

Mini-Move Lesson Plan Template: Student-Driven Inquiry

Use this lesson plan template when students have had some experience with mini moves and are ready to lead the learning themselves. This inquiry lesson template has the added advantage of getting students physically engaged in the lesson.

This template is a great next step for students, as it exposes them to multiple mini-mentor texts at the same time. You could approach this in one of two ways: (1) with multiple mentor texts that use the same mini move, or, for an even greater challenge (and greater efficiency in teaching students a range of moves!), (2) with multiple mentor texts that address the same writing need, each highlighting a different mini move. See the reproducible “Student Organizer for Mini-Mentor Text Stations” (page 220) for organizers to manage the mini-mentor text stations and to include relevant Common Core State Standards.

Lesson Duration

15-30 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

Three to five mini-mentor texts using the same mini move written on chart paper or printed and posted around the room

Procedure

1. Highlight a writing need this lesson will address.

- * Say, “Sometimes, in a piece of writing, a writer needs to _____. Today, we’re going to look at some mentor texts and figure out what moves writers make to address that need.”

2. Share mini-mentor texts that use a writing move that addresses that need.

- * Set up stations around the room, each with a mini-mentor text written or printed on a piece of paper.
- * Divide students into small groups or partnerships, and invite them to study each mentor text and record what they notice. They might use an organizer like the reproducible “Student Organizer for Mini-Mentor Text Stations” (page 220) to jot down their thinking.
- * When students have visited each mini-mentor text, have them return to their seats.

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

- * Debrief students’ learning as a class. You might ask the following questions.
 - › What did you notice?
 - › What patterns did you see as you visited each mini-mentor text?
 - › How did you see the writing need being addressed?
 - › What steps did each writer take to address the writing need?
- * As you discuss students’ noticings, you might project the mini-mentor texts and annotate them on the board or create a list on chart paper.
- * If you are using mentor texts that address the writing need in different ways and use different moves, you will want to ask, “What are the different ways we see writers addressing this writing need? How are these similar? How are these different?”

4. Name the move you will be teaching.

- * Say, “OK! We have noticed a lot about these mini-mentor texts. Based on what we have seen, what might we name this move? We want something simple that describes what the writer is doing and something we can remember.”
- * Solicit potential names from the students.
 - › A fun way to do this is to put students into small teams to develop a name for the move. Everyone writes their name on the board, and then the class votes on the name that best represents the move.
- * If you are using mentor texts that address the writing need in different ways and use different moves, you will need to develop names for all the moves. This is most efficiently accomplished by assigning each small group a move and letting them develop the name themselves.

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.