Lesson 36: Writing an Ending

Essential Question
How can an author end their story in an interesting way?

Materials
plot anchor chart from lesson 15

Mini Lesson
"In a good story the author takes their time showing how the character solved their problem. If an author ends the story too quickly, the readers will feel disappointed."

Review the plot anchor chart and falling action.

Work Time
Students will use the printable to add details to their falling action and solution. Then they will go back into their writing and add any events or details that they need to.

Closing
Students will share with a partner how they chose to end their story.

Intervention
It might help these students to work backwards. What do they want the last scene to look like? How will the problem be solved? What event happened right before the problem was solved.

Extension

Lesson 37: Editing

Essential Question
How can writers make their writing look better?

Materials
editing checklist
colored pens or pencils

Mini Lesson
"It is time to edit your stories to make them look as great as they sound!"

Review the editing checklist with students. Also, remind them to use their resources for spelling (word walls, spelling dictionaries, books, etc.).

Work Time
Students will go back through their masterpiece and edit using a colored pen. They should be referencing the editing checklist. After they edit their own piece, they should have their partner do a peer edit as well.

Closing
Have students share with the whole class something great that their partner did in their writing. Examples: interesting lead, lots of dialogue, strong verbs, etc.

Intervention
Highlight spelling errors that they have the resources or knowledge to correct. Have students focus on just one task from the checklist at a time.

Extension

Lesson 38: Publishing

Essential Question	Materials
How do writers share their stories?	publishing paper or technology for typing

Mini Lesson

Use this mini lesson time to teach students how you want them to publish their story (special paper, typing, etc.) If you need ideas for ways to publish, see the suggestions in the Teacher Directions file.

Work Time

Students will begin publishing their masterpiece story.

Closing

Have students find a new partner and share their favorite paragraph from their writing.

Intervention	Extension

Lesson 39: Publishing

Essential Question	Materials
How do writers share their stories?	publishing paper or technology for typing

Mini Lesson

Use this mini lesson time to remind students of the publishing procedures and discuss any challenges that may have come up during work time the previous day.

At some point during your writing time, let students know that they will be doing an assessment the following day. They should work on planning the characters, setting, problem and solution. It might be homework or something they do if they finish publishing early.

Work Time

Students will finish publishing their masterpiece story.

Closing

Students should practice for the author share celebration with their partner.

Intervention	Extension

Lesson 40: Assessment

Essential Question

What skills do you need to develop to be the best writer you can be?

Materials

loose-leaf paper
rubrics

Mini Lesson

Explain to students that they will be doing a writing sample today that will help you to get to know how much they have learned during the past several weeks. They should do their very best and remember the lessons they have learned.

You can allow students to use the resources from their notebook if you wish.

Let students know that they will have the next hour (you can adjust this time) to plan, draft, revise, and edit their writing piece. You will give them regular updates on the time remaining, but they should be ready to turn in a completed final draft at the end of the hour. The story can be as long as they need it to be, but they probably won't have the time to write a chapter book. Students can have as many sheets of paper as necessary.

As students finish their writing, attach a rubric to the top for easier grading.

Work Time

Give students a paper and set a timer. Give them updates every 10-15 minutes. Otherwise, see to it that writers have quiet time to write. Students who finish before the hour is complete should read, write or do another silent activity at their desk.

Closing

Intervention

If possible, set a visual timer on your white board to help students manage their time. Allow students to use their resources. You might also allow them to use the prompt task cards if they do not already have a story idea.

Extension