



Sample Scripted Modeling Lesson

How to Write Lead Using a Question, an Anecdote and a Descriptive Segment

Teacher: Let's begin by reviewing the three ways to write a lead. Anybody?

Rosie: A question.

Teacher: A question is one.

Sam: A description.

Teacher: Yes, a descriptive segment. That means a short, descriptive passage, maybe 2 or 3 sentences long. And the last one?

José: Writing about stuff you've done yourself?

Teacher: Good job, Jose. The last one is an anecdote, a short story about something you've experienced yourself. Now, how can we come up with ideas to use one of these three techniques for writing leads? Any suggestions?

Liam: Use the sentence starters.

Teacher: That's one way. Another is to use detail-generating questions. For example, if we want to write a lead as a question and our topic is....any ideas for an interesting topic?

Noah: My best friend.

Teacher: Okay. Our topic is best friends. What do we know about best friends?

Sam: You do fun things together.

Stella: You have sleepovers.

Tim: You play games together.

Teacher: So maybe our lead could be "Who is your favorite person to play games and enjoy sleepovers with?" Does that make sense? (teacher charts this.)

Class: Yes.

Teacher: Okay, then. How about we write a lead about best friends using an anecdote next? Anybody have any personal experiences with best friends?

Noah: I remember when my best friend Liam moved into our neighborhood.

Teacher: And how did you feel about that?

Noah: I was excited. I could tell just by looking at him that we would like each other.

Teacher: (CHARTS) *From the minute I met Liam, I knew that he and I would be best friends. I was so excited that he moved into my neighborhood and ...*

Noah: ...and I imagined us playing soccer on my lawn, maybe.

Teacher: Great. So here we have it. A lead using an anecdote: *From the minute I met Liam, I knew that he and I would be best friends. I was so excited when he moved into my neighborhood and imagined us playing soccer on my lawn.*

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Now, let's try a descriptive segment. What does it mean to be descriptive?

Stella: You say what something looks like.

Teacher: Or smells like or tastes like. Or sounds like or feels like. Does anybody remember what we call descriptive words?

Tim: Not nouns. I got it. Verbs.

Teacher: Any other suggestions?

Stella: Adjectives?

Teacher: Right, Stella So when we're writing a descriptive segment, we'll include adjectives. Right?

Noah: That makes sense.

Teacher: If you're writing a lead about best friends using a descriptive segment, you might start off my describing your best friend.

Rosie: Her name is Becky. She has tall and pretty. She has curly blond hair.

Sample Scripted Modeling: How to write lead using a question, an anecdote and a descriptive segment (CONTINUED)

Teacher: Good start, Rosie. How about we say: *Meet Becky. Tall and pretty, my best friend has curly blond hair and* (CHARTS THIS.)

Let's take it a step further and describe more than just what she looks like. Rosie, what is Becky good at?

Rosie: Gymnastics.

Teacher: So, let's say: *Meet Becky. Tall and pretty with her curly blond hair, my best friend has a gift for gymnastics.*

Is that enough?

Rosie: No, you should say, she's really good at cartwheels and handsprings. And she never gets tired. I love watching her.

Teacher: Okay, Rosie. Here's our descriptive segment: *Meet Becky. Tall and pretty with her curly blond hair, my best friend has a gift for gymnastics I love watching her do cartwheels and handsprings. She never seems to get tired!*

So there we have it: three types of leads. A question, an anecdote and a descriptive segment. Now, it's your turn to try writing a lead about your best friend. Use any one of the three techniques.

(Give students 10 minutes of time to compose their lead as you circulate, answering questions and providing support. Read strong examples aloud.)