|  |  |
| --- | --- |
| Unit: Launch | Date: |

|  |
| --- |
| WHAT: Writers reread the meaningful entries in a Writer's Notebook. |
| WHY: to revise or add to the writing ideas that are meaningful to them. |
| HOW: One way is to "Lift a Line" – (word, phrase) from another piece and write more. |
| **Materials:**   * Writer’s 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, we've been working on generating meaningful ideas to capture in our writer’s notebook."  "So today I'd like to teach you that writers reread the meaningful entries in their notebook. They do this because they want to revise or add to an entry they have already begun. One way to do this is to “lift a line” of words or phrases to write more about. |
| TEACH (5 +- min.) *The teacher tells/shows the students what writers/readers do, preferably by modeling a strategy, the* ***HOW****.* | "Watch me while I…model what you will do in few minutes independently at your desks. Watch me as I model rereading my notebook for a word or phrase to lift out of a piece and write new or more about.  **Teacher models reading/writing in there writer’s notebook thinking aloud about all the words of phrases to lift out and write more about- Use the “FREE WRITE” page to model from. (Model choosing a word and writing more about it on the blank side of the notebook- the revision side/back side)** |

|  |  |
| --- | --- |
| 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.* | Your turn to take a few minutes to reread your writer’s notebook looking for words or phrases to lift out and write new or more about. …**Teacher is listening and monitoring partners as they turn and talk. Share out a few examples heard by students during the clarify portion of your lesson. ( I heard…)** |
|  | |
| 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 some of you say that you are going to use the lift a line strategy to write a new entry on, some of you said you were going to focus on adding details to a word or phrase from an entry you began to strengthen it.  Today and forever you can do what writers do, revisit your writer’s notebook entries and lift a line to add or strengthen a piece or to begin a new entry from. |
| 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.* | **At their desks:** "Writers you've worked hard today lifting lines to write more about. Take 2 minutes to read some of what you wrote today.  **At the Learning Area:**  Who will use lift a line again to revise or begin a new entry in their notebook? Why? Or Why not?  Allow time for students to reflect on the process (Possible responses might be: charts/ questions/ working with a partner, etc.) Whole class share-out! |