

Launching (Lesson 24)

What To Do When You are Done

Minilesson Teaching Point:

Introduce students to procedure for what to do when finished.

Standard(s):**Materials:**

- “When I’m Done” poster (two examples follow this lesson)
- A sample of writing to share

Connection:

“I have noticed that there are times when some of you are unsure of what to do when you are finished with your writing. Today we will look at some choices to help guide you when you think that you’re finished with a piece.”

Teach (modeling):

Look at poster of choices with students. Focus on choice one: reread your writing.

“The first choice on our poster is ‘Reread my writing.’ It is important to reread our writing because we want to make sure it makes sense, that other people can understand what we wrote.”

Model rereading a sample of writing by pointing to each word as you read it aloud.

I see blue. I see red. I green.

“Does my writing make sense...can others understand what I wanted to say? Let’s read the second choice on our chart: ‘Add to my words.’ I left out a word. I need to add the word ‘see.’

Model adding and changing words (for example: inserting missed word, adding details, taking out a word or phrase).

“Sometimes when we begin writing we quickly sketch our picture and later want to go back and add details to our drawing to help our readers get a better understanding of our idea.”

Model adding to the illustration.

This next part is optional, depending on which chart you choose to use: *“Another choice on our poster is ‘Read my writing to a friend.’ Writers often share their writing with friends for help or ideas.”*

Model reading to a friend and show how to offer a compliment specific to what he/she wrote.

“The last idea on our poster is ‘Start a new piece.’”

Model going to the next page and starting a new entry (or, if your class is using writing folders, go to the writing center and get a new piece of paper).

