

<p>Mini-lesson: Launching (4) Introduction to Writing Tools</p>
<p>Standards: CC 1.4.1 M Write narratives to develop real or imagined experiences or events.</p>
<p>Materials:</p> <ul style="list-style-type: none"> <li>• (Varies by classroom.) The writing tools you want to introduce may include:</li> <li>• Pencils</li> <li>• Markers</li> <li>• Sticky notes</li> <li>• Paper choice [NOTE: you may need to model using particular paper choices]</li> <li>• Writing folders (or a place for students to store their writing)</li> <li>• Tape dispensers</li> </ul>
<p>Connection: “We know that writers have lots of ideas to write about, but they also have special tools to help them write. Today I want to teach you where to find supplies you’ll need as a writer and how to take care of them.”</p>
<p>Teach: Explain each writing tool (or just 2-3 tools today) and why or how a student writer might use each tool. Model how to retrieve the writing tools. If you have a writing center set up with paper choice (at this point offer only one or two types of paper) and other materials, model first getting your folder and then going to the writing center to get paper. Afterwards, model getting a writing utensil. ELD: As you are naming materials, hold up a real example. “Turn and talk with your neighbor about what I just did to get ready to write.” Next, model putting the materials away. “Okay, let’s pretend it’s the end of writing workshop. It’s time to clean up and then go back to the carpet for sharing. Watch me put my writing materials away.” Put your writing into your folder, put the utensil away and come to the carpet with your folder. Sit down on your folder. “Turn and talk with your neighbor about what I just did to get ready to write.”</p>
<p>Active Engagement: “Let’s pretend that it’s the beginning of writing workshop and you’ve decided what to write about and you are ready to go to your seat. What tools are you going to need for writing? Turn and talk with your neighbor.” Have one student model the routine for getting writing tools/folders. Narrate for the rest of the class as the student practices. You might want students to turn and talk about what they saw. Then have another student model cleaning up. Again, narrate for the class. You could have students turn and talk here as well.</p>
<p>Independence: “As you go off and write, remember where and how to get your supplies.”</p>
<p>Closure: Remind students to use the strategies they have learned: thinking of an idea, making a movie, writing those details in the pictures, labeling, adding words/sentences. Other strategies to reinforce with students: stretching words, using your picture for ideas, using the word wall, writing about something you already know about. Practice the procedure for putting writing tools back in their places. Have a helper see if supplies are put back correctly. Give feedback to students on how they did—what could they improve?</p>