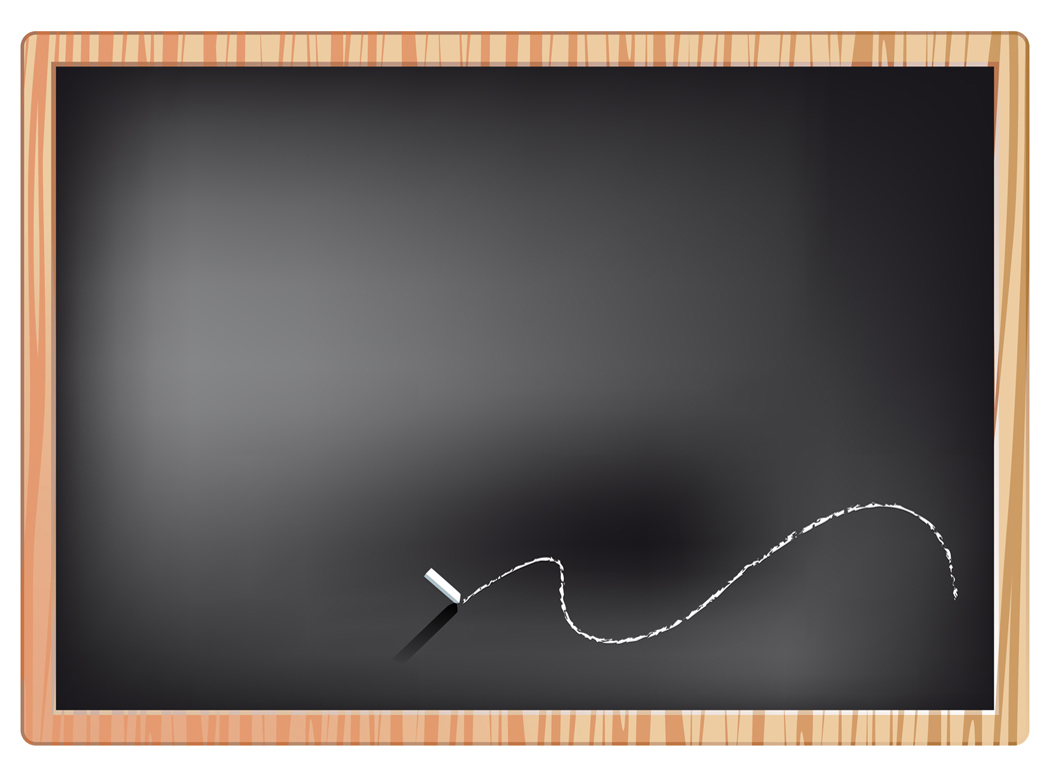
****

ELA

Common Core

Standards

1st Grade

**Launching with**

**Concept Books**

Unit 1

**Abstract**

|  |
| --- |
| There are a few things that are especially essential for this year: one is building stamina and the other is independence. During this unit students will work on stamina, independence and volume (6-10 page books with 1-2 sentences per page) as they write books similar to the ones they are reading. Students are immersed in the works of published authors as they begin to generate their own ideas and understand the structure of a Concept Book. It is important to remember your goal is for students to carry on, working with investment and a great deal of independence. To accomplish this, the unit will teach students how to convene and disperse from the meeting area, use and organize their writing folders and sustain writing and focus during the duration of workshop. Students will continue to practice and extend the rehearsal and planning skills learned in kindergarten by brainstorming with partners and saying their ideas as they touch the page. Young writers will need strategies for getting print on the page such as stretching and writing words and using resources in the room (alphabet chart, word wall, print in classroom...).Students will also need how to feel brave and fearless as they write tricky words. Lessons addressing these ideas will be incorporated into the unit.    Although Concept Books are familiar from kindergarten reading and writing, the writing your first grade students will be expected to produce, elevates and extends their previous knowledge.  Lessons are specifically designed to writing multiple sentences on a page, adding additional sentences as we add detail to our pictures, and looking at a closure to our books. These are some of the ways our first grade Concept Books increase in sophistication.    Near the end of the unit students are taught writers revise and elaborate as part of writing. Teachers will need to revise their own writing in order to demonstrate and build enthusiasm for revision. Some writers might be ready for more sophisticated revision so the open ended lessons will address the diversity of student needs.    First unit published pieces need not be perfect so don't be invested in perfection. Much of this unit is focused on management and process rather than product. The celebration is simple and most often is kept within the confines of the classroom. Small circles of students can read and take turns reading aloud. Remember that publication means going public. |

**Overview of Sessions - Teaching Learning Points**

**Concept I- Writers utilize mentor texts to craft their writing**

Writers… Immersion Day 1- read mentor texts as readers

Immersion Day 2- reread mentor texts as writers

Immersion Day 3- reread mentor texts and chart noticings

Immersion Day 4- reread mentor texts and name noticings

Immersion Day 5- reread mentor texts and tell how noticings help readers or writers

**Concept II- Writers apply and use procedures and tools**

Writers… Day 1- come quickly to and from the meeting area without detours

Day 2- stay focused on writing without interruptions

Day 3- when writers are done, they’ve just begun

Day 4- have an important job to do during a writing conference

Day 5- use resources from around the room to help them write words (On-demand prewrite)

**Concept III- Writers develop their ideas through rehearsing and planning**

Writers… Day 6- choose a mentor text to frame their writing

Day 7- touch each page of their book, as they think aloud to help them plan

Day 8- listen and share ideas with their partners, checking for focus

Day 9- sketch pictures to plan their ideas

Day 10- use partners to think of more ideas

**Concept IV- Writers represent their idea through pictures and words**

Writers… Day 11- are brave when they come to tricky words

Day 12- add detail to their pictures to better explain their ideas

Day 13- write additional sentences on a page

Day 14- can add labeling

Day 15- can add an ending that is surprising

**Concept V- Writers use the writing process**

Writers… Day 16- point and reread to make sure their writing makes sense

Day 17- check for spaces in their writing

Day 18- run their finger under each word, checking for sounds that they hear

Day 19- fancy up their book to go public

Day 20- demonstrate what they know about Concept Books (On-demand postwrite)

**Lesson Plans**

|  |  |
| --- | --- |
| **Session** | Immersion Sessions 1-5 |
| **Concept** | 1 - Writers utilize mentor texts to craft their writing |
| **Teaching Points** | * Writers read mentor texts as readers * Writers reread mentor texts as writers * Writers reread mentor texts and chart noticings * Writers reread mentor texts and name noticings * Writers reread mentor texts and tell how noticings help readers or writers |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Rereading mentor texts * Using reading strategies * Sharing mentor texts with others * Referencing mentor texts during the writing process * Gathering ideas from mentor texts | * Saying, *“This book is about \_\_\_\_\_ (concept/topic).”* * Saying, *“I could write a book like this too!”* * Saying, *“This book has a pattern.”* * Saying, *“The pattern changes.”* * Saying, *“The picture helps me read the word(s).”* * Saying, *“I know a lot about \_\_\_\_\_ (concept/topic).”* * Saying, *“This book reminds me of \_\_\_\_\_\_.”* |
| **Materials** | |
| * Immersion charts * *Spot Counts from 1 to 10*, Eric Hill * *Fish Eyes A Book You Can Count On*, Lois Ehlert * *1 2 3 A Child’s First Counting Book*, Alison Jay * Other easy number books with limited words | * *Lunch*, Denise Fleming * *Buttons Buttons*, Rozanne Lanczak Williams * *I See Colors*, Rozanne Lanczak Williams * *I Can Read,* Rozanne Lanczak Williams * *Rainforest Colors,* Susan Canizares & Betsey Chessen   *or other simple A-B leveled books (Wright Group/Rigby)* |

|  |  |
| --- | --- |
| **Instructional Purpose of Immersion for Launching with Concept Books** | The purpose of the immersion phase is for students to develop a good understanding of Concept/Topic Books. Students think about how these texts are structured and the specific craft moves the author used. The goal is to move students from *explorers* of Concept/Topic Books to *writers* of Concept/Topic Books.  Concept I is the immersion phase of the unit. The immersion phase is meant to be taught during read aloud. **In this unit only, immersion sessions 1-5 will be taught at the same time as Concept II sessions 1-5.**  It is critical that teachers spend at least five days on immersion inquiry because it scaffolds and supports future lessons and students’ understanding. These lessons follow an inquiry approach therefore there are no specific minilessons.  This is a time for students to notice the different things that define Concept/Topic Books. Your text selection should include trade books but also student writing. As we read these books our book choice includes structure and craft techniques that young writers will be able to emulate.  As we go through the days, we will give ideas and suggestions of things to talk about with your students, but understand that this will not represent all the noticings your students may generate. The teacher will need to follow the lead of the students. The teacher is there to notice, restate, negotiate what students say in order to bring meaning and understanding.  There is no one “right” way of immersing students in published authors’ work, there is a basic tenet that it should be a co-constructed inquiry. As we progress through units in the yearlong study, immersing will take on a  different focus as the control of the inquiry moves from more teacher directed to student ownership. |
| **Immersion Session 1 (read aloud)- Writers read mentor texts as readers** | **Remember: This is being done during read aloud it will be important to do Concept II Session 1 during writing workshop.**  Teacher may want to separate this read aloud into two sessions, one for Concept Books that are number books and one for Concept Books that are topic books.  This session will focus in on the content of the books as we read as readers. The type of noticings the student will notice are: What was this book about? What was in this book? What does this book teach us? |
| **Immersion Session 2 (read aloud)- Writers reread mentor texts as writers** | **Remember: This is being done during read aloud it will be important to do Concept II Session 2 during writing workshop.**  This session will focus in on the structure and craft techniques of Concept/Topic Books. Teacher will reread mentor texts while thinking aloud about the authors’ structure and craft techniques.  Teacher noticings: *All of these numbers go in order. I’m noticing the pictures match the number on the page. All number books seem to be about one thing…this book is all about animals, this book is all about fish, this is all about nursery rhyme characters!* *Wow these books are a little bit different from the number books. They’re all about one thing. Some have punctuation, some don’t. Some have more words than others. Some of the words are in color to match the picture. Many of these books have a pattern.* |
| **Immersion Session 3 (read aloud)-Writers reread mentor texts and chart noticings** | **Remember: This is being done during read aloud it will be important to do Concept II Session 3 during writing workshop.**  Teacher arranges students in groups of four, giving each group one mentor text to look and talk about what the author has done. (5-10 minutes) While students are still in their groups have them report out their noticings.  Teachers only fill in noticing column today (immersion session 3). Teacher may want to break this session into two. First day looking at one type of Concept Book (counting) and then next day the other (Topic Books).  (See next two pages for sample immersion charts.)  **Sample Immersion Chart for Number Concept Books**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Number Concept Books** | | | | |  | **Name/Photocopy of Mentor Text** | **Notice** | **Name** | **How it helps the reader/writer** | | **Structure**  **(found in ALL mentor books)** |  | Number are like we’re counting | Counting/Number Order | Teaches the reader how to count | | All on one thing | Concept | Tells a story  Keeps it interesting | | Has the number and the word | Saying the same thing two ways | Teaches the reader both the number and the number word | | Picture goes with the number | Matching | Teaches the reader the what the number means | | All go to 10 | Stops | Teaches the reader beginning numbers 1-10 | | Other words next to the number word | Names the picture | Keeps the reader interested | | The words go the same way | Pattern | Helps the writer organize their book. Helps the reader read the words. | | **Crafting Techniques**  **(found in SOME mentor books)** |  | dot, dot, dot … | Ellipsis | Tells the reader there is more to come. | | Words have different colors | Color words | Teaches the reader the word for the color. Helps the writer make the word stand out. | | Words telling what the animals are doing | Action words | Shows the reader what the animals are doing. | | Words telling what things look like | Descriptive words | Creates pictures in the reader’s mind. | | Numbers go up and down | Numbers go forwards and backwards | Teaches the reader how to count forward and backwards. | | We know those people (characters) | Uses stories we know | Helps the reader make connections with known stories. |   **Sample Immersion Chart for Topic Concept Books**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Topic Concept Books** | | | | |  | **Name/Photocopy of Mentor Text** | **Notice** | **Name** | **How it helps the reader/writer** | | **Structure**  **(found in ALL mentor books)** |  | All on one thing | Topic | Gives the reader information on one thing | | They all have words that go with the picture. | Picture and word | Helps the reader read the words. | | Title | Title | Tells the reader what the book is going to be about. | | Teaches us something | Informational | Teaches the reader about one thing. | | Lots of the same words are on each page. | Pattern | Helps the writer organize their book. Helps the reader read the words. | | **Crafting Techniques**  **(found in SOME mentor books)** |  | More than one word. Words in a line. | Sentences | Helps the reader learn more about the topic. | | Periods, hyphens, dashes, | Punctuation | Helps the reader read how the words would sound. | | Words next to the picture | Labels | Gives the reader more information. | | Words are in different places | Organization | Helps the writer explain the picture a little bit more. | | Different kinds of pictures | Illustrations/photographs | Gives the reader more information. | | Clues to guess what comes next | Guessing | Keeps the reader’s interest. | | It doesn’t matter if you read page one or page two. You can start anywhere! | No specific organization of information | Teaches the reader that you can read informational books different than stories. | |
| **Immersion Session 4 (read aloud)-Writers reread mentor texts and name noticings** | **Remember: This is being done during read aloud it will be important to do Concept II Session 4 during writing workshop.**  The grouping is whole class. Referring back and extending the information from the first column, the teacher will guide the students to name their noticings from the previous day.  See sample immersion anchor charts. |
| **Immersion Session 5 (read aloud)-Writers reread mentor texts and tell how noticings help readers or writers** | **Remember: This is being done during read aloud it will be important to do Concept II Session 5 during writing workshop.**  The grouping is whole class. Referring back and extending the information from the first column, the teacher will guide the students to talk about how their noticings help the reader or writer within a text.  See sample immersion anchor charts. |

**Lesson Plans**

|  |  |
| --- | --- |
| **Session** | 1 |
| **Concept** | 2 - Writers apply and use procedures and tools. |
| **Teaching Point** | Writers come quickly to and from the meeting area without detours. |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Coming quickly and quietly to meeting area without detours * Actively engaged in all components of writer’s workshop * Quickly getting out materials and getting right to work * Staying focused on task * Using resources around the room (anchor charts, word wall, ABC chart…) * Engaged in turn and talk with writing partner * Engaged in a writing conference | * Giving reminders for interruptions such as:   + “I can’t talk right now…”   + “Please stop talking to me.”   + “I don’t like when you…”   + “I am working now…”   + Saying, *“When you’re done you’ve just begun.”*   + In a conference saying, *“I am working on \_\_\_\_\_\_”*   + Saying, *“I need (quiet time, writing tools…)”* |
| **Materials** | |
| * Writing Booklets (See resource section for paper choice) | |

|  |  |
| --- | --- |
| **Connection** | * Teacher says, *“Writers, I’ve talked with your kindergarten teachers and they told me you learned all about how to come quickly and quietly to and from the meeting area.”* |
| **Teach** | * Teacher says, *“Today, I’m going to show you how first graders come quickly to and from the meeting area. Watch me as I show you how I do it…”* * Teacher models standing up, pushing in your chair and coming straight to the meeting area * Possible gestures for movement to and from the meeting area: * Hold up one finger- students stand (push in chair when coming to the meeting area) * Hold up two fingers- students walk to writing spot |
| **Active Engagement** | * Teacher says, *“Now, it’s your turn to try this* (teacher holds up one finger). *Stand up,* (teacher holds up two fingers) *walk to the designated area without any detours, and (teacher holds up three fingers) sit in your designated spot.”* * Practice twice * Teacher says, *"Another thing writers do when they get back to their seats is get their materials out quickly and get started right away. Our signal for this is going to be three fingers.”* * Signal: Hold up three fingers- students get out materials and start to work |
| **Link** | * Teacher says, *“As you go off to write today, remember how important it is to come quickly and quietly to and from the meeting area so we don’t waste any important learning time. I’ll be watching you as you as you go off today to get your materials out and start working right away.”* * Teacher gestures movement with finger signals 1,2,3 * Note: We do want students engaging in writing activities but the expectation is they may be writing in genres other than Concept Books |

**Lesson Plans – Session 1 Continued**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **After-the-Workshop Share** | * Teacher says, *“Writers, I noticed a lot of you moved quickly and quietly to and from the meeting area getting your materials out and getting started right away. Put your hand right in front of your heart. I’m going to show you an easy way for you to show me how your workshop went today. If you moved quickly and quietly and got to work right away…your thumb can go up. If you need more practice or didn’t feel like you did your best put your thumb to the side.”* * Create anchor chart using words, clip art, photographs, etc. * Take photographs of students doing to the following actions alongside clip art/photograph of 1-2-3 fingers * You may want to laminate chart before inserting student photographs, as it will be easier to use the chart from year to year. Research shows that when current student photographs are used on charts, students use these charts more often than charts without student photographs.  |  |  |  | | --- | --- | --- | | **Signals** | **Actions** | **Pictures** | | Hold up 1 finger | Stand up |  | | Hold up 2 fingers | Move to writing spot |  | | Hold up 3 fingers | Get materials out and get started working right away |  | |
| **Tips** | * Remember - Immersion Day 1 is done on this day during read aloud * Other ways to model…have a student model an example and a non-example * Movement cues: music, chimes, clapping, etc… * Writing folder ideas: * A Duotang folder with a green dot sticker for “work in progress” and a red dot sticker for “work finished” * Another option is to have two different folders, one green and one red for student writing pieces * It is a personal choice as to which option works best for you and your students * With this first unit, it is suggested that you have booklets ready for students to use (minimum of 6 or 8 pages, maximum of 10) * To alleviate any added confusion and transitions, it is helpful to have a tray of booklets at each table group for easy access * See resource section for Concept Book paper choice |

**Lesson Plans**

|  |  |
| --- | --- |
| **Session** | 2 |
| **Concept** | 2 - Writers apply and use procedures and tools. |
| **Teaching Point** | Writers stay focused on writing without interruptions. |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Coming quickly and quietly to meeting area without detours * Actively engaged in all components of writer’s workshop * Quickly getting out materials and getting right to work * Staying focused on task * Using resources around the room (anchor charts, word wall, ABC chart…) * Engaged in turn and talk with writing partner * Engaged in a writing conference | * Giving reminders for interruptions such as:   + *“I can’t talk right now…”*   + *“Please stop talking to me.”*   + *“I don’t like when you…”*   + *“I am working now…”*   + Saying, “When you’re done you’ve just begun.”   + In a conference saying, “I am working on \_\_\_\_\_\_”   + Saying, “I need (quiet time, writing tools…) |
| **Materials** | |
| * Writing Booklets (see resource section for paper choice) | |

|  |  |
| --- | --- |
| **Connection** | * Teacher says, *“Writers, you’ve been learning so much about walking to and from the meeting area and I’ve been so impressed. Something else that writers do is stay focused while working.”* |
| **Teach** | * Teacher says, *“Today, I’m going to show you how to stay focused without interruptions.”* * Teacher models opening up writing folder, choosing a piece, closing their eyes to make a plan, beginning to write, etc… * Before lesson, choose a student who will make an interruption during the time when you are modeling * Show students how a writer may look up, but then gets back to work right away and stays focused * Teacher may want to set up exceptions, example: The three B’s: Bleeding, Barfing, Broken Bones (as the only reasons a student may interrupt) |
| **Active Engagement** | * Teacher says, *“Now close your eyes and imagine what it is going to look and sound like when we’re all being quiet and we’re all staying in our seats. Give me thumbs up when you’ve pictured this in your head and you’re ready to give it a try.”* * Gradually release several students at a time to reinforce and highlight the tone and feel of focused writing time |
| **Link** | * Teacher says, *“As you go off today, get a picture in your mind what it looks like when writers are focused in on their writing and do that every day.”* |
| **After-the-Workshop Share** | * Teacher says, *“Writers I noticed many of you stayed focused on your writing today without interruptions. I want to teach you words or signals you can use when your friends are interrupting.”* * Teacher can suggest several kind reminders (kind words or signals to use) while jotting on an anchor chart*.*  |  | | --- | | **Kind** **Reminders for Interruptions** | | *“Please stop talking, I’m trying to work.”* | | *“I can’t talk now, tell me later.”* | | *“When you’re talking, I can’t focus on my work.”* | | Finger to lip (use a photograph or clip art) |  * You may also want students to provide additional ideas to the chart. |

**Lesson Plans – Session 2 Continued**

|  |  |
| --- | --- |
| **Tips** | * Remember, Immersion Day 2 is done on this day during read aloud * Make sure you talk up the results of staying focused, this will help students see the importance of focused writing without interruptions * Now is a good time to set up more permanent partnerships, at the beginning of the year, many teachers feel comfortable having the same partner in both reading and writing workshop * Identifying a permanent partner A and partner B takes the decision making out of which partner goes first |

**Lesson Plans**

|  |  |
| --- | --- |
| **Session** | 3 |
| **Concept** | 2 - Writers apply and use procedures and tools. |
| **Teaching Point** | When writers are done, they’ve just begun. |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Coming quickly and quietly to meeting area without detours * Actively engaged in all components of writer’s workshop * Quickly getting out materials and getting right to work * Staying focused on task * Using resources around the room (anchor charts, word wall, ABC chart…) * Engaged in turn and talk with writing partner * Engaged in a writing conference | * Giving reminders for interruptions such as:   + *“I can’t talk right now…”*   + *“Please stop talking to me.”*   + *“I don’t like when you…”*   + *“I am working now…”* * Saying, *“When you’re done you’ve just begun.”* * In a conference saying, *“I am working on \_\_\_\_\_\_”* * Saying, *“I need (quiet time, writing tools…)”* |
| **Materials** | |
| * Anchor chart created prior to lesson using clip art, illustrations, or photographs | * A simple piece of writing almost complete with picture |

|  |  |
| --- | --- |
| **Connection** | * Teacher says, *“Writers, you have been doing a fabulous job at staying focused on your work, using kind reminders and just look at all the writing you were able to complete. You are probably wondering what to do when you are finished.”* |
| **Teach** | * Teacher says, *“Today, I’m going to teach you a famous writers’ saying, ‘When you are done, you’ve just begun.’”* * Teacher models with a piece of writing he/she only needs to add a little bit more to * Teacher thinks aloud, *“Hmm…I think I’m done. Oh that’s right when writers think they’re done, they’ve only just begun. Let me reread my writing. Can I add to the pictures? Can I add to the words? Or am I ready to start a new piece? I think I can add more to my picture.”* (teacher uses anchor chart to help them make a decision) * Teacher models adding more to the picture and then begins new piece of writing   After Examples   |  |  |  | | --- | --- | --- | | **When I’m done, I’ve just begun…** | | | |  | Add to the picture |  | |  | Add to the words |  | |  | Start a new piece |  |   Before Examples |
| **Active Engagement** | * Teacher says, *“Writers I want you to close your eyes and imagine you’ve just finished your writing. You think, phew I’m done. But then you think about our mini-lesson and our famous saying, When you’re done, you’ve just begun. So I look closer at my writing, can I add more words, can I add more to my picture, or should I go on and start a new piece?”* |
| **Link** | * Teacher says, *“So today, none of you will come up to me to say I’m done because when you’re done you’ve just begun. I can’t wait to see you using our new chart!”* |
| **After-the-Workshop Share** | * Highlight a few students who have followed the anchor chart * Teacher says, *“I am pleased how many students used our chart to help them continue their work. I know that tomorrow* ***everyone*** *will use the chart when they think they’re done.”* |

**Lesson Plans – Session 3 Continued**

|  |  |
| --- | --- |
| **Tips** | * Remember… Immersion Day 3 is done on this day during read aloud * As students come to the carpet they should be sitting next to their writing partner * If possible, place chart low enough that it is accessible to all students. * It is important to accentuate your think aloud voice. Be dramatic! * Don’t get frustrated if application of this mini-lesson doesn’t happen in one day. It often takes many reminders and opportunities for practice before it becomes internalized. * For students who are really struggling with the application of this mini-lesson, you could place a mini-version of the anchor chart in their writing folder for reference |

**Lesson Plans**

|  |  |
| --- | --- |
| **Session** | 4 |
| **Concept** | 2 - Writers apply and use procedures and tools. |
| **Teaching Point** | Writers have an important job to do during a writing conference. |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Coming quickly and quietly to meeting area without detours * Actively engaged in all components of writer’s workshop * Quickly getting out materials and getting right to work * Staying focused on task * Using resources around the room (anchor charts, word wall, ABC chart…) * Engaged in turn and talk with writing partner * Engaged in a writing conference | * Giving reminders for interruptions such as:   + *“I can’t talk right now…”*   + *“Please stop talking to me.”*   + *“I don’t like when you…”*   + *“I am working now…”* * Saying, *“When you’re done you’ve just begun.”* * In a conference saying, *“I am working on \_\_\_\_\_\_.”* * Saying, *“I need (quiet time, writing tools…)”* |
| **Materials** | |
| * None | |

|  |  |
| --- | --- |
| **Connection** | * Teacher says, *“Writers, over the past few days I know you’ve been noticing that I have an important job during Writers’ Workshop. My job is to meet with you to help you become a stronger writer. This is called a writing conference.”* |
| **Teach** | * Teacher says, *“Today, I want to teach you what your job is during the writing conference. Your first job is to share with me what you’re working on as a writer. Your next job is to listen as I show you a way to become a stronger writer. Your last job is to try using what I showed you during the writing conference.”* * Teacher models a writing conference with a previously selected student |
| **Active Engagement** | * Teacher says, *“Writers we use a lot of signals or cues during workshop to help you know what to do. Let’s think of three signals we can use to help remind us as writers of our job during a writing conference. Our first job is to share what we are working on. Can you think of a signal that would help remind us of our first job?” Students share out ideas. “What signal could we use for our second job of listening?” Student share out. “And out last job during a conference is to use what we’ve learned. What signal should we use to remind us of our third job?”* * *“Let’s practice. I’ll show you the signal and you tell me what your job is as a writer.”* * Practice as needed * Share - example: hands talking; listen - example: touch ear; and use- example: pretend write in air |
| **Link** | * Teacher says, *“As you go off to write today, remember what your job is at a writing conference. Let’s say and gesture your three responsibilities together.”* |
| **After-the-Workshop Share** | * Teacher calls up a student who they had a conference with * Using the three responsibilities share what the student did/said |
| **Tips** | * Remember, Immersion Day 4 is done on this day during read aloud * Now is a great time to develop your own personal management system for recording information from your student conferences * Reminder, you will need pre-made booklets from half sheets of blank letter sized paper (minimum of five pages, maximum of ten) for tomorrow’s lesson, you may want to ask for at-home parent volunteer help to assemble books |

**Lesson Plans**

|  |  |
| --- | --- |
| **Session** | 5 |
| **Concept** | 2 - Writers apply and use procedures and tools (on-demand prewrite). |
| **Teaching Point** | Writers use resources from around the room to help them write words. |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Coming quickly and quietly to meeting area without detours * Actively engaged in all components of writer’s workshop * Quickly getting out materials and getting right to work * Staying focused on task * Using resources around the room (anchor charts, word wall, ABC chart…) * Engaged in turn and talk with writing partner * Engaged in a writing conference | * Giving reminders for interruptions such as:   + *“I can’t talk right now…”*   + *“Please stop talking to me.”*   + *“I don’t like when you…”*   + *“I am working now…”* * Saying, *“When you’re done you’ve just begun.”* * In a conference saying, *“I am working on \_\_\_\_\_\_”* * Saying, *“I need (quiet time, writing tools…)”* |
| **Materials** | |
| * Word wall and alphabet chart | * Individual alphabet charts for student folders |

|  |  |
| --- | --- |
| **Connection** | * Teacher says, *“Writers, I’ve been noticing that you are using many different tools during Writers’ Workshop. You use pencils, paper, erasers, folders, etc.”* |
| **Teach** | * Teacher says, *“Today, I want you to watch me (teacher gestures with pointing finger to eye) as I write a message using other tools around the room. We will talk in a few minutes about what you noticed.”* * *“Okay, I’m ready to start writing. I want to write the word\_\_\_\_. I’m thinking this word is a word on the word wall. Let me check. Oh there it is! T-h-e. Now I want to write the word \_\_\_\_\_\_. That’s not on the word wall. I’m going to use my alphabet chart to help me stretch it out. First I hear\_\_\_. That starts like the picture \_\_\_\_ on the chart.”* * Continue stretching out the word |
| **Active Engagement** | * Teacher says, *“So, turn and talk with your partner* (gesture with pointing finger making a stirring motion) *about the tools I used and how they helped me write.”* * When partners are finished, share out as a whole group (remember you are sharing out several ideas, It is not necessary for the full class to have an opportunity to share) |
| **Link** | * Teacher says, *“Remember some words we can write in a snap, but each time you may need help writing a word you can do the same thing as I did. You can use the alphabet chart and word wall to help you. I even made you your very own alphabet chart!”* * On-demand pre-write: * Teacher says, *“Today you are going to have an opportunity to write your own Concept Book. You are going to give it your best try. Don’t forget to be a brave writer and do you very best! Close your eyes and think what your Concept Book will be about. Give me a thumbs up when you have your idea.”* * Release students as they choose their ideas |
| **After-the-Workshop Share** | * Children are asked to bring their individual alphabet charts to the meeting area * Teacher says, *“Writers, many of you used your alphabet charts and the word wall today to help you. Let’s practice using our alphabet chart together today. If you wanted to write about a drowsy turtle, but you don’t know how turtle starts, you could use your alphabet chart. Read the pictures until you find the one that might help you.”* * Second example, *“What if you wanted to write waddling goose and didn’t know how to spell waddling.”* |

**Lesson Plans – Session 5 Continued**

|  |  |
| --- | --- |
| **Tips** | * Remember, Immersion Day 5 is done on this day during read aloud. * Laminate individual alphabet charts for durable use * Additional individual charts: word wall charts, name charts * On-demand prewriting: Students will need to start a brand new Concept Book today - * This on-demand writing will give you a better idea as to your students’ understanding of Concept Books * The data you gather from the on-demand is used to inform and guide your instruction |

**Lesson Plans**

|  |  |
| --- | --- |
| **Session** | 6 |
| **Concept** | 3 - Writers develop their ideas through rehearsing and planning. |
| **Teaching Point** | Writers choose a mentor text to help frame their writing. |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Rehearsing/planning their book by touching each page and thinking aloud * Rehearsing/planning their book with a partner * Sketching the pictures to plan their ideas | * Saying, *“I’m going to write about\_\_\_\_\_.”* * Saying, *“I know a lot about \_\_\_\_\_.”* * Saying, *“On this page I’m going to sketch\_\_\_\_\_.”* * Saying, *“I think, I say, I sketch,”* * Saying, *“Can you help me\_\_\_\_\_\_ (think of more ideas)?”* * Saying, *“I want to write a book like\_\_\_\_\_\_ (mentor text).”* |
| **Materials** | |
| * Make multiple copies of a single page from each of the mentor texts, making sure the page you copy is a clear example for students to use as a guide for their writing | * Have a sample page ready that is aligned with the mentor text you are going to use |

|  |  |
| --- | --- |
| **Connection** | * Teacher says, *“Writers, do you remember when you learned to ride your bike? Probably many of you had training wheels at first. After riding with training wheels for a while, the training wheels got taken off and you rode on your own. We have been reading many Concept/Topic Books by published authors and filling out our chart on with we noticed. I’ve been right here helping you every step of the way. Sort of like I’m your training wheels.”* |
| **Teach** | * Teacher says*, “Today I’m going to take off the training wheels. I’m not going to help you. You are going to look again at our chart and choose one mentor text to help guide your writing.”* * *“Watch me as I do this (gesture with finger pointing to eye). Hmm…which of these texts would help me write my number book about fruit? I think I’ll use Fish Eyes. I could have used Spot Counts From 1-10 or 1 2 3, but I like how Lois Ehlert writes the number then the number word, followed by something describing each fish. So my book isn’t about fish, it’s about fruit. I can do the same thing Lois did in my book.”* * Teacher models writing a few pages of her book while thinking aloud, *“2 two fuzzy kiwis, 3 three shiny apples, etc…”* * Teacher thinks aloud about each mentor text, noticing pictures, patterns, etc… |
| **Active Engagement** | * Teacher says*, “I have made a page from each one of our mentor texts. Take a moment to think about which of these mentor texts would best help guide your writing. Give me a thumbs up when you have decided.”* * Dismiss children as they are ready to come and choose a copy of one mentor text to help frame their writing |
| **Link** | * Teacher says, *“Before you actually get going on your writing, you may want to take a closer look at the page you chose to help guide your writing.”* |
| **After-the-Workshop Share** | * Teacher says, *“When I was talking to \_\_\_\_ today, he told me something so exciting how he’s been living like a writer and learning from his mentor text. I want to share what he’s been doing.”* |
| **Tips** | * *Authors as Mentors*, Lucy Calkins, Lesson 8- Studying one text for many lessons |

**Lesson Plans**

|  |  |
| --- | --- |
| **Session** | 7 |
| **Concept** | 3 - Writers develop their ideas through rehearsing and planning. |
| **Teaching Point** | Writers touch each page of their book, as they think aloud to help them plan. |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Rehearsing/planning their book by touching each page and thinking aloud * Rehearsing/planning their book with a partner * Sketching the pictures to plan their ideas | * Saying, *“I’m going to write about\_\_\_\_\_.”* * Saying, *“I know a lot about \_\_\_\_\_.”* * Saying, *“On this page I’m going to sketch\_\_\_\_\_.”* * Saying, *“I think, I say, I sketch,”* * Saying, *“Can you help me\_\_\_\_\_\_* (think of more ideas)*?”* * Saying, *“I want to write a book like\_\_\_\_\_\_* (mentor text)*.”* |
| **Materials** | |
| * Blank booklets for students | |

|  |  |
| --- | --- |
| **Connection** | * Teacher says, *“Writers, yesterday you began planning your Concept Book by choosing a mentor text to help guide your writing.”* |
| **Teach** | * Teacher says, *“Now you’re ready to try the next step writers take when planning. Today I’m going to show you how to take your ideas and touch them across the pages of the book.”* * *“Watch me as I take my ideas and touch them across each page of my book* (teacher gestures with finger next to eye)*.”* |
| **Active Engagement** | * Teacher says, *“Now it’s your turn to give this next step in planning a try. As you plan the ideas, touch them across the pages of your book. I’ll be listening in…keep practicing until I give the signal to stop.”* |
| **Link** | * Teacher says*, “As you go off to write today, remember to touch each page of your book as you think aloud to help you plan. This helps get your mind ready for your writing.”* |
| **After-the-Workshop Share** | * Teacher says*, “Some of you, I noticed, ran out of pages to include all of your ideas. Use your planning of touching across the pages of your book to help you think about how many pages you will need.”* * Share out a problem solving conference where a student came up with an additional idea and didn’t have enough pages, if you didn’t find someone who did that…pretend with your own piece |
| **Tips** | * Using both sides of the page is not recommended at this time of year * Read the following lesson (session 12) and decide whether it is needed for your students |

**Lesson Plans**

|  |  |
| --- | --- |
| **Session** | 8 |
| **Concept** | 3 - Writers develop their ideas through rehearsing and planning. |
| **Teaching Point** | Writers listen and share ideas with their partners, checking for focus. |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Rehearsing/planning their book by touching each page and thinking aloud * Rehearsing/planning their book with a partner * Sketching the pictures to plan their ideas | * Saying, *“I’m going to write about\_\_\_\_\_.”* * Saying, *“I know a lot about \_\_\_\_\_.”* * Saying, *“On this page I’m going to sketch\_\_\_\_\_.”* * Saying, *“I think, I say, I sketch.”* * Saying, *“Can you help me\_\_\_\_\_\_* (think of more ideas)*?”* * Saying, *“I want to write a book like\_\_\_\_\_\_* (mentor text)*.”* |
| **Materials** | |
| * A Concept Book lacking focus (more than one idea) * Chart paper and markers to create *“A Good Writing Partner”* anchor chart | |

|  |  |
| --- | --- |
| **Connection** | * Teacher says, *“Writers, yesterday we chose a concept/topic and planned our ideas by touching them across the pages of our book.”* |
| **Teach** | * Teacher says, *“Today, I’m going to teach you how writers work with partners to listen, share ideas, and check for focus. As you turn and talk with your partner you will share your ideas across the pages of your book, while they listen carefully to make sure that all of your ideas go together and stay focused on one idea. Watch as I do this* (teacher gestures with pointing finger to eye)*.”* * With previously chosen student, demonstrate sharing ideas across the pages of your book * Student partner will point out where your Concept Book lacks focus, reminding you that your concept book should be all about one thing/idea * Make sure to model knee to knee, looking your partner in the eyes, making a quick decision who will share first and taking turns |
| **Active Engagement** | * Teacher says, *“What did you see me do as I shared my ideas with my partner? What did you see and hear my partner do?”* * *“Now it’s your turn to try with your writing partner. Turn knee to knee, look your partner in the eyes, make a quick decision who will share first, and practice taking turns sharing your ideas across the pages of your Concept/Topic Book. Make sure you listen carefully to their ideas, checking to make sure your partner stayed focused on one idea.”* |
| **Link** | * Teacher says, *“As you go off to write today, remember to stay focused and use the ideas you shared with your partner.”* |
| **After-the-Workshop Share** | |  | | --- | | **A Good Writing Partner…** | | * Sits knee to knee | | * Looks their partner in the eyes | | * Quickly decides who will go first | | * Takes turns sharing and listening |  * Create an anchor chart with students |
| **Tips** | * Before you begin this lesson, you may want students to reread their concept/topic book from previous day’s lesson * Identifying a permanent partner A and partner B takes the decision making out of which partner goes first * If your students are having difficulty with turn and talk procedures, provide additional opportunities for practice. (Reader’s Workshop, read-aloud, etc.) |

**Lesson Plans**

|  |  |
| --- | --- |
| **Session** | 9 |
| **Concept** | 3 - Writers develop their ideas through rehearsing and planning. |
| **Teaching Point** | Writers sketch pictures to plan their ideas. |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Rehearsing/planning their book by touching each page and thinking aloud * Rehearsing/planning their book with a partner * Sketching the pictures to plan their ideas | * Saying, *“I’m going to write about\_\_\_\_\_.”* * Saying, *“I know a lot about \_\_\_\_\_.”* * Saying, *“On this page I’m going to sketch\_\_\_\_\_.”* * Saying, *“I think, I say, I sketch.”* * Saying, *“Can you help me\_\_\_\_\_\_* (think of more ideas)*?”* * Saying, *“I want to write a book like\_\_\_\_\_\_* (mentor text)*.”* |
| **Materials** | |
| * Chart paper | * Marker |

|  |  |
| --- | --- |
| **Connection** | * Teacher says, *“Writers I’m so excited to watch as you plan your book by touching the pages of your book.”* |
| **Teach** | * Teacher says, *“Today I’m going to teach you a special kind of drawing that writers use to help them plan and to save time for writing. We call it sketching.”* * *“I’m going to teach you the difference between drawing and sketching.”* * Teacher divides page in half * On one side they model drawing someone hitting a baseball (lots of detail: bleachers, uniform, bases, etc…) * On the other side teacher models sketching a picture of someone hitting a baseball (stick person with bat and ball) * Teacher thinks aloud while drawing/sketching and says, *“Look how much time I was able to save for my writing when I sketched a quick picture! Remember, a sketch is just to hold your ideas on the page.”* |
| **Active Engagement** | * Teacher says, *“As you touch each page of your book, picture in your head what the sketch would look like. Give me a thumbs up when you are ready to go off and begin sketching the ideas in your book.”* |
| **Link** | * Teacher says, *“As you go off today, remember that a sketch is just to hold the ideas on the page and give us more time to write.”* |
| **After-the-Workshop Share** | * Teacher says, *“Writers, today I noticed many of you had more time to write the words because you used a quick sketch to hold your ideas instead of detailed drawings.”* * Teacher shares out several ways students used words in their concept/topic books: labels, sentences, patterns, etc… |
| **Tips** | * *Small Moments*, Lucy Calkins, Lesson 6- Sketching rather than drawing |

**Lesson Plans**

|  |  |
| --- | --- |
| **Session** | 10 |
| **Concept** | 3 - Writers develop their ideas through rehearsing and planning. |
| **Teaching Point** | Writers use partners to think of more ideas. |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Rehearsing/planning their book by touching each page and thinking aloud * Rehearsing/planning their book with a partner * Sketching the pictures to plan their ideas | * Saying, *“I’m going to write about\_\_\_\_\_.”* * Saying, *“I know a lot about \_\_\_\_\_.”* * Saying, *“On this page I’m going to sketch\_\_\_\_\_.”* * Saying, *“I think, I say, I sketch.”* * Saying, *“Can you help me\_\_\_\_\_\_* (think of more ideas)?” * Saying, *“I want to write a book like\_\_\_\_\_\_* (mentor text).” |
| **Materials** | |
| * None | |

|  |  |
| --- | --- |
| **Connection** | * Teacher says, *“Writers, we’ve been listening and sharing ideas with our partners.”* |
| **Teach** | * Teacher says, *“Today, I’m going to teach you how writers can use their partners to think of more ideas.”* * Teacher models with a previously chosen student * Teacher thinks aloud brainstorming ideas for their book. *“I want to write a book about sports. I know basketball is a sport and football is a sport…but I can’t think of any more. Can you help me think of more?”* * Partner makes suggestions. *“Thank you! Now I have enough ideas for my sports Concept Book.”* |
| **Active Engagement** | * Teacher says, *“Turn and share your ideas with your partner, helping them if they need suggestions.”* * Point to anchor chart from previous day’s lesson to review good partner behaviors * Teacher listens and coaches in on partnerships as needed * Teacher shares out examples of helpful partnerships |
| **Link** | * Teacher says, *“As you go off to write, don’t forget to use some of your partner’s ideas or suggestions.”* |
| **After-the-Workshop Share** | * Share out how a student used a partner’s idea/suggestion to add to their book |
| **Tips** | * Teacher “Ghosts In” by whispering… * *“Did you ask your partner…?”* * *“Did you tell your partner…?”* * By doing this you’re not only scaffolding the speaker but also the listener when roles change |

**Lesson Plans**

|  |  |
| --- | --- |
| **Session** | 11 |
| **Concept** | 4 - Writers represent their idea through pictures and words. |
| **Teaching Point** | Writers are brave when they come to tricky words. |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Labeling the pictures * Sharing their books with partners * Writing words to match their pictures * Using patterns * Referencing mentor texts to frame their writing * Using resources around the room to help them write/spell | * Saying*, “I think, I say, I sketch, I add more to my sketch, I write.”* * Saying*, “I’m going to use the pattern… (I can see a\_\_\_\_\_.)”* * Saying*, “I want to use the pattern like in \_\_\_\_\_\_* (mentor text)*.”* * Saying*, “That word is on the word wall.”* * Saying*, “I don’t know that word. Let me stretch it out.”* |
| **Materials** | |
| * None | |

|  |  |
| --- | --- |
| **Connection** | Teacher says, *“Writers, yesterday I noticed that some students got stuck on tricky words that they couldn’t find on the word wall or around the room.”* |
| **Teach** | Teacher says, *“Today, I’m going to teach you what writers do when they come to tricky words. First, they put on their brave face. Next, they say the word slowly. Finally, they write all of the sounds they hear.”*  Teacher models going through these steps to write a tricky word. |
| **Active Engagement** | Teacher says, *“Turn and talk with your partner to tell them what steps you will take when you come to a tricky word.”* |
| **Link** | Teacher says, *“As you go off to write today, remember to be brave when you come to tricky words. Put on your brave face, say the word slowly, and write all of the sounds you hear.”* |
| **After-the-Workshop Share** | Have a student share a tricky word that they bravely wrote and explain the steps they took. |
| **Tips** |  |

**Lesson Plans**

|  |  |
| --- | --- |
| **Session** | 12 |
| **Concept** | 4 - Writers represent their idea through pictures and words |
| **Teaching Point** | Writers add detail to their pictures to better explain their ideas. |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Labeling the pictures * Sharing their books with partners * Writing words to match their pictures * Using patterns * Referencing mentor texts to frame their writing * Using resources around the room to help them write/spell | * Saying*, “I think, I say, I sketch, I add more to my sketch, I write.”* * Saying*, “I’m going to use the pattern… (I can see a\_\_\_\_\_.)”* * *Saying, “I want to use the pattern like in \_\_\_\_\_\_* (mentor text)*.”* * Saying*, “That word is on the word wall.”* * Saying*, “I don’t know that word. Let me stretch it out.”* |
| **Materials** | |
| * None | |

|  |  |
| --- | --- |
| **Connection** | * Teacher says, *“Writers, we’ve spent time looking closely at the words in our Concept/Topic Books.”* |
| **Teach** | * Teacher says, *“Today, I’m going to teach you how to look closely at your pictures and add a few more details. Detailed pictures help readers learn about concepts and they make books more interesting to read. They may even give you an idea of other words to add.”* * Teacher models adding detail to their fruit book, example: adding fuzz to their kiwi, seeds to their strawberries, etc… |
| **Active Engagement** | * Teacher says, *“So I’m going to stop now and have you turn and talk with your partner to brainstorm ways to add details to my next sketch in a way that would help explain my concept.”* |
| **Link** | * Teacher says, *“As you go off to write today, remember how important it is to have detailed pictures that will help your reader learn about your concept.”* |
| **Mid-Workshop Teach** | * Teacher says, *“Wow writers, I am very impressed at the details I am seeing in your pictures. I love the way they really help to explain your ideas. Right now I’d like you to check the words in your book and make sure they match the detail in your pictures. Just like when I added fuzz to the kiwi in my picture, I would need to make sure that I had the word fuzzy in my words. Go ahead and check to make sure your detailed pictures and words match!”* |
| **After-the-Workshop Share** | * Teacher says, *“Look at what \_\_\_\_\_ has done to add details. Listen as \_\_\_\_\_ tells us what she added and why. Would each of you turn to your partner and show them the details you added and why.”* |
| **Tips** | * Adding details to sketch using pencil only (no crayons at this time) |

**Lesson Plans**

|  |  |
| --- | --- |
| **Session** | 13 |
| **Concept** | 4 - Writers represent their idea through pictures and words. |
| **Teaching Point** | Writers write additional sentences on a page. |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Labeling the pictures * Sharing their books with partners * Writing words to match their pictures * Using patterns * Referencing mentor texts to frame their writing * Using resources around the room to help them write/spell | * Saying, *“I think, I say, I sketch, I add more to my sketch, I write.”* * Saying, *“I’m going to use the pattern…* (I can see a\_\_\_\_\_.)*”* * Saying, *“I want to use the pattern like in \_\_\_\_\_\_* (mentor text)*.”* * Saying, *“That word is on the word wall.”* * Saying, *“I don’t know that word. Let me stretch it out.”* |
| **Materials** | |
| * None | |

|  |  |
| --- | --- |
| **Connection** | * Teacher says, *“Yesterday writers we added details to our pictures and words to better help explain the ideas in our books.”* |
| **Teach** | * Teacher says, *“Today I’m going to teach you how we can say more about our ideas by adding additional sentences to the pages of our books. Let me show you how…let’s look back at my fruit book. Yesterday I added detail to my words to match the detail I added in my picture. I wrote, ‘3 three fuzzy kiwi.’ But I still have more information that I could teach my reader about kiwi. I could say, ‘3 three fuzzy kiwi. Kiwis are sweet, juicy, and green inside.’ It is important that we teach our readers all we know about our concept or topic.”* |
| **Active Engagement** | * Teacher says, *“Take out a Concept Book you are working on. I would like you to reread your writing and think of one or two places that you add another sentence to teach your reader more about your concept or topic. When you have found a spot, put your finger on the page and give me a flashing light bulb signal.”* * Listen and coach in when needed prompting students to help them find a spot where they could add an additional sentence * *“Look at all of the flashing light bulbs! It is exciting to see that all of you found at least one spot where you could give your reader more information by adding an additional sentence.”* |
| **Link** | * Teacher says, *“As you go off today, do you best to find places in your Concept Books where you could add additional sentences.”* |
| **After-the-Workshop Share** | * Teacher says*, “Writers, I need your help. I was conferring with \_\_\_\_\_\_\_ during independent writing and they were doing a great job adding more sentences to their book. But they came to a road block. They came to their last page and couldn’t think of anything else to write. Could you help \_\_\_\_ think of something else they could add? Let’s listen to hear what he’s already written.”* * Student reads page aloud, turns and talk to brainstorm ideas and share out with another student * Student can jot down ideas that they would like to take back with them and make revisions * Teacher says*, “Thank you writers for all of your great ideas. Just like we helped \_\_\_\_\_\_ think of more ideas for his book, you can always work with your writing partner to help you gather more ideas.”* |
| **Tips** | * Allowing writing partners to sit side by side and work together during independent writing time is beneficial in situations such as this * Students can help one another when they get stuck and need help when you may not always be available |

**Lesson Plans**

|  |  |
| --- | --- |
| **Session** | 14 |
| **Concept** | 4 - Writers represent their idea through pictures and words. |
| **Teaching Point** | Writers can add labeling. |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Labeling the pictures * Sharing their books with partners * Writing words to match their pictures * Using patterns * Referencing mentor texts to frame their writing * Using resources around the room to help them write/spell | * Saying, *“I think, I say, I sketch, I add more to my sketch, I write.”* * Saying, *“I’m going to use the pattern… (I can see a\_\_\_\_\_.)”* * Saying, *“I want to use the pattern like in \_\_\_\_\_\_* (mentor text).*”* * Saying, *“That word is on the word wall.”* * Saying, *“I don’t know that word. Let me stretch it out.”* |
| **Materials** | |
| * None | |

|  |  |
| --- | --- |
| **Connection** | * Teacher says, *“Writers we have been learning many different ways to add more information to our Concept Books. We know we can add detail to our pictures, details to our words, and we can add more sentences to each page of our book.”* |
| **Teach** | * Teacher says, *“Today I’m going to show you another way to teach your reader more about your topic by using labels. When writers use labels, they are giving the reader more information about the pictures in their book. Let’s take a look back at my fruit book. If someone had never seen or eaten watermelon before they might not know the names of the different parts to the watermelon. Watch me as I go back to my watermelon drawing and add labels.”* * Teacher demonstrates how to add labels to their drawing: rind, seed, etc… |
| **Active Engagement** | * Teacher says, *“Writers, will you take out a Concept Book you have been working on? I’d like you to go back through the pages of your book to see if there is a picture that you could add labels to help your reader gather more information. When you find a spot, I would like you to say the words that you are going to label as you point to where they will go.”* |
| **Link** | * Teacher says*, “As you write today, look closely at your pictures to find a special place for a label.”* |
| **After-the-Workshop Share** | * Choose several students who have labeled pictures to share |
| **Tips** | * None |

**Lesson Plans**

|  |  |
| --- | --- |
| **Session** | 15 |
| **Concept** | 4 - Writers represent their idea through pictures and words |
| **Teaching Point** | Writers can add an ending that is surprising. |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Labeling the pictures * Sharing their books with partners * Writing words to match their pictures * Using patterns * Referencing mentor texts to frame their writing * Using resources around the room to help them write/spell | * Saying*, “I think, I say, I sketch, I add more to my sketch, I write.”* * Saying*, “I’m going to use the pattern…* (I can see a\_\_\_\_\_.)*”* * Saying*, “I want to use the pattern like in \_\_\_\_\_\_* (mentor text)*.”* * Saying*, “That word is on the word wall.”* * Saying*, “I don’t know that word. Let me stretch it out.”* |
| **Materials** | |
| * Mentor texts with surprise endings, example: An *“I like…”* book with an *“I don’t like…”* last page | |

|  |  |
| --- | --- |
| **Connection** | * Teacher says, *“Writers, we have spent a lot of time thinking, planning, writing, and adding on to our Concept Books.”* |
| **Teach** | * Teacher says, *“Today I’m going to teach you how writers can add an ending that is surprising to their readers. Let’s take a look back at a few of our mentor authors who have done this in their Concept Books.”* * Teacher rereads 1-3 short Concept Books with surprise endings, thinking aloud with the students how the last page of the book changes the pattern, shows an opposite, is a culmination of all pages, etc… * Teacher thinks aloud, *“I want to see if there is a way I can change my fruit book to add a surprise ending. Hmm…my number book is about different kinds of fruit. I love to eat fruit salad. I wonder if I could put all of the fruits together in my book to make a big bowl of fruit salad.”* * *“My book would go like this…8 eight soft peaches. 9 nine juicy watermelons. 10 ten crunchy apples. And on my last page I could surprise my readers and write… ‘Now I have time for a fruit salad. Yum!!!’’’* |
| **Active Engagement** | * Teacher says, *“Writers I’d like for you to think about your Concept Book. How could you add a surprise ending like the mentor authors and I did? I would like you to reread your book and think about how your last page might go. In just a minute we will turn and share our new idea with our partners. Go ahead and reread your book right now.”* * *“Okay writers turn and share your idea with your partner. If your partner is have a tricky time thinking of a surprise ending, you could help them brainstorm an idea.”* |
| **Link** | * Teacher says, *“I can’t wait to see how you are going to revise your Concept Books endings to surprise me as a reader. Off you go.”* |
| **After-the-Workshop Share** | * Teacher invites a few children to share their newly revised books with surprise endings * Teacher says, *“Writers, I would love to see how you have changed your concept books to add a surprise ending. Please make sure you hand me your book as you leave the meeting area.”* |
| **Tips** | * None |

**Lesson Plans**

|  |  |
| --- | --- |
| **Session** | 16 |
| **Concept** | 5 - Writers use the writing process. |
| **Teaching Point** | Writers point and reread to make sure their writing makes sense. |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Pointing and rereading * Adding to the pictures/words * Adding additional page(s) to book * Adding spaces * Fancying up one piece for publication | * Saying*, “I could add \_\_\_\_\_.”* * Saying*, “my words are squished together I need spaces.”* * Saying*, “I forgot the period.”* * Saying*, “This is my favorite Concept Book. I want to publish this one.”* * Saying*, “My writing makes sense.”* Or *“My writing doesn’t sound right.”* * Reading their books aloud to a partner |
| **Materials** | |
| * Purple pens for revision * Teacher’s concept book with a few pages needing revision | |

|  |  |
| --- | --- |
| **Connection** | * Teachers say, “*Yesterday you all did a great job of adding on details to your sketch to explain your concept.”* |
| **Teach** | * Teacher says, “*Today, I’m going to teach you something very important that writers do every single time they write. Writers point and reread to make sure their writing makes sense.”* * Teacher models rereading while pointing to each word and thinking aloud whether it makes sense |
| **Active Engagement** | * Teacher adds a sentence that doesn’t make sense to their sample concept book * Teacher invites students to reread their writing aloud, asking them to signal when they hear/see something that doesn’t make sense * Teacher revises writing with student suggestions |
| **Link** | * Teacher says, “*As you go off to write today and every day, after you write, make sure to go back and reread!”* |
| **After-the-Workshop Share** | * Students reread their concept books to their partners as they point to each word to check that their writing makes sense |
| **Tips** | * You may want students to revise in purple pen |

**Lesson Plans**

|  |  |
| --- | --- |
| **Session** | 17 |
| **Concept** | 5 - Writers use the writing process |
| **Teaching Point** | Writers check for spaces in their writing |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Pointing and rereading * Adding to the pictures/words * Adding additional page(s) to book * Adding spaces * Fancying up one piece for publication | * Saying, *“I could add \_\_\_\_\_.”* * Saying, *“my words are squished together I need spaces.”* * Saying, *“I forgot the period.”* * Saying, *“This is my favorite Concept Book. I want to publish this one.”* * Saying, *“My writing makes sense.”* Or *“My writing doesn’t sound right.”* * Reading their books aloud to a partner |
| **Materials** | |
| * A sample page with a mixture of spaces and no spaces * Purple pens for revision | |

|  |  |
| --- | --- |
| **Connection** | * Teachers say, “*Okay everyone yesterday when I was reading your pieces I noticed that many of you were so focused on writing your words that you forgot to add spaces.”* |
| **Teach** | * Teacher says, “*Today, I’m going to teach you that as we reread we need to think about where those spaces would go so later we could go back and check our words for sounds.”* * Have a sample book with pages that have spaces and pages with no spaces * Teacher says, “*Wow I really did a good job here I remembered a space. Uh oh, I forgot a space. For now I’m going to put a line here to show where my space should have been. If I have to rewrite this book, it will remind me that I need to put in a space.”* |
| **Active Engagement** | * Teacher says, “*Read along with me. If you see that I put a space in, give me a thumbs up. If you see that I need to put a space in, give me a flashing light signal.”* |
| **Link** | * Teacher says, “*As you go off today, look closely at your words to make sure you included spaces. If not, as a reminder you will need to make a purple line to show where your space needs to go.”* |
| **After-the-Workshop Share** | * Have students turn to someone next to you and reread their book to one another, checking for spaces |
| **Tips** | * A line for spaces is a temporary scaffold and is not to be used in day to day writing as a space holder |

**Lesson Plans**

|  |  |
| --- | --- |
| **Session** | 18 |
| **Concept** | 5 - Writers use the writing process. |
| **Teaching Point** | Writers run their finger under each word, checking for sounds that they hear. |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Pointing and rereading * Adding to the pictures/words * Adding additional page(s) to book * Adding spaces * Fancying up one piece for publication | * Saying, *“I could add \_\_\_\_\_.”* * Saying*, “my words are squished together I need spaces.”* * Saying*, “I forgot the period.”* * Saying*, “This is my favorite Concept Book. I want to publish this one.”* * Saying*, “My writing makes sense.”* Or *“My writing doesn’t sound right.”* * Reading their books aloud to a partner |
| **Materials** | |
| * None | |

|  |  |
| --- | --- |
| **Connection** | * Teachers say, “*Boys and girls I think that you noticed that when we reread our own writing or other people read our writing we have trouble reading our words. The problem is we need to add more letters to our hard to spell words.”* |
| **Teach** | * Teacher says, “*Today we’re going to learn that if we listen really hard and run our fingers under the word, we can often add more letters.”* * *“Folks, in a few minutes you will again read your work with your partner. You will sit side by side, like \_\_\_ and I. Both the writer (that’s me) and the reader (that’s \_\_\_\_) need to look closely at the writing. When we come to a word that we can’t read, we will cross out the first spelling and write the new word above with all of the sounds we hear. Watch as \_\_\_\_\_ and I do this together.”* |
| **Active Engagement** | * Teacher says, “*So writers, I have some more writing here. I want all of you to try it with me. So how should I write this? What sounds do we hear first, then….let’s go back and reread to hear what we have so far…now what other sounds do you hear next?* “ |
| **Link** | * Teacher says, “*Okay, I want you to get with your partner and give it a go!”* |
| **After-the-Workshop Share** | * Highlight a student/partnership that went back to revise to hear more sounds in their words, ask them share their writing and explain the steps they took to revise |
| **Tips** | * None |

**Lesson Plans**

|  |  |
| --- | --- |
| **Session** | 19 |
| **Concept** | 5 - Writers use the writing process |
| **Teaching Point** | Writers fancy up their book to go public |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Pointing and rereading * Adding to the pictures/words * Adding additional page(s) to book * Adding spaces * Fancying up one piece for publication | * Saying, *“I could add \_\_\_\_\_.”* * Saying*, “my words are squished together I need spaces.”* * Saying*, “I forgot the period.”* * Saying*, “This is my favorite Concept Book. I want to publish this one.”* * Saying, *“My writing makes sense.”* Or *“My writing doesn’t sound right.”* * Reading their books aloud to a partner |
| **Materials** | |
| * Crayons/markers * Covers for their Concept Books | |

|  |  |
| --- | --- |
| **Connection** | * Teachers say, *“Writers, we’ve been working on revising and editing our Concept Books.”* * Note: * Remember our goal is not perfection * Teachers cannot hold first graders accountable to spell words correctly that have not been taught * Publishing is just going public * It is important to consider each individual child and make decisions about how they will publish |
| **Teach** | * Teacher says, “*Today, I’m going to teach you the last step in the writing process, publishing. When we publish it means that we go public with our best writing. Watch me as I carefully look through my writing folder. I’m going to choose my favorite Concept Book that I did my very best work on!”* * Teacher models selecting one piece for publishing. * \*See “share” (below) for suggestions |
| **Active Engagement** | * Teacher says, “*Now it’s your turn to look through your writing folder for the piece that you want to publish. Remember, choose a book that is finished and shows your very best work.”* |
| **Link** | * Teacher says, “*As you go off to write today, remember that we are getting our Concept Books ready to share with others and show them all that we’ve learned. You should feel proud of your hard work. I have placed crayons, markers, colored pencils, and covers for you to use when fancying up your book today!*” |
| **After-the-Workshop Share** | * Read published Concept Books aloud in small groups |
| **Tips** | * You may want to make published Concept Books available for others to read (basket in classroom, display in classroom/hallway, etc...) * You may want to type up students’ Concept Books to add to classroom leveled library * You may want to make a copy of several student Concept Books to use as mentor texts next year |

**Lesson Plans**

|  |  |
| --- | --- |
| **Session** | 20 |
| **Concept** | 5 - Writers use the writing process. |
| **Teaching Point** | Writers demonstrate what they know about concept books (on- demand post write). |

|  |
| --- |
| **Materials** |
| * Blank booklets * Unit scoring sheet for grading (see resource section) |

|  |  |
| --- | --- |
| **Connection** | * Teacher says, “*Writers, over the past few weeks we have been learning how to write Concept Books. You have learned so much.”* |
| **Teach** | * Teacher says, “*Today, you are going to have an opportunity to write your own Concept Book that shows all that you have learned without any help.”* |
| **Active Engagement** | * Teacher says, *“Close your eyes and think what Concept Book you will write. Give me a thumbs up when you have your idea.”* |
| **Link** | * Teacher says, *“As you go off to write today, remember to be a brave writer and use what you know to write your best Concept Book.”* |
| **After-the-Workshop Share** | * Teacher says, “*All of you were very brave writers today. Thank you for working hard and showing you best work. I can’t wait to read your concept books!”* |
| **Tips** | * It is important to have your students do an on-demand post write as it will give you an accurate picture of what your students are capable of doing as writers, independent of any help from you or their writing partner * When grading students on their concept book writing, please use the scoring rubric provided (see resource section) * Use the data gathered from the on-demand post write to group students and plan for writing strategy groups in the following unit |