

Lesson 5:
Revising Endings

(from Lucy Calkins *Launching the Writing Workshop*)

Materials: writing folders, overhead transparency of the ending of Fireflies by Julie Brinkloe, Fireflies by Julie Brinkloe

Teaching Point:

Last time we met we transformed our original leads into leads that will capture our readers! We also decided our potential story that we will publish! (Point out an example from a student.) Now, you've all discovered how to lure readers in with a special lead. There is another secret that I want you to know. Writers work just as hard, well, maybe even harder, on our endings. Today I want to teach you how to do that with a mentor text, Fireflies by Julie Brinkloe.

Teaching:

- We have to make sure that we end our stories with something memorable that fits the idea that we are talking about. Let's look at Fireflies to see what we could borrow from our mentor Julie Brinkloe.
- Read Fireflies
- What an ending! Let's now re-read with our writer's eye to see what we can take from Julie
- Read overhead of Fireflies ending thinking out loud
- Point out that the author used important actions, (flinging off covers) short important dialogue, (Fly!) and images to help the readers remember the whole story.
- Add strategy to the chart: Make a strong ending-maybe use important actions, dialogue, images, and whole-story reminders to make a lasting impression.
- Before today you may have thought that writers slap endings onto the end of their stories by writing things such as 'The End.' While we are here on the carpet I want you all to practice this new strategy. First, re-read your writing piece.
- After a few minutes of silence: Now would you reread your story again and mark any important actions, words, images that you could put into your final scene, your final image?

Link:

Now, I want you to silently head back to your seat if you are ready to start drafting multiple endings to your last story. Hopefully, you will take all of today's class time to practice revising the ending to this last story. When you think you are finished, go back and reread your story to make sure that your ending fits your story. If you feel like you cannot write another ending after you have written several, you may continue to write a new story. However, you will not have to write another story tonight, so I would choose to spend my class time rewriting endings.

Conferencing: Try to pull a small group and work on a common struggling point those students.

Mid-Workshop Teaching Point:

Writers, I've noticed that many of you are having the same problem that I have been having. When I write a story I'll say, "Michelle got lost" and my readers don't know if Michelle is a person or a cat because they weren't there-I was! When I leave out

important details my story doesn't make sense. Could you stop what you are working on right now and read your story as if you are a stranger. If you find any parts that are confusing please stop and revise. You'll need to do this from now on.

Share: Writers, I want to remind you that endings are the last thing that a reader encounters, so we write several drafts of them. Allow a few students to share their original endings and then their new endings.

Homework: Today, we studied endings. Tonight, would you finish writing powerful endings to your story? After you have decided which is the best for your story, please rewrite your story again on lined paper, double spaced ending with your new and powerful ending!

Assessment: Monitor behavior paying close attention to writers who seem to have difficulty practicing on only one text.