

SCS Writing Mini-Lesson Planning Sheet- Grade 2 Small Moments Personal and Imaginary 9/23-9/27

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (W.2.3)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.2.5)

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (SL.2.1)

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (SL.2.4)

*Transitional week- finishing the first 20 days and starting the new unit

Instructional Focus: Writers Stand on the Shoulders of Authors to Refine Their Craft

Intro- *Writers carefully observe published authors to help themselves become better writers. We can listen to the authors speak and read their books closely to see how they craft their writing and borrow ideas from them. Most authors have websites that tell about them and their books and include games. We have listened to Judy Schachner talk about getting her ideas for her Skippyjon Jones books from her cat. Let's examine her text to learn more about her craft. Read a few pages, pointing out craft (language, font size, etc). We will also listen to the author read this story to hear how it sounds to the reader. Show video of author reading at <http://www.skippyjonjones.com/>. Stand on the shoulders of authors you love. Learn from them and borrow their craft to improve your writing, and think about how it sounds to the reader.*

Guided Practice-Reading through Skippyjon Jones book Cirque de Ole and identifying craft

- Students write independently, hold conferences
- Time to confer
- Share at carpet: did anyone borrow from an author?

Instructional Focus: Understanding a Small Moment Story

Intro-*Authors write small moment stories. They take a small moment in time and stretch the action out across several pages because the moment is so important. It helps their writing to be more focused and the reader can clearly see what the author is trying to describe. Think about zooming in to a small moment and stretching it out by using as much detail as you can. This book, ____, shows a good example of a small moment. Listen to the story and think about why it shows a small moment. Read and discuss what the small moment was. Today while you are writing, try using details to stretch out one small moment.*

Guided Practice- Read ____ together and discuss how it was a small moment. Reiterate standing on this author's shoulders to learn the craft.

- Students write independently, hold conferences
- Time to confer
- Share at carpet: did anyone borrow from an author?

reference book -
"Rollercoaster"

Instructional Focus: Discovering One Small Moment

Intro-*Writers must discover one small moment to talk about. Let me share with you what happened when I was learning to write small moment stories. I thought...Hmm...what would be a great story? And I remembered about the time I went to Busch Gardens a long time ago. But my teacher said, "It will be hard to tell about your entire trip to Busch Gardens without leaving anything out. Zoom in and write about a small moment that happened recently." I told her, "Not much has happened." And she told me that a million small moments happened. You know what? She was right. She helped me make a list. It was something like this...List in Tiny Topics Notebook: I woke up and the sun was shining through my window. That's one moment, one story. I made warm granola for breakfast and accidentally dropped the walnuts on the floor! That's another small moment, another story...When you are envisioning for your next story, list out small moments to focus your writing.*

reference book -
"Ralph Tells a Story"

Guided Practice-Chart- "Writing Small Moments" (-Writers think of something that happened to them -They picture it in their mind -They sketch it on the paper -They write the words)

- Students write independently, hold conferences
- Time to confer
- Share at carpet: did anyone find a small moment story?

SCS Writing Mini-Lesson Planning Sheet- Grade 2 Small Moments Personal and Imaginary 9/30-10/4

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Instructional Focus: **Stretching One Small Moment & Planning Details**

Intro- I have been talking to you as writers, and I have noticed that it can be difficult to stretch one small moment out. I want to teach you more about how writers stretch one small moment across several pages. When we read the story Rollercoaster, the author stretched the moment of riding a rollercoaster. Flip through book, saying what the specific focus was on the pages.

This author clearly thought through her story beforehand. I am going to model how a writer might think before planning to be sure they can stretch out a small moment. I envisioned a few topics (show Tiny Topics notebook) and chose to select "The time I made warm oatmeal and dropped the walnuts on the floor." Before I move on to step 3, planning, I am going to think through my story for details to stretch out the action and be sure my writing is focused.

Hmm, lets see, I was in the kitchen. It was dark since it was so early in the morning—about 6:30. I wanted to have oatmeal for breakfast, so I went to the cabinet to get the ingredients. I got out the oatmeal, dried cranberries, and walnuts. I got a bowl and poured the oatmeal in with some water, and microwaved it. One minute later, I took the cooked oatmeal out of the microwave and set it on the counter. I added some dried cranberries. I got a cutting board and knife to chop up the walnuts. I grabbed the container of walnuts, and...oh no! The lid was not on tightly, and they spilled all over the counter and floor! It was a breakfast nightmare! I had to sweep them up and throw them out- no walnuts in my oatmeal that day.

Think about what you saw me doing. Get ready to buzz, then look at me. Okay, buzz about what I was doing and why it is helpful to a writer...Before moving into writing, talk through your story to yourself to be sure you can stretch the moment.

Guided Practice- modeling stretching a small moment, buzz

- Students write independently, hold conferences
- Time to confer
- Share at carpet: Stretching a small moment

Instructional Focus: **Sketching Rather than Drawing**

Intro- Mrs. Lefere and I noticed that you Sea Turtles are very creative and artistic. Sometimes in writing workshop, we get to make quick sketches to help us plan and envision new writing topics. I would like to teach you more about quick sketches today. They are a special kind of drawing that writers use when we want to save more time for writing.

I am going to show you the difference between sketching and drawing. I am going to sketch a scene from my oatmeal story. I am going to use pencil and quickly draw the scene. A sketch does not need color or details, because it is a quick picture to help me envision...A drawing is what I would be making during publishing. It is something that others would see, and it is part of a finished product so I want it to be very neat and colorful.

Think about the difference between sketching and drawing. You are going to buzz with your partner- look through your writing materials and check to see how much writing you have done so far. Get ready to buzz.

Did anyone notice anything about their amount of writing?...Remember to make sketches so you have time for writing.

Guided Practice- Chart- Sketching instead of drawing/ subtitle- Writers make quick sketches so they have more time for writing

- Students write independently, hold conferences
- Time to confer
- Share at carpet: Did anyone make a quick sketch?

SCS Writing Mini-Lesson Planning Sheet- Grade 2 Small Moments Personal and Imaginary 10/7-10/11

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*Show a video of writers talking to kids.

Instructional Focus: Planning Details & Storytelling With Partners

Intro- *I have noticed that many writers write their stories and then move on. Good writers add details to their stories to make it come alive for the reader as if they were there. They look at their bare bones story and think about what they could add to make it better. A lot of times, writers get ideas on how to add details from their writing partners. On this chart, I have written a bare bones story. Let's read it together, then buzz about how we could add to this story.*

I went wading. I saw a jellyfish. It was big and it stung me. Then I went home.

Okay, get ready to buzz. Now, buzz about what details could be added to make this story better. Let discussion guide-rewrite story with students' suggestions.

Wow! What a difference between the bare bones story and the added details. Be sure to add details to your stories to make them come alive for the reader. After silent writing today, you will have time to talk to your writing partner about the details in your story.

Guided Practice- Buzz about story on chart- what can we add?

- Students write independently, hold conferences
- Time to confer
- Share at carpet: Did a partner help you to find a spot where you could add more details?

Instructional Focus: Story Beginnings and Endings Matter- "Grabbers"

Revisit mentor text with a grabber: Enemy Pie

Intro- Reread the grabber from a mentor text without telling that it is a grabber. T & T: *What did you notice about how the writer started this story? Let conversation guide... Good writers draw the reader in by grabbing their attention right from the beginning. They think of words that will hook the reader in and make them want to read on. They are sure to use details in their story, and at the end, leave the reader feeling like the story is finished.*

Let's look at our chart and brainstorm- What makes a good beginning? Ending?

Today, be sure your story grabs the reader's attention and leaves the reader feeling like the story is finished. After silent writing and buzzing time, we will share a few grabbers.

Guided Practice- Chart- Story Beginnings and Endings Matter: What makes a good beginning/ending- Good endings echo the beginning leave the reader with something to think about

- Students write independently, hold conferences
- Time to confer
- Share at carpet: Did anyone revise their story to have a grabber?