

## Mini-Move Lesson Plan Template: Independent Student Work

Inviting students to independently work with mini moves is one of the ultimate goals of our teaching; we want students to be able to do this on their own in the future with any text they might find helpful and inspiring.

Use this lesson plan template with students who need to work on their own, with students who have had a good bit of practice using mini-mentor texts and identifying moves, or with students who need a little extra challenge. Here, you will see a procedural breakdown of activities and materials based on the kind of instruction given.

### Lesson Duration

10-30 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

- » Guided independent practice: Teacher-selected mini-move videos (a single video or a few videos from which students can choose)
- » Independent inquiry practice: Mini-mentor texts that highlight a teacher-selected mini move
- » Fully independent practice: Student-selected mini-mentor texts

### Procedure

Follow the steps based on your practice.

#### ***Guided Independent Practice***

Follow along.

1. Teacher highlights a writing need this lesson will address.
2. Teacher shows selected mini-moves video.
3. Teacher shares a mini-mentor text that uses the move.
4. Teacher discusses how the move is used and its effect.
5. Student tries the move.

#### ***Independent Inquiry Practice***

Follow along.

1. Teacher highlights a writing need this lesson will address.
2. Teacher shares mini-mentor texts that use a writing move that addresses that need.
3. Student studies the mini-mentor texts to identify the move and its effect.
4. Student names the move.
5. Student tries the move.

#### ***Fully Independent Practice***

Follow along.

1. Student identifies a need in their writing and a mini-mentor text that can inspire their work.
2. Student studies the mini-mentor text to identify a move the writer is making.
3. Student names the move.
4. Student tries the move.