

Writing Mini-Lesson Plan

Topic: Adding dialogue to stories; punctuation

Explanation: Announce to the students that they will be learning about adding conversations into stories. Then tell the students that you will be reading two short stories to them and they have to listen closely to pick out the conversation and how it changes stories.

Examples:

- Story 1: One day I took my dog for a walk in the rain. On our walk, I accidentally dropped the leash and he ran into a mud puddle. He got all dirty and I had to bath him when we were back home.
- Story 2: One day I took my dog for a walk in the rain. I called him and said, “Sparky! Let’s go for a walk!” On our walk, I accidentally dropped the leash and gasped, “Oh no! Sparky stay!” but, he still ran into a mud puddle. I gasped when I saw Sparky, “Oh no, Sparky you got all muddy! Come here Sparky, we have to go home now.”. We walked back home and I looked at Sparky, “Time for a bath, Sparky so you can be all clean again!”
- During guided practice: write a sentence on the board to show students an example of what dialogue looks like within a story and tell them what quotation marks are. Example sentence, “Good morning!” said Sally.

Guided Practice: Ask the students what they noticed about the first story and the second story. Write what they say about each story in two columns so they can see the difference. Let students know that conversations in stories can help us as listeners understand what is going on in the

story and what mood the person is in. Tell students what quotation marks are and then write an example sentence on the board.

Independent Practice: Tell students that you can have many conversations within stories and have characters talking to each other. Sentences a character says can be as long as the author wants or as short as they want. Let students know that in their next writing assignments they will be encouraged to incorporate dialogue and conversations within their story.

I think the experience of writing out a mini lesson plan really helped me to see how lessons can be long and more in depth versus short and to the point. It was beneficial to try making a lesson plan that was about something important that student's need to know when writing stories but also make it a fun and engaging lesson. Something that stood out to me when writing this lesson plan was that there does not need to be a lot of resources or extra things added into our lesson plans for our students to get what they need out of a lesson. I like how simple it is to read aloud two different stories for the students and have them respond to what the thought of it and pick out the differences.

When sharing my lesson plan with classmates, several things went well. Something that went well was when I shared the two versions of the story. My group seemed to enjoy them and commented that they were engaging. Also, the way I introduced the topic went well. Everyone in my group understood what I was asking them to listen for when I read the stories. Their responses to the story was exactly what I was expecting and overall it went well when I was sharing it.

Something I would change is my pace and wait time when reading the story and asking my questions. I would also give more structure to requirements for the independent work for my students after. I would make it required that they try to incorporate at least one conversation into their next story. Also, I would have more of a conversation about the symbols that indicate that there is a story taking place. I would definitely spend more time on what it looks like to have dialogue included in the story. Overall, I think that my implementation of my mini lesson went good and everyone in my group seemed engaged and understood what I was doing. There were a few changes I made but for the most part I am happy with how my mini lesson went.

