

<p>Mini-lesson: Launching (3) How a sketch can help you write more details.</p>
<p>Standards: CC 1.4.1 M Write narratives to develop real or imagined experiences or events. CC 1.5.1 C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. CC.1.5.1.A Participate in Collaborative conversations with peers and adults in small and larger groups</p>
<p>Materials:</p> <ul style="list-style-type: none"> • Chart paper • Markers • Whole-class experience to be made into a class story
<p>Connection: "Writers, the last couple of days we have been talking about our story ideas. We've talked about how writers often write about what they know about, how they often write about themselves."</p>
<p>Teach: "I've been watching you close your eyes and make movies of your stories in your minds. Then you have been drawing your pictures and labeling them. This is a smart strategy to help you plan out your writing. It also helps you remember all of the little details, the little parts of your stories. After that, you have been writing words and sentences." "I'm going to try your smart ideas and use them to plan my story. Okay, I'm closing my eyes. Oh, I've got it! I just made a movie. Here's my story:" (Tell the story and start sketching and labeling, don't write sentences yet.) We heard a loud bell ring. We froze. Then, (teacher name) said, "Line up! It's a fire drill." "I want to get all of my story, all of the details, into my illustration, my picture. First, I'll draw some of you frozen. Oh, I was there, too! I need to draw me. Do you see how I'm adding the whole picture, all of the details to my illustration?" Teacher models how to use the sketch to start writing and writes a few sentences. ELD: Drawings support students.:</p>
<p>Active Engagement: "Writers, will you help me with my story? Turn and talk with your neighbor about other parts of the story that I could add. Talk about the little details that I could add to my fire drill story." Listen to students as they talk and help them think of details. Then add a couple of students' ideas. "I heard a lot of wonderful ideas, a lot of details, that I can add. Right now I'll add two of your ideas." ELD: Give students the vocabulary, the phrases they might need to recall details. If needed, you or the students can act out the drill. You provide them with the language.</p>
<p>Independence: "Close your eyes and think about what you want to write about today. It might be an idea from our list that we made yesterday or it might be another idea. You might even decide to write your own fire drill story. Whatever it is, get it in your mind and make a movie about what happened in your story. Make sure you put the details, all of the parts of your story that you see in your mind, in your illustrations. Thumbs up when you're ready to go off and write!"</p>
<p>Closure: "What more can you add to your illustration? Can you add any more details, other little parts that you saw in your mind?" "Did you write about all of the details that you included in your illustration?" Help beginners label their drawings. With more advanced learners, make sure their</p>

writing has some sequence and the details are included in their words.
Teacher selects 3-5 students to share their detailed illustrations and their writing with the whole group.