**Mini-Lesson Guide**

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| **Connect** | ***So far we have learned about…***  This is the part of the mini-lesson during which you would typically refer the students to skills or knowledge they learned during the last lesson or during the year so far.  For the purposes of your assignment, describe what prior knowledge would be needed for or could be associated with the skill they are learning about. Or, simply describe other comprehension skills students may be learning about.  ***Today I will teach you…***  Then, tell what will be learned in this mini-lesson. |
| **Teach** | ***Let me show you how…***  Name and/or describe the skill you are going to demonstrate and the text you will use. You might demonstrate the skill outside of the context of the book first, and then apply it to the book. For example, if the skill you are demonstrating is inferring, you might do a brief exercise in which the students must infer something from a picture, and action, an expression, etc. Or if the skill is visualizing, you might ask them to visualize something and draw a picture of it.  As you demonstrate the skill, think out loud so you are modeling for the students what good readers do. You may use or create an anchor chart as you are talking for the students to refer back to as they work independently. |
| **Engage** | ***Now it’s your turn to try…***  Invite/Ask the students to “turn and talk” as they practice the skill you demonstrated. During this time, you would listen to the pairs and provide coaching and feedback. |
| **Link** | ***Today we learned how to…***  Briefly review the skill they practiced during the mini-lesson.  ***As you are reading today, and every day, it is important to…***  Describe why the skill is important in the reading process. |