Personal Narrative Unit 2 (1) Understanding a Small Moment

Minilesson Teaching Point: Understanding a Small Moment.

[NOTE: RETEACH THIS LESSON AS NEEDED WITH DIFFERENT TEXTS OR STUDENTS EXAMPLES.]

Standards:
W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Materials:
- Pre-made/pre-stapled booklets available for students.
- *A Chair for My Mother* by Vera B. Williams, *Whistle for Willie* (Journeys Unit 5 Lesson 23) or other narrative text that takes a single event and stretches across several pages.
  NOTE: Selected text should be used as a read aloud prior to this lesson

Connection:
“Writers, we’ve been talking about stories from our own lives. We’ve been thinking about those stories, making pictures in our heads, and writing those stories on paper. Today we are going to start a new unit of study. We’re going to take a small moment from our lives and learn how to make it into a story.”

Teach (modeling):
Teacher shows mentor text and says: “I read this story to you yesterday. Let’s look at the way Vera takes a small moment in her story and stretches it across a couple of pages. I want to talk to you about the part where the mother and her daughter are walking home and suddenly see their building on fire.”

[TIP: Use a dull voice when explaining what Vera could have said.] “Vera could have written, ‘We saw the fire and everyone was safe. The end.’ Instead, Vera stretches out the moment by telling us the tiny little details. As I reread this part about the fire, make a movie in your mind of what’s happening to the characters.”

Reread parts of text, emphasizing the small little details:

My mother and I were coming home from buying new shoes. I had new sandals. She had new pumps. We were walking to our house from the bus. We were looking at everyone’s tulips. She was saying she liked the red tulips and I was saying I liked yellow ones.

Then we came to our block. Right outside our house stood two big fire engines. I could see lots of smoke. Tall orange flames came out of the roof.

“Can you picture it?!”

All the neighbors stood in a bunch across the street. Mama grabbed my hand and we ran. My uncle Sandy saw us and ran to us. Mama yelled, ‘Where’s my grandma?’

“She really stretched out that moment didn’t she?”
Active Engagement (guided practice):
“Writers, you made a movie in your mind about the tiny details that Vera B. Williams added. She wrote many tiny details to tell one part of her story. She stretched out the small moment and made it big by telling us details. Turn and talk about some of the tiny details she wrote.”

After students turn and talk with a neighbor, do a quick pop-up share of the details she used in her writing – new pumps, red tulips, yellow ones, etc.

Bridge to Independent Practice:
“When you write today, think about taking a small moment and making it big by stretching it out across the pages in your booklets.” Show students a sample booklet if they have not already been using them.

Conferring:
Help students plan out stories by having them touch each page in their booklets and tell what they’ll write.

Closure:
Share 1-2 students’ preselected examples of small moments; OR one or two students share their small moments.

Reflection:

Resources & References: (adapted from, acknowledgments)
Williams, Vera B., *A Chair for My Mother*
Crews, Donald, *Shortcut* (alternate text)
Portland Public Schools
Minilesson Teaching Point: Identifying Small Moments.

[NOTE: Reteach this lesson as needed with alternative texts and writing examples.]

Standards:
W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Materials:
- Enlarged booklet to model stretching and sketching a Small Moment
- Chart paper titled “Small Moments” to use for brainstorm and/or large copy of chart provided following this lesson
- Booklets or other paper choice available to students
- A Chair for My Mother by Vera B. Williams, Whistle for Willie (Journeys Unit 5 Lesson 23) or other narrative text that takes a single event and stretches across several pages.
- NOTE: Selected text should be used as a read aloud prior to this lesson

Connection:
“Yesterday we saw how Vera took one small moment about when her apartment was on fire and stretched it out across pages. She told about how the girl and her mom bought sandals and pumps, and how they noticed the tulips, then turned the corner and saw their apartment on fire. Today, writers, I want to show you how I take a small moment from my life and write about it. I’m showing you this because you all are going to be writing small moments from your lives.”

Teach (modeling):
“As a writer I can think about all the things I did this morning. I got up, I took a shower, I brushed my teeth, combed my hair, got dressed, and then ate breakfast. But, writers, I’m going to focus on just one small moment. I’m going to zoom in on what happened when I ate breakfast.”

Role-play story as you are telling and sketching it.
“Okay, I’m making the movie in my mind of what happened first. I sat at the table with my bowl of Cheerios. I’m going to quickly sketch that on the page so I don’t forget.” (Sketch quickly.)
“What happened next? I took one bite of my cereal.” (Quickly sketch on next page.)
“After that I’m going to say, “Suddenly, I bumped the bowl and it landed in my lap!”
Although you are not modeling writing words, tell students your next step will be to write.
Active Engagement (guided practice):
“Writers, turn and talk with your neighbor about what you noticed I did as a writer.”
Listen in on student conversations and help guide their discussions. As a group, generate a short list of observations.
“What did I do when I wrote my small moment? What did you see me do first, then next, then last?”
Either create your own Small Moments chart from brainstorming results or use the chart provided after this lesson.

<table>
<thead>
<tr>
<th>Small Moments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writers think about a small moment that happened to them.</td>
</tr>
<tr>
<td>They make a movie in their mind.</td>
</tr>
<tr>
<td>They make sketches of their small moment.</td>
</tr>
<tr>
<td>They write words.</td>
</tr>
</tbody>
</table>

Bridge to Independent Practice:
“Writers, think about the small moment you were writing yesterday, or think about a new small moment. Make a movie in your mind about what happened. Tell yourself what happened first. Tell yourself what happened next. Tell yourself what happened last. When you’re ready, go off and write.”

Conferring:
Help students plan out stories by having them touch each page in their booklets and tell what they’ll write.

Closure:
Share 1-2 students’ preselected examples of small moments and walk through the steps on the chart with the author; OR one or two students share their small moments.
OR if students are wondering if their stories are small moments or not, share a student story and the class decides if it’s a small moment or not. MAKE SURE THIS IS A POSITIVE EXPERIENCE FOR THE CHILD.
Possible questions: Is it true? Is it a small moment? Does it make sense?

Reflection:

Resources & References: (adapted from, acknowledgments)
Portland Public Schools
Sample anchor chart to be created on chart paper:

**Small Moments**

- Writers think about a small moment that happened to them.

- They make a movie in their mind.

- They make sketches of their small moment.

- They write words.
Minilesson Teaching Point: Adding text to sketches.

Standards:
W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Materials:
- “Small Moments” chart
- Your own Small Moment story or use the example below.
- Booklets or other paper choice

Connection:
“Writers, yesterday I showed you how I zoomed in on a small moment that happened to me in the morning. Then I made a movie in my mind about that moment. After that, I showed you how I sketched out my small moment. [Refer to class-generated chart from yesterday.]”

Teach (modeling):
“Today I want to show you how I add words to my small moment story.” Retell the small moment story referring to the sketches.

“Okay, I’m making the movie in my mind of what happened first. I sat at the table with my bowl of Cheerios.”
“Okay, I’m making the movie in my mind of what happened first. I sat at the table with my bowl of Cheerios.”
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“After that, ‘Suddenly, I bumped the bowl and it landed in my lap!’”
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After retelling the entire story, model going back to the beginning and writing words. [NOTE: This is NOT a lesson about stretching out and spelling words – write quickly.]

“On the first page I’m going to write, ‘I sat at the table with my bowl of Cheerios.’” (Quickly write the words and move on.)
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Active Engagement (guided practice):
“Writers, think about the small moment you were working on yesterday or, if you are starting a new piece, think about a new small moment from your life. Maybe it was something that happened to you on the way to school, maybe it was something silly that happened at school.”


“Now turn and talk with your neighbor about your small moment. Tell your neighbor what happened first. Tell your neighbor what happened next. Then tell your neighbor what happened last.”
Bridge to Independent Practice:
“Writers, thumbs up if you’re ready to start writing your small moment.”

Conferring:
As students are writing, refer to the “Small Moments” chart to help them visualize and plan their small moments. Have students touch each page of their booklets and say the words they are planning to write.

Closure:
Each student evaluates their own writing piece with the whole group. Students bring their folder with the small moment they are working on to the carpet. Refer to Small Moments chart again.

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Reflection:

Resources & References: (adapted from, acknowledgments):
Portland Public Schools
# Brainstorming Ideas

**Minilesson Teaching Point:** Brainstorming writing ideas.

**Standards:**
- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**Materials:**
- Teacher’s mental list of story ideas
- 2 pieces of chart paper, both labeled “Small Moments Ideas,” one for teacher modeling and one for a class-generated list
- Chart markers
- “Small Moment Ideas” list paper (sample follows this lesson)
- Pre-made booklets as well as other paper choice available to students
- Photographs of emotions

**Connection:**
“Writers, we have been talking and writing about small moments from our lives. Sometimes writers get stuck and cannot think of a small moment to write about.”

**Teach (modeling):**
“When writers get stuck they stop and brainstorm with a friend or by themselves. To brainstorm is to think of ideas and make a list of those ideas.”

“Writers, I am going to show you how I brainstorm ideas. I close my eyes and think about an idea. It can be a time that was happy or funny or scary. For example, the time I locked my keys in the car. When I tripped and fell and skinned my knee. When my hamster got out of his cage. When I dropped my lunch tray. When I was late for school. When I lost my coat.”

Model thinking out loud and write the list on the “Small Moment Ideas” list.

**Active Engagement (guided practice):**
“Writers, close your eyes and think about your own life. Think about a small moment that you would like to write about. It might be something that happened just this week or even this morning. Tell yourself one small moment that happened to you.

Make a movie in your mind of what happened first, next, after that, and finally. Turn and talk with your neighbor about your small moment.”

Have a few students share their small moment ideas with the whole class.

Write these ideas on the second chart labeled “Small Moment Ideas.”
Bridge to Independent Practice:
“Writers, you may use one of these ideas from our class list to write your own small moment, or you may think of another small moment to write about.”

Conferring:
Check in with students to ensure they have a small moment to write about. Accelerated learners can be provided with paper to make a list of their small moment ideas.
Continue helping students plan stories across each page and plan what they’ll write.
For beginners, help them plan out their sketches or help them stretch out words as they write.

Closure:
Each student evaluates their own writing piece with the whole group. Students bring the small moment they are working on to the carpet. Teacher refers to Small Moments chart again.

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<td>They write words.</td>
</tr>
</tbody>
</table>

“Writers, ask yourselves, ‘Did I think about a small moment that happened to me?’ Thumbs up if you did. Ask yourself, ‘Did I make a movie in my mind of that small moment?’ Thumbs up if you did. Ask yourself, ‘Did I make sketches of what happened first, next, and last? Thumbs up if you did. Now ask yourself, ‘Did I write words to go with my sketches?’ Thumbs up if you did.’; OR if 1-2 students made a list of their small moment ideas, they could share it with the whole group.

Reflection:

Resources & References: (adapted from, acknowledgments)
Calkins, Lucy and Oxenhorn, Abby, Small Moments: Personal Narrative Writing, Portland Public Schools
Small Moment Ideas

1. 

2. 

3. 

4. 

5. 

6. 

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8. 

9. 

10. 
Personal Narrative Unit 2  (5) Establishing Writing Partners

Minilesson Teaching Point: Establishing writing partners.

Standards:
W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Materials:
- Teacher-created small moment to use as a model for partner sharing
- Pre-plan with a student (or with a class volunteer) to be your ‘writing partner’ during the “Teach (modeling)” part of the lesson
- Student partner or adult partner with a prepared small moment to share with class
- Preplanned list of partners (grouped by ability, language/communication skills and/or behavior)
- Partnership Name Tags, arranged on the carpet as a seating chart (one person is partner 1 and one person is partner 2)
- “Partner Sharing” chart (see resources at end of unit)
- Students bring writing folder to the carpet

Connection:
“Writers, as you come to the carpet today find the paper with your name on it and sit down at that spot. We know that writers use tools like: paper, pencils, journals and folders. But there is one more really important tool that writers need. They need a special writing partner to plan and share their writing with.”
“I will be telling you who your writing partner is and every day from now on during writing workshop you will sit here next to your writing partner.”
Teach (modeling):
“Today we are going to talk about what partner sharing looks like and sounds like.” Teacher shares the specific partner sharing poster she/he prepared.

<table>
<thead>
<tr>
<th>Partner Sharing</th>
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<tbody>
<tr>
<td><strong>Looks Like:</strong></td>
</tr>
<tr>
<td>• Partners sit knee to knee while their partner reads their own writing.</td>
</tr>
<tr>
<td>• Partners decide who will share first.</td>
</tr>
<tr>
<td>• Partners listen closely.</td>
</tr>
</tbody>
</table>

Model each part with a student (or classroom volunteer) as your partner. Sit knee to knee with your ‘partner’ and then ask, “Would you like to share first?” Then, the student/volunteer shares his/her story while you listen closely.

“We have learned what partner sharing will look like. These are questions and comments you will use throughout the year when you are partner sharing. Now we will learn what to say to each other.” Review the second half of the chart with students.

<table>
<thead>
<tr>
<th>Sounds Like:</th>
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<tbody>
<tr>
<td>• I like the part where_________.</td>
</tr>
<tr>
<td>• Are you done?</td>
</tr>
<tr>
<td>• Will you add to your story today?</td>
</tr>
</tbody>
</table>

Model the second part with the student or volunteer based on the story read to you. If you have time, you can read your story and the student/volunteer practices listening closely and then asking questions.

Keep the questioning simple to begin the year. As the year progresses add other prompts and questions for writing partners to use.

- What does__________ mean?
- Can you explain more about________? I wonder about______.
- Who, What, Where, When, Why Questions

ELD: Use sketches or visuals on chart to illustrate meaning.

Active Engagement (guided practice):
“Partners, turn to each other and sit knee to knee. Partner 1, read your story to Partner 2. Partner 2, sit quietly and listen closely. Partner 2, tell your partner something you liked about their small moment story. Then ask your partner if they are finished or will add on to their story.”

“Now, Partner 2, read your story to Partner 1. Partner 1, sit quietly and listen closely. Partner 1, tell your partner something you liked about their small moment story. Then, ask your partner if they are finished or if they will add on to their story.”

Bridge to Independent Practice:
“Writers from now on you are going to be sharing and planning your writing with a partner. Sometimes, Partner 1 will share first, like today, and other times, Partner 2 will share first. Now, we are going to work on our writing alone and then we will regroup with our partner at the end of the writing time. We will all bring our writing folders to the carpet to practice sharing with our partners.”
Conferring:
Practice the procedure with small group/pairs that are having difficulty. With advanced learners, practice these additional questions to ask partners:

- What does ______________ mean?
- Can you explain more about ______? I wonder about _____.
- Where can you add dialogue (talking words)? Where can you add more details?
- Who, What, Where, When, Why Questions

As students are writing, refer to the class-generated “Small Moments” chart to help them visualize and plan their small moments.

Closure:
“Writers, now we are going to share our writing with our writing partners. Bring your writing folder to your new writing spot on the carpet and sit next to your writing partner.” Review the Partner Sharing Chart with the class.

“Partners turn to each other sitting knee to knee. Partner 2, read your story to Partner 1. Partner 1 sit quietly and listen carefully. Partner 1, tell your partner something you liked about the small moment story. Then ask your partner if he/she is finished or will add on to his/her story.”

“Now Partner 1 read your story to Partner 2. Partner 2, sit quietly and listen carefully. Partner 2, tell your partner something you liked about the small moment story. Then ask your partner if he/she is finished or if he/she will add on to their story.”

Reflection:

Resources & References (adapted from, acknowledgments):
Calkins, Lucy and Oxenhorn, Abby, Small Moments. pp. 21 -27.
Portland Public Schools
Name______________  
(Partner 1)  

Name______________  
(Partner 2)
Partner Sharing

Looks Like:

• Partners decide who will share first.
• Partners sit knee to knee.
• Partners listen closely.

Sounds Like:

• “I like the part where______”
• Are you done?
• Will you add to your story today?
Minilesson Teaching Point: Demonstrate how to stretch a story across pages.

Standards:
- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Materials:
- Pre-stapled booklets
- Class list of Small Moment Ideas
- Partner Sharing Chart
- *The Kissing Hand* by Audrey Penn or another narrative title that takes a single event and stretches it across several pages by including detail that has been previously read to class

Connection:
“Writers come to the carpet and sit in your writing spot next to your writing partner. Yesterday, I saw partners doing great sharing and planning during writing workshop. Today we are going to focus on planning out our stories with our partners. Today let’s look at how Audrey Penn stretches out a small moment like you do in your writing.

Teach (modeling):
“Writers, really listen to how Audrey stretches out the moment when Chester is leaving for school and he gives his mom the Kissing Hand.”

That night, Chester stood in front of his school and looked thoughtful. Suddenly, her turned to his mother and grinned. “Give me your hand,” he told her.

TURN THE PAGE
Chester took his mother’s hand in his own and unfolded her large, familiar fingers into a fan. Next, he leaned forward and kissed the center of her hand.

TURN THE PAGE
“Now you have a kissing hand, too,” he told her. And with a gentle “goodbye” and “I love you.” Chester turned and danced away.

“Audrey took a small moment and told it little by little stretching her moment across three pages.”
“Now I am going to tell my small moment story stretching it across three pages just like Audrey. Listen and watch closely as I do. First I make a movie in my mind about what happened. Then I touch the first page and say what I am going to write.”

(Touch page one):
“First, I came to school and saw my hamster was not in her cage.”

“Then I touch the second page and tell what happened next and what I am going to write.”

(Touch page two):
“Then I looked all around the room for her. I didn’t see her anywhere.” “Finally I touch the third page and tell what happened last.”

(Touch page three):
“Finally, I saw food on the floor by the cabinet. I found the hamster stuck in the cabinet.”

“Writers, close your eyes and make a movie in your mind of what I did to tell my story. Now turn and talk and tell your partner what you noticed I did to tell my story?”

“First, I made a movie in my mind. Then I touched each page and said what I would write on page one, page two and page three.”
Active Engagement (guided practice):
Writers, now we are going to practice retelling my small moment story across three pages by touching each page and telling what I am planning to write on each page.
(Pass out booklets)
“Touch the first page and tell out loud what I am planning to write first on this page.”
Pause and let students point and tell.
“Touch the second page and tell out loud what I am planning to write on this page.”
Pause and let students point and tell.
“Touch the third page and tell out loud what I am planning to write on the last page.”

Bridge to Independent Practice:
“Writers, if you are going to start a new story today, practice stretching out your story by touching each page and saying aloud your story before you start writing.”

Conferring:
Work with students individually on planning their own story or retelling a small moment in another story.

Closure:
“Writers, today I saw students planning their small moment stories by touching each page as they told what they were going to write on each page. I saw writers stretching their story across pages like Audrey did.”

Reflection:

Resources & References: (adapted from, acknowledgments)
Calkins, Lucy and Oxenhorn, Abby, Small Moments, pp. 29-37.
Penn, Audry, The Kissing Hand.
Portland Public Schools
### Standards:
- **W.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- **W.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

### Materials:
- Chart pad with a line down the middle – one half for drawing and the other half for sketching
- MARKERS, and PENCIL
- Booklets or other paper choice for students
- Large sticky notes (3 X 5) or index cards and pencils for each student
- Enlarged booklet to model sketching out story
- Teacher-created story or adapt example below

### Connection:
“Writers, yesterday after school I looked through your writing and I noticed pictures with lots of details and colors. I realized that you probably did not have enough time to write your words! I was so sad because I really wanted to READ your writing.”

### Teach (modeling):
“Today I’m going to show you how to SKETCH your illustrations instead of drawing your illustrations.”

“First, I am going to show you how I DRAW my bicycle. I’ll draw a yellow bike. Let’s see…it has black tires and red wheels. It has two gray pedals and a basket. My bike is outside so I’m drawing the grass and trees. I’m drawing so I can get down all the details”.

“Now I’ll sketch.” (Quickly draw a picture of your choice in PENCIL). “During writing workshop, we sketch so we have time to WRITE. You can sketch out your ideas QUICKLY, and then write your words. Afterward, when you finish your piece, you can to go back and add more details and color to your sketches.”

“Sketching helps a writer plan and tell the story. It also helps us get our ideas down on the paper quickly so we don’t forget what our story is about. Because we are writers during writing workshop, we sketch rather than draw.”

“Writers, I’m going to plan and then do my writing. Okay, I’ve got the movie in my mind.”

“On my first page (touch page 1 of a booklet or chart page) I’m going to write, ‘I was in my warm, cozy bed dreaming.’ On page two (touch page 2) I’m going to write, ‘I dreamt my cat, Bailey, was on top of me.’ On page three (touch page 3) I’m going to write, ‘I opened my eyes and lying on my stomach was…my cat, Bailey!’”

“Watch me as I draw myself lying in bed. I’m not drawing all of the patterns on my bed cover. I’m not adding details to my face. I’m not even adding hair on my head! When I’m finished with my writing I can go back and add those details.” (Quickly sketch on the next two pages.)

“Because I quickly made my sketches I have enough time to do my writing. I’m going back to page one and I am going to write the words to go with my sketch. “I will finish my writing later because I want you to do your writing.””
Active Engagement (guided practice):
(Pass out sticky notes or index cards and pencils.)

“Writers, I want you to think about my story today. Now on the post-it make a quick sketch of yourself on your bed dreaming like I did.” A sketch is quick and takes just a minute because you will add details after you write your words.”

“Show your partner your sketch. Thumbs up if you did a quick sketch.”

<table>
<thead>
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<td>“Today when you write, tell yourself what you are going to write and make a quick sketch before you write your words.”</td>
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<tr>
<th>Conferring:</th>
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<tbody>
<tr>
<td>Help students who are stuck drawing rather than sketching. Remind them that they will be able to go back to their sketches when they are done with their stories to add more details. Tell them how excited you are to read the words to their stories and you don’t want them to forget their words.</td>
</tr>
<tr>
<td>Continue to help students plan out and stretch stories across pages.</td>
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<tr>
<td>For those who are ready, encourage them to add more details, including dialogue, to their stories. You can also encourage them to add their feelings to their stories.</td>
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<tr>
<th>Closure:</th>
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<tr>
<td>Share 2-3 students’ sketches and show how much writing they were able to complete. OR Students share sketches with a partner and share one or two pages of writing.</td>
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<thead>
<tr>
<th>Reflection:</th>
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</thead>
</table>

**Resources & References: (adapted from, acknowledgments)**
Calkins, Lucy and Oxenhorn, Abby, *Small Moments* pg 47 – 51
Portland Public Schools
# Personal Narrative Unit 2 (8) Small Moment Checklist

## Minilesson

**Teaching Point:** Using a checklist to revise their work.

### Standards:

- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

### Materials:

- “Small Moment Checklist” (see resource section at end of this unit)
- Finished piece of writing (teacher’s piece from Lesson 3 or student sample)
- Student’s finished piece of writing

### Connection:

“We write to tell something to a reader. When we write about a small moment, we are sharing that small moment with a reader. As writers, we need to make sure the reader understands what we are writing about. Today we are going to use a tool, a checklist, to help us do that.”

### Teach (modeling):

**Introduce Checklist:** cover the lines and reveal as you explain each one

<table>
<thead>
<tr>
<th>When Writing A Small Moment Did you . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>√ Use “I”</td>
</tr>
<tr>
<td>√ Tell what happened</td>
</tr>
<tr>
<td>√ Tell the story in order</td>
</tr>
</tbody>
</table>

“When someone writes a small moment, it is about something that’s happened to them. So, every small moment must use the word “I.” “I did, I saw, I was, I went, I had.” (Reveal first line.)

“Small Moments are always about something that happened… “I what?” “I did, I saw, I went, I had.” (Reveal second line on chart.) Whenever writers tell a small moment, they tell it by saying what happened first, what happened next, what happened last. When we write a story by telling what happened first, what happened next, what happened last we call this writing in order.”

“Now, I’m going to use this Checklist to check my writing. First, I’ll read this small moment I wrote.”

(Read aloud.)

“Writers, ask yourselves, ‘Did (Mrs. Yarne) use “I” sentences in her writing?’ Can someone point out where I used “I”?

“Ask yourself, ‘Did (Mrs. Yarne) tell the reader what happened?’ Can someone point out or tell us, what happened?”

“Now, ask yourself, ‘Did (Mrs. Yarne) write her story in the order that it happened – first, second, third, and finally?’ Can someone tell me where this is in my writing?”

(Refer to the checklist and have students confirm each line.)

“Thumbs up if I did this.”

Readers, is my writing clear? Do you understand my small moment? By using this checklist, I am confirming—checking—that my writing is clear to myself and the reader.”

“I’m going to hang this checklist in the classroom so when you are writing your small moment, you can check your work.”
Active Engagement (guided practice):
“Now it’s your turn to check your work with your writing partner.” (Students select a finished piece and set up partners OR you could have students check their own writing instead of partner work.) “Before we begin checking our writing, I want to remind everyone that writers will revisit their work often. Today, if your writing does not include everything on this checklist, you will have the opportunity to add to it later.
Let’s begin by reading Partner 1’s story. Take a moment to read through Partner 1’s together.”
“Writers, find and discuss with your partner – ‘Did the writer use ‘I’? Thumbs up if you see the word, ‘I’.
“Now, find and discuss with your partner, ‘Does this piece tell what happened?’ Thumbs up if the author wrote about what happened.
“Finally, did your partner tell what happened in order - first, next and last? Thumbs up if your partner included what happened first, next and last – in that order”.
“Now that we’ve checked this piece of writing, Partners, please discuss what you’ve learned about this piece of writing and the checklist.”

Bridge to Independent Practice:
“When it is time to come back to the carpet for our sharing time, Partner 2, have a story ready because you and your partner will get to check your writing. And, writers, don’t forget to use this checklist when checking your own writing today and everyday.”

Conferring:
Assist students with using the checklist to check their writing.
For readers who may have difficulty reading their story and the checklist, match them with a partner to help them read.

Closure: Partners use the checklist to look at Partner 2’s writing. If there is enough time, invite a few students to read the sentence in your writing that uses “I.” Invite a few students to read their “what happened” sentence.
Invade a few students to read their sentences that tell what happened first, next and last.

Reflection:

Resources & References: (adapted from, acknowledgments):
Portland Public Schools
Small Moments Checklist
Personal Narrative Unit 2 (9) Planning Details

Minilesson Teaching Point: Planning details.

Standards:
W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Materials:
- Chart paper with list of recent class events—“Small Momen‘t Ideas” list.
- Lesson refers to previously read stories: The Kissing Hand by Audrey Penn, A Chair for My Mother by Vera B. Williams
- Whole-class shared experience
- A student to be your partner during the ‘Teach’ section of the lesson.

Connection:
Use previously read authors and/or student small moment stories.
“Writers, last night I was thinking about Chester in the Kissing Hand and how the author, Audrey Penn, really uses details to tell her story. Remember when she says, ‘he unfolded her large, familiar fingers?’ What details! Or, when Vera Williams tells us about how they ‘walked past red and yellow tulips.’ What details! Today, I want you to help me write a story with beautiful details. I want us to learn that, as writers, we plan our stories to make sure we use details.”

Teach (modeling):
Use a class shared experience and plan how you might write about the experience.
“Remember how we had the all-school fire drill last week? I want to write about it today because I was remembering how we walked out of our room, down the hall and then we went outside and it started to rain.”
“I am going to work with my partner to plan my story. Madison, will you be my partner?” Touch the first page. “First I am going to write, ‘We heard the fire alarm.’” Point to the next page. “Next, I will write, ‘We went outside.’” Point to the last page. “Finally, I will write, ‘We came inside.’”
“I wrote my small moment story, but I am wondering, ‘Did I add enough details to clearly show what happened during the fire drill?’ Let me retell it again. ‘We heard the fire alarm. We went outside. We came inside.’ I feel like I am missing something. I said what happened, but I didn’t give you, the readers, details to help you make a picture in your mind.”
“Madison, thank you for being my partner. Now I need ALL of you to be my partners, my editors.”

Active Engagement (guided practice):
“Writers, since we were all at the fire drill last week and shared a small moment experience, let’s share with a partner details I can include to make my story better. Turn and talk to your partner and tell what other details you remember.” Students turn and talk.
“As you were sharing, I heard some really important details I can use in my story. Would anyone like to share a detail I can add?” Possible student comments:
“You could say it was freezing outside and we didn’t have our coats.” “You could add that it started to rain and we got wet.”
“Thank you, writers, for giving me important details that I can include in my story. Now it will be easier for my readers to make a clear picture in their minds of what is happening in my story. Let me try to plan my story using some of those details.”
Madison, please be my partner again.”
(Touch the first page.) “First I am going to write, ‘We heard the fire alarm ring loudly.’” (Touch the next page.) “Next I will write, ‘We pushed the door open and it was freezing cold outside. We walked quickly, rubbing our arms to keep warm.’” (Touch the last page.) “Last, I will write, ‘It started to rain, but we did not have our coats so we began to get wet. Finally, the bell rang and we hurried back to the warmth of our classroom.’ Doesn’t that sound better than before?”

Bridge to Independent Practice:
“Writers before we write today let’s remember all the things we have discussed in our Small Moments study.” Refer to chart.

<table>
<thead>
<tr>
<th>Small Moments</th>
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</thead>
<tbody>
<tr>
<td>Writers think about a small moment that happened to them.</td>
</tr>
<tr>
<td>They make a movie in their mind.</td>
</tr>
<tr>
<td>They make sketches of their small moment.</td>
</tr>
<tr>
<td>They write words.</td>
</tr>
</tbody>
</table>

ADD to the chart (or reveal the next line): They use details.
“Today tell your partner your story with details. Plan together how your story will go. You can sketch and write across the pages. Thumbs up if you are ready to start!”

Conferring:
Work with students to plan their story with details across the pages. Use the “Small Moments” chart as a reference with assisting students. Take them through the steps as necessary. Remind students about how to use class resources to get their ideas on paper (wall charts, sound cards, etc.).

Closure:
Share student work that uses details to tell the small moment story. Focus on how the details help you as the reader understand the story and make a picture in your mind.

Reflection:

Resources & References: (adapted from, acknowledgments):
Portland Public Schools
Penn, Audrey, The Kissing Hand
Williams, Vera, A Chair for My Mother
Calkins, Lucy and Oxenhorn, Abby, Small Moments, pp. 55 – 62.
### Personal Narrative Unit 2 (10) Inside vs. Outside Story—1

**Minilesson Teaching Point:** Adding feelings and thoughts to our stories.

**Standards:**
- W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

**Materials:**
- A small moment that shows what happened and the narrator’s response – can be a sample from a student in your class, a teacher-made example, OR use provided example and adapt as desired
- Whole-class experience or adapt example from “Active Engagement” section
- Highlighters in 2 different colors (for teacher use)
- Booklets or other paper choice for students

**Connection:**
“Writers, we’ve been taking small moments from our lives and stretching them across pages. We’ve learned to do that just like Vera does in *A Chair for my Mother*. Today, I want to teach you about another strategy that you can use to stretch your small moment out even longer.” [Stretch out arms like a rubber band.] “I want to show you how you can write about what happened in your small moment (motion and make fist with one hand) – the outside story, and then how you can write your thoughts and feelings about what happened – the inside story (gesture and make fist with the other hand to show that they are two separate “stories”).

**Teach (modeling):**
“I’m going to read you a piece that one of my students wrote last year. Listen closely to how Ronnie writes about what happened—the outside story—and then how he writes about his feelings about what happened—the inside story.”

*This morning I gave Ms. Schmidt my necklace to hold. She put it on her neck. When it was time to go home, she tried to take it off. It got stuck, but I pulled it off.* I felt proud!

**ELD:** Use a sketch to illustrate the idea of “outside” and “inside.” In the “outside” portion draw action and label with words. In the “inside” portion draw faces to represent feelings. You may want to create a feeling word bank.

**Active Engagement (guided practice):**
“Writers, talk with your partner about Ronnie’s story. Tell your partner the outside story—what happened. Then tell the inside story—how Ronnie was feeling.”

Listen to students talk and help them identify the outside and inside stories. Reiterate what they said and highlight this on Ronnie’s story.

“I heard you say that the outside story—what happened—was this part… [Highlight in one color and reread: “This morning I gave Ms. Schmidt my necklace to hold. She put it on her neck. When it was time to go home, she tried to take it off. It got stuck, but I pulled it off.”]

“I also heard you say that the inside story—what he was thinking and feeling—was this part… [Highlight in the other color, “I felt proud!”]
“Remember when we had a fire drill and we went outside and it was raining?” Gesture with one hand and say, “Retell
with your partner the outside story - how we heard the fire alarm ring, we lined up quickly in two rows, walked down
the hall and then outside. And how we pushed the door open and it was freezing cold outside. We walked quickly
rubbing our arms to keep warm. It started to rain, but we did not have our coats so we began to get wet. And, finally,
when the bell rang we hurried back to our classroom.”

Gesture with the other hand and say, “Now talk with your writing partner about –the inside story. How did you feel
when it started to rain? What were you thinking?
What were you wondering?”

Listen to students talk and aid them as needed. Then share with the whole group a couple of examples you
overheard or 1-2 students could share their own examples.

Bridge to Independent Practice:
“Today, when you’re working on your small moment, if you write both the outside story—what happened—and
you also tell the inside story—how you felt or what you thought, please let me know.”

Conferring:
Prompt students to write about their feelings or thoughts about what happened in their story.

For the beginning learner, you may want to prompt the student to show expressions in the illustrations.

For the advanced learner, you may want to prompt the student to inject the inside story in more than one place in the
story. Students could add more details, including dialogue (i.e., I wondered, “Will I ever get to go to Disneyland?”),
to their inside story.

Closure:
Share writing from 1-3 students who used, or attempted to use, the inside story in their writing; OR if a student is
struggling with putting in thoughts or feelings, the class could brainstorm possible feelings/thoughts to put into
her/his piece.

Reflection:

Resources & References: (adapted from, acknowledgments)
Portland Public Schools
This morning I gave Ms. Xxxx my necklace to hold. She put it on her neck.

When it was time to go home, she tried to take it off. It got stuck, but I pulled it off. I felt proud!
Minilesson Teaching Point: Practice adding feelings and thoughts to stories.

Standards:
W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Materials:
- A small moment that shows what happened and space to add “the inside story”
- Whole-class experience or adapt example from “Active Engagement” section
- The Inside Story chart
- Sticky notes
- Booklets or other paper choice for students

Connection:
“Writers, yesterday we learned a new strategy for stretching out our small moments even more. We learned you can write about what happened (use hand motion with one hand) – the outside story, and then how you can write your thoughts and feelings about what happened – the inside story (gesture with the other hand to show that they are two separate “stories”).

Teach (modeling):
“I noticed that some people had a hard time getting started yesterday writing their thoughts and feelings – the inside story - in their small moment stories (gesture with one hand). So, I made a chart to help us with the inside story.”

Reveal chart and read with the children

```
The Inside Story
I felt
I thought
I wished
I wondered
I remembered
```

“Listen to my small moment story. Listen to what happened (motion and make fist with one hand) – the outside story — and then watch how I use the chart to help me tell my inside story — what I thought and felt about what happened” (gesture with the other hand to show that they are two separate “stories”).

This morning my cat woke me up at 5:00 am!
I opened my eyes and yawned. [Act out story.]

Think out loud and reread chart. “Gosh, what was I thinking when my cat woke me up? How was I feeling? I know! I wished I could sleep forever!” [Point to “I wished…”]

This morning my cat woke me up at 5:00 am! I opened my eyes and yawned.

Quickly add to the end of the story: I wished I could sleep forever!

ELD: Use sketches on “The Inside Story” to illustrate the meaning of the words.

Active Engagement (guided practice):

“Writers, remember when we were going to go outside for an extra recess and it was raining? I started writing the small moment here, I wrote “the outside story.” But, I need your help with adding the inside story—what were you thinking or feeling when you saw that it was raining?”

We got on our coats and lined up. We walked down the hall and opened the door. It was raining.

“Talk with your writing partner about –the inside story. How did you feel when you saw it was raining? What were you thinking? What were you wondering?” [Gesture again with one hand.]

Listen to students talk and aid them with using The Inside Story prompts.

“I heard lots of wonderful inside stories—what you were thinking and feeling. Who has an inside story—a thought or feeling—that we could add to our story?”

Teacher adds one student’s suggestion to the class story:

“I wished it would stop raining.” “I felt sad.” “I thought, ‘Will we get to play?’”

Gesturing with one hand, say, “Now that we’ve added the inside story, I’m going to reread our small moment.”

Bridge to Independent Practice:

“Today, if you write the inside story, get one of these sticky notes, write your name on it and post it on our Inside Story chart.”

Conferring:

Prompt students to write about their feelings or thoughts about what happened in their story.

For the beginning learner, the teacher may prompt the student to show expressions in illustrations.

For the advanced learner, the teacher may prompt the student to inject the inside story in more than one place in their story. Students could add more details, including dialogue (i.e., I wondered, ‘Will I ever get to go to Disneyland’), to their inside story.

Closure:

“Wow! Look at how many of you added the inside story to your small moments! You not only told the outside story—what happened—but you also told your thoughts and feelings. [Refer to the sticky notes on “The Inside Story” chart.]

Share 1-3 students’ writing who used the inside story in their writing; OR if a student is struggling with putting in thoughts or feelings, the class could brainstorm possible feelings/thoughts the student could put in her/his piece.

Reflection:

Resources & References: (adapted from, acknowledgments)
Portland Public Schools
Calkins, Lucy and Oxenhorn, Abby, Small Moments, pp. 93 – 99.
The Inside Story

I felt...
I thought ...
I wished...
I wondered...
I remembered...
<table>
<thead>
<tr>
<th>Minilesson Teaching Point: Telling a story across your fingers.</th>
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</table>

### Standards:

- **W.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- **W.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

### Materials:

- A simple small moment story to tell across your fingers or use example below
- Previous whole-class experience

### Connection:

“As writers we find stories in the everyday happenings and keep these stories in our minds to write later. As a writer I see stories happening all day long.”

Give an example of a time when you thought, “Hey, I could write about that!”

“Yesterday Max was passing out the papers during Math and accidentally dropped the papers. They went floating down to the ground like a feather, but one paper flew further than the rest and landed in the sink.”

“Today I am going to show you a way writers ‘catch story ideas.’ When you realize something happens that could make a story, you catch the idea like this (act like you are catching the story and putting it in your pocket). Writers do that. We find stories everywhere in our lives and hold onto them (act out catching and holding the story again) until we can write them down.”

### Teach (modeling):

“Later we can reach our hand into our pocket and pull out a story. And you have a story-helper, too, because you pull your story out like this. (Reach into pocket and pull out hand in a fist.) Watch how I tell a story across my fingers.”

Prepare a story to tell across your fingers.

Raise your thumb. “I went to the cafeteria to get my lunch.” Raise your second finger. “When I stood in line to get my tray, I could smell the pizza.” Raise your third finger. “I chose hot, cheesy pizza and cold chocolate milk.” Raise your fourth finger. “I was excited because we got a cookie treat.” Raise your pinky finger. “I walked to my seat and sat down and ate my delicious lunch. Did you see how I told one part of my story on each finger?”

### ELD:

Use picture cards or sketches to illustrate the meaning of teacher story. Provide word banks from previous lessons for students to use when writing independently.

### Active Engagement (guided practice):

“Now let’s catch a small moment from our class. When we had the fire drill, that was a small moment where a lot happened. Let’s tell the story together across our fingers.” Thumbs up. “First, The fire alarm rang loudly while we were reading.” Second finger up. “Then, We lined up quickly and walked down the hall quietly.” Third finger up. “What happened next?” (Students can answer). “We went outside in the freezing cold and rubbed our arms to keep warm.” Fourth finger up. “We are getting to the end of the story. It started to rain. Big raindrops fell on our heads.” Pinky finger up. “Time to close up the story. The bell rang and we came inside our toasty warm classroom. We were thrilled to be out of the freezing rain!”

“Now I want you to catch a small moment from your minds in one of your hands. Think about what you are writing about.” (Give think time.) “Now close your hand and turn to your partner; try to tell your moment using your fingers. Remember when you have one or two fingers left, this is a sign that you should be finishing your story.”

Writing Partners turn and talk and tell their stories across their fingers.
**Bridge to Independent Practice:**

“Now you have practiced telling your small moment story; you are ready to write it. Today, if you are writing a new story, I want you to practice telling your story across your fingers to see if this helps your story have a beginning, middle and end.”

<table>
<thead>
<tr>
<th>Conferring:</th>
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</thead>
<tbody>
<tr>
<td>Meet with students and have them practice telling their story across their fingers or across the pages of a booklet. Check in with students to see if they are labeling pictures to help their sentence writing. Help students who are ready to turn their labels into sentences. For students who are ready, help them tell their stories across their fingers using transition words (e.g., first, then, next, finally). You can add these transition words to these students’ portable word walls.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Closure:</th>
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</thead>
<tbody>
<tr>
<td>Pick authors to share their stories that have a beginning, middle, end and/or details in their stories; OR have a student model telling his/her story across his/her fingers.</td>
</tr>
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<thead>
<tr>
<th>Reflection:</th>
</tr>
</thead>
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<table>
<thead>
<tr>
<th>Resources &amp; References: (adapted from, acknowledgments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portland Public Schools</td>
</tr>
</tbody>
</table>
Minilesson Teaching Point: create a list of temporal words for the Transition Word Chart (Tell-A-Story Words).

[NOTE: This lesson will be more effective and efficient if you pre-teach/discuss temporal words in the story(ies) during read aloud.]

<table>
<thead>
<tr>
<th>Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</td>
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<table>
<thead>
<tr>
<th>Materials:</th>
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<tbody>
<tr>
<td>• A story that contains temporal words such as, The Three Little Pigs by James Marshall (or another title of your choice)</td>
</tr>
<tr>
<td>• Chart paper and markers</td>
</tr>
<tr>
<td>• Tell-A-Story Words <a href="http://kidwriting.com/TellaStory.html">http://kidwriting.com/TellaStory.html</a>; Eileen Feldgus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Connection:</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Writers, when we use <strong>transition or temporal words</strong>, words that help us go from one step to the next. For example, we use words like ‘first,’ ‘second,’ ‘third,’ ‘next,’ and ‘finally’ when we write instructions.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teach (modeling):</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Today I want to teach you that, when we write our small moment stories, we also use temporal words. When we write our small moment, we sometimes call these temporal words <strong>Tell-a-Story words</strong>.”</td>
</tr>
<tr>
<td>“We will revisit [insert title of text you have read]. As I read, I want you to listen for the words the author uses that take us from one event to the next. Listen for words or phrases that help us connect ideas and events, the temporal (Tell-a-Story) words. I will model the first couple of pages for you.”</td>
</tr>
</tbody>
</table>

Read the first couple of pages of the story.
Very soon a lean and hungry wolf happened by. (page 6)

“I heard the author use the words ‘Very soon.’” Add the words on the Temporal (Tell-a-Story) word chart.

Continue reading until you reach page 11:

No sooner had the little pig settled into his pretty house and the wolf happened by.

“I heard the author use the word ‘No sooner.’” Add the words on the Temporal (Tell-a-Story) word chart.

Continue using the following sentences:

- Pg. 15, “Now the third little pig...”
- Pg. 16, “So he bought the bricks...”
- Pg. 21, “The next morning... When the wolf arrived...”
- Pg. 24, “The next day...”
- Pg. 25, “At one in the afternoon...”
- Pg. 27, “That evening...” Add these words to the chart.

**Active Engagement (guided practice):** Refer to the chart.

Using words that are on the Temporal (Tell-a-Story) word chart, invite students to think of a sentence that begins with one of the words or phrases. For example: ‘Finish the sentence, ‘One afternoon....’, or ‘After a while....,’ or ‘Suddenly...’

“Think of a small moment you would like to write about today. Use your fingers to tell the story to your partner. Make sure you start your story with a tell-a-story word.”

Do a pop-up share after partners have had an opportunity to share with each other.

**Bridge to Independent Practice:**

“Writers, today as you are writing, whenever you use a temporal (Tell-a-Story) word, put your name on a sticky note and stick it on the word you use. Also, when you are reading, if you discover a Tell-a-Story word that is not on the chart, please give it to me so I can add it.”

**Conferring:**

Prompt students to reread their writing and see where they might be able to add a Tell-a-Story word. If needed, walk them to the chart and help them identify an appropriate temporal word. Encourage them to post their name by the word(s) used.

**Closure:**

At the end of writing workshop, invite students to read and share the sentences where they used a Tell-a-Story word.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

http://kidwriting.com/TellaStory.html; Eileen Feldgus.
Minilesson Teaching Point:  Revise by using temporal (Tell-a-Story) words.

[NOTE: Depending on your students, you may want to divide this lesson into two sessions.]

Standards:
W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Materials:
• Teacher-created sample with lots of ‘then’ or ‘and then’ words, (or use teacher example following this lesson)
• Student writing sample that contains many ‘and then’s – individual copies for partners and an enlarged copy to share with the class (make one up, use a student sample from your class, or use the student example following this lesson)
• Highlighter(s)
• Revision strips
• Editing and revision pens for the Active Engagement
• Tell-A-Story Words on Word Wall/Chart

Connection:
"Yesterday we learned about temporal (Tell-a-Story words) – transition words – that take us from one event to another event in our story. I noticed that a lot of you are already using some Tell-a-Story words, which is great. I have noticed a little problem. A lot of you really like to use the word ‘then.’ ‘I went to the zoo. I saw a monkey scream and then I screamed too, and then, and then, and then...’"

Teach (modeling):
"Today, writers, I want to show you how we can use our Tell-a-Story words to help us revise our writing, to make our good writing even better, to make it more interesting for our readers to read."

"It’s okay to use the word ‘then’ in our writing, but we don’t want to use it all the time, especially when we have all of these other wonderful words we can use."

"The other day I wrote about my cat, Sadie. As I was rereading my story, I realized I could make it more interesting if I used some Tell-A-Story words because I noticed that I kept using ‘and then.’ Watch me as I use our chart to help me revise my story."

First, read the teacher sample aloud. Then go back and highlight the ‘then’ and/or ‘and then’ words in the story. Model your thinking aloud as you highlight. Afterward, use an editing and revision pen (and a revision strip, if needed) to replace the overused words with Tell-a-Story words. Again, model your thinking aloud.

Active Engagement (guided practice):
"Writers, a former student of mine was writing a story about his first day of school and he asked me for some help. He used the word ‘then’ a lot. You all know other words he could use instead, so I thought you could be teachers and help him, too! I’m going to read his story, and then you and your partner will get a copy of it and, using your editing and revision pens, you get to revise it by changing some of his ‘then’ words into Tell-a-Story words. When you’re done, I’ll give your suggestions—your ideas—to him."

Show an enlarged version of the story and read it to the children. Then hand out copies of the provided example, or use an example from one of your students. (If you do use a sample from a current student, discuss it with the student beforehand.) Work with partners to find transition words that fit the story.

This lesson has gone on quite long at this point, so as partners finish up revising the piece, you can send them off to do their own writing. Or, you can reconvene the group and take their suggestions for changing the ‘then’ words to Tell-a-Story words.
**Bridge to Independent Practice:**

“Today, as you do your writing, you may want to revisit one of your previously written pieces and add appropriate Tell-A-Story words to make your writing more interesting. Whenever you use a Tell-a-Story word, put your name on a sticky note and stick it on the (Tell-A-Story poster) word you use.”

**Conferring:**

Prompt students to reread their writing and see where they might be able to add a Tell-a-Story word. If needed, walk them to the chart and help them identify an appropriate transition word. Encourage them to post their name by the word(s) used.

**Closure:**

Give students an opportunity to share how they revised their writing using the Tell-a-Story words. As a class, revisit the poster and note all the sticky notes/names where students used one of the Tell-a-Story words.

**Reflection:**

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**Resources & References: (adapted from, acknowledgments)**

Portland Public Schools

http://kidwriting.com/TellaStory.html; Eileen Feldgus.

Bedtime for Sadie

It was late. Sadie needed to go to bed, but she wouldn’t come in the house.

I called, “Sadie! Sadie!” She looked at me and then ran away. Then I ran after her. Then she ran farther away.

Then I had an idea. “This is a job for turkey!” I said to myself. Then I went to the kitchen, got some turkey from the fridge, stood in the front doorway and dangled the turkey from my fingers.

Then Sadie came running up and into the house. She gobbled up the turkey.

I smiled. “I tricked her again,” I thought to myself.
On The First Day of School

I said hello to Ms. Jones. Then I found my spot. Then ate my breakfast. Then I went to the carpet. We did the morning message and then we did calendar. Then we did shared reading and we made words on the dry erase boards with Expo markers. Then we went to lunch.
**Minilesson Teaching Point:** Writing story endings that ‘stay in the moment.’

**Standards:**

W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**Materials:**
- Chart paper
- Chart markers
- Story written up on chart or for Elmo based on whole-class experience
- Additional story based on whole-class experience with intentional “bad” ending (this could be the story from a previous lesson)

**Connection:**

“Writers, I love your small moments stories. You are s-t-r-e-t-c-h-i-n-g them across pages, telling the parts bit by bit. You are telling the outside story – what happened – AND the inside story – how you were feeling and what you were thinking. I’ve been reading these great stories and then, when I get to the end I say, ‘What happened?’ Your stories sound like this: We went to the park. We played soccer. I scored two goals.” (Change your intonation to sound boring): “Then we went home.

“Today, we’ll learn how to write endings that go with your wonderful stories—story endings that ‘stay in the moment.’”

**Teach (modeling):**

“Usually, you have these wonderful stories about going to Chuck E. Cheese, or playing at recess, and then you end it with, ‘Then we went home,’ or ‘Then we went to lunch,’ or ‘The End.’ When you do this, your stories jump away from your small moment.

“Endings are so important that we want to keep them ‘close-in to the moment.’ We know you are going to go home or go to lunch, so you don’t need to write that in your small moment.

“Let’s think. Here is the start of my small moment: (NOTE: Teachers can substitute their own example.)

On Friday afternoon it was our Harvest Parade. After “Snow White” read us a spooky story, we lined up at the door. Then, we slowly followed Mrs. W’s class down the hallway and out the door to the playground. We walked around the playground.

(When you read the last part make it sound boring): Then we went back to the classroom.

“Gosh, we all know we went back inside! I’m going to cross that part out. I want to stay in the moment. Let me think…one way to end my story is to think back to the very next thing that happened. Oh, that’s right, we walked around the playground one more time. That could be an ending: ‘Then we walked around the playground one more time.’

“Another way to end the story and ‘stay in the moment’ is to say what you thought or felt – the inside story – during that moment. I’m going to go back and make a movie in my mind – again – to help me think about our feelings or thoughts. I remember someone wondering, ‘Will we get to do this again?’ So, that could be an ending, ‘We wondered, Will we get to do this again?’”

“So, one way to ‘stay in the moment’ is to tell the very next thing that happened. Or, you can tell what you thought or felt in the moment—tell the inside story like we’ve been talking about the last couple of days.”
Active Engagement (guided practice):
“Writers, I’ve been working on another story about the fire drill and how it was raining. Will you listen closely with your partner to see if you can help me with my ending?”
Read your writing and emphasize how the ending doesn’t “stay in the moment.”

Suddenly, the fire alarm rang. We quickly lined up and walked outside. We stood on the grass in one long line. It was raining really hard. Then we went back inside.

“Could you talk with your writing partner about how to make my ending better?”

Listen to students’ ideas for story endings and cross out “Then we went back inside.” Then, call on one student who had a strong ending to share with the class. Add this ending that ‘stays in the moment’ and reread the story to the class.

Possible endings, which could also be repeats from the first “Outside vs. Inside Story” lesson:

I wondered, “How long will we have to stay outside?” We felt really cold and wet.
We shivered and shivered and shivered. Our clothes and hair got really wet.

[NOTE: It is okay to “FEED” students story endings. When it is time to share, pretend the students came up with the ideas themselves.]

Bridge to Independent Practice:
“So, when you write and it is time to end your story, ask yourself, ‘How can I write a good ending? Let’s say we cannot end our stories with, ‘…and then I went home’ or, ‘The end.’”

[TIP: It is always helpful to exaggerate when you’re trying to get your point across – sound boring!]

Conferring:
Guide those students that are ready to put an ending to their small moments and help them to “stay in the moment.” Continue to help students add the inside story where appropriate in their stories. Aid the beginners with developing a small moment, perhaps through sketches.

Closure:
Teacher shares 1-3 students’ preselected examples of “close-in” story endings; OR the class can brainstorm story endings for a student who is having difficulties.

Reflection:

Resources & References: (adapted from, acknowledgments)
Portland Public Schools
Minilesson Teaching Point: Attempting to revise and edit utilizing a checklist.

Standard(s):
W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Materials:
- Chart paper
- Chart markers
- Enlarged “Small Moments Checklist” (sample following this lesson)
- Individual copies of “Small Moments Checklist” (sample at end of this unit)
- Story written up on chart (or for the document camera) based on whole-class experience (see teacher sample following this lesson)
- Copies of an additional “small moment” example for each set of partners (or use provided example)
- Students’ small moment piece that they want to “publish”
- Markers or special editing and revision pens
- Construction paper for book covers (optional)

Connection:
“Writers, we’ve been learning a lot of new writing strategies to make our small moments stories really exciting. You are s-t-r-e-t-c-h-i-n-g these stories across pages, telling the parts bit by bit. You are telling the outside story – what happened – AND the inside story – how you were feeling and what you were thinking. You are writing “close-in” story endings.”

“Today is a really important day. Today you will choose a small moment story that you want to publish. We are going to have a publishing celebration. When you get ready to publish your writing, it is like people “fixing and fancying” themselves up for a birthday or a wedding. When we “fix up” and “fancy up” for a birthday, a lot of times our mom or dad or sister helps us. When we fix up our writing, a lot of times we have a writing partner help us”.
Teach (modeling):
“Writers, like Vera B. Williams, all have partners that help them with their writing and in the grown-up world these people are called editors. The editor’s job is to go through our piece and help us “fix up and fancy up” our piece. When we do ‘fixing and fancying up’ we often use a special pen to help us make changes to our writing. This pen is our special editing and revision pen. We only use this when we make changes to our writing. Watch how I use it.”

Show enlarged checklist and read it to students.

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<td>Do my words look right?</td>
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Ask a student to be your editor. “Will you listen to see if this piece makes sense?”

Yesterday we tasted apples
we tasted 4 types of apples
thasyummy.

“Does my story make sense?”
The student should point out the missing word – “thawere (tasted) yummy.” Refer to the second question on the chart and ask, “‘Can I fix my story?’ Oh, I can! I can add the word ‘were’ to my piece. Add the word using the special editing and revision pen.

“Another important job an editor does is help the writer think about what else could be added. As I reread my story, think about what else we could add.

Yesterday we tasted apples
we tasted 4 types of apples
thawerewereyummy.

“Talk with your writing partner about what I could add.” “You could say we tried Granny Smith apples.” “You could say they tasted sour.”

“Thanks for such great ideas! I’m going to add a ‘D’ here so I know to add those details right here in my story.”

“Editors have a lot of different jobs. They help you make sure your piece makes sense, they help you add details, and they help you with your spelling. Read our apples story and ask yourselves, ‘Do my words look right?’ Check to see if my words look like they are spelled correctly.”

Students discuss spelling words. You make changes on the story and reread.
Active Engagement (guided practice):

“Editors, I have another piece that I’d like you to help me with.

Last night mi cat slept wif me. She snored. It funny.

“I am going to give you and your partner a copy of my story, a checklist, and a special editing and revision pen. You are going to be editors and help me fix up my small moment. Refer to the chart and say, “Think about the job an editor does, and you and your partner need to ask yourselves, ‘Does the story make sense? Can we fix the story? Can we add details to the piece? Do the words look right?’”

“If you find spelling mistakes, fix them with your marker. If you find a place where I can add more details put a ‘D’ there like I did. If my story doesn’t make sense, let me know why and think about how I can fix it.”

Bridge to Independent Practice:

“Writers, it is time for you to choose the small moment piece you want to publish. You and your partner will need to decide whose piece you will edit – fix up – first. You’ll work together to fix that piece. When you’re done, you will fix up the other person’s piece. Use our chart to help you.”

Conferring:

Help emergent writers choose a piece to “publish” and use the checklist and give them whatever language they might need for their piece to make sense.

Help students use the checklist as a resource. Model rereading a student’s story and then have them reread their story, pointing to each word as they read to check for missing words or to see if the story makes sense.

Model being an editor for partners.

With advanced learners, you might focus on more advanced use of punctuation, encourage them to add even more details.

[TIP: “READ” YOUR STUDENTS – THEIR PIECES DO NOT NEED TO BE PERFECT. MAYBE JUST HAVE THEM FIX ONE OR TWO THINGS IN THEIR PIECE.]

Closure:

Tell students that, not only do writers fix up their writing, they “fancy it up” too.

“Before our celebration, you are going to want to “fancy up” your writing too. You may want to add colors to your front page (cover) or add colors to your pages. Decide how you want to “fancy up” your piece. You’ll have a few minutes to do that right now”.

Give students a few minutes to do this.

[TIP: Have available an example that another student already fancied up or show them one of your examples. You can also make this section into an additional lesson.]

Reflection:

Resources & References: (adapted from, acknowledgments)


Portland Public Schools
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Teacher Sample for lesson

Yesterday we tasted apples we tasted 4 types of apples that yummy.

Partner Writing Sample for Lesson

Last night mi cat slept wif me. She snored.

It funny.
**Personal Narrative Unit 2 (17) Celebrating Small Moments**

Mini Lesson Teaching Point: Share small moments writing with peers.

Standard(s):
W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Materials:
- Students’ small moment pieces for publishing celebration
- Put students into pairs within the class (optional)
- Sticky notes
- Partner with older reading buddies (optional)
- Sharing protocols (e.g., giving compliments, listening closely)

Connection:
“Writers, today is a really important day. It is our publishing celebration! You are now all authors like Vera Williams, *A Chair for My Mother*.

Teach (modeling):
“When authors publish their writing, they celebrate it by sharing it with others. Today we are going to celebrate our writing with…”

Taking time to celebrate the children’s work is very important. It helps give students purpose for their writing and it’s an opportunity for self-expression. Writing celebrations do not have to be grandiose.

Explain to students what they are going to be doing. You can actually practice the celebration the day prior during the “closure/sharing” part of writing workshop.

Otherwise, show them at this point how you reread your story quietly to yourself, pointing to each word, and then select a page you will share with the whole group and post that page with a sticky note.

You may want to review partner sharing, particularly giving compliments.

Active Engagement (guided practice):
There are many options for simple writing celebrations:

- Students can use a sticky note to mark one page of their story that they want to share with the whole group. Class sits in a circle and shares one at a time or students come up and share their chosen pages on the document camera.
- Students are paired with a friend or with their writing partner and go to a special place in the room to read their writing.
- Students are paired with their upper grade reading buddies. AFTER SHARING, the class could enjoy a snack together.
Bridge to Independent Practice:

“Writers, congratulations! You can all feel very proud of your small moment stories! As you go off and read to your partner, use a strong voice. And, partners, listen closely and remember to give your partner a compliment about the writing. Tell one thing you liked about the story.”

Conferring:
Help small groups/partners share their writing by modeling giving compliments, asking questions, and demonstrating listening closely.

Some groups/partnerships will finish early. You can have them reread their stories and/or partner read a book of their choice until the rest of the group is finished. Then, reconvene the whole group.

Closure:

Reflection:

Resources & References: (adapted from, acknowledgments):
Calkins, Lucy. *Units of Primary Study*.
Portland Public Schools
Personal Narratives include:

- Characters
- Setting
- Events

In a personal narrative, you are one of the characters.
Keep your ending in the small moment.

1. Tell the last event.
2. Tell how you felt.
3. Tell what you learned.
Keep your **ending** in the small moment.

1. Tell the last event.
2. Tell how you felt.
3. Tell what you learned.

Examples:

“*We sure did get a soaking, Mamma, I say, and we head home purely soothed, fresh as dew, turning toward the first sweet rays of the sun.*

*Come On, Rain!* by Karen Hesse

*From that time on, I never feared the voice of thunder again.*

*Thunder Cake* by Paricia Polacco

“I love my mommy!” said Bill.

*Owl Babies* by Martin Waddell

“But I couldn’t even lie down until I climbed up and put mine right into our big jar on the shelf near our chair.

*Music, Music for Everyone* by Vera B. Williams
When Writing A

**SMALL MOMENT**

*Did you...*

- Use “I”
- Tell what happened
- Tell the story in order
I used periods. .

We walked slowly.

I used question marks. ?

Are you happy?

I used exclamation marks. !

I jumped up and down!

I used quotation marks. “ ”

“Yippee!” we yelled.
Capital Letters

I used capital letters at the beginning of my sentences.  
*We skipped to the store.*

I capitalized the pronoun “I.”  
*My sister and I jumped up and down.*

I capitalized people’s names.  
*Lily and Zoë giggled and giggled.*
I checked my spelling.

I used the word wall to check my word wall words.

I stretched out my words to check my spelling.
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## End of Unit Checklist: Personal Narrative

**Marking Key:**
- **X** = Independently
- **/** = With Support
- **—** = Not Yet

**Demonstrating**

**STUDENTS**

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