

Launching (Lesson 23) How to Help Yourself

Minilesson Teaching Point: Students will know what to do when they need help.

Standard(s):

Materials:

- “How to Help Yourself” chart: Ask a friend at your table, use the word wall or other resource in the room, use an alphabet sound chart, use a magic line (Use chart following this lesson or make your own.)
- Prepare a sample sentence and picture for the active engagement part of the lesson. For example, for the sentence ‘*My pumpkin is big and heavy,*’ you would prepare the picture and the words ‘*My Pumpkin.*’

Connection:

“Writers, today I want to talk you about what you can do if you need help and I am not available to help you. Sometimes I will be meeting with a small group of students or just one, and I cannot stop that important work. I know that you will be able to find a way to help yourself. Let’s talk about what you can do so that your important work can continue.”

Teach (modeling):

“I want to show you a new poster that we will use all year long. It gives you ideas for how to keep working when you need help.” Introduce the chart to the students. *“Let’s pretend that I am stuck. I will look at this poster to see what choice would work best to keep me going.”*

My Pumpkin

My pumpkin is big and heavy.

Have the title written with a picture. Then, model writing the sentence, getting stuck (story idea, spelling, word choice) and problem-solving what choice would be best.

Active Engagement (guided practice):

“Now, writers, let’s practice doing this together. I will write a sentence and then we will think about and choose what we can do to help ourselves.” Share prepared picture and sentence start. Guide students to think about their choices. *“I am stuck. Let’s look at the poster and I want each one of you to choose which option you think would help you continue working.”* Review choices on the poster. *“Please turn and talk with a partner and share what you would do to help yourself.”* You can add more to the story, if you feel it is appropriate (e.g., ‘...It makes me smile.’).

Bridge to Independent Practice:

“Writers, when you are writing today you can use our new poster if you get stuck. If you are not sure, you can ask a friend at your table help you make a choice from the poster.”
Review the poster again.

Closure:

Invite students to share how they problem solved. If you observed students utilizing a specific strategy from the chart, share it with the group.

Reflection:

Resources & References: (adapted from, acknowledgments)

