Lesson 6: Problem

Essential Question	Materials
How do writers develop stories that are interesting to read?	mentor text problem and solution anchor chart

Mini Lesson

"Yesterday you decided on the setting for your story. Share the setting that you chose with your partner."

Read mentor text 6 to the class or have students read it with a partner.

"Who was the main character?"

"What was the setting of the majority of the story?"

"What was the problem that the characters faced in the story?"

"A fiction story needs a problem to make the story interesting. It is a challenge or situation that the characters must solve."

Fill out the class anchor chart using your own story idea or the one that I have provided as an example.

Problem
Dominic finds a kitten in the alley on the way home from school. He brings the cat home and hides it in his room. He wants to keep the cat, but he knows that his mom won't let him because she is allergic to animals. Mom finds the cat when his brother tells on him. Mom is very mad.

Work Time

Students will draw a planner or use the student printable to plan the problem for their story. Students should include as much detail in their problem as possible. They should not worry about how the story will be solved yet.

Closing

Students will share with a partner the problem that they have chosen for their story.

Intervention	Extension
Students who are really struggling with the planning may benefit from using one of the fiction narrative prompt task cards.	

Lesson 7: Solution

Essential Question	Materials
How do writers develop stories that are interesting to read?	mentor text problem and solution anchor chart

Mini Lesson

"Yesterday you decided on the problem for your story. Today we need to decide how our characters will solve the problem! We are planning the ending!"

Read mentor text 7 to the class or have students read it with a partner.

"Who was the main character?"

"What was the setting of the majority of the story?"

"What was the problem that the characters faced in the story?"

"How did the characters solve the problem?"

Fill out the class anchor chart (from lesson 6) using your own story idea or the one that I have provided as an example.

Solution
Dominic apologizes to his mom for being dishonest and hiding the cat. He agrees to take the cat to a shelter the next day. Mom does some thinking and just as Dominic and the cat are leaving, she tells him that she will start taking allergy medication. Dominic can keep the cat if he promises to keep it in his room and not lie to her again.

Work Time

Students will plan the details for how their characters will solve the problem in their story.

Closing

Students will share with a partner the solution that they have chosen for their story.

Intervention	Extension
Students who are really struggling with the planning may benefit from using one of the fiction narrative prompt task cards.	Encourage these students to go back and add more details to their problem and solution.

Lesson 8: Point of View

Essential Question	Materials
How do writers develop stories that are interesting to read?	mentor text point of view anchor chart

Mini Lesson

Read mentor text 7 to the class or have students read it with a partner.

"Who was the main character?"

"What was the setting of the majority of the story?"

"What was the problem that the characters faced in the story?"

"How did the characters solve the problem?"

"Who was telling the story? How do you know?"

"The person who is telling the story is telling the story from their point of view or how they see it. Sometimes the main character tells the story. Sometimes one of the secondary characters tell the story. Other stories are told by someone that is not in the story. They are called narrators."

Give an example from your story or use the example that I have provided.

Main Character	Secondary Character	Narrator
Dominic would talk about how he felt when he found the kitten and when he got in trouble.	The cat could talk about being found in the alley and then being scared about going to a shelter.	Can tell about how Dominic, the cat and Mom feel throughout the story.

Work Time

Students will draw a planner or use the student printable to brainstorm three different point of views that their story could be told from.

Closing

Students will share with a partner the point of view that they think will make their story most interesting.

Intervention	Extension
Have a small group of students work with you at a table. Have them talk to you or each other about possible points of view before they begin filling out the planner.	

Lesson 9: Rehearsal & Drafting

Essential Question

Explain how rehearsal can be used to help a writer.

Materials

Mini Lesson

"Before a writer starts writing, it is helpful to rehearse. A writer can rehearse by telling their story, from beginning to end, to their partner. Saying it out loud helps you to think of the details and prepares you for writing. When you are sharing, be sure you are sitting right in front of your partner and looking right at each other. When you are talking, speak clearly and start from the beginning and remember to tell it from the point of view that you chose. When you are the listener, be sure to really hear the story."

Give each partner a few minutes to share and rehearse.

"Now it is time to put that story down on paper! Writers call this first version of the story their draft. When you are writing the draft, just focus on getting the entire story on paper. Do not worry about spelling or anything else that slows you down."

Ask students to skip lines. You may also want them to draw a line and leave the bottom third of each page blank for revisions.

Work Time

Students will work on the first draft of their masterpiece story in the masterpiece story section of their notebook. If they finish early, they can write a draft of a different story idea in the last section of their notebook.

Closing

Students will share with a partner the draft that they have so far. It may be beneficial to have them share with someone different than they rehearsed with.

Intervention

Have a small group of students work with you at a table. Make sure they are using their printables, but have them do the draft independently.

Extension

Lesson 10: Rehearsal & Drafting

Essential Question
Explain how rehearsal can be used to help a writer.

Materials

Mini Lesson
"Yesterday you rehearsed your story with a partner. Today we are going to rehearse one more time. I want you to remember your story problem and solution and the point of view. As you are telling your story, tell your partner every single detail. Try to add even more details to your story by closing your eyes and seeing the story in your mind like a movie."

Give each partner a few minutes to share and rehearse.

"When you work on finishing your draft today, make sure that you are writing the entire story like you rehearsed it with your partner."

Work Time
Students will finish the first draft of their masterpiece story in the masterpiece story section of their notebook. If they finish early, they can write a draft of a different story idea in the last section of their notebook.

Closing
Students will share with a partner their favorite part of their story.

Intervention
Have a small group of students sit at a table near you. They should be writing independently, but sitting near you will help with focus and you can offer encouragement.

Extension

Field Trip Lesson

Day 6: Problem

The minute her teacher announced where the class was going on the field trip, Leah's heart leapt with joy.

"Leah, can you believe it? We get to go to the aquarium together!" said Leah's best friend Nora.

"I can't wait! This will be the best field trip that we've ever had, Nora, I just know it!" Leah declared.

The next few weeks, the field trip was all Leah could talk about. When she was with her friends at school, they talked about the animals they might see and the activities they'd do on the field trip. Each night at the dinner table with her family, the field trip was the topic of discussion.

Later on that evening, after dinner, Leah wasn't feeling so good. Her tummy was very upset.

"It's probably just a little queasy from being so excited for the field trip tomorrow, Leah. Why don't you go to bed early tonight, so you can be ready and rested in the morning," her mother told her reassuringly.

Leah went to bed and woke again in the middle of the night. This time her tummy was really hurting. Her mother came in and took her temperature.

"Uh oh, Leah. Sweetheart, you have a fever." Her mother explained to her with a frown on her face. Leah knew right away why her mother was frowning.

"Mom! No! I have to go on the field trip. I just have to. Nora is counting on me and I've been looking forward to it for weeks," Leah cried.

"I'm so sorry sweetheart, but you can't go with a fever. I know this field trip means a lot to you, but sometimes these things happen honey. When you start feeling better, we'll figure something out," promised Leah's mother.

A few days later, Nora came over to check in on her best friend and see how she was feeling.

"Hey Leah! Your mom said you're finally feeling better! The field trip really wasn't that much fun. In fact, it was pretty boring," Nora told her.

"Really?" asked Leah surprised.

"Yeah, there's only one thing that could have made it a million times better**...**. If you were there," grinned Nora as she handed Leah an envelope. Leah opened the envelope and there were three tickets to go to the aquarium.

"What are these?" asked Leah.

"My mom is going to take us to the aquarium this weekend. We can go together on our own little field trip!" Nora said happily. Leah jumped up and gave Nora a huge hug with cheerful tears in her eyes.

"Boy this is almost better than actually being able to go on the class field trip," thought Leah, as she smiled from ear to ear.

Lights Out

Day 7: Solution

Once upon a time there were two brothers, William and James. William spent most of his days playing video games. He would play them in the morning when he got out of bed. He played them after breakfast, after lunch, and also after dinner. Finally, William played video games before he went to bed for the night. It was safe to say that William loved playing video games more than anything else.

William's brother James was a bit different than William, because James enjoyed watching television more than anything in the whole wide world. Other than eating breakfast, lunch, and dinner, watching television was what James did all day.

One afternoon there was a terrible storm and BOOM, the electricity went out! The brothers sat in their rooms for quite some time trying to figure out what happened. They ran to their parents to see what was going on.

"Mom! Dad! Something has happened to my video game unit! It's not working, it just went out!" William said completely shocked.

"Dad! Mom! Something horrible has happened to my television! The screen is completely black!" panicked James.

"Boys! Look around you! Haven't you noticed all the lights are out as well? The electricity has gone out in this crazy storm we're having," their dad told them.

"Well, what are we going to do? Can't something be done? We have no electronics," complained William.

"We have a whole closet in the family room filled with things you can do. Light some candles in the family room and take some of those flashlights in there. You may have to entertain yourselves or hang out with one another for a little bit," explained their mother, while she rolled her eyes and shook her head.

Using the flashlight to light their way, they rummaged through the game closet. "Oh look! I love this game! Remember when we would play this all the time?" James grabbed one of the board games and they went to the table to play it. The boys had a great time as they used the clues in the game to try to solve the mystery first. Next, they grabbed a puzzle and by candle light, piece by piece worked together to create the final picture. They high fived when they were done and ran back to the closet to find something else.

After a few hours had gone by, suddenly all the lights came on in the house at the same time. The boys looked up at one another, stunned, and their eyebrows raised.

"So, you headed back to your room to play video games?" James asked William curiously.

"I mean, not if you want to stay here and play another game of cards with me!" William said with a grin.

"You're on!" yelled James and they sat down to play another round. The boys didn't realize how much they missed and enjoyed playing together.

The Cupcake Problem

Day 8: Point of View

"Lily! Wake up!" I heard my mom call from the hallway. I sat up in my bed with excitement! Today I was turning 8 years old. My mom special ordered cupcakes from the store for me to share with my class.

"Okay, Mom I'm coming!" I yelled back. I hurried as fast as I could to get ready, brush my teeth and put on my shoes. I couldn't wait to get to school.

"Grab your backpack Lily. I'll grab your cupcakes and we'll head out to the car," Mom said.

When we got to school I found my two best friends, Gabby and Sarah on the playground. "Happy birthday Lily!" They yelled, as they came running over and hugged me. I told them all about the cupcakes my mom had dropped off in the classroom for us. We were so excited!

Next, the whistle blew and it was time to line up. We followed our teacher, Mrs. Spencer into the class. Mrs. Spencer explained that we had some learning to do before my special celebration. I was beginning to get impatient.

Finally, it was time to celebrate!

"Okay, boys and girls first we need to sing Lily Happy Birthday," explained Mrs. Spencer. As they sang to me, I was blushing and a bit embarrassed. I started helping Mrs. Spencer pass out the cupcakes. The boys and girls beamed with happiness as we placed the cupcakes in front of them. The last two cupcakes, went to Gabby and Sarah.

"Uh oh!" I heard Mrs. Spencer say.

"What is it?" I asked.

"Bobby and Tyler don't have cupcakes yet, but it seems we don't have anymore." Mrs. Spencer's eyes searched the room. I could tell she was trying to see if there was something she could do. I felt horrible. How come my mom didn't ask Mrs. Spencer how many kids we had in our class? My eyes filled with tears as I looked around at all my classmates. They were looking back at me and feeling bad for Bobby and Tyler, who were without cupcakes.

Suddenly, I saw Gabby and Sarah whispering to one another and then Gabby spoke up. "Mrs. Spencer! Gabby and I can split our cupcakes with Bobby and Tyler," Gabby looked over and winked at me. I glanced at Bobby and Tyler and they were smiling at me too.

"We're good with that Mrs. Spencer! We'll be glad that we get any cupcakes and besides its Lily's birthday. So as long as she gets a cupcake that's all that really matters," Tyler replied as Bobby nodded with him and grinned.

I felt relieved that my best friends and classmates weren't upset with me. In fact, they cared so much about me that they gave up their own cupcakes so I could still have a good birthday. Their kindness is what really made my day special.

PROBLEM & SOLUTION

PROBLEM: A CHALLENGE THE CHARACTER MUST SOLVE

SOLUTION: HOW THE CHARACTER SOLVES THE CHALLENGE

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SOLUTION: HOW THE CHARACTER SOLVES THE CHALLENGE

Dominic apologizes to his mom for being dishonest and hiding the cat. He agrees to take the cat to a shelter the next day. Mom does some thinking and just as Dominic and the cat are leaving, she tells him that she will start taking allergy medication. Dominic can keep the cat if he promises to keep it in his room and not lie to her again.

POINT OF VIEW

WHO IS TELLING THE STORY?
HOW DO THEY SEE THE STORY?

MAIN CHARACTER	SECONDARY CHARACTER	NARRATOR

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WHO IS TELLING THE STORY?
HOW DO THEY SEE THE STORY?

MAIN CHARACTER	SECONDARY CHARACTER	NARRATOR
Dominic would talk about how he felt when he found the kitten and when he got in trouble.	The cat could talk about being found in the alley and then being scared about going to a shelter. Mom could talk about finding the cat in Dominic's room.	A voice that is not a character in the story can tell about how Dominic, the cat and Mom feel throughout the story.