

Informational Writing Minilesson:

Labeling Details

Kelley, Kindergarten

**Teacher speaking to whole class:**

“Alright, good morning boys and girls, we are going to get ready to do our writing this morning and if you remember last week we started doing our ‘looking closely’ unit, where we were looking closely at nature items and we were drawing them and labeling them and writing about them. This is the chart that we created last week on the steps that we need to take in order to do our ‘looking closely books’. Would you quietly turn to your partner, tell your partner the order in which we need to do our writing? Can you tell your partner?”

**Teacher speaking to pair of students:**

“Turn to Kimberly. What do we do first? What do you have to do first? Can you remember? Can you tell Malaki, say ‘look closely’?”

**Student speaking:**

“Look closely”

**Teacher speaking to pair of students:**

“Good job, alright. Sierra, would you sit with Xavier please? Sykes what do you do? Look at our chart. What do you have to do first?”

[Student speaking inaudible]

**Teacher speaking to pair of students:**

“And then what? Allen, talk to your partner.”

[Student speaking inaudible]

**Teacher speaking to whole class:**

“Alright class, class, class.”

**Whole-class speaking:**

“Yes, yes, yes.”

**Teacher speaking to individual student and whole class:**

“Please tell me what we do first, Bradley?”

**Student speaking:**

“Draw the picture”

**Teacher speaking to individual student and whole class:**

“Oh, very first we have to look closely. Remember we have to look at the object very closely so we can see what it looks like in order to draw it. Then, what are we going to do Anna? After we look closely what are we going to do?”

**Student speaking:**

“Draw it”

**Teacher speaking to individual student and whole class:**

“We’re going to draw what we see, very good. What are we going to do next, Sam?”

**Student speaking:**

“Draw what we see”

**Teacher speaking to individual student and whole class:**

“Draw what we see. Then what are we going to do?”

**Student speaking:**

”Label it”

**Teacher speaking to individual student and whole class:**

“Label our picture, very good. What are we going to do last Bradly?”

**Student speaking:**

“Write”

**Teacher speaking to whole class:**

“We are going to write about our sentence. That is exactly right. Alright, so today Ms. Creswell is going to teach you how to draw our labels using details in our picture. Alright, so I need everyone to look up here. This is the book that we started last week and last week we did a leaf. We got our leaf out, we looked closely, we drew our pictures, we put our labels and then we wrote a sentence. ‘The leaf is brown’. Well, this weekend I was out walking with my children and I found this little acorn. See if you can see it. Do you see the acorn?”

**Whole class speaking:**

“Yes”

**Teacher speaking to whole class:**

“What is something that you see on the acorn, a detail that you see Malaki?”

**Student speaking:**

“I see a...”

**Teacher speaking to individual student and whole class:**

“Can you tell me about it?”

**[Student speaking inaudible, describing the acorn]**

**Teacher speaking to individual student and whole class:**

“It’s kind of hard to describe, isn’t it? Alright so you see the top right here, what else do you see, Jeremiah?”

**Student speaking:**

“Brown”

**Teacher speaking to individual student and whole class:**

“It’s brown, very good observation. What do you see Micah?”

**Student speaking:**

“I didn’t raise my hand.”

**Teacher speaking to individual student and whole class:**

“Oh I’m sorry, Kamari what do you see?”

**[Student speaking inaudible, describing the acorn]**

**Teacher speaking to individual student and whole class:**

“Oh you see a little bit of white? Let me see if I can get it a little closer. What else do you see on it, Cason?”

**Student speaking:**

“A brown part”

**Teacher speaking to whole class:**

“Yes, that is exactly right. So that is our ‘looking closely’ part. Then, Mrs. Criswell drew what she saw. And this is what she saw when she looked closely. She saw that the acorn had like a little hat on top and it had little bitty there

kind of like little circles. It's hard to see when you're on the carpet, but it has little circles on it. And it has little bitty lines. And it has a little point, you see it? So after we draw our picture what do we have to do?"

**Whole-class speaking:**

"Label"

**Teacher speaking to whole class:**

"We have to label it. That is exactly right. And remember, Ms. Creswell said we're going to talk about labeling our details. Allen watch. Ready? So one detail that Ms. Criswell saw is, I saw a line, so I'm going to draw a line, I'm going to label 'lines'. I want everyone to help to say 'lines'."

**Whole-class speaking:**

"Lines"

**Teacher speaking to whole class:**

"What do you hear at the beginning"

**Whole-class speaking:**

"L-ines"

**Teacher speaking to whole class:**

" 'L' very good, so I'm going to write the 'L'. Ok, help me stretch it out."

**Whole-class speaking:**

"Li-nes"

**Teacher speaking to whole class:**

" 'i' very good, alright let's do it again."

**Whole-class speaking:**

"Lin-es"

**Teacher speaking to whole class:**

"And it's 'n-e-s'. That is one of my details. Lines. Now I want you to turn to your partner and tell your partner another detail that you see that I can label."

**Teacher speaking to pair of students:**

"Tell them, what do you see? What's a detail? Scoot right here"

**Student speaking:**

"Point"

**Teacher speaking to pair of students:**

"Oh, good job, a point. What do you see?"

**Student speaking:**

"Circle"

**Teacher speaking to pair of students:**

"Circle good job, good job. Allen turn around and talk to Mya. Cierra, you're supposed to be sitting right here. He's your partner. What do you see that you could label?"

**Student speaking:**

"Stick"

**Teacher speaking to pair of students:**

"Oh, a stick, good job."

**Teacher speaking to whole class:**

"Class, class, class"

**Whole-class speaking:**

"Yes, yes, yes"

**Teacher speaking to individual student and whole class:**

"Mrs. Creswell heard some great things that we could label. Karmari share yours."

**Student speaking:**

"I saw a point."

**Teacher speaking to individual student and whole class:**

"He said he saw a point. Now are you talking about the point at the top or the point at the bottom?"

**Student Speaking:**

“Point at the top”

**Teacher speaking to individual student and whole class:**

“The point at the top. That is a great detail so I’m going to draw my line and the reason I draw my line is so that the reader knows what I’m talking about. Ok and I’m going to write ‘point’. Everyone say that word.

**Whole-class speaking:**

“Point”

**Teacher speaking to whole class:**

“What do you hear at the beginning?”

**Whole class speaking:**

“P-oint”

**Teacher speaking to whole class:**

“P’, ready - help me stretch.”

**Whole-class speaking:**

“Po-int”

**Teacher speaking to whole class:**

“What do you hear? It’s actually ‘o-i’. Alright ready, stretch”

**Whole-class speaking:**

“Poin-t”

**Teacher speaking to whole class:**

“T’, I do hear a ‘t’ at the end and this is the word...”

**Whole-class speaking:**

“Point”

**Teacher speaking to whole class:**

“So, boys and girls, let me have everyone’s attention. Today when you go to your seats, you’re going to have your nature items and you are going to practice labeling the details. Today and everyday, you can label the details in items just like scientists do.”