

Write your Minilesson #1 here:

Common Core Standard:

- **2.W.3** Write narratives (e.g., story, poetry) that: b. Include details to describe actions, thoughts, and feelings.

Materials:

- Writing strategies book Page 97, 3.4 Photo Starts.
- Students will have a cover page to draw the picture from a time that they remember. This photo or drawing will be based on an action, thought, or feeling that they had.
- They will also receive a full sheet of lined paper.

Introduction:

- **Objective:** I can use a picture to describe my feelings.
- Class, we have been working on how to incorporate actions and thoughts in our stories. Today, we will be using a picture to help write about a feeling.
- First, writers, we are going to come up with a list of feelings. I am first going to think of a feeling.
- What type of feelings do I have? Oh, I know, happy. Ok, class, it is your turn now; I want you to think of a feeling, and when you have a feeling in your mind, raise your hand.
 - During this time, I would call on the students and write down the feelings that they come up with. I would do this until we have six words for the students to reference. I would make sure that the class was not just listing off words that were very similar in feeling. I would help guide them to make sure they have multiple options.

Modeling/Teach:

"I Do"

- Class, you have done such a great job coming up with feelings. Remember when I said that we would be writing about our feelings, well now it is my turn to draw a picture and write a story. Before I begin, I will think of a feeling that I would like to write about. Which feeling from our list, or that I can think of, will I want to write about? I will write about being happy because I can think of multiple times when I was really happy. I can think of a time when I was happy and write about that.
 - During this time, I would list a few times that I was really happy. I would write them down on the board. This way, the class knows that they can think of multiple ideas.
- I am going to write about when I won a buckle with my barrel horse. Now that I have chosen a story, I need to think of an illustration that I want to draw for my story. What picture can I draw that will go best with my story? I am going to draw a picture of the belt buckle with a barrel on it.
 - I would draw a quick picture of a belt buckle with a barrel in the middle of it. Keeping it simple and working fast.
- I think my drawing looks great! I am ready to write a story about when I was really happy I won a belt buckle. I will use all the tips from our writing board to make sure my story makes sense; this way, when people read it, they will understand that I am happy.

Students Practice/Active Engagement:

"We do"

- See how fun it can be to come up with a story about feelings. Now it is your turn! Writers, I want you to think about which feeling you would like to draw and write about; when you have thought of a feeling, I want you to give me a big thumbs up.
 - I would give them about one or two minutes, depending on how long the class takes to think of an idea.
- Great work, you are going to use this feeling for a story. Think of a time when you felt this way. It can be when you were in the car, riding a bike, or when you were eating. Let's close our eyes and think of a time when you felt one of these feelings on the board? Or a new feeling that you thought of on your own? Once you have thought of an idea, I want you to give a big thumbs up.

- I would give the class about one to two minutes to think about this question.
- Let's open our eyes. Were we able to think of a time when you felt that feeling you wanted to write about? I want you all to share that story with your elbow partner.
 - I would give them 2-4 minutes to talk about their story with their partner. During this time, I would be walking around the classroom chatting with different students to see what they choose for their story.
- 5-4-3-2-1 → Learning is fun (they say)
- Great job everyone, I heard some great ideas for stories that had felt in them.
 - I would ask some students if they would like to share and then move on to my next point.
- You have your feelings and a story you may want to write about. Now we are going to think of an illustration that will go with our story. What can we draw pictures of that will best relate to our stories? Let's close our eyes and imagine a picture that we could draw. Once you have thought of a picture you want to draw, give a big thumbs up.
 - During this time, I would allow the class to think of a picture to draw for about one to two minutes.
- Now that we have a picture in our minds let's share it with our elbow partner.
 - During this time, they are sharing with partners; I will be walking around the classroom. Help students figure out their ideas and help them get through thoughts.
 - I would give them about 2-4 minutes or until I see conversations start to die.
- 5-4-3-2-1 → Learning is fun (they say)
- I hear some great ideas for illustrations. I am going to let you guys start drawing your pictures. Grab your pens and crayons, and you can begin. If you need any help with an idea, just point to the sky.
 - I will have the class draw their pictures for the next 5 minutes, depending on the amount of time we have and if the kids are close to done drawing. During this time, I will be walking around the room, asking the kids what they are drawing and what feeling they plan on writing about.
- 5-4-3-2-1 → Learning is fun (they say)
- You all are doing so well drawing your illustrations for your story. I am sorry to pull you away from them. We need to get ready to write our stories. Before we begin, do we all remember the feeling we were going to write about? If so, give big thumbs up! Great, do we all have a story to write about this feeling? If so, give a big thumbs up!
 - While I am asking these questions, the students who don't have an idea will be writing in my book, so I can remember to help them while writing. Once I have addressed all the questions related to their writing, I will get ready to send them off.

Closing/Link:

- Awesome! You all have done such a great job listening, and I am so proud of your work. You all did a great job coming up with pictures and stories to write about feelings. Now it is your turn to finish your drawings and begin writing about a time when you had a feeling. Remember what we have learned about creating a well-written story. If you need help, make sure you look at the (writing board) anchor chart before you point to the sky. You all may begin writing, have fun!
 - I will have them begin writing and have them finish their pictures. During this time, I would make sure to walk around the classroom. I am helping any student that would need help. Once writing class is over, I would have them rap up, and they will be able to finish their work the next day.