

Execute a 4-step mini-lesson

for each skill within **READERS WRITE**

STEP 1

Today's mini-lesson is a W.A.R. skill. What does that mean? That's right, our reading lesson today focuses on how to take our thinking as a reader and turn it into a written response.

1 MINUTE

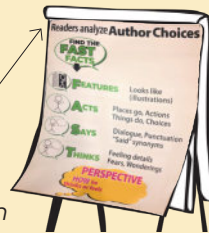
STEP 2

INSTRUCTION: You explain & demonstrate the skill.

SAY WHAT | 5 MINUTES

All week we have been learning how to THINK like this. (Point to anchor chart from this week's skill.) And as we infer things, we have been sharing our thinking orally/out loud. But today's lesson is how we could communicate that same thinking in writing.

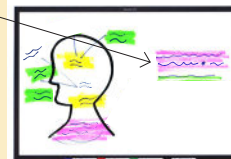
Remove/Replace the comprehension skill anchor chart with the W.A.R. anchor chart. When we write out our thinking, we already know... Review the W.A.R. skills previously taught and already on the chart.



Project the captured thinking/Silhouette Head from earlier in the week.

- Remember when we read ___ and figured out ___? Review the question and details from that earlier thinking.
- So if I had to write out this thinking, I already know to... so I would write... Think Aloud and execute all previously-taught W.A.R. skills in an I-do-You-watch experience.

But there is more to a strong written response. Today, I want to teach you the next part/facet. Deliver the new instruction and add the skill to the W.A.R. anchor chart.



SHOW HOW | 5 MINUTES

Ok, let me show you what it would look and sound like if I added this to my written response.

Using the same projected thinking, SLOWLY think aloud and model how to write out ONLY this new part/facet.

See how Mrs. Smekens can tell you the answer orally (like I did on Tuesday), AND I also can put it in writing. That's what readers do.

10 MINUTES



STEP 3

INTERACTION: They experience the skill.

OK, now help me with this next one. CHANGE the projected thinking to a different example captured earlier in the week.

Remember on Wednesday when we inferred/figured out... (Review the question and details in the Silhouette Head that led to the answer.)



So if YOU had to put YOUR thinking in writing, how would you start it? (Point to the W.A.R. anchor chart.) Students turn and talk, and the teacher eavesdrops.

- Affirm/I heard...
- Clarify and reteach/If you were thinking... Massage their thinking and draw out/write out the answer.

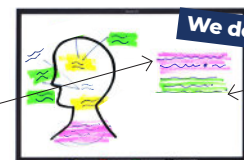
Today we also learned another part/skill that we need to put in our written response. (Point to the new addition on the same W.A.R. anchor chart.)

How do you do that?

Where on the Silhouette Head will you find the information that you need?

How would you WRITE it out?

Students turn and talk. The teacher massages their thinking and scribes the response.



STEP 4

CLOSURE: You crystallize the skill.

Alright readers, this week we will continue to practice both/all of these writing-about-reading skills. (Point to the W.A.R. anchor chart with all its cumulative skills.) We will practice it after read alouds, small-group readings, and in the subject areas. It's now time to transition into...

1 MINUTE