

Informational Writing Minilesson:

Elaborating Informational Text

Kelley, Kindergarten

Teacher speaking to whole class:

“So yesterday we practiced adding tiny details to our writing and labeling those tiny details and Ms. Creswell took your folders home last night and I looked at your writing and I was so excited to see that you boys and girls drew some great tiny details just like scientists. Can you give yourself a pat on the back? Because you really did a great job with that. So this is what Ms. Creswell wants to teach you today. Are you ready? Today Ms. Creswell wants to teach you how to write sentences using the labels in your stories, the labels that you have already created. So what I need for you to do is I need you to look up here at Ms. Creswell’s story that she’s been writing. Can everybody see that? Ok, so this is the story that Ms. Creswell started writing and this was the leaf. I labeled the leaf that it was purple and it had some brown. And so I wrote a sentence and the sentence said ‘the leaf is brown’ and I got this sentence from my picture using the labels that I had created. So guess what? I’m going to look back at my picture and I’m going to see what else I can write using the labels I’ve already created. So I see that I have the word leaf so I could say that this is a leaf and say that I have the word ‘purple’ and I could write ‘the leaf is purple’ so I think that I will probably add the sentence about the leaf being purple so what I’m going to do is go right down here on my line and I’m going to write...”

Whole class speaking:

“The leaf is purple”

Teacher speaking to whole class:

“Remember you have to plan your sentence before you write. Can you help me read my sentences?”

Whole class speaking:

‘The leaf is brown. The leaf is purple.’

Teacher speaking to whole class:

So boys and girls, Sykes and Allen, so today, look at me, today when you go back to your seats you are going to do what I did. You’re going to use your labels and you are going to write lots of information about your labels so now you’re going to have a turn. I drew a picture of an acorn yesterday and I have my labels. I want you to look at my picture and my labels and I want you to turn to your partner and tell your partner what kind of sentence do you think that I could write about this picture.”

Teacher speaking to pair of students:

“Turn and talk to your partner. What do you think we could write? What do you think? Look up there. Look up there and I’ll come back to you ok? Sierra what kind of sentence do you think that I could write, what could the sentence say?”

[Student speaking inaudible, creating a sentence about an acorn]

Teacher speaking to pair of students:

“I see an acorn that is a fabulous sentence. What do you think Xavier?”

[Student speaking inaudible, creating a sentence about an acorn]

Teacher speaking to pair of students:

“Yeah, what else could I write? I have point and I have line. Do you think of another sentence I could write?”

Student speaking:

“I see a line.”

Teacher speaking to pair of students:

“I see a line. That is a fabulous sentence.”

Teacher speaking to whole class:

“Class, class, class”

Whole-class speaking:

“Yes, yes, yes”

Teacher speaking to individual student and whole class:

“Please remember that you should be sitting on your folder. Can you make sure you are sitting on your folder? We’ll get to that in a minute. Ms. Creswell heard some great sentences. Sierra could you share the sentence that you said that Ms. Creswell could write.”

Student speaking:

“I see an acorn.”

Teacher speaking to individual student and whole class:

“Sierra said that we could write ‘I see an acorn’. Sykes and Allen, please pay attention. Xavier could you share your sentence?”

Student speaking:

"I see a line."

Teacher speaking to whole class:

"I see a line, thumbs up if that was one of the sentences that you might have thought of. Very good. Ms. Creswell heard some great sentences so today when you go write that is what you're going to work on. You're going to work on using your labels to write your sentences. And you know what? Can I tell you a secret?"

Whole class:

"What?"

Teacher speaking to whole class:

"You can write more than one sentence about your picture. Can you believe that? Just like Ms. Creswell did over here. Look, the more that you have the better your book is. Alright, so look at me, Sykes, Malaki. Today and every day when you write you can draw pictures you can write labels and you can..."

Whole class speaks:

"Write sentences".