

<p>Mini-lesson: Launching (2) Finding ideas.</p>
<p>Standards: CC.1.4.1 R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"><li>- Capitalize dates and names of people.</li><li>- Use end punctuation; use commas in dates and words in series.</li><li>- Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.</li></ul> <p>CC 1.1.1 C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"><li>-Distinguish long from short vowel sounds in spoken single-syllable words.</li><li>-Count, pronounce, blend, and segment syllables in spoken and written words.</li><li>-Orally produce single-syllable words, including consonant blends and digraphs.</li><li>-Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li><li>-Add or substitute individual sounds (phonemes) in one-syllable words to make new words.</li></ul>
<p>Materials:</p> <ul style="list-style-type: none"><li>• Denver writing poem</li><li>• SF Reading Street Unit 1 Anthology- Sam, Come Back! Page 14</li><li>• Chart paper</li><li>• Markers</li></ul>
<p>Connection: "Students, yesterday we talked about how writers write about themselves. I found a poem to share that reminds us of this." Read poem: I have stories...I have pictures... And they're sleeping in my head. I wake them up...I write them down. Then I share them with my friend.</p>
<p>Teach: "Just like it says in the poem, authors get their ideas from things they know a lot about or things that happen to them. Think of something you know a lot about. You might be picturing your cat or dog, or a place you like to go. Picture that (visualize) in your mind and tell yourself what it is. Now turn and talk." SF Connection: "Think of the story Sam, Come Back! By Susan Stevens Crummel that we read. The author, Susan Stevens Crummel wrote about her cat and all of the funny things he does. The author knows a lot about her cat so it was a good piece for her to write." ELD: Teacher shows illustrations as she skims the book Sam, Come Back!</p>
<p>Active Engagement: "Let's make a list of some of your ideas." Record student suggestions on chart paper. Read list together. Keep this list for later lessons. ELD: Use sketches next to ideas on list.</p>
<p>Independence: "Using the list of ideas that we made together, decide what you will write about today. You might decide to write about one of these ideas or you may choose to write about a different idea. Turn and talk with your neighbor about your idea." Give think time. "Now go back to your seat and begin writing. I'll be really excited to read your wonderful stories!"</p>
<p>Closure: "If you finish your writing, look at the list again and find another idea that you can</p>

write about.”

Teacher selects 3-5 students to share their writing with the group.