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| Unit: Launching Writing Habits | Date: |

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| WHAT: Writer’s use a writer’s notebook |
| WHY: to capture meaningful entries |
| HOW: One way is to choose something meaningful to add to their notebook |
| WARM UP (1+ min.) *The teacher speaks of work that has been done and then tells of today's work as part of the ongoing unit. Then the teaching point/objective is stated: the* ***WHAT*** *and the* ***WHY****.* | "Writers, you've been working on… building good writing habits. "So today I'd like to teach you that writer’s use a notebook to capture meaningful entrees to write about. One way to learn of new meaningful entries you can try adding in your notebook is to hear the entries from another writer.  |
| TEACH (5 +- min.) *The teacher tells/shows the students what writers/readers do, preferably by modeling a strategy, the* ***HOW****.* | "Follow along as I take you on a notebook walk of my notebook sharing some of the meaningful entries I have captured. "Your job will be to choose one or entries to try adding to your notebook." Let’s co-create a chart of meaningful entries to capture in our writer’s notebooks.Teacher takes students on a notebook walk- pausing every now and then to add to the chart |
| TRY (2+- min.) *Students may be asked to quickly practice what has just been taught. Teacher listens in and then shares what s/he heard 2 students say.* | "First have a moment to think of the meaningful entry you are going to try adding to your notebook today and turn to your writing partner and share the entrees.Teacher listens in for clarify. |
| NOTE: When appropriate for the lesson being taught, a teacher may go back and forth between teach and try multiple times, extending the teach and try period. |
| CLARIFY (1 min.) *The teacher reiterates the objective/teaching point and links the lesson to the students' writing/reading lives. The teacher reminds students there will be a share or debrief of the process for the wrap up.* | "Writers I heard you say that you are going to try adding a ? to their notebook because it is meaningful, I heard another student say ... Today and forever you can do what writers do and capture meaningful entries in their writer’s notebook. At closure, we will share what we wrote and discuss if hearing about some of the entries I have in my notebook helped you think of something meaningful to add to yours. |
| PRACTICE (20-30 min.)*Students work independently and/or in small groups to apply today’s teaching objective.* | THIS IS THE HEART of the lesson structure – The extended time where students are independently using the strategy taught to build and extend their learning. |
| WRAP UP (5-10 min.)  *The wrap up/debrief is tied to the objective/teaching point and is used as a time to validate, troubleshoot, and/or further instruct.* | "Writers, you've worked hard today adding meaningful entries into your writer’s notebook. Take a moment and pick one entry you want to share with your partner. When I signal, I will give you a 2 minutes share time to read what you picked. Writers, let’s wrap up our writing time today reflecting on the process. Did my notebook walk help you as a writer? Why y or why not?Remember that today and forever, you can do what good writers do, you can capture a multitude of meaningful entries in your Writers Notebook. |