

Writing Mini-Lesson

Type of Mini-Lesson	Author's Craft – Descriptive Settings
Targeted Group	2 nd grade; 60% ESL; emergent – transitional writers
Materials	Book <i>Where the Wild Things Are</i> , Maurice Sendak Anchor Chart to record descriptive settings Student Writing Folder
Introduce the Lesson	Teacher will use the book <i>Where the Wild Things Are</i> to ask the student about specific passages the author uses to form mental pictures about the setting. Record these on the anchor chart.
Discuss the Process	Discuss how the descriptive words from the book help the reader form mental pictures. Have students use their topic list to brainstorm other words that could be used when writing a descriptive setting. Record responses on an anchor chart.
Apply the Process	Students will refer to a piece of writing in their writing folder to add descriptive words to the setting to help the reader make mental pictures. Have students share their settings with a partner.

Writing Mini-Lesson

Type of Mini-Lesson	Procedures and Organization – Creating a describing word list
Targeted Group	Early writers
Materials	<p>Transparency of blank <i>Describing Word List</i> (Scaffolding Young Writers)</p> <p>Blank copy of <i>Describing Word List</i> for each student</p> <p>Transparency of page copied from <i>Lilly's Purple Plastic Purse</i> by Kevin Heinke (This book should be read first for enjoyment as a read aloud)</p> <p>Writer's Notebook</p>
Introduce the Lesson	<p>Tell the students that you are going to revisit a story that you have shared with them before.</p> <p>This time as you read the page you have on the overhead you want them to listen to the language the author uses and the strong describing words he uses in his writing because it is important to use strong words in our writing.</p>
Discuss the Process	<p>Read the transparency from the book to the class emphasizing the strong describing language.</p> <p>Stop periodically and let them take a picture in their mind.</p> <p>After reading have the students identify and circle the describing words.</p> <p>Introduce the blank list as a way to record strong describing words they may want to use in their writing.</p> <p>Have students locate the section in their notebook where the list will be kept.</p> <p>Model the lesson by adding words from the story to your list on the overhead.</p>
Apply the Process	<p>Students will write words on their list and go back to a piece of writing and try to use some words from the list in their own writing.</p>

Writing Mini-Lesson

Type of Mini-Lesson	Author's Craft - How to write a recommendation for a book
Targeted Group	Transitional Writers
Materials	<p>A classroom favorite book</p> <p>Anchor chart – already created, with examples of recommendations</p> <p>Student writing notebooks</p>
Introduce the Lesson	<p>Hold up the book and explain to the students that we are going to listen to the recommendations of the book that we have selected and already heard. We are going to listen for how the recommendations were written and the language that was used. Ask the students to listen for words they would like to use in their own recommendations.</p>
Discuss the Process	<p>Elicit responses from the students and guide them to identify words and phrases that would help them be specific in their recommendations.</p> <p>Discuss why they are good or not so good examples.</p> <p>Record responses on an anchor chart.</p>
Apply the Process	<p>Ask students to review the book and in their writing notebooks record a recommendation they would give the book that they just read.</p>

Created by Tina Walden, July 2004

Writing Mini-Lesson

Type of Mini-Lesson	Author's Craft – Describing Setting
Targeted Group	Transitional
Materials	Book <i>When I was Young in the Mountains</i> , Cynthia Rylant Writer's Notebook Transparencies of pages from the book
Introduce the Lesson	Explain to the students that authors use words that make the writing more interesting. Today we will be listening for those "interesting" words that tell more about the setting of the story. Review setting again quickly. Read story.
Discuss the Process	Show a page from the text on the overhead. Ask students to reread and identify the words that describe the setting. Place these words on chart paper and display in the room.
Apply the Process	Ask the children to open their writing notebook. Tell the students that today we will begin a new piece of writing. Students will write a story describing their setting. Remind the students they will want to use describing words to make their story more interesting. Share.