

Write Mini Lesson #2 here:

Common Core Standard: 4.W.3 Write narratives (e.g., story, poetry, drama) to develop accurate and imagined experiences or events using effective technique, descriptive details, and clear event sequences.
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

Materials:

- Writing Strategies Book, pg. 194, Draw Out (Don't Summarize) to Build Suspense.
- Anchor chart that is very similar to the one on page 194.
- Telephone tool

Introduction:

- **Objective:** I can use details to add suspense to my writing.
- We have been working on narrative writings.
- Today, we will be working on adding details to your stories that will add suspense or delay the resolution. Let's say the I can statement. This is what we will be working on today.

Modeling/Teach:

"I DO"

- The first thing I am going to do is look through my writing. I will find a spot where my characters have solved a problem or get what they want.
- I need to ask myself, where was the problem resolved? And what detail from the anchor chart could I use to add detail?
 - I would look through my writing, underlining areas that I could add more detail. While I am underlining these areas in my narrative story, I would consider adding more details. I would be saying my ideas aloud and then writing the concept next to the area I underlined. I would use the anchor chart from the book that lists ideas on how I can detail my story.
 - I would be using the anchor chart and ensuring the class understands they have options and don't always have to use the same one. I would also make sure they know that they can add details to multiple different writing areas. But for my example, I would use one area.
- In this area of my writing, I notice that the sisters are very mean to Ella, and they find out about the big game. In this area, I could add "dialogue" to make the prize a bigger deal. I could also add "tiny details" to the area in my story when Ella's godmother appears. "Tiny details" would add a lot and make the godmother seem like she knows Ella very well. I could also add "internal thoughts" to the area where Ella is playing the Sinister game. "Internal thoughts" would add suspense as to whether she will win the game or not.
- I think I have found some significant areas where I could add more detail to my story. Since I have found a few places, I will stop and move on to the next step.
- Now that I have a few areas in my writing that I want to detail, I will reread them. I am making sure that it will be a place that I can add detail to.
 - At this time, I would reread the areas I chose and figure out if this area would work to add detail. Or if I want to add detail to this area.
- After rereading these areas, I think they all will be great places to add detail. What ideas can I add to this part in my writing that will add suspense?
- I will think of ideas and write them on a separate piece of paper.

- I will use my Cinderella story for this example, although it may be different later in the semester.
- When Ella is fighting with her sisters, I said I would add dialogue. What could I have the sister say?
- Oh, I know I could have them say something that would get Ella in trouble with her stepmom. Or I could have the stepsisters fight over what Ella had just opened in the mail.
- I think these are some great ideas. Now that I have some ideas to add to my story, I will do the next step in my writing.
 - When I teach the lesson, I will choose one area that I would edit for the class. If I needed to help a smaller group or one person, I would have a different area to add to when explaining.
- I am going to use my telephone to help me tell the story. I will choose my favorite idea that I came up with when Ella opened the mail and found out about the games.
 - At this time, I would use my telephone tool. To help me tell the story to myself. Each student would have one. They can read aloud, but it won't be too loud, so the rest of the class can still work.
- My favorite idea is to have the stepsisters fight over what Ella had just opened. Now I am going to think of what they could say that would help draw out my story. Right before the sisters read the letter out loud, I will have Ella's stepsister Ana say, "I grabbed the letter first; give it here, Driz!"
- Then Driz will say with sass, "You are not faster than me. I grabbed it first, so give me the letter so I can read it."
- Ana shouted back furiously, "I grabbed it first, and you know it. I am the fastest sister; you're just jealous and trying to be more like me. But you can't be that amazing, so give me the letter!"
- Then I might say class - After the sister fought over who could read the letter, saying cruel and harsh things back and forth for what seemed like forever, finally they decided to read the letter together.
- Class, I like my idea for adding this dialogue to my story. I am going to write what I thought of on my add-in paper.
- See how fun it can be to add more details to our incredible stories. Class, now it is your turn.

Students Practice/Active Engagement:

“We Do”

- Class, I want you all to take out your writing.
- The first thing I want us to do is look for a spot in your writing that a problem is resolved.
 - During this time, I would walk around the class, help them find spots, or tell me what spot they want to use. This way, I know they understand what area they should be looking for.
- We all have found one spot. Callie, would you like to share the spot with the class that you are adding more detail? That is an excellent spot to add detail to Callie. John, would you like to share what area you will be adding more details to? That is a beautiful spot to add detail. Great job.
- You all have done so well at finding an area to add detail. Now we need to think about what type of detail we would like to add. Let's all take a look at the anchor chart. The anchor chart has some

great ideas that we could add. I want you all to go back to the spot you want to add detail to your story. Once you are there, please choose one of the ideas from the anchor chart. This idea will be the one you will use to add detail to your story; once you all have an idea, give a thumbs up.

- I would wait for the thumbs to all go up. During this time, I would be helping students think of ideas and having them tell me which option from the anchor chart they would choose.
- I hear some fantastic options on what you all will be adding to your papers. Jimmy, would you like to share which option from the chart you choose for your story. Incredible Jimmy that will fit in very nicely with your story. Ella, would you like to share your idea? That's going to help add some great detail to your story. Nicely done class, does anyone remember what the next step was?
- That's right, reread the area we want to add detail. Let's all take out our telephones and read the place we want to add detail, reading it into your telephone. Once you have read the area twice, I want you to give a big thumbs up.
- We all are done rereading the area. So now it is time to brainstorm some ideas on how we will add detail. Let's take out our pencils and paper and brainstorm some ideas on how we will add detail. Remember, class, you do not have to think of what you will have to say. I want you to brainstorm some simple ideas and write them down.
 - I would give the class a few minutes to think of some ideas. While they are thinking, I would help the students that are taking a little more time to think of ideas. I would walk around and help where I could.
- Great job, class. I have seen some fantastic ideas on how you all will add detail. Suppose you have not quite thought of a detail that is ok. You will have time after the lesson. But now is the time to choose which one you like best. And think of how you will tell it in your story. You all can take out your telephones and start storytelling.
 - I would give the class some time to think of how they will tell their details in the story. They will be speaking into their telephones at this time. I would help the student who still has not thought of an idea. Or ones that are having trouble telling their story.
- Excellent work class; you have learned how to add detail to your stories. Take your add-in paper and your pencil and write down what your details are.
 - I would give them time to write their story; then, I will explain what they will be doing on their own and move to closer.

Closing/Link:

Class, you all have done a great job adding details to your story. I will now have you all look through your stories and do precisely what we did in class—finding two or three areas you want to add suspense.

Thinking on what ideas from the anchor chart you will use to add suspense to your story.

Rereading that area to make sure it is the spot you want to change.

Then brainstorm ideas on how you will add suspense.

Finally, adding those details to your story.

If any of you have questions, you can point to the sky when you have one. I am here to help. Before I send you on your way to find these spots in your story, let's say the I Can statement together. I can use details to add suspense to my writing.