

Architecture of a Mini Lesson

From Lucy Calkins' *The Art of Teaching Reading*

Kind of mini-lesson: Craft - Writer's Strategies
 (Habits of writers, procedure, craft, skill, author, genre)

Focus: Using a mentor text

Outcome: Students try a technique to improve their craft
 (What outcome would you like to see...student work should show you that students could do the objective from the mini-lesson?)

Type of model: My Mama Had a Dancin' Heart - read, analyze, practice
 (Touchstone or mentor text, teachers own writing, teacher models writing, student writing, author quote)

<p>Connect: Reminding everyone how our work today is part of our ongoing unit.</p>	<ul style="list-style-type: none"> - Significance - What makes a good narrative. - Review chart - Today we are going to look at craft
<p>Teach: We teach the students something we'd like them to try, usually by modeling or telling.</p>	<ul style="list-style-type: none"> - Review chart of strategies that Libba Moore Gray used. - Model how I might try one of her strategies <ul style="list-style-type: none"> - I'm writing about my Mom. Try the circle idea + show, not tell.
<p>Active Involvement: We may ask students to quickly practice the strategy they will be working on. They may "say something" to a partner, try out work alone or plan their work.</p>	<ul style="list-style-type: none"> - Turn to partner - talk about your favorite technique that Libba Moore Gray used or favorite language.
<p>Link: We link the mini lesson to ongoing work for the day and entire unit. We tell students how we'll be sharing the day's work in closure.</p>	<ul style="list-style-type: none"> - Today, try to use a text as a mentor. Try a new strategy in your past writing or try a new piece with the strategy.
<p>Closing: Not a part of the mini-lesson; however, it often ties to the mini-lesson. In this lesson, how does it connect?</p>	<ul style="list-style-type: none"> - Have a few students who tried a new technique share their attempt. <ul style="list-style-type: none"> - be sure they talk about <u>how</u> or <u>why</u>.

Consider: Observations and assessments for future mini lessons.

Literary Response & Analysis

- 3.3 Contrast the actions motives of characters and discuss importance to plot or theme
- 3.4. Understand that theme refers to the meaning or moral of a selection and recognize theme in sample works.

narrative

Writing Applications 2.1
 write narratives
 a. Establish plot, point of view, and conflict
 b. Show rather than tell events in story.

RESOURCE FOR TEACHER PLANNING

Standard(s): Writing Strategies 1.1 Create multiple-paragraph narrative compositions.
 a. Establish and develop a situation or plot
 b. Describe the setting
 c. Present an ending

1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and reorganizing words and sentences.

Genre Study Process and Possible Topics for Mini-Lessons:

Reading Work outside of this genre study:	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Wake Terror</u>	Immersion 10/9 EQ Terror - what makes it a good narrative? - Suspenseful story	Immersion 10/10 My Rotten Redheaded Older Brother (EQ Terror) - Family story	Immersion 10/11 Chob's Kitchen - Try animal characters (EQ Terror)	Immersion 10/12 Owen & Mzee - Special friendship (EQ Terror)	Immersion 10/13 - Narrators? - Try a different narrator (EQ Terror)
<u>Hen Redheaded Older</u>	Collecting/Gathering 10/16 - Try different point of view	Collecting Gathering 10/17 - Possible ideas for narrative	Collecting/Gathering 10/18 - Pre field trip writing	Field Trip 10/19	Collecting/Gathering 10/20 - Field trip writing
<u>Mama Had a Dancin' Heart</u>	10/23 Holiday	Choosing a Topic 10/24 - Living with your topic for 2 weeks. - Appropriate topics	Choosing a Topic/10/25 - Significance - My Mama Had a Dancin' Heart	Choosing a Topic/10/26 - Mentor text use - Significance - Choosing	Gathering/Craft 10/27 - Mentor text - Significance (My Mama...) - Beautiful long cycle, repeated alliteration.
<u>ginning</u>	Gathering/Craft 10/30 (My Rotten...) - Lift a line	Drafting 10/31 - Talking pieces from notebook - Draw a map	Drafting 11/1 - Showing, not telling	Revision 11/2 - Peer conferences - Making changes	Revision 11/3 - Mentor text - Exemplars

11/6 Editing - punctuation, spacing
 11/7 Editing - Dialogue
 11/8 Publishing - Word processing
 11/9 Publishing - Titles
 11/10 Holiday
 11/11