

Mini-Move Lesson Plan Template: Direct Instruction

You can use this lesson plan template anytime you want to quickly and directly teach a move to students—a whole class, a small group, or an individual. This is the model you'll see in our Mini Moves for Writers videos, too! This form is an organizing tool to help include relevant Common Core State Standards.

Lesson Duration

10–20 minutes

Lesson Objectives

Students will:

- » Understand why a writer might use this move
- » Learn the name of the move writers use
- » Read a mentor text using the move
- » Understand how to use the move in their own writing
- » Understand the effect of the move on a reader or a piece of writing
- » Try the move on their own

Materials

- » Mini-mentor text that includes the mini move you wish to teach
- » Optional materials:
 - * Computer with projector
 - * Mini-move video

Procedure

1. Highlight a writing need this lesson will address.

- * Say, “Sometimes, in a piece of writing, a writer needs to _____. One way that professional writers do this is by _____.”

2. Name the move you will be teaching.

- * Say, “Today, we are going to learn a move called _____ that will help us do this in our own writing.”

3. Share a mini-mentor text that uses the move.

- * Say, “Let’s look at how one writer uses this move.”
- * Share the mini-mentor text with students. Read it aloud for them.
 - › The mini-mentor text might be projected on the board, written on the board, or printed on paper for students to keep in their binder or writer’s notebook.

4. Discuss how the move is used and its effect.

- * Say, “In this mentor text, I notice the writer is _____. The writer is using this move because _____.”
 - › When you notice aloud what the writer is doing, go slow. You want to unpack the choices the writer is making step by step so that students can see the steps they will need to take to use the move themselves.
 - › When you discuss the effect of the move, you might find that you are highlighting an effect on the reader or an effect on the writing itself. Either is helpful to student writers! The goal here is to highlight what this move is accomplishing so that student writers will understand when the move might benefit their own writing.

5. Set students free to try the move in their own writing.

- * Say, “OK, think for a minute: Where is a place you could try this move in your own writing? Let’s try it and see what happens!”
- * There are lots of ways to do this. Students can try the move in a piece of existing writing they are currently working on in class, try it in a piece of older writing, connect the move to current class content as they try it, or quickly come up with an original example in their notebook.
- * Since students are learning and trying this move for the first time, informal assessment is key. You can check on student understanding in a few different ways.
 - › Peek over students’ shoulders as they write.
 - › Use a Google Form to have students submit their first attempt.
 - › Ask students to publish their attempt on a Padlet or sticky note on the classroom wall or via a quick notebook gallery walk.