

Tuesday - March 24, 2009
Writing Workshop Mini-Lesson

SOL: 3.9 The student will write descriptive paragraphs.

- d) Include descriptive details that elaborate the central idea.
- e) Revise writing for clarity.

Objective: Students will be able to demonstrate sentence variety within a descriptive paragraph.

Materials:

- document camera/overhead
- sample of student writing (not in class)
- list of words to replace “then”

Lesson:

1. Read a sample of a student’s writing aloud.
2. Ask students if they *hear* anything in the paragraph that could be improved. If needed, re-read the paragraph stressing the repetitive sentences.
3. Display the writing to students using either the overhead projector or document camera.
4. Brainstorm ways to change the sentences in order to avoid repetition.
5. Display a list of words to use in place of “then.” Ask students to try to use these words in place on then in today’s writing.
6. Explain to students the peer conferencing routine once more. (It is the first day peer editing is being attempted). Remind peer editors to only write on the checklist and NOT the story. Give designated peer editing locations in the room that students may work.
7. Begin independent writing and conferencing.
8. About 10:20, begin author’s chair. Remind students that this is a time to celebrate the author’s writing and we should only comment on parts of the story we liked – it is not a time to offer suggestions for improvement.

Assessment:

1. Ongoing through questioning and listening to class responses.
2. Check for understanding throughout individual conferences.