

Unit 5: Small Moments (3 weeks)

Rationale

Why is this unit important and appropriate for this grade level and at this time of the year?

During this unit, students learn to “zoom in” on a specific moment in time and use supplementary details, sensory images and precise sequences to write small moments.

Learning Outcomes

What do we expect students to know and be able to do at the end of the unit?

Students will:

- Narrow big stories into smaller moments
- Write small moments with a clear beginning, middle and end
- Use of variety of strategies to revise writing
- Build writing stamina

Minilessons/Notes/Tips

What minilessons will lead to student learning outcomes?

Possible Minilessons:

- Generating ideas for small moments (identifying the most important moment of a longer story)
- Orally storytelling a small moment to a partner
- Planning a small moment across pages
- Sketching out stories across pages
- Writing a story with a beginning, middle and end
- Adding details to a story through the written text (show not tell) See Unit 3 for suggested details
- Using sensory images to add more description to a story
 - What was I feeling?
 - What was I seeing?
 - What was I hearing?
- Writing a story with a beginning, middle and end
- Stretching and tapping out words as a way to hear more sounds
- Using the word wall to help spell words as we write
- Incorporating spelling strategies from word study
- Revising to cross out mistakes with one line
- Revising using a carrot or revision strip to add to the piece of writing
- Revising by adding a page to stretch out the moment
- Choosing and writing a strong story ending (avoiding a “let-down” ending)
- Writing a strong beginning (include the day of the week, the weather, time of year)
- Writing an ending close to the moment
- Using classroom visuals and supports to write words (e.g., familiar ABC chart, word wall, anchor charts)
- Using punctuation, capital letters (See Common Core Language Standards for grade level expectations)

Notes/Tips:

- Refer to the District Conventions Continuum to determine appropriate convention objectives (punctuation, capitalization, syntax) to teach during the unit. Copies are available in the grade level literacy binders and on the district website http://ww3.mamkschools.org/ela/Units_of_Study.html.
- Analyze student writing to assess whole class, small group and individualized needs.
- Have guided writing groups as a way to differentiate instruction.
- Immerse students in stories that are about small moments versus larger moments of time.
- Read aloud books to compare and contrast big moments vs. smaller moments (e.g., read *Big Mama's* by Donald Crews which details his entire summer and then *Shortcut* by Donald Crews which details one night of that same summer.
- Read aloud books that depict small moments such as Kevin Henkes *A Box of Treats*, Rosemary Wells board books of Max and Ruby, etc.
- Use daily shared writing to compose several class small moments. Chart and use as mentor texts during writing minilessons.
- Have different types of paper available so students have paper choice for independent writing.
- Have revision/editing materials ready and accessible for students (sentence strips, white tape, various colored markers or pencils, scissors and clear tape).
- Refer to anchor charts (e.g., "Ways Writers Add Details" from pervious units to remind students of strategies taught. Create new anchor charts (e.g., "Ways Writers Spell Words").
- **To view Grade 1 archived artifacts for the unit please visit the Grade 1 reading/writing page. Select "Resources" from the top nav bar. To access the units of study website use the link http://ww3.mamkschools.org/units_of_study/.**
- Chart Chums is a great online resource for creating interactive, clear and visually rich anchor charts. To view use the link <http://chartchums.wordpress.com/>.
- Additional resources of sample anchor charts for reading and writing units of study include the following: <http://readingandwritingproject.com/resources/classroom-charts/first-grade.html>
- To view samples of student writing across genres and grade levels use the link <http://readingandwritingproject.com/resources/student-writing/first-grade.html>.

Professional Resources

What professional resources will be helpful in planning the unit?

- *The Common Core Writing Book* by Gretchen Owocki
- *Units of Study in Opinion, Information, and Narrative Writing, Grade 1* by Lucy Calkins et al
- *Teachers College Reading and Writing Project 1st Grade Writing Curricular Calendar 2010-2011*
- *Small Moments: Personal Narrative Writing* by Lucy Calkins and Abby Oxenhorn
- *The Complete Year in Reading and Writing: Grade 1* by Jaime Margolies and Pam Allyn
- *Study Driven* by Katie Wood Ray (Section Three, pp. 220-221)
- *First Grade Writers* by Stephanie Parsons
- *In Pictures and In Words* by Katie Wood Ray
- *The Revision Toolbox* by Georgia Heard
- *Wondrous Words* by Katie Wood Ray
- *Mentor Texts: Teaching Writing Through Children's Literature, K-6* by Lynne R. Dorfman and Rose Cappelli
- *Guided Writing: Practical Lessons, Powerful Results* by Lori D. Oczkus
- http://ww3.mamkschools.org/ela/Units_of_Study.html (See the District Conventions Continuum)