

Mini-lesson: Launching (21) What to Do When You're Stuck

Standards: CC 1.1.1 B Demonstrate understanding of the organization and basic features of print.

-Recognize the distinguishing features of a sentence.

CC 1.4.1 M Write narratives to develop real or imagined experiences or events. CC 1.4.1.R

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize dates and names of people.

- Use end punctuation; use commas in dates and words in series.

- Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.

CC 1.1.1 C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

-Distinguish long from short vowel sounds in spoken single-syllable words.

-Count, pronounce, blend, and segment syllables in spoken and written words.

-Orally produce single-syllable words, including consonant blends and digraphs.

-Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

-Add or substitute individual sounds (phonemes) in one-syllable words to make new words.

CC 1.1.1.D Know and apply grade level phonics and word analysis skills in decoding words.

-identify common consonant digraphs, final-e, and common vowel teams.

-Decode one and two-syllable words with common patterns.

-Read grade level words with inflectional endings.

-read grade-appropriate irregularly spelled words.

Materials:

- Alphabet charts (Sound/Spelling Cards)
- Word wall
- "When I'm Done" poster (see sample at end of unit)
- Writing folders
- Topic list created in previous lesson

Connection: "Sometimes writers get stuck and just can't figure out what to write. Has this ever happened to anyone here? Today we are going to learn what to do when you are stuck."

Teach:

"There are lots of different reasons writers get stuck. Let's think about the strategies we have learned that may help us when we get stuck."

"First, ask yourself why you are stuck."

"If you need help with spelling you can try:"

alphabet charts (Sound/Spelling Cards), word wall, magic line)

"If you need help with an idea to write about you can try:"

'What To Do When I'm Done' poster, looking through writing folder, topic list

"If you need help making your message clear for the reader you can try:"

Re-reading, partner reading, making spaces between words, adding details.

ELD: Hold up each tool as it is mentioned.

Active Engagement: "Writers, what has helped you keep writing after you felt that you were stuck?"

Turn and talk with your neighbor."

"Let's remind ourselves what we can do when we're feeling stuck."

As a whole group, review posters, charts, lists and strategies.