

Mini-lesson: Launching (11) What to do when I'm done.

Standards: 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.

Materials:

- "When I'm Done" chart (see sample at the end of this unit)
- Piece of modeled writing from lesson 1 or 3 or something you prepare
- A Kid's Best Friend by Maya Ajmera and Alex Fisher (SF Big Book) or another text with which your students are familiar

Connection:

"All of the writers in our class have been doing an excellent job of writing every day. I'm really proud of the work you have been doing. One thing I want you to know about writers is that we are never 'done' writing. There is always something we can be working on as a writer. Today I'll show you what I do when I think I'm done."

Teach:

"Here's a piece we wrote earlier. Do you remember this? I'm going to work on it some more and show you what I do when I'm finished. Watch closely."

We heard a loud bell ring. We froze. Then, Ms. _____ said, "Line up!

It's a fire drill.

Read the piece aloud and then add one word, detail or sentence to it. ('We jumped up and lined up.') and say, "There, I'm done."

"Now watch!"

Look carefully at the piece and think aloud about another detail you forgot to add to the illustration (students lining up). Add the detail to picture; then put the piece in your folder.

"This gave me another idea for a different story. This made me think about the time last year when my students and I were walking in the hallway and a big kid came up behind me and yelled, 'Boo!' and I screamed and my students laughed."

"Watch what I do. I'm going to get a new piece of paper and start writing my new story."

Pretend you are going to write a new start. Then reveal the "When I'm Done" chart.

"Here's what writers do when they're done. We re-read what we already wrote, add to the picture, add to the words, or start a new piece."

[NOTE: This next part is optional.]

SF Connection: Make sure to have read the book, A Kid's Best Friend before continuing with this portion of the lesson (or use another text with which the children are familiar). "Consider the book, A Kid's Best Friend. Teacher shows book.

"The authors, Maya Ajmera and Alex Fisher started the book with some great details: dogs have floppy ears, a wagging tail and a wet nose" (p. 10-11). That's a lot of information about dogs, right? But look at the next page, "with a big tongue and sloppy kisses to lick and tickle your face clean." (p. 12-13) They added MORE details! But guess what? The authors didn't stop there; they wrote lots more details about dogs and kids. When you're writing, you can remember these authors and add lots and lots of details about your topic."

ELD: Teacher refers to the visuals/text on the "When I'm Done" chart as she discusses each point. Show illustrations in A Kid's Best Friend as text is discussed.

Active Engagement:

Students close their eyes as you lead them in a visualization of what to do when the student thinks he/she is done. Prompt them as you guide them, referring to the chart.

Independence: "I am so excited to see you all writing today and I know all of you will remember what to do when you think you are done."

"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:

At the end of the writing session, survey the class to share the options that they chose from the poster. "I saw a lot of good choices being made during writing today. Raise your hand if you reread your writing..." Continue through choices listed on the "When I'm Done" chart.

"I want to teach you a phrase that someone taught me: 'A writer's never done, they've just begun!' If you've checked your writing again, start a new piece!"