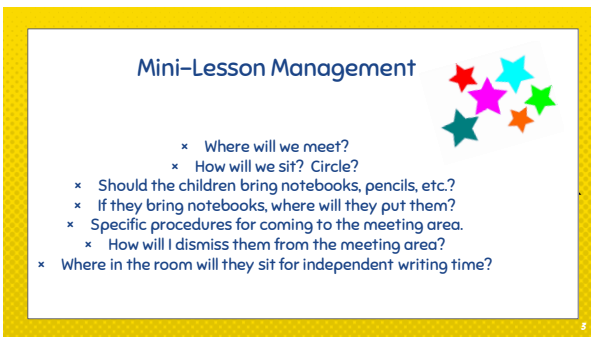


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2



3

3 TYPES OF MINI LESSONS

Demonstration:
Watch me do this and then you do it.

Guided Practice:
Do it together. Shared Writing. Doing it together.

Inquiry:
Question. Open to possibilities of lots of different answers.

4

MINILESSON COMPONENTS: CONNECTION

Connection (1 minute or less)

You will connect today's lesson with...

- Yesterday's lesson
- An ongoing unit of study
- Students' work
- An experience outside of school

5

MINILESSON COMPONENTS: TEACHING POINT

Teaching Point—Name your point after the connection.

Use predictable language to cue your teaching point. This language helps kids to listen for the predictable part.

- Today I want to teach you...
- Today you'll learn how to...

Show them the teaching point. 90% is demonstration or a guided practice.

6

COMPONENTS: ACTIVE ENGAGEMENT & LINK

Active Engagement

- turn and talk
- practice with teacher support
- hands on

Link

End by restating the teaching point.
 "Today we have learned (state teaching point). Remember to add this to your toolbox of writing strategies."
 "Today and everyday you can (restate teaching point)."

7

MINI LESSON POWER

Do:

- × Clearly state your teaching point
- × Demonstrate often! Don't just tell them about a strategy—use it in your writing!
- × PRE-READ any books that will be used in the lesson.
- × Limit children's contributions.
- × Limit examples.
- × Remember that this is EXPOSING all children to new content, not teaching for mastery. Mastery will come through conferring over time.

8

MINI LESSON POWER

Don't

- Play "Guess my Teaching Point"
- Call on individuals to share
- Over-rely on charts.

9

HELPFUL HINTS

- Set your timer for your ten minute lesson-If you don't think you finished, then finish it during share time.
- Be careful of student stories. You are in charge for the ten minutes, not the students. Students will be able to talk during the active engagement.
- Active engagement=Assessment time. Get up and listen/coach during their turn and talks.
- If you have a short amount of time one day, shorten your mini lesson and have more writing time. It's always better for the kids to be writing.

10

MINI LESSON DEMONSTRATION

11

THE POWER OF CONFERRING

- × Meet with individuals (around 2) 2-5 Minutes
- × Meet with a group (around 4) for no more than 10 mins.
- × Meet with individuals (around 2) for 2-5 minutes
- × Meet with a group (around 4) for no more than 10 mins.

Table conferences (going TO the kids) allow you to get out with the students and be present. Aim for 2 small groups a day.

Set a timer! It is easy to get lost on time. If the students get busy and do not need assistance, go to another student. Don't keep them to keep them.

12

SMALL GROUPS- 10 MINUTES LONG

First 3 minutes is guided practice, inquiry, guided practice. The rest of the time is independent writing with guidance.

Go to a table and observe what they are working on. Give each student a compliment.

Engage one student more than others. Grab the attention of the entire table, talk about what you noticed about the specific students work and have the table check their writing.

13

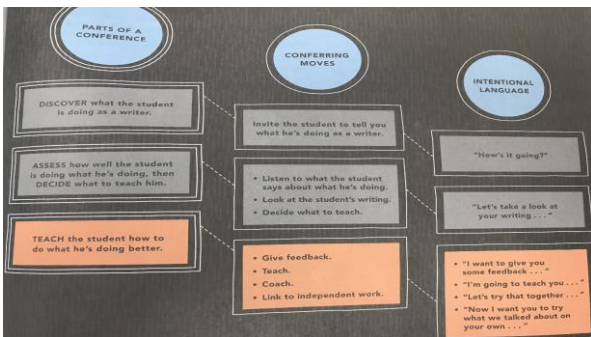
TABLE CONFERENCES

Very quick conferences, allows the students to keep going in their writing.

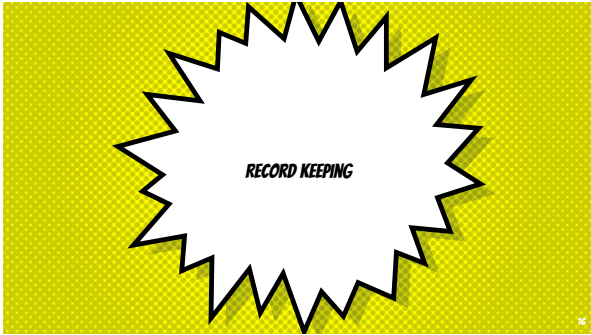
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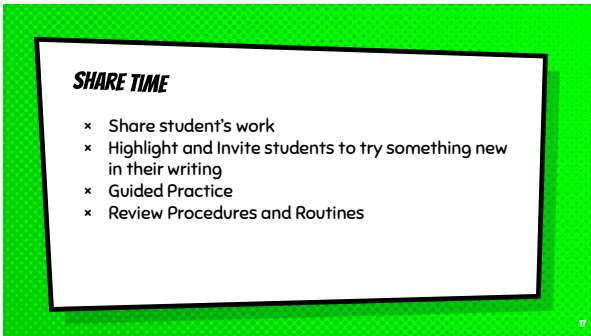
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