###### Unit of Study: Fiction Writing: Grade 1 *From Scenes to Series*

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| Prior to the start of the unit:  * Pre-Assessment – Realistic Fiction (Narrative) Writing (found on the literacy coach website); * Collect cereal boxes (2 per student and a couple for you) * Read aloud enticing realistic fiction stories, especially those that are part of series (*Henry and Mudge and the Happy Cat* is one of the mentor texts, and other Henry and Mudge stories work well) * Write your own fiction stories! * Provide an opportunity for students to get tips from older writers (grades 3 +) for writing fiction | Day 1 **Serious Fiction Writers Do Some Serious Pretending**  **(Session 1)**  **Teaching point: “**When you write realistic fiction, you *imagine* a pretend character. Then you pretend things about that character – where the character is, what the character does, and *especially* the trouble he or she gets in. Fiction writers give the character real-life adventures.”  ***How to Write a Realistic Fiction Book*** anchor chart, p. 7, 1st two parts of picture chart (Fiction Writers . . )  Create a planning sheet/booklet, such as that described in the e-doc on p. 32  Teacher story example p. 9 | Day 2 **Serious Fiction Writers Do Some Serious Pretending – Part II**  **(Session 1)**  **Teaching point:** “Fiction writers imagine their characters’ adventures. They think about the trouble a character gets into and plans for how they might get out of that trouble. Fiction writers give the character real-life adventures.”  ***How to Write a Realistic Fiction Book*** anchor chart, p. 7, rest of picture chart  Lesson: model some possibilities of realistic vs fantasy adventures, turn and talk about possibilities for their own characters  Mid-workshop TP: Setting | Day 3 **Writers Develop a “Can-Do,” Independent Attitude**  **(Session 2)**  **Teaching point:** “Writers take charge of their own writing and give themselves orders. They think about the work they need to do next and almost whisper little assignments to themselves, such as, ‘Now I need to . . .’ and ‘Next I should . . .’”  *See mid-workshop teaching point on p. 16: Using Writing Folders to Be More Expert and Independent* |
| **Day 4**  **Writers Plan Their Writing Carefully Before *Actually* Writing**  **Teaching point:** “Fiction writers imagine how each part of the story will look on each page before writing. “  ***How to Write a Realistic Fiction Book*** anchor chart (#2 Plan) Model and focus on this step (active engagement: students tell a new story across pages) | Day 5 **Writers Bring Their Stories to Life!**  **Teaching point:** “Writers unfreeze their characters by making them talk and move and by giving them feelings.”  Part 1 of anchor chart on p. 23 and 55, ***Ways to Bring Stories to LIFE!***  Model using teacher story and engage students by having them turn and talk to add life to teacher story | Day 6 **Writers Learn to Get Their Characters Out of Trouble (Endings) (Session 3)**  **Teaching point:** “Readers love satisfying endings. One way writers create satisfying endings for their readers is by telling what happens to their characters at the end of their story. This makes their readers happy!”  Teacher story example p. 24,25  ***Fiction Writers Get Their Character Out of Trouble!*** Anchor chart p. 25 | Day 7 **Serious Writers Get Serious about Spelling (Session 4)**  **Teaching point:** “Writers often choose special and fancy words to bring sparkle to their stories. These daring writers remember and use all they know about spelling as they write.”  ***Ways to Spell Words*** anchor chart, p. 32 |
| **Day 8**  **Writers Set Goals (Session 5)**  **Teaching point:** “Today, each of you is going to investigate the question, “What am I doing well as a narrative writer, and what do I want to work on next?”  See p. 40 for an example for using a checklist. Create your own or use one of the narrative writing checklists available. | Day 9 **Series Writers Always Have a Lot to Write About (Session 6)**  **Teaching point:** “Sometimes, when writers imagine a character they *really* like, they stick with that character for a bit and create more than one story around him or her. Fiction writers sometimes write series.”  ***How to Write Series Books***, pp. 51, 52, 54 |  |  |