Lesson 31: Writing a Lead

Essential Question
What types of leads are most likely to hook a reader?

Materials
lead anchor chart from lesson 12

Mini Lesson
"Today I want to really focus on the first couple sentences of our stories. Remember that authors call this a lead. Authors spend a lot of time writing their lead so that they can hook their readers."

Review the types of leads on the lead anchor chart from lesson 12.

Work Time
Students will write a few possible leads for their seed story that they drafted. Encourage students to try writing at least one of each type of lead. This list can be written in the masterpiece section after their draft.

Closing
Students will share their possible leads with their partner and choose the one that they like best for their masterpiece story.

Intervention
Rather than asking for a list of possible leads, encourage these students to come up with two possible leads.

Extension

Lesson 32: Developing Characters

Essential Question
How do writers develop deep characters?

Materials
developing characters printable

Mini Lesson
"Today, I want you to really get to know your own story's main character so that you can include details to help your reader to get to know them."

Review how to fill out the developing characters printable.

"When we write a story, we don't want to list all of the details about our character. We want to sneak them in so that our readers learn about the characters in a more interesting way. Show them who your character is without telling them. Instead of saying that they love to sing, maybe you can mention that they are talking to their best friend while walking to choir practice."

Work Time
Students will use the printable to brainstorm more details about their main character. Then they will go through their story and add details to help their readers learn about the character.

Closing
Students will share with their partner a couple places that they added details to help their readers learn about the main character.

Intervention
Highlight a few places in their stories that you want them to add additional character details. Ask questions about their main character to get them thinking about the details.

Extension
Students can also add more details to their secondary characters.

Lesson 33: Developing Setting

Essential Question

How can writers use their senses to show the setting rather than telling readers what the setting is?

Materials

developing setting anchor chart from lesson 14
developing setting printable

Mini Lesson

"Today we are going to show our readers the setting of our story so that they can visualize it and feel like they are right there with our characters. We aren't just going to tell them where the story takes place. We are going to show them."

Review the setting anchor chart from lesson 14.

Work Time

Students will use the printable to brainstorm more details about their main setting. Then they will go through their story and add details to show the setting without having to tell readers where the characters are.

Closing

Students will share with their partner a sentence where they have used the "Show, Don't Tell" strategy.

Intervention

After students fill out the printable, have them highlight 3-5 details that they want to include in their setting description.

Extension

Students can also add more details to their secondary setting (if they have one).

Lesson 34: Dialogue

Essential Question
How do authors use dialogue in their writing?

Materials
dialogue anchor chart from lesson 17

Mini Lesson
"Today you are going to revise your stories to add more dialogue. Why do authors use dialogue?"

"Dialogue can be tricky to punctuate. Let's review."

Review the dialogue anchor chart quickly.

Work Time
Students will revise their story to add more dialogue and then edit the punctuation. Students should be using their anchor chart as a reference. Students who finish early should review their word choice anchor chart and look back through their story to find verbs that they need to make stronger.

Closing
Students will show their partner some dialogue from their story and explain why they punctuated it the way that they did. You may wish to have a few students write a piece of dialogue on the board or have every student write on sticky notes that can be placed on the board or anchor chart.

Intervention
Encourage students to just use dialogue with the tag at the end to keep the punctuation simpler.

Extension
After adding dialogue, these students should revise their story to add stronger verbs.

Lesson 35: Paragraphs & Transitions

Essential Question

How do writers organize their writing with paragraphs and transitions?

Materials

paragraph anchor chart from lesson 19
transition anchor chart from lesson 20

Mini Lesson

"Remember that writing is broken into smaller chunks, called paragraphs, to give readers a chance to pause and keep the story organized. There are specific times that writers need to start a new paragraph."

Review the paragraph anchor chart.

"Transitions also help to keep our writing organized."

Review the transitions anchor chart. Remind students that every sentence should not have a transition word.

Work Time

Students will go back through their masterpiece and determine where they need to change paragraphs. They will insert the paragraph sign where needed. I suggest giving them color pens so that the signs don't get lost in their writing. If they are doing this on the computer, they can just add the paragraph break. Then students will insert any extra transitions that they need.

Closing

Students will teach their partner about the times that a writer needs a new paragraph.

Intervention

Have students focus on one type of new paragraph at a time. "Go through your dialogue. Every time a new person talks, add a paragraph sign." When they finish, give them a new task. Highlight just a few of the transition words from the anchor chart and ask them to find places in their stories where these words would help a reader.

Extension

Encourage students to vary the length of their paragraphs. Some paragraphs are only a sentence (dialogue), while others are 5-7 more detailed sentences. Mixing the paragraph length makes your story more interesting.