

<p>Mini-lesson: Launching (13) Continuing a Piece of Writing the Next Day</p>
<p>Standards: CC 1.4.1 M</p> <p>Write narratives to develop real or imagined experiences or events.</p>
<p>Materials:</p> <ul style="list-style-type: none"> • Chart paper • Markers • Teacher writing folder with unfinished paper • Where is My Town? by Robin Nelson SF Trade Book (previously read to class OR another text with which students are familiar)
<p>Connection:</p> <p>Teacher tells story of a student not being finished with a piece when writing time was over. Teacher says: “Professional writers will work on the same piece for several days or sometimes even longer. Today we’ll learn how to continue working on a piece the next day.”</p>
<p>Teach:</p> <p>SF Connection: Be sure to have read the book Where is My Town? before proceeding with this portion of the lesson. (Or, you can use any text that your students are familiar with and enjoy.)</p> <p>“Consider the book, Where is My Town? by Robin Nelson. This author wrote a lot of details about her town, right? She starts out explaining about specific things that happen in her town: she goes to school, shops and plays.” (show pages 4-7). “But then her book starts to explain different kinds of towns and cities all over the world.” (Show pages 9-16). “Her topic is so detailed—it must have taken her quite a while to write this book. I bet she wrote the first section one day, then came back the next day and asked herself what she was thinking about the day before while she was writing. Then I bet she continued writing her book. Writers work for many days to write it!”</p> <p>“Let’s look at my folder. I have some ongoing writing on my green side that I really want to finish. I know that it is ongoing because it has room for more words. I’ll read through it. This is the story I wrote a long time ago about riding my bike and getting mud on my face. Next I try to remember what I was thinking about yesterday. What comes next? I’m making a movie in my mind. Oh, I remember...” Add more words, sentences and details to your writing.</p> <p>It was raining. Mud splashed on my face. I looked like I had polka dots!</p> <p>Add: It made me laugh. “Hee-hee!”</p> <p>ELD: Emphasize the empty space on your modeled writing to show it is “ongoing.”</p> <p>Show illustrations in Where is My Town? as you discuss the details of the book.</p>
<p>Active Engagement:</p> <p>“Writers, look in your folders and find an ongoing piece (look on the green side of your folder). Re-read and then turn and talk about what details you could add to this piece today. If you don’t have anything ongoing, pick a piece you really like from the done side and think of one more detail you could add.”</p>
<p>Bridge to Independent Practice:</p> <p>“Writers, now it’s time to go back to your seats and continue working on an ongoing piece that you began earlier in the year. Remember to add more details and information to what you’ve already written. And don’t forget – ‘A writer’s never done, they’ve just begun! If you finish adding details to your words and illustrations, get a new piece of paper (“or booklet,” if you’ve introduced them) and start a new story!”</p>

Conferring:

Continue to refer to the chart when helping students:

"If you think you are done, check your "What to Do When You are Done" poster. If you really are done with that piece, put it in that 'done' side (red side). Then start a new piece.

"Did you read again?"

"Did you add to the picture?"

"Did you add another detail to your writing?"

"Are you ready to begin a new piece?"

"Did you use the "When I'm Done" Chart?"

Closure:

Ask for volunteers who continued working on an ongoing piece to share what they added to their piece.