Lesson 21: Writing an Ending

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

Materials
mentor text
plot anchor chart from lesson 15

Mini Lesson
Read the lesson 21 mentor text to students or have them read it with partners.

"I love that this story has rising action and a climax. That gives it lots of suspense. I also love that it doesn't just end suddenly right after the climax. The author shared a short series of events that led to the solution. The author took their time showing how the character solved their problem."

Finish filling out the plot anchor chart from lesson 15. Use your own story or my example.

Falling Action (Events that lead to the solution.)	1. Dominic gets in trouble and is upset. 2. He finds a shelter for the cat. 3. Dominic's mom gets some allergy medicine.
Solution	Dominic's mom changes her mind and lets him keep the cat.

"Never end with 'The End'! My story will end with the cat purring in Dominic's lap. How will your story end?"

Work Time
Students will use the printable to plan 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 22: Editing

Essential Question
How can writers make their writing look better?

Materials
mentor text
editing check list for each student
spelling dictionary (optional)
colored pens or pencils (optional)

Mini Lesson

"Up until this point we have been working on making our stories sound good by revising. Starting today, we need to start making our stories look good by editing them."

Give students a copy of lesson 22 mentor text or display it on the board so that they can see it. Read the text together.

Edit the mentor text as a class. Show them how to circle a misspelled word and write the correct spelling above. Show them the three line symbol for capitalization changes.

Give each student an editing checklist. You may also want to give students the spelling dictionary.

Work Time
Students will use a colored pen or pencil to edit their masterpiece writing. Encourage them to use the checklist and remind them to edit any of the text that they have added to their story during the past couple of weeks.

Closing
Allow students to read their story to a new partner. Reading it aloud might help them to find additional errors!

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 23: Peer Editing

Essential Question
How can writers make their writing look better?

Materials
editing check list for each student
spelling dictionary (optional)
colored pens or pencils (optional)

Mini Lesson
"Tell your partner some things that you need to look for when editing a story."

"Today we will finish editing our stories. Instead of editing our own story, we are going to edit our partner's story. Why is it a good idea to have another person edit our work?"

"Today you will sit right next to your partner. You will read their story out loud while tracing the words with your finger. If you get confused, ask questions. If you see an error, circle it. Once you have completed the entire story, be certain to compliment the writer on something specific. Then they will start editing your story."

Work Time
Students will meet with their partner and do peer edits on their stories. Encourage students to use their editing checklist.

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
Have intervention students partner up and participate in this activity!

Extension
Have extension students partner up with each other to participate in this activity.

Lesson 24: 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 25: Publishing

Essential Question

How do writers share their stories?

Materials

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.

You might want to allow early finishers to illustrate their story or make a cover for their story.

Work Time

Students will finish publishing their masterpiece story.

Closing

Display student writing. This can be on a bulletin board, in a class story binder or by binding them all into a class book.

Intervention

Extension

The Bake Sale

Day 2: The Ending

"I'm so excited for the bake sale tonight at school!" Tiffany told Seth as they walked home from school together.

"Me too! My mom always gives me five dollars to spend and every year I spend all of it on the delicious treats everyone sells," Seth replied.

"Yeah, I can't wait to try Principal Stewart's brownies, they ran out last year. Just wait until you try my mom's homemade cupcake recipe, you're going to love it. They're the best!" Tiffany claimed as she waved bye to Seth and walked up the driveway to her house.

When Tiffany got inside her house, her mother already had the ingredients laid out to make her famous homemade cupcakes.

"You ready Tiffany?" her mom said with a smile.

"Yes! I've been so excited all day!" Tiffany replied as she tied on her apron and started helping her mother. A little later the timer went off to signal the cupcakes were done and a sweet aroma was wafting through the air.

"Okay Tiffany, while these cool down a bit, go to the pantry and grab the frosting and sprinkles," said her mom.

"Mom! I can't find frosting anywhere! We have a lot of sprinkles but no frosting!" shouted Tiffany.

"Really? Oh no! I may have used the frosting when I made cupcakes last week for the company picnic," said her mom sounding a bit concerned.

"Mom! What are we going to do? This is the worst! There's no way we have time to run and get frosting, come home and frost the cupcakes, then take them to school for the bake sale!" Tiffany said and she began to panic.

"Hold on! Let me think for a second, Tiffany. I might have an idea. We'll need to grab the cupcakes and head to the store right now," explained her mother.

At the bake sale Tiffany and her mother stood behind the table with their unfrosted cupcakes. "This is awesome, and it will be even more awesome once I eat it!" Seth mentioned. He dipped the knife in the frosting and frosted his bare cupcake. Next, he added sprinkles, peeled the wrapper off the cupcake and took a huge bite.

"I do have to say, having a booth where people can frost their own cupcakes and decorate them was a brilliant idea Tiffany. The students have really enjoyed your contribution to our school bake sale. Very creative!" mentioned Principal Stewart.

Tiffany smiled and looked up at her mother, who was smiling back at her. "Thanks, Mom! Sorry I got so worried when we didn't have any frosting. I know I kind of freaked out on you," giggled Tiffany.

"Aw, that's okay Tiff! We worked it out didn't we?" Her mother put her arm around Tiffany and kissed the top of her head.

The Drawing Contest

Day 22: Editing

Elliot was very precise as he stroked his pencil across the page and traced the picture underneath. He traced the lines as they curved up and swooped down and made sure he copied each and every detail of the picture he was duplicating. Once he was done, he used the most vibrant colors to bring his picture to live. The sky in the picture had three different shades of blue and the sun was a mixture of yellows and golds. He loved drawing and couldn't wait until the scool drawing contest started so he could enter

"So did you enter your picture you've been working on in the contest, elliot?" asked his good friend Aiden.

"Yeah, I turned it in yesterday. There was alot of people entering their drawings too." Elliot said nervously.

"Well, if Mrs. Crane would allow us to trace pictures, I'd have turned one in too! But, she said they have to be a new creation, no tracing. So, I guess that means I'm out," Aiden mentioned.

"Wait, Mrs. Crane said no tracing for the drawing contest." Elliot asked clarifying.

"Yeah, remember a few weaks ago, when she was talking about entering the contest? She said only new creations, tracing doesn't count," Aiden told Elliot.

"Alright, uh Aiden, I have to go!" Elliot called out as he rushed off.

A little later, in Mrs. Crane's class Elliot sat and listened as she talked about the top three drawings that were the finalist for the contest. Sure enough, one of the three drawings was Elliots.

"This is just great! I'm a runner up in the contest, but technically my picture doesn't count because I traced off another picture," Elliot thought to himself. Elliot really wanted to just leave everything thing the way it was. He wanted to win the contest so bad, and there was still a chance he could. Howevr, another side of him felt like, it was wrong to pretend the picture was a new creation when it definitely was not. He was upset angry and very frustrated. He knew he needed to just be honest with Mrs. Crane.

"Hey, uh, Mrs. Crane?" Elliot stammered.

"Yes, Elliot? Congratulations, by the way, on being one of the finalists in the contest!" Mrs. Crane praised.

"Yeah, it's about that. Well, I didn't realize that tracing wasn't allowed. My picture is traced from another picture. I did all the coloring and shading on my own. I'm really sorry," Elliot said very disapointed.

"Wow! elliot, I'm surprised that you were so upfront and honest with me. That's very admirable and shows such great character on your part," She explained. "I know it was an accident, but we can't continue to keep your drawing as a finalist in the contest, because rules are rules. However, I do still relly love your picture, traced or not. Would you mind if I framed it and hung it in our classroom? You did an excellent job on the coloring and shading," she added.

"Really? I'm OK with that!" Elliot said a little taken back, but elated

"Elliot, just because you traced doesn't meen you're not an artist. It's clear to me you're very creative. A little advice though? Believe that you can create something on your own, and you will succeed. Thanks again for being so honest with me," Mrs. Crane smiled.

Elliot walked out of the classroom, feeling a thousand times better than when he walk in.

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