

Flint Community Schools
Overview of 25 Mini-Lessons for Personal Narrative
Fourth Grade

Week One					
	Monday (1)	Tuesday (2)	Wednesday (3)	Thursday (4)	Friday (5)
Writing Workshop	<u>Collecting Ideas</u> Begin to mentor and explore where authors find ideas. Set the date for the publishing party and announce it to the parents.	<u>Collecting Ideas</u> Where do writers get ideas? How do writers grow their ideas? Practicing your ideas through oral rehearsal as a way to develop a strong narrative.	<u>Collecting Ideas</u> Telling your story and seeing the reaction of the listener helps writers choose an idea that has universal appeal. The oral rehearsal with a good listener helps the writer to find the heartbeat.	<u>Collecting Ideas</u> Mentoring oral language development. Tell your own personal narrative. Have three to five stories ready to tell. Tell them all orally today.	<u>Prompt</u> How to read and understand a prompt.
Language Study	<u>Punctuation Inquiry:</u> Begin a punctuation study by collecting samples of punctuation from mentor texts.	<u>Punctuation Inquiry:</u> Continue with punctuation study by adding to collection of author's use of various types of punctuation. Examine how the author's message is enhanced by punctuation.	<u>Punctuation:</u> Students will continue to collect examples of punctuation and begin to use what they have discovered by transferring it to their own writing.	<u>Punctuation:</u> A collection of dialogue samples from mentor texts will begin today. Students look at samples of text to see when author's use dialogue. Students will focus on why author's use dialogue.	<u>Peer Critique:</u> Students will read each other's papers and give feedback to partner based on rubric.

Week Two					
	Monday (6)	Tuesday (7)	Wednesday (8)	Thursday (9)	Friday (10)
Writing Workshop	<p><u>Choosing an Idea</u> Teachers demonstrate how to review the pieces already collected in the writing folder and how to think through each piece with publishing in mind. Students ask: In which of my topics do I feel my audience might find a personal connection?</p>	<p><u>Developing an Idea:</u> Children will expand on the idea they have selected. They will tell the story again orally and then they will write more about that idea. They will have more to say about this idea and they will make a decision about the heartbeat of their piece (Why this piece? What is the universal connection my readers will have to my piece?)</p>	<p><u>Developing an Idea:</u> Choosing relevant details. Which details are most important? Every time I tell the story I tell it a little differently leaving out some details, putting some in. Which ones do I keep? Which ones do I leave out and why?</p>	<p><u>Developing an Idea</u> Writers will elicit help from other writers through a questioning session that allows a close listener to ask specific questions that will get the author to remember more and tell more about the story he/she is writing.</p>	<p><u>Prompt</u> How to develop an idea around the prompt so your piece will stay focused and be on topic.</p>
Language Study	<p><u>Punctuation:</u> Students look at familiar texts to find how authors use dialogue.</p>	<p><u>Punctuation:</u> Students investigate and discover the different types of dialogue (simple, no-said dialogue and continuation dialogue). Students study how an author decides which type of dialogue to use.</p>	<p><u>Punctuation:</u> Deciding when to use dialogue and when narrative is more helpful for communicating the message.</p>	<p><u>Punctuation:</u> Students look to their own work on how they can incorporate dialogue into their piece to make it strong. Students refer back to previous charts to move into partnerships and independence.</p>	<p><u>Peer Critique:</u> Students will read each others' papers and give feedback to partner based on rubric.</p>

Week Three					
	Monday (11)	Tuesday (12)	Wednesday (13)	Thursday (14)	Friday (15)
Writing Workshop	<p><u>Drafting</u> In what order do I need to place my events to tell my story well? What should come at the beginning, the end, and the middle? Why? How does the order of the way I tell my story help to make my point? Locating the heartbeat. The writer will work with partner to revisit the original purpose of the narrative. The writer, along with the partner will then put a star next to the line that contains the heartbeat. The writer will also put an X next to the line that is least important; the line that could disappear completely and not change the piece at all.</p> <p>*Send home reminders of publishing party.</p>	<p><u>Revising</u> Writing a Good Lead and Closing How do I want to start my piece to draw my readers in? Talking Lead; Thinking Lead; Action Lead. Use collected examples of leads from books and analyze the types of leads authors use for different effects and purposes. How do I want to end this piece? How can I wrap up the piece with a closing that synthesizes my purpose for writing this narrative? Use collected examples of closings from books and analyze the types of leads authors use for different effects and purposes.</p>	<p><u>Revising</u> Finding the heartbeat. Does my story have a point to it? Is there a universal message that my audience will recognize?</p>	<p><u>Revising</u> Co-create a rubric that allows the students to evaluate their own writing. The rubric will include the four components of the MEAP assessment: ideas/content; organization; style and word choice; conventions.</p>	<p><u>Prompt</u> How to re-read your piece and make sure it speaks to your idea (focused).</p>
Language Study	<p><u>Sentence Study:</u> What are simple and complex sentences and how do they help a piece?</p>	<p><u>Sentence Study:</u> Sentence variety by using adverb clauses and prepositional phrases.</p>	<p><u>Sentence Study:</u> How and why do authors use short sentences?</p>	<p><u>Sentence Study:</u> Applying what we learned about sentences to our own pieces.</p>	<p><u>Peer Critique:</u> Students will read each others' papers and give feedback to partner based on rubric.</p>

Week Four					
	Monday (16)	Tuesday (17)	Wednesday (18)	Thursday (19)	Friday (20)
Writing Workshop	<p><u>Revising:</u> Students will focus on words by finding four words that sound good to the ear. They will need to read their piece aloud to find these. They will then find four words that are just plain and could either be removed completely or changed to a new word.</p>	<p><u>Revising:</u> Using similes to help paint an image in the reader's mind by being more precise and vivid.</p>	<p><u>Revising:</u> Reading your piece to a fresh audience. Read to a new partner. Does the new listener hear your message? Does your new listener hear your voice and relate to the story?</p>	<p><u>Editing</u> Teacher uses a student's work to model editing her piece with an eye on spelling. Teacher at first models what she is thinking as she is editing the piece. The students are taught the strategy of writing the word three times and using the spelling they think looks and sounds right. The teacher reminds students that they are accountable for the No Excuses words. The students also have their partner review the piece to help with any editing.</p>	<p><u>Prompt</u> How to use the rubric to re-read for voice and conventions.</p>
Language Study	<p><u>Precise Word Choice</u> Verbs: Students will look at verbs in mentor texts and then look at verbs in their own piece. Underline all the verbs so you can see where they are. Find three verbs that were quite precise. For example, you wrote kicked instead of hit, vaulted the fence instead of jumped the fence.</p>	<p><u>Precise Word Choice</u> Nouns: Students will look at nouns in mentor texts and then look at nouns in their own piece. Underline all the nouns so you can see where they are. Which nouns are most precise and indicate that you are the expert about this topic? Are some of your nouns too general?</p>	<p><u>Precise Word Choice</u> Adjectives: Students will explore the use and overuse of adjectives in written text. When are adjectives necessary and helpful to reader and when do they get in the way? Will a stronger verb, or more precise noun, eliminate the need for a weak or superfluous adjective?</p>	<p><u>Precise Word Choice</u> Pronouns and Proper Nouns: Students will understand the impact of pronouns and become more aware of how ambiguous pronouns can compromise the meaning and confuse readers.</p>	<p><u>Peer Critique:</u> Students will read each others' papers and give feedback to partner based on rubric.</p>

Week Five					
	Monday (21)	Tuesday (22)	Wednesday (23)	Thursday (24)	Friday (25)
Writing Workshop	<p><u>Peer-Editing:</u> Taking a final look at my piece. Students will trade their piece with a partner for review and feedback about the surface structures (spelling and punctuation).</p>	<p><u>Polishing to Publish:</u> Preparing the finished product for publication. Students write their final draft and illustrate it as desired. They make invitations for family and friends to come to their first publishing party.</p>	<p><u>Polishing to Publish:</u> Preparing the finished product for publication. Students write their final draft and illustrate it as desired. They make reminders for family and friends to come to their first publishing party.</p> <p>Homework: Writing to a Prompt</p>	<p><u>Peer-Critiquing:</u> Students complete the writing and illustrations of their final draft. They practice reading it out loud for the publishing party and getting feedback from their peers. They prepare for their audience.</p>	<p><u>Publishing Party:</u> Perhaps the most important and often forgotten part of the writing process: authentic audience. Family and friends will visit the classroom at a designated time to listen to the student's pieces and provide feedback (oral or written). Reader's comments provide the author with the feedback that is essential for the complete writing process to be effective. This feedback lifts the writing for the next cycle. It gives the author the understanding that writing can communicate and move others.</p>
Language Study	<p><u>Paragraph Study</u> Topic Sentences</p>	<p><u>Paragraph Study</u> Supporting Sentences</p>	<p><u>Paragraph Study</u> Supporting Sentences</p>	<p><u>Paragraph Study</u> Transitions Between Paragraphs</p>	<p><u>Peer Critique</u></p>