

Master the mini-lesson

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Plan the four essential steps.

STEP 1

1 MINUTE



INTRODUCTION:

(Re)Introduce the skill.

- Provide a lesson link.
- Name the skill using writer's vocabulary.
- Tag the skill with its umbrella writing trait.

STEP 2

10 MINUTES



INSTRUCTION:

Say & show the skill.

- Explain the specifics of the skill while being edu-taining.
- Consider revealing & dissecting an example of the skill.
- *Think Aloud*/Model how to execute the skill.

STEP 3

5 MINUTES



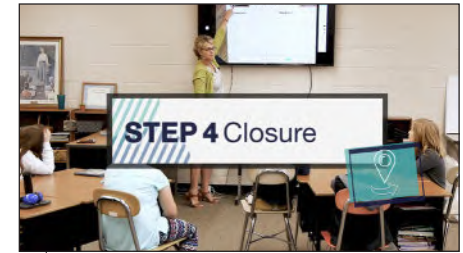
INTERACTION:

Show the skill again.

- Guide students through parallel experiences.
- Massage their attempts.
- Reteach and refine students' understanding.

STEP 4

1-2 MINUTES



CLOSURE:

Crystallize the skill.

- Restate the skill's name/purpose & generalize its application.
- Announce the Writing-Time task.
- State the code phrase.



MANAGEMENT |
Session 5: Foster independent writers.

Incorporate the gradual release of responsibility.

I do. (*You watch & listen.*)

We do. (*I do; You help.*)

You do. (*I help/watch.*)



Execute mini-lessons in 4 steps.

Tweak lesson delivery to accommodate video formats.

Plan and deliver best-practice direct instruction regardless of the classroom setting.



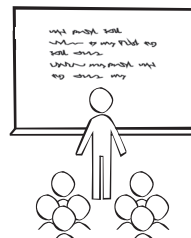
STEP 1 INTRODUCTION OF THE SKILL

- Name the skill using its academic vocabulary while pointing to it on the anchor chart.
- Define the skill/concept in a single, simple sentence.
- Identify the purpose &/or value of this skill.

Project the skill name on the screen and/or hold the anchor-chart piece in front of the camera before affixing it to the chart.

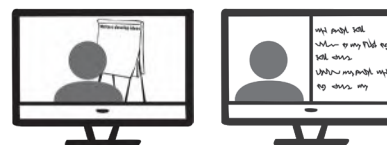
STEP 2 INSTRUCTION & TEACHER MODEL

- STEP 2A | Explain the specifics of the skill while building the anchor chart.
 - STEP 2B | Demonstrate the skill:
I do; you watch. Model the physical steps while referring to the anchor chart.
- I think aloud; you listen.** Verbalize your mental process.



“Build” the anchor chart (e.g., hold up each piece to the camera and then tape it to the chart behind you, or grow a digital anchor chart on the screen).

Adjust the view so that students can see the anchor chart, the writing sample, and you at appropriate times during the lesson.



Jump between the anchor chart and the writing sample— pointing to the different “tools” as you utilize them.

STEP 3 INTERACTION AMONG PEERS

- Guide students through a parallel experience while referring to the anchor chart of steps.
- Maintain focus and control while inviting students to try.
- Massage their attempts (i.e., *I do; you help*).
- Reteach and refine students’ understanding.

It is imperative that students see the chart, the writing, and you during the *We-do* experience.

The invitation to try is rhetorical. Don’t give away the microphone nor send students to breakout rooms.

STEP 4 CLOSURE & TRANSFER

- Restate the target skill.
- Explain the Writing-Time task to follow.

If pre-recording, describe the next step (e.g., more instruction to come; independent task, etc.).

SPIN-OFF SESSIONS

MINI-LESSON |
Session 2: Model a strong example.

MANAGEMENT |
Session 2: Assign Writing-Time tasks.

SECRET SITE RESOURCE



Download the resources to support the *Stay on Topic* writing mini-lesson using a Cheerios box.

Troubleshoot potential problems.

Be “live” with students.

Meet the live-for-5-hours-each-day requirement—with pre-recorded lessons.

- Execute live whole-class discussions, activities, small-group experiences, guided support, help sessions, etc.
- Hold one-on-one conferences where you provide personalized feedback.
- Show the pre-recorded lesson to the whole class during a live meeting and be present in the chat.

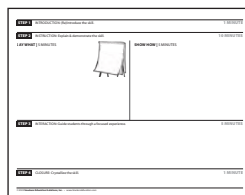
Plan mini-lesson skills in a multi-day series.



SECRET SITE RESOURCES



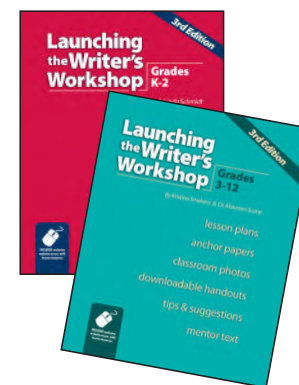
Teach one skill across 3+ days.



Connect writing lessons to concrete triggers.



RELEVANT RESOURCES



SPIN-OFF SESSIONS

UNIT ESSENTIALS
Session 1: Write in the primary grades.

Session 3: Target informative writing skills.

Session 4: Meet the argumentative standard.

Session 5: Know the narrative non-negotiables.

View pre-recorded lessons.

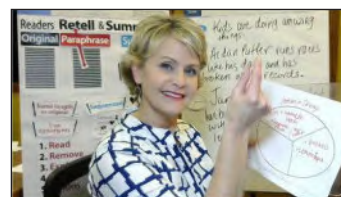
Study the 4-step mini-lesson within these whole-class *READING COMPREHENSION* lessons executed virtually.



GRADES K-1



GRADES 2-3



GRADES 4-6



GRADES 7-12



SERIES 1: Readers have different voices.
SERIES 2: Readers make inferences.
SERIES 3: Readers retell/summarize.

SERIES 4: Readers question & predict.
SERIES 5: Readers track details across a text.
SERIES 6: Readers juggle multiple texts.

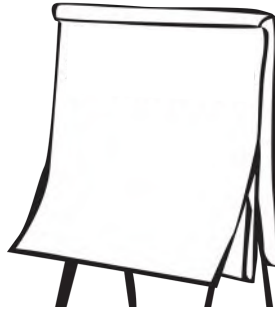
STEP 1 INTRODUCTION: (Re)Introduce the skill.

1 MINUTE

STEP 2 INSTRUCTION: Explain & demonstrate the skill.

10 MINUTES

SAY WHAT | 5 MINUTES



SHOW HOW | 5 MINUTES

STEP 3 INTERACTION: Guide students through a focused experience.

5 MINUTES

STEP 4 CLOSURE: Crystallize the skill.

1 MINUTE