers catch small moments from their lives and stretch them out into stories across several pages using itsy-bitsy details.”

#### Teach

- “We read the story *Bippity Bop Barbershop* a few days ago. Today let’s notice how the author catches a small moment and stretches the story across several pages using itsy-bitsy details.”
- “Remember a detail is something a writer adds in a story to help create pictures in the reader’s mind. Since readers did not experience the story, the writer adds information or details so the reader can understand exactly what the reader felt or saw or experienced. Through words, a writer creates a movie of what happened and shows you what they saw and felt.”
- “Remember the part when Miles is walking to the barbershop. The author could have said, ‘I walked to the barbershop. I got my haircut. I went home.’ We don’t get much of a picture in our mind of the barbershop or his haircut.”
- “Instead the author stretches the moment by telling us itsy-bitsy details. Listen closely.” Begin reading page 5: “Up ahead I see the green and yellow awning and the white letters on the window...Now, he’ll be my barber, too.”
- “What details! I can picture the barbershop, can’t you? The author described what the barbershop looked like.”
- “Did you notice how the author stretched out walking up to the barbershop using itsy-bitsy details, like how the barber pole had red stripes, which curl and swirl around it like strange fish swimming in a sea of white.”
Immersion Information, Continued

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<thead>
<tr>
<th>Active Engagement</th>
<th>Link</th>
<th>Mid-Workshop Teaching Point</th>
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<tbody>
<tr>
<td>• “Now I want to read you another part when Miles tells about getting into the barber chair. He could have said, ‘I got in the chair,’ but he didn’t. I want you to listen closely for the itsy-bitsy details used to stretch out the moment of getting into the barber chair.”&lt;br&gt;• Begin reading page 16: “I can hear my heartbeat in my ears and my knees feel wobbly...to catch the loose hairs.”&lt;br&gt;• “Turn and tell your partner about the itsy-bitsy details you heard the author use to stretch out the moment in the barber chair.”&lt;br&gt;• Ask for some examples&lt;br&gt;• “So instead of Miles just saying I got in the chair, he stretched out the moment in the barber chair by using itsy-bitsy details. He added information on how Miles felt. This is one way writers can catch a small moment and stretch it across the page.”</td>
<td>• “So when writers want to stretch their small moment across the page, they can use itsy-bitsy details. They can add details of what something or someone looks like or they could add details of what someone was thinking or feeling.”&lt;br&gt;• Revisit detail hand or introduce if first time using it&lt;br&gt;• Refer back to chart ‘What makes a good small moment story’</td>
<td>• None</td>
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</table>
Lesson Plan

Session 1

Concept II Writers think, rehearse, and write small moment stories.

Teaching Point Writers catch small moments and stretch those moments out across pages.

Materials

- 3 page booklets
- Shared experience story idea
- Chart paper and markers
- Bippity Bop Barbershop by Natasha Anastasia Tarpley
- Story Idea chart - created in Immersion
- How to Write a Story? - Anchor Chart

Tips

- The shared experience story used for today's lesson will be used again in lesson 3 to demonstrate how to pick one small part and zoom in
- Continue to use gestures when discussing the Writing Process Steps – How to Write a Story

Connection

- "Writers, we have been reading lots of small moment stories and have noticed lots of things that make good small moment stories. Remember when we read Bippity Bop Barbershop and we noticed how the author didn’t just say, 'I went to the barbershop, sat in the chair and got my haircut.' Instead, she stretched the story out across many pages using itsy-bitsy details.”
- “Today I am going to teach you how writers catch small moments from their lives and stretch those moments out across pages.”

Teach

- "When writers want to catch a small moment and stretch it across the page, they have to...” (teacher demonstrates using 3 page booklet):
  o “First, writers think and picture in their minds something they have done. ‘I know, I remember when we went to the Science Alive assembly?’” Use a shared experience for this example.
  o “Next, they SAY their story to practice how it might go. They can say it to self (gesture) or a partner (gesture). They think about what happened first, next, and finally.” Use verbiage based on where most students are functioning.
  o “Then, they think about what happened first and put that on the first page. They sketch and write the first part using itsy-bitsy details.” (teacher demonstrates). “Turn the page.”
  o “Then, they think about what happened next. They sketch and write the next part using itsy-bitsy details (teacher demonstrates) and then turn the page.”
  o “Finally, they think about what happens at the end. One more time they sketch and write the last part using lots of itsy-bitsy details.”
- “So when writers want to catch a small moment and stretch it across the page, they can...” Repeat steps, using fingers to gesture.

Active Engagement

- “Turn and tell your partner about the steps writers take when they want to catch a small moment and stretch it across the pages. Use the pictures on the chart to help you remember each step.”
- Listen into conversations.
- “So when writers want to catch a small moment and stretch it across the page, they can...” Repeat steps, using fingers to gesture. Encourage students to chorally repeat the steps.
Lesson Plan – Session 1, Continued

<table>
<thead>
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<th>Link</th>
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<tbody>
<tr>
<td>• “Writers, today I am going to give you some booklets that you can use to stretch your small moment across the pages.”</td>
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<tr>
<td>• “Remember you can use our story idea chart to help you think of something you have done.”</td>
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<table>
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<tr>
<th>Mid-Workshop Teaching Point</th>
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<tr>
<th>After-the-Workshop Share</th>
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<tbody>
<tr>
<td>• Review the Anchor Chart-How to write a story?</td>
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<tr>
<td>• See Resource Materials Packet for other share options</td>
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## Lesson Plan

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<th>Session</th>
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<tbody>
<tr>
<td>Concept II</td>
<td>Writers think, rehearse, and write small moment stories.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers rehearse using a story hand and touching pages.</td>
</tr>
</tbody>
</table>

### Materials

- Story Idea chart (created in immersion)
- What Makes a Good Small Moment chart (created in immersion)
- How to Write a Story - Anchor Chart
- 3-5 page writing booklets
- Student partnerships

### Tips

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

### Connection

- “When we read the book *Bippity Bop Barbershop* we noticed how the author used itsy-bitsy details to stretch out the moment of getting a haircut. Instead of telling the whole story on the first page the author stretched it out across many pages. Then we wrote our own small moment stories and tried using itsy-bitsy details to stretch them out over pages.”
- “Today I want to teach you another way we can plan our stories to help stretch them across pages.”

### Teach

- Refer to Anchor Chart - How to Write a Story?
- “We know that when we begin writing a story we do the following things:”
  - **Think and Picture a story in our minds.** “We think about a small moment in our lives – something we did or something that happened to us.”
  - **Say** our story. “We practice how our story might go. So far we learned we could say our story to ourselves or to a partner.”
  - “Today I am going to show you another way we can practice our story before we write it. We can say our stories across our fingers. Then touch each page to see what part will go where. This helps us plan and stretch our stories across the pages. We can think of a story from our lives and tell just a little bit as we hold up our first finger (or thumb). Let’s tell a story that we all know; like the time when one of the Red Wings players came to our school.”
  - Begin telling the story by holding up first finger and tell a little bit of the story. Emphasize what happened first.
  - Next, put up second finger and tell a little bit more (staying in the moment) – again, help guide through story language – what happened next?
  - Keep going until the small moment story is told – point to each finger and prompt with a question
  - “Now I can look at my fingers to see how many pages I will need.”
  - “Now I can touch each page to see what part will go where. Plus, this is another way to practice my story before I write it.” Tell the story again touching the pages.
**Lesson Plan – Session 2, Continued**

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

Session 3
Concept II Writers think, rehearse, and write small moment stories.
Teaching Point Writers zoom in to a small moment.

Materials
- Chart paper
- 3-5 page booklets

Tips

Connection
- “We have been thinking about small moments from our lives and stretching these moments across several pages using itsy-bitsy details. The other day, I wrote about the animals we saw at the Science Alive assembly. I thought about my story, drew and wrote a little bit, and then turned the page.”
- “Today I am going to teach you that when writers write their small moment story, they don’t write about everything that happened; instead they pick one small part of the story to zoom in on.”

Teach
- “When I was writing about the Science Alive assembly, I could have written about the whole day at school but instead I zoomed in on one special part of the day, the Science Alive assembly. Today, I want to write about my dog. Instead of writing everything about my dog, I am going to zoom in on one thing I do with my dog-like play fetch. I am going to zoom in on that one small part.”
- “After I think of the one small part to zoom in on, I need to picture that moment in my head, kind of like I am watching a movie. I can picture the moment in my head, and then draw and write what I see in my head on the paper.”
- “I can picture playing with Rufus in my backyard and how he puts his front paws down on the ground, sticks his bottom in the air, and wiggles his tail to let me know he wants me to throw something. I can really picture it. I am zooming in and picturing just playing fetch with my dog. Now I am going to sketch and write what I see in my head making sure I use itsy-bitsy details. ‘Hmm what happens first?’” (teacher demonstrates using descriptive story language)
- “Let me reread this page to make sure I wrote down everything I pictured in my head during that moment.”
- “Now I am going to turn the page and think a little bit more. ‘What happens next?’ I am picturing in my head how when I pick up a ball Rufus starts to run even before I throw the ball. Now I am going to sketch and write that part I pictured in my head-making sure I use itsy-bitsy details.” (teacher demonstrates)
- “Now I am going to turn the page and think a little bit more. ‘What happens at the end?’ Finally, Rufus catches the ball and runs back to me with a wet ball and drops it at my feet.”
- “Did you see how I picked a story and zoomed in on one part? I didn’t tell everything about my dog- just the part about how he likes to play fetch.”

Active Engagement
- “I want you to stop and think about a story you might start writing. Now think about what small part of that story you could zoom in on? Turn and tell your partner about that small part.”
- “So writers can think about their small moment and zoom into one small part of their story. They can picture that moment in their head and then sketch and write what they see in their head on the paper using itsy-bitsy details.”
### Lesson Plan – Session 3, Continued

| Link | “Today when you go off to write, I want you to think about zooming into one small part of your story. Picture the moment in your head - then draw and write what you see in your head onto the paper using itsy-bitsy details. Think about what happened first, next, last…”
|      | Students will continue to use three page booklets |

| Mid-Workshop Teaching Point | “Remember, writers put spaces between their words. After they write one word they leave a space and put the next word. This helps the reader read their story. |

| After-the-Workshop Share | Pick and highlight a few students that attempted to zoom into a small moment or to one small part of their story |
|                          | See Resource Materials Packet for other share options |
# Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
<th>4</th>
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<tbody>
<tr>
<td>Concept II</td>
<td>Writers think, rehearse, and write small moment stories.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers reread as they write to make sure they have zoomed in on one small moment.</td>
</tr>
</tbody>
</table>

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

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

## Connection
- “Yesterday we worked on zooming into one small part of our story by picturing each part in our head and then sketching and writing what we saw.”
- “Today I am going to teach you that as we write, we need to make sure we have zoomed in on one small moment.”

## Teach
- “‘Let’s take a look at our chart ‘What makes a Good Small Moment Story?’ We noticed lots of things make a good small moment story, and one of the characteristics of a good small moment story is that it is a ‘one time, one place’ story, or that it is about one topic/idea told across many pages. We noticed that Max at the Seashore, was a ‘one time, one place’ story because the author told about the topic of Max’s time at the seashore across the entire book. In the book Hello Ocean we noticed the author wrote about the idea of how the ocean made her feel across the entire book.”
- “As we write we can reread to make sure we have zoomed in on one small moment by asking, ‘Is this a one time, one place story?’ This means that as we turn each page we might think, ‘Is this about one topic/idea? Is this about the same topic on each page?’”
- “I am going to show you how I do this as I write.” (Teacher may want to have a page started in a new book about her own story or could use another shared experience story.) I started writing my story about (insert topic). Before I turn the page, I am going to reread what I wrote by looking at the pictures and rereading the words. I am going to ask myself, ‘Is this about one idea? Is this about the same idea on each page?’” (Teacher demonstrates)
- “Now I am going to write my next page. Remember I draw and write using itsy-bitsy details.” Teacher writes next page and states – “Before I turn the page, I am going to reread what I wrote by looking at the pictures and rereading the words. I am going to ask myself, ‘Is this about one idea? Is this about the same idea on each page?’” (Teacher demonstrates)
- Teacher continues with last page
- If a page is not about a ‘one time, one place’ idea, demonstrate stapling in a new piece of paper or post-it note, and model revision

## Active Engagement
- “We are going to reread the last page together and ask, ‘Is this about one idea? Is this about the same idea on each page?’”
- “Writers when we reread as we write we can make sure we have zoomed in on one small moment by asking, ‘Is this a one time, one place idea?’”
### Writing Unit of Study
Kindergarten – Raising the Quality of Small Moment Writing, Unit 5

#### Lesson Plan – Session 4, Continued

<table>
<thead>
<tr>
<th>Mid-Workshop Teaching Point</th>
<th>“Writers, as you are thinking about zooming in on one small moment, you can go back to some of your other stories and check to see if you zoomed in on a small moment in those stories, too. You can reread and think, ‘Is this a one time, one place story?’”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Link</td>
<td>“Today when you are writing, I want you to stop before you turn the page. I want you to reread and check to see if you wrote about one idea and also if you wrote about the same idea across all of the pages.”</td>
</tr>
<tr>
<td>After-the-Workshop Share</td>
<td>Based on the needs of the class, teacher may choose to revisit the mini-lesson, extend the mini-lesson or highlight a student working on rereading</td>
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<td></td>
<td>See Resource Materials Packet for other share options</td>
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</tbody>
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Lesson Plan

<table>
<thead>
<tr>
<th>Session</th>
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</thead>
<tbody>
<tr>
<td>Concept III</td>
<td>Writers practice more writing on a page.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers make their readers feel like they are in the story (sequential narrative).</td>
</tr>
</tbody>
</table>

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

### Tips
- Make a connection to yesterday's lesson or overall work done to date
- "Today I want to teach you that writers write to make the reader feel like they are in the story. How they do this is by going back to the moment and writing bit-by-bit, naming what happened first, and then what happened right after that, and right after that."

### Teach
- "Watch as I show you, I am going to write about getting my morning coffee. I am picturing this morning when I walked into the coffee shop. I am thinking about what happened first, then right after that, and right after that. My story would go like this (teacher orally rehearses, tells across fingers and touches the pages). I am going to sketch my story and write down the first part, 'I walked into the coffee shop. I ordered a large cup of coffee.'"
- "Now I am going to sketch and write what happened after that. 'I took the lid off to put in the cream.'"
- "Now I am going to sketch and write what happened after that. 'I put in too much cream! My coffee spilled on the counter.'"
- "Did you notice how I told what happened in my story by naming what happened first, and then what happened right after that, and what happened right after that? Writers do this to make the reader feel like they are in the story. Did you feel like you were at the coffee shop with me?"

### Active Engagement
- Teacher thinks of a small shared moment the class experienced together
- "Remember when that big spider was crawling across the floor? I want you to picture that moment and think what happened first and right after that and right after that."
- "Now turn and tell your partner about that moment across your fingers"

### Link
- "When you go off to write, remember that writers write down their story bit-by-bit, naming what happened first, and then what happened after that, and after that."

### Mid-Workshop Teaching Point
- "Writers, don’t forget to make sure to reread each page and ask, ‘Is this a one time, one place story?’"
- Model

### After-the-Workshop Share
- Teacher can pick a few students to share out an exemplar story (one that demonstrates ‘one time, one place,’ zoomed in on a small moment, sequential, etc.)
- See Resource Materials Packet for other share options
**Lesson Plan**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Concept III</td>
<td>Writers practice writing more on a page.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers spell words the best they can by stretching them out.</td>
</tr>
</tbody>
</table>

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

### Tips
- Consider connecting this work to class word wall

### Connection
- "We have been writing one time, one place small moment stories from our lives. Today I am going to show you how to add more and more to your stories. One way we can do this is by stretching words out to spell them the best we can."

### Teach
- "Yesterday we pictured that moment in our class where that big spider was crawling across the floor. We told our partners how that story went bit by bit."
- "I sketched that story out as I pictured it in my head." Show class story that you have already sketched. “I want to label my sketch to help me remember all the important parts of my story and so I can add more and more to my story.”
- "I think I will label the rug. I need to stretch the word out to spell it the best I can. Watch how I do that. I’m going to say the word slowly and listen to the sound I hear at the beginning of rug. Rug, r-rug /r/. Now I am going to think about what letter makes that sound and write it down /r/.” Teacher writes r. “Then I say the word slowly again and think what sound I hear next and write that letter.” Teacher writes u. “Then I say the word slowly again and think what sounds I hear next and write the letters that make those sounds until I can’t hear any more sounds.” Teacher writes g.
- "Then we reread with our finger to check that the letters I wrote match the sounds I am saying. “Reread the word with your finger slowly and check."

### Active Engagement
- “Now I want to write another word. I need your help to write the next label. Please get out your dry erase boards and markers.”
- “What will help me remember the important parts of my story? I want to sketch and label those parts. Remember how the spider made me jump back? Let’s work together to write the word jump on your dry erase boards. Say the word jump slowly with me, j-u-m-p. What sound do you hear at the beginning? // Write the letter that makes that sound.” Teacher writes j on the board.
- “Say the word slowly again and think what sounds you hear and write the letters that make the sounds in the word jump. Do this now, again and again, until you can’t hear any more sounds.”
- “Now put your finger under the word jump and reread the word slowly to see if what you wrote matches the sounds you are saying. Good, now I am going to write it on my sketch.”
- Repeat with labeling the word spider
- Model once again how to use the sketch to practice rehearsing the story. Point to different labeled parts while rehearsing.
Writing Unit of Study
Kindergarten – Raising the Quality of Small Moment Writing, Unit 5

Lesson Plan – Session 6, Continued

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

Ways We Can Write More and More
- Stretching words to spell the best we can. $\text{r} – \text{u} – \text{g}$
Lesson Plan

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<tbody>
<tr>
<td>Concept III</td>
<td>Writers practice writing more on a page.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers write known words in a snap.</td>
</tr>
</tbody>
</table>

**Materials**

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

**Tips**

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

**Connection**

- "Writers, yesterday we worked together on spelling words the best we can so that we can add more and more to our stories." (Teacher refers to story written in session 6 and points out words that they stretched out.)
- "I thought that we could work together again and add even more to the story. Today, I want to show you how writers can make their writing go faster by writing word wall words in a snap."

**Teach**

- "Writers, there are some words that you know and can write quickly." Teacher snaps her finger and says, "I snapped my fingers because there are words that are a snap to write."
- Teacher refers to the word wall, "So, if you are writing a story and want to write mom- you say, ‘Mom, I know that word,’ and you write mom.” Teacher points out several other word wall words in the same manner
- "I put words on our word wall that you know in a snap or almost know in a snap. You should write these words fast and keep going."

**Active Engagement**

- Teacher asks students to take out their white boards
- Teacher refers to first picture from shared experience story and orally plans, “Let’s say what happened first… ‘One day Cami yelled I see a big spider on the rug.’”
- Teacher models writing the first few words, “One day Cami yelled.”
- Teacher rereads the story, “One day Cami yelled I…” Teacher says, “I, we know that word. Write ‘I.’” Students write I on their white boards.
- Teacher rereads the story, “One day Cami yelled I see…” Teacher says, “’See,’ we know that word. Write ‘see.’” Students write see on their whiteboards.
- Teacher continues writing the planned sentence in this way until the sentence is complete

**Link**

- "Writers, today when you write, lots of times you will come to words that you know in a snap. When you come to these words, say, ‘I know that word, write it fast, and then keep going.’"

**Mid-Workshop Teaching Point**

- "Writers take a moment to reread your story and think about if your writing is easy to read. Easy to read means that I put spaces in between my words, I wrote the words I know correctly, etc. If your writing is not easy to read you can fix up your words by writing above the misspelled word or staple on a new piece of paper."

**After-the-Workshop Share**

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

- Stretching words to spell the best we can. \(r - u - g\)
- Writing known words in a snap. \(the\)
Lesson Plan

Session 8
Concept III: Writers practice writing more on a page.
Teaching Point: Writers act out their stories with partners to help them revise.

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

Tips

Connection
- “Writers we work with our partners all the time for different reasons. Today we are going to work with our partners to act out our stories to help us revise, or make our stories better.”

Teach 1 - How to act it out
- Find favorite or most important part - underline it
- “Writers can work with their partners to help them revise. Revise means to make your story better. One way writers revise is by rereading their small moment story and finding a favorite or most important page where they can add more. This is done on the page that they think really helps the reader understand their story.” Teacher models
- Team up with a partner. Decide who goes first.
- (Teacher picks a student partner) “May I go first Joe?”
- Act it out using action, feelings, or talking; pretend like it is happening right now
- “Now that I found my favorite part I am going to act this important part out with action, feelings, and talking for my partner.” (Teacher demonstrates)
- “While I was acting out my story, I noticed that there were some itsy-bitsy details that I acted out but were not in my story. I am going to add these details to my pictures.” (demonstrate)
- “I also need to add these details to my words. But what if I don’t have any room? One way I can do that is to add a carat. A carat is a mark that shows you are adding more to your writing above the word.” (demonstrate)
- “But what if I have a lot to add? Sometimes we have to add a whole new page when we have a lot more to write. If that happens I will need to grab a new page and add it to my booklet.”
- “Now it is time for my partner to act out his/her story.” Repeat steps.

Teach 2 - physically how to add
- “So one way we can add more to our writing is to act out our favorite or important part with our partner, then go back and put in those itsy-bitsy details. We can add the itsy bitsy details by adding to the pictures and words.”

Active Engagement
- “We are going to try this out with a partner on the story we wrote about the spider. I am going to have all of you act out the part when Cami yelled, “I see a spider on the rug!” As you are acting it out, I want you to think about any details we could add to our story.”
- “Now I want you to turn and tell your partner what details you thought needed to be added.”
- “Do I need a post-it note or a whole new page?”
- Take a suggestion and demonstrate how the detail could be added

Lesson Plan – Session 8, Continued
Writing Unit of Study  
Kindergarten – Raising the Quality of Small Moment Writing, Unit 5

<table>
<thead>
<tr>
<th>Link</th>
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<tbody>
<tr>
<td>“Today for writing time, you are going to go off with your partner and one of your small moment stories. You are going to find your favorite or important part to act out. Decide if you could add some itsy-bitsy details that were not in your story by adding to your pictures and words.”</td>
<td>“You will need to decide if you need a post-it note or even a new page.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mid-Workshop Teaching Point</th>
<th></th>
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<td>Based on the needs of the class, teacher may choose to revisit the mini-lesson, extend the mini-lesson or highlight a student working on rereading</td>
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Ways We Can Write More and More

- Stretching words to spell the best we can. \( r - u - g \)
- Writing known words in a snap. \( \text{the} \)
- Reread and add details.
Lesson Plan

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<tbody>
<tr>
<td>Concept III</td>
<td>Writers practice writing more on a page.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers use strategies to spell new words.</td>
</tr>
</tbody>
</table>

### Materials

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

### Tips

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

### Connection

- "Writers, we have been writing stories with lots and lots of itsy bitsy details. When you write lots and lots of itsy bitsy details, you will need to know how to write new words."
- Teacher refers to ‘Ways We Can Write More and More’ chart.
- “Today I want to show another way to write more. Writers can think about words that sound like the word that they are trying to write.”
- Teacher adds strategy, ‘Think about a word that sounds like the word we are trying to write,’ to the anchor chart.

### Teach

- “I have a story I am working on about the day I saw a coyote in my yard.” Teacher rereads story. “Today I want to add on to the story by telling what happened next.” Teacher orally plans, “I yelled, look Will, that’s a coyote.”
- Teacher models writing the story until the word, ‘yelled.’
- “Hmm, ‘yelled.’ That is not a word I know. Do I know a word that sounds like ‘yelled’?” Teacher says the word slowly, “I know the word ‘yes.’ ‘Yes’ and ‘yelled’ sound the same at the beginning.”
- Teacher writes ‘yelled’. “We can use words that we know to help us write new words.”

### Active Engagement

- Teacher asks students to take out their white boards
- Teacher models writing the story until the words ‘I yelled, look…’
- Teacher rereads, “Hmm, do we know a word that sounds like look? Yes, we know Lily. Look and Lily sound the same at the beginning.”
- “Writers, try writing look on your white boards.”
- “That’s right. Look and Lily sound the same. We thought about a word that sounds like the word that we are trying to write.”

### Link

- “Today, writers, when you are writing more and more itsy bitsy details in your small moment stories, remember that you can think about a word that sounds like the word that we are trying to write.”

### Mid-Workshop Teaching Point

- “Writers, I want to stop you and show you how Joe was trying to write the word... and was thinking about how it was like another word he knows.”

### After-the-Workshop Share

- Teacher rereads ‘Ways We Can Write More and More’ anchor chart, and praises students for their ability to write their stories using new strategies.
- See Resource Materials Packet for other share options
Ways We Can Write More and More

- Stretching words to spell the best we can.  \( r - u - g \)

- Writing known words in a snap.  \( \text{the} \)

- Reread and add details.

- Think about a word that sounds like the word we are trying to write  \( \text{look} \Rightarrow \text{book} \)
## Lesson Plan

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</thead>
<tbody>
<tr>
<td>Concept IV</td>
<td>Writers write small moments with details, purpose, and feelings.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers add their thoughts about what happened.</td>
</tr>
</tbody>
</table>

### Materials

- Shared small moment experience story from session 8
- Another shared small moment experience
- Detail Hand – see Resource Section
- Post-it notes
- Extra single sheet of writing paper

### Tips

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

### Connection

- “Writers, I have enjoyed reading your small moment stories. You are using lots and lots of itsy bitsy details. You told what happened first, then right after that and right after that.”
- “Today I am going to show you how you can tell more about what happened...” teacher gestures with both hands spread apart with palms up, “…by telling about your thoughts (point to head) and feelings (point to our heart) about what happened.” Teacher gestures by bringing the open palms in to touch the heart then head.

### Teach

- “Writers, listen as I read to you the story of the spider in the classroom. Teacher reads, ‘One day Cami yelled, I see a big spider on the rug. I jumped back as it crawled by my book.’ Writers, I told what happened first and then what happened right after.” Teacher gestures with one hand palm up.
- “Now, watch how I can tell what I thought about what happened.” Teacher gestures with the other hand palm up.
- Teacher closes her eyes and says “Hmm... I know.” Teacher writes, “I thought I was going to cry if the spider came any closer.”
- “Writers, did you see how I first told about what happened, teacher gestures with one hand palm up, and then I told what I thought about what happened?” Teacher gestures with the other hand palm open.
- “Now I would think about how I want that to go.... ‘Hmmm...I did think that I was going to cry if the spider came any closer.’ Now I can add it to my story like this...”

### Active Engagement

- Teacher can use a shared class experience story in place of this example: “Writers, remember when we went outside on that cold winter day and we all came in complaining that our fingers were red and cold? Let me read that story to you again.” Teacher reads, “One cold day, we went outside. We played in the snow and tried to build a snow fort. Our mittens got wet.”
- “Writers, we told what happened on that cold winter day.” Teacher gestures with one palm up. “Now let’s write what we thought about what happened.” Teacher gestures with other palm up.
- “Writers turn and talk to the person next to you and talk about what you thought on that cold winter day when you mittens got wet.”
- Teacher calls on several students
- “Writers, that’s right, did you hear Marcel say his fingers were so cold he thought they would fall off. Let’s add what Marcel thought about to what happened in our story.”
- “Writers, not only do we tell what happened...” teacher gestures with hand palm open, “...but we also tell what we thought about what happened.” Teacher gestures with other hand palm open.
Link

“Writers when you go off and write today, remember that on one hand...” teacher gestures with her palm up, “...you can tell what happened. But then on the other hand...” teacher gestures with her other hand palm up, “...you can tell what you thought about what happened.”

Mid-Workshop Teaching Point

“Writers, if you need to add more itsy bitsy details to your story, remember that you can use a sticky note or use a new piece of paper if you have a lot to tell. Let me show you how...”

After-the-Workshop Share

Teacher preselects several students who attempted to write what happened and write what they thought about what happened
• Show detail hand and point out that internal thinking also means thoughts and feelings
• “Writers, tomorrow we’re going to learn about how we can add our feelings about what happened into our stories, too.”
• See Resource Materials Packet for other share options
Lesson Plan

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<thead>
<tr>
<th>Session</th>
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</table>

**Concept IV**
Writers write small moments with details, purpose, and feelings.

**Teaching Point**
Writers add feelings to their stories.

**Materials**
- Teacher small moment story
- Post-it notes
- Extra single sheets of writing paper
- Students’ writing folders
- Detail Hand – see Resource Section

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

**Connection**
- “Yesterday I showed you how writers not only tell about what happened…” teacher gestures with one hand palm up, “…but writers also tell what they thought about what happened.” Teacher gestures with the other hand palm open.
- “Well, today, I want to give you another tip. Writers add their feelings to the story. Writers write the words that tell and show exactly how they felt.”

**Teach**
- “Writers, listen as I read to you a story I wrote about running on our track during lunch recess.” Teacher reads, “At recess, I ran on the track. I ran around the track twenty times. I earned a toe token. I ran so much, I thought I would need a new pair of shoes.”
- “Writers, I am going to read you my story again. Watch as I ask myself, ‘How did I feel in this part of the story?’”
- Teacher reads the track story again out loud, and stops at the part about earning a toe token and says, “Hmmmmm… how did I feel in this part of the story? I know I felt proud!”
- Teacher adds her feelings to the story using a post-it note
- “Writers, did you see how I reread my story and asked myself how I felt in that part of the story? I am asking you this because writers add their feelings to their stories. Writers write the words that tell and show exactly how they felt.”

**Active Engagement**
- “Writers, you have your writing folders with you. Take out a story that you have written. After you read each page, ask yourself how you felt in that part of the story.”
- Students read their story and ask themselves, after each page, how they felt in that part of the story
- Teacher calls on several students to share the feelings that they will add to their stories

**Link**
- “Writers, today when you go off, remember that writers tell and show exactly how they feel in each part of their story. You might use a sticky note to add your feelings or you may need a new piece of paper.”

**Mid-Workshop Teaching Point**
- “Writers, remember you can use the word wall to write words in a snap. This will help you write more!”

**After-the-Workshop Share**
- Teacher selects a few students who added their feelings to their story
- Show detail hand – explain that internal thinking also includes feelings and thoughts
- See Resource Materials Packet for other share options
## Lesson Plan

<table>
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<tr>
<th>Session</th>
<th>12</th>
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<tbody>
<tr>
<td>Concept IV</td>
<td>Writers write small moments with details, purpose, and feelings.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers reread their writing to check for all the important parts.</td>
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### Materials

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

### Tips

- Teacher may want students to bring writing folders to carpet/meeting area (see Active Engagement section).

### Connection

- “Yesterday we reread our writing and thought about how we could add words that described how we felt.”
- “Today we’re going to see how writers reread their writing and check for all the important parts of a small moment story. This will help us decide if our writing is finished.”

### Teach

- “A few days ago we worked with partners on adding itsy-bitsy details and revising our writing. Today I am going to teach you another way writers revise their writing. Writers reread their writing and decide if it is their very best finished work. One way we can do this is to look at writing by other authors that we have read (mentor text) or writing that is around our classroom. “These posters can help remind us what makes a good small moment story. This will guide us if we need to do some more work before we say our story is finished.”
- “Let’s look back at our class story about the day the spider crawled across the floor. “Put up class story and reread.
- “Now let’s look at the charts we have made that helped us write small moment stories.” Put up What Makes a Good Small Moment chart. “This chart can help us check if we have included all the important details (or parts) in a finished story. One way writers do this is to ask themselves, ‘Did I do that? Let’s review our What Makes a Good Small Moment chart.”
- “Now I am going to read our chart again, as I read each part on the chart I want you to think to yourself, ‘Did we do that in our story?’ Read each item on the chart and ask students to put their thumb up if we did that in our story. Explain what to do if we didn’t.
- “If we notice things that are not in our story, that tells us we are not finished. Now we need to ask ourselves, ‘Is there (Where is) a place where we can add that to our story?’” Some students may say there is not room so they cannot add. Focus can change to where there can add it. “We can keep adding to our stories until our own writing is even more like the other small moment stories we see in our classroom!”
- “If we want to add on to our story we can think back to our lesson on revising using a post-it note or a new piece of paper and decide what we will need to make our stories our very best finished work.”
- “Let’s do that to our story. We noticed that we did not have ___ in our story. Let’s add that now. What will we need to add it a post-it note or a new piece of paper?” Add to class story as appropriate.
Writing Unit of Study
Kindergarten – Raising the Quality of Small Moment Writing, Unit 5

Lesson Plan – Session 12, Continued

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

What Makes a Good Small Moment Story?
- True story about things people do
- Things happen in order
- Single/small moment stretched across the pages
- One time, one place story
- Feelings of the character (detail)
- People talking (details)
- Told what things look like (detail)
Lesson Plan

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<tr>
<td>Concept IV</td>
<td>Writers write small moments with details, purpose, and feelings.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers and readers use the same strategies.</td>
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</table>

**Materials**

- Book from a student’s book box (Teacher demonstration only)
- Small moment student story with title page
- What Makes a Good Small Moment - Anchor Chart

**Tips**

**Connection**

- “Yesterday we learned how to check to see if we have written our very best finished stories. This will help others read and enjoy your stories, just like they enjoy the stories written by authors all over our room.”
- “Today I am going to teach you that the strategies we use to read books in reading workshop are the same strategies we can use to read stories in writing workshop.”

**Teach**

- “It’s so exciting to have stories all over our room by authors of all ages. I want you to be able to read and enjoy all the stories written in our classroom.”
- “Today I am going to show you that you can use some of the same strategies we use to read books during reading workshop time when we are reading stories written by our friends during writing workshop.”
- “Let’s think about what we do when we read a book during reading workshop.” Show example of a text that would be found in a student’s book box. “When we read our stories we always stop and think did this make sense? Does this sound right? Does it look right?” Model with text.
- “We can do this with our partner’s stories also. We can read our partner’s story and we can do the same thing as we read. We can ask, ‘Does this make sense? Does this sound right? Does it look right?’”
- “We can also help our partners when we read their stories, just like we do in partner reading at reading workshop time. As we read our partner’s stories, if we notice something doesn’t sound right or make sense, we can help our partner by giving them suggestions on ways to help fix up their stories.”
- “Watch as I read Joey’s story.” Read a selected student story and stop at a place for possible revision. Model reading the story and thinking out loud, “Does the story make sense? Did these words sound right on this page? Did the words look right?”
- After reading the story, have a partner conference with Joey that could go something like this, “Joey, I was confused on this page. Your words said … but that doesn’t make sense. Maybe it would make more sense if you said…”

**Active Engagement**

- “Turn and tell your partner what you noticed I did with Joey. Discuss how I helped him to think about his story, just like we think about books we read at reading workshop time.”

**Link**

“Now it’s time for you to go meet with your writing partner and choose a finished story for them to read. Partners, remember to treat your partner’s story just like any book you would read at reading workshop time and think, ‘Does this story make sense? Do the words sound right? Do the words look right?’”

**Mid-Workshop Teaching Point**

- “When you are done sharing each other’s stories and conferencing with your partner, go back to your writing spot. Think about what your partner said and if you need to change or add anything to your story.”

**After-the-Workshop Share**

- Choose a few students to share what happened when they met with their partner and read each other’s stories
- See Resource Materials Packet for other share options
Lesson Plan

Session 14

Concept V

Writers revise, publish, and share their best small moment stories.

Teaching Point

Writers write close-in story endings.

Materials

- Small Moment Mentor Text that have close-in endings
- Teacher small moment story
- Teacher or student small moment story that does not have a close-in ending (one that jumps away from moment)
- Shared experience story from session 12

Tips

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

Connection

- “Writers, I was reading some of our mentor text like XXXXX and XXXX and XXXXX and I noticed that the authors of these books wrote ‘one time, one place’ stories. The authors’ stories started and ended in the same place. This is called a close-in ending.”
- Teacher shows examples of close-in endings from mentor text
- “I’m telling you this because today, when you write your small moment stories, I want you to think about the whole story too, just like XXX and XXX and XXX, and end your story in a strong way with a close-in ending.”

Teach

- “A good small moment story has a close-in ending. A close-in ending is when the author started and ended in the same place. Watch how I add this type of ending to one of my stories. I have started a small moment story about the time I took my son to the zoo. Three big geese hissed at him and he ran away scared. Watch how I did two things: 1) ended in the same place as page before it and 2) added how I felt or what I thought in that moment.”
- Teacher reads her story turning the pages in her booklet. “One day I took Alden to the zoo. He ran up to three big geese. The geese hissed at him. Alden ran away as the geese chased him.”
- Teacher turns to the last page in her booklet and says “Hmmmm, on the page before I was at the zoo, so I will keep my story at the zoo. And what did I think or feel at that moment. Hmmm, I know, I felt scared that the geese would bite Alden. That’s how I will end my story.”
- Teacher writes the ending to his/her story
- “Writers, did you see what I did to write a strong close-in ending? When I wanted to end my story, I kept it in the same place as the page before, and I thought about how I felt or what I thought in that moment and I wrote that my ending.”
## Lesson Plan – Session 14, Continued

<table>
<thead>
<tr>
<th><strong>Active Engagement</strong></th>
<th><strong>Link</strong></th>
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<tbody>
<tr>
<td>“Writers let’s read our story again about the day when... (teacher uses shared class experience story here) ...we were water painting and Nick spilled his water all over the red table’s art work.”</td>
<td>“Writers, today when you go off and check your small moment stories in your folders, remember that you can write a strong close-in ending just like XXXX and XXX and XXXX. Keep your ending in the same place as the page before. Think about how you felt or what you thought, and end your story that way.”</td>
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<tr>
<td>Teacher and students read the story. “Yesterday, we were water painting. Nick sneezed and bumped the table. His water spilled all over the red table.”</td>
<td></td>
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<tr>
<td>“Writers lets write a strong close-in ending for our story. Let’s see... on the page before we were in the classroom so we can end our story in the classroom. Now everyone can think about how they felt or what they thought when the water spilled.”</td>
<td></td>
</tr>
<tr>
<td>“Students turn and talk to your partner.”</td>
<td></td>
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<tr>
<td>Teacher calls on several students to share their ideas pointing out how students felt or what they thought</td>
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<tr>
<td>Teacher picks one close-in ending to write</td>
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<tr>
<th><strong>Mid-Workshop Teaching Point</strong></th>
<th><strong>After-the-Workshop Share</strong></th>
</tr>
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<tbody>
<tr>
<td>Another way to explain this is that you end in the moment of the story and you don’t jump away to another time or place. Give an example of a teacher or student story where the ending jumps away or doesn’t end as page before. Discuss what they should do to “fix” the ending. “I would not end my story about xxxx with, ‘I went to bed.’ That jumps away from the place we were. I could use a carat or post-it note and change it.”</td>
<td>Teacher preselects several student pieces who attempted to write close-in endings. Share them.</td>
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<td>See Resource Materials Packet for other share options</td>
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Lesson Plan

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<tr>
<th>Session</th>
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<tbody>
<tr>
<td>Concept V</td>
<td>Writers fine-tune, publish, and share their best small moment stories.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers chose a small moment story to fancy-up and make it easier to read.</td>
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**Materials**
- Students’ writing folders
- Teacher small moment stories
- Student partnerships

**Tips**
- Understanding the difference between letters and words may need to be taught outside of workshop for students still struggling with spacing between words. Make sure to connect for students that the spaces they see in the books they read are just like the spaces they should put in their writing.
- Teacher may want students to bring writing folders to carpet/meeting area (see Active Engagement section).

**Connection**
- “Writers, yesterday you worked hard to write close-in endings just like the authors of the stories XXX and XXX and XXX.”
- “Today, you have another important job. You are going to pick one of your small moment stories you have been working on to publish and make it easier for others to read by fixing up our handwriting and spaces between words so that it looks just like XXX and XXXX and XXX.”

**Teach**
- “Writers watch me as I read through a few of my small moment stories. As I read through some of my stories, I am going to think about which story I want to fancy-up and make easier for others to read.”
- Teacher models reading through her small moment stories.
- Teacher says, “Hmmm, I like a lot of my small moment stories, but this story about my ice cream cone falling is my favorite.”
- “Writers, now that I have chosen one small moment story to fancy-up, I am going to think about how to make it easier for others to read by fixing up my handwriting and spaces between words. It is important our handwriting is our very best because we want our reader to enjoy and read our story. Also, we should have spaces between words because this helps readers to read the words we have written.”
- “Writers, watch as I reread my story, page by page.” Teacher reads through his/her story, noticing handwriting and spaces between words that need to be fixed up. “One thing I could do is to cross out the sloppy word and write it neatly above the line.” Teacher models.
- “Writers, did you see what I did? First, I read through all of my small moment stories and I picked the one story that I wanted to fix up and make easier for others to read. Next, I read the story, page by page, fixing my handwriting and spaces between my words.”

**Active Engagement**
- “Writers, you have your writing folders with you. I want you to first read through a few of your small moment stories and pick the one story that you want to fix up and make easier for others to read.” Students read through their stories. “Right now on the carpet you are just picking one piece to fix up. You should not start fixing it up yet. When you find that piece, please give me a thumb up so I know you are ready for the next step.”
- “Writers, now that you have one small moment story, I want you to read the first page and think about how you can fix your handwriting or spaces between words.”
- “Turn and tell your partner what you notice.”
- Teacher calls on several students to share what they noticed.
Lesson Plan – Session 15, Continued

<table>
<thead>
<tr>
<th>Link</th>
<th>“Writers, today when you go off, you are going to read your small moment story, page by page, fixing up your handwriting and spaces between your words so that your story is easier for others to read.”</th>
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<tbody>
<tr>
<td>Mid-Workshop Teaching Point</td>
<td>Model ways to fix up and explain importance of doing so</td>
</tr>
<tr>
<td>After-the-Workshop Share</td>
<td>“Writers, share with your table the page in your small moment story that is easiest to read because the handwriting is neat and the spacing between your words is just like the books we read.”</td>
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<td>See Resource Materials Packet for other share options</td>
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<tbody>
<tr>
<td>Concept V</td>
<td>Writers fine-tune, publish, and share their best small moment stories.</td>
</tr>
<tr>
<td>Teaching Point</td>
<td>Writers reread to make sure snap words are spelled correctly.</td>
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**Materials**

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

**Tips**

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

**Connection**

- “Writers, yesterday you chose a small moment story to fancy-up.”
- “You made it easier to read by fixing up your handwriting and spacing.”
- “Today I am going to teach you another way that writers fix up their stories to make them easier to read.”

**Teach**

- “One thing writers do is reread their stories to see if their snap words are spelled correctly.”
- “Watch me as I reread the story I chose to publish. I am going to touch each word and ask myself ‘Is this a word wall word?’ If I come to a word that doesn’t look right, I can circle it.” Teacher reads his/her story slowly, touching each word. As teacher comes upon word wall words, pause to check the word wall and see that they are spelled correctly.
- “After I have checked each word, I can go back and fix up the circled ones using our word wall to help.”
- “Watch how I fix the words by crossing them out and writing the correct word above it. I could also erase the word and write the correct word.”

**Active Engagement**

- “Writers, I am going to give you a copy of our class story that we wrote about…(Teacher uses shared class experience here)…Nick spilling his water at the red table.” Read story to the class.
- “I want you to meet with your partner to reread the story. Touch the words and ask, ‘Is this a word wall word?’ If you come to a word that doesn’t look right, circle it. When you are done, go back to the circled words and use our word wall to check and fix up the words if needed. You can fix the words by crossing them out and writing above them. You could also erase.”
- Give students time to do this work and discuss as a class. Note: Students may not find any incorrect word wall words since this is a story you wrote as a class, but the focus is on touching and checking the story.

**Link**

- “Writers, today I want you to go back to the story you chose to publish. Reread your story touching each word and checking your word wall words carefully, circling any words you need to check on.”
- “Remember, writers do this so readers can read their stories with ease.”

**Mid-Workshop Teaching Point**

- “Writers, sometimes when you are reading your stories, you may realize you left off some punctuation or a period that would help the reader. If that happens, reread how you want it to sound, and put the punctuation in where it is needed.” Teacher demonstrates

**After-the-Workshop Share**

- Choose a few students to share where they fixed up their piece so others could read it with ease
- See Resource Materials Packet for other share options
## Writing Unit of Study
### Kindergarten – Raising the Quality of Small Moment Writing, Unit 5

## Lesson Plan

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<td>Teaching Point</td>
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### Materials

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### Tips

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

### Connection

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