****

ELA

Common

Core

Standards

**Writers Workshop Unit of Study**

**Kindergarten**

**Launching the Writers Workshop**

**Unit 2**

**Table of Contents**

Abstract 1

Assessing Writers and the Beginning of the Year

Immersion Phase

Immersion Phase Sample Lesson

Overview of Sessions – Teaching and Learning Points

Lesson Plans

Resources

**Abstract**

|  |
| --- |
| Kindergarten students come to your classrooms as budding authors full of stories and information from their own lives. This launching unit builds and capitalizes on the skills and enthusiasm from the oral language unit while introducing them to the world of written language. Learning how the little marks on the page will convey their thoughts, ideas and feelings.  It is hard to over emphasize the importance of establishing clear structures and routines so children can carry on with independence during writing time. They learn that writers assume identities and habits while you accept approximations and coach the students into a cohesive community of writers. The unit teaches routines that are necessary through explicit lesson design scaffolding the students as they become independent. Children learn how to sit at tables and use a variety of tools and resources as they begin the journey of putting their thoughts onto paper.  As children begin to transfer their oral language stories into more permanent forms, writing and drawing will progress from single pages to multiple page booklets. The goal is to make sure that students can keep themselves engaged; working in a way the child believes is productive.  Immersing students in quality books is central to a literate classroom. The selection of books should include books that focus both on the written story and the visual representation. Writing is a social activity so children will be engaged in talking and sharing with their fellow writers as they move to the conclusion of the unit where they go public with one piece of work. |

**Assessing Writers at the Start of the Year**

|  |  |
| --- | --- |
| **Session** | 1 –  This assessment should be conducted prior to starting the unit. It should be done before the Immersion Phase. |
| **Teaching Point** | Assessing writers at the start of the year. |

|  |
| --- |
| **Materials** |
| * Writing paper * Writing pens |

|  |
| --- |
| **Assessment Explanation**  It is suggested teachers conduct an on-demand writing assessment. The purpose of this assessment is to see what kind of writing students can produce on their own. Therefore, teachers do not guide students through the process. This is not a teaching day, but a day for students to show what they know about writing a narrative piece. From analyzing this data, teachers will begin to develop insight into what their young writers know and can do on their own; where they need additional help; and possible next teaching moves. You will want to ask children to tell you their stories so you can write dictation on a post-it to stick to the back of their work. Sample of how teachers may instruct students to get started:  *“Before we get started, I would love to see what you can do as writers. Please think of what you know and can do. I’m going to give you a piece of paper that you will use to sketch and then write a story on one you know and can do. I’m not going to be helping you today. I want to see what you can do on your own as a Kindergarten writer. While you are doing your work, I will be working on my own story.”*  **Assessment Suggestion**  Review these pieces alongside a narrative continuum that shows the developmental stages of writing and names the qualities of writing that defines each stage (see [www.readingandwritingproject.com](http://www.readingandwritingproject.com) for an example). Locate the child’s on-demand writing within the scale. Use the continuum to develop future goals for your young writers. A level 3 on the continuum aligns with the Common Core State Standards expected by the *end* of Kindergarten, so this assessment will help guide teaching across the year.  **Growth comparison**  Pre and post measures: Compare students’ initial pieces to their final pieces to note growth over time. |

**Immersion Phase**

**Concept I: Writers use mentor text to study characteristics of Small Moment/Personal Narrative stories and generate story ideas**

The purpose of the immersion phase is for students to develop a good understanding of Small Moment/Personal Narrative stories (writing about important moments from their lives), purposes of Small Moment/Personal Narrative stories, and the characteristics of well written, real life stories. Basically, students are thinking about, “How do these kinds of text tend to go?” The goal is to move students from *explorers* of Small Moment/Personal Narrative stories to *writers* of Small Moment/Personal Narrative stories.

Concept I is considered the immersion phase of the unit. The immersion phase is meant to be done before starting the mini-lesson sequence (concepts II-V). It is recommended that teachers spend several days on immersion activities. The writing unit is based on the assumption that students through immersion have developed background knowledge of Small Moment/Personal Narrative stories and started collecting story ideas. Teachers may want to keep their own collection of story ideas so they can model leading a “Writerly Life” and use it as a resource if they decide to write their own stories. It is suggested that most immersion activities take place during reading. These may be done during read aloud, shared reading, reading workshop or writing time.

These lessons follow an inquiry approach; therefore, there are no specific mini-lessons. Teachers should follow the lead of their students -- notice, restate, negotiate what they say in order to bring meaning and understanding. This is a time for students to notice the characteristics of Small Moment/Personal Narrative stories and view them through a writer’s lens. Text selection should include published books as well as student authored work.

**Some important ideas to focus on during this phase:**

* Reading like Writers
* Illustrations
* Pictures match the words
* Stories are about ordinary everyday things
* Stories are written about things the author knows a lot about
* Identifying the different possible audiences that may want to read these stories
* Identifying how writers gather story ideas – lead a Writerly Life
* Identifying how to effectively craft a Small Moment/Personal Narrative story using qualities of good writing and specialized language

**Immersion Activities for Small Moment/ Personal Narrative** **stories**

The following is a collection of immersion activities that teachers may do. These may be done during read aloud, shared reading, reading workshop or writing time.

1. Study Mentor Text (see below for possible areas to explore)
2. Develop Core Anchor Charts - What Makes a Good Small Moment/Personal Narrative Story? This chart should be co-constructed during this phase based on what the class finds as they study mentor text. This chart will be used as a reference throughout the unit of study.
3. Storytelling Activities

**Study Mentor Text**

These selections may be used during read aloud, shared reading, reading workshop, or writing time.

Through the study of mentor text:

* Generate excitement and interest in reading and writing Small Moment/Personal Narrative stories
* Co-construct with students a definition and purpose/s of Small Moment/Personal Narrative stories
* Develop a list of characteristics of Small Moment/Personal Narrative stories – “Noticings”

**Immersion Phase, Continued**

**Study Mentor Text, Continued**

Possible areas to explore using mentor texts:

1. Story Elements/Noticings:
   * Stories about ordinary, everyday things people do
   * Follows a sequence of events – beginning, middle, end
   * Stories are about humans
   * Written in first person (I, My)
   * Illustrations-where are the pictures, where are the words
2. Craft: Discover author’s craft unique to or typical of Personal Narrative stories.
3. Story Ideas: Generate a list of possible story ideas that the class or individuals could write (write about friends, pets, etc.)
4. Organizational Pattern: beginning, middle and end
5. Details: In illustrations
6. Qualities of Good Writing: Throughout the unit of study, students will revisit familiar text to study things such as beginnings, endings, storyteller’s voice, etc.

|  |  |
| --- | --- |
| **Session 1** | Immersion Phase- Sample Session |
| **Concept** | Writers use mentor text to craft their writing. |
| **Teaching Points** | * Writers can learn from Mentor text |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Looking through books * Listening to mentor texts * Talk about noticings * Pointing to text, pictures, etc. * Gathering ideas from mentor texts | * *“I noticed the title.”* * *“There are words on this page.”* * *“The book has pictures.”* * *“The words are at the bottom, top, etc.”* * Making connections to text |
| **Materials** | |
| * Small Moment Mentor Text (See Resource Section) | * Immersion Charts |

|  |  |
| --- | --- |
| **Connection** | * *“Writers we have been reading books and telling stories about everyday ordinary things. I have been telling stories about my son, Johnny told stories about things he does with his dog, David Shannon wrote a story about a time when we he had too many toys. Today, we are going to continue reading and talking about books that are important things in our lives, they are called small moments.”* * *“Today we will continue to think about important things from our lives. We will start by studying some books, called mentor text. Mentor text helps us learn about what writers do when they write. Just like we learn from a coach how to do something like soccer, we can learn from Mentor text* |
| **Teach** | * Read a small moment mentor text * When I read this story I noticed that this author wrote about something he knows a lot about. I learned that when writers write they can write about things they know about. Begin to add information to anchor chart: “What is in a Small Moment Story” * “*Writers, one thing you shared is that this story was about something the author knew a lot about. One way to come up with an idea for a small moment story is by thinking about something you know a lot about*.” |
| **Active Engagement** | * “*Writers, turn to the person next to you and share something you know a lot about. You are thinking of possible story ideas*.” |
| **Link** | * *“So one way we can think of a story idea is to think about something you know a lot about, just like the author of the book \_\_\_\_.”* |
| **After-the-Workshop Share** | * Teacher says, “*Today we noticed that one thing authors do to write a small moment is to write about something they know a lot about. Tomorrow, we are going to read some more books and see what else we notice about small moment books.”* |
| **Tips** | * None |

**Overview of Sessions – Teaching and Learning Points**

Session 1 Assessing writers at the start of the year.

**Concept: Writers use mentor text to study characteristics of Small Moment/Personal Narrative stories and generate story ideas Immersion Phase -** See Immersion Explanation

Sample Lesson: Immersing students in mentor text to understand “What makes a good Small Moment/Personal Narrative story?” and to generate more story ideas. (Story Ideas – Write About Things You Know)

**Concept: Writers learn a process for writing**

Session 2Writers think, picture and say their stories to themselves and partner

Session 3 Writers sketch their stories

Session 4 Writers label their sketches

Session 5 Writers keep working by adding more to their picture or words or by starting a new piece.

Session 6 Writers use supplies independently.

Session 7 Writers sketch and do the best they can

**Concept: Writers use words to tell a story**

Session 8 Writers put their story into words.

Session 9 Writers stretch and write the sounds they hear first

Session 10 Writes spell the best they can and keep going.

Session 11 Writers use an ABC chart to find and write letters.

**Concept: Writers read over their writing to add more**

Session 12 Writers have a system for organizing their writing.

Session 13 Writers progress to writing longer stories.

**Concept: Writers make their writing ready for the world**

Session 14 Writers select and fix up a piece to share with others

Session 15 Writers share their finished piece with a partner.

Session 16 Writers share their finished piece.

**Lesson Plans**

|  |  |
| --- | --- |
| **Session** | 2 |
| **Concept** | **Writers learn a process for writing** |
| **Teaching Point** | Writers think, picture and say their stories to themselves and partner  \*Note: This lesson is a repeat of the final lesson in Oral Language, speaking and listening and “What do I do to write a story” may need to be revisited prior to this lesson. |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Using facial expressions and body language to clarify their story * Turning and talking * Looking at the speaker * Using fingers to tell their story | * *“I’m going to tell my story to…”* * *“I felt…” (happy, sad, scared)* * *Rehearsing story with writing partners* * *Answering teacher prompted questions* |
| **Materials** | |
| * Anchor chart: What do I do to write a story? * Anchor chart : Speaker/Listener | * This lesson is a repeat of the final lesson in Oral Language |

|  |  |
| --- | --- |
| **Connection** | * *“Yesterday we talked about the things writers do when they want to write/tell a story,* (refer to anchor chart- What do I do to write a story?) *They think of their story, picture their story and say their story. Writers do this because it helps them remember all the important things they want their audience to know about their story. Yesterday we thought about our stories, we pictured our stories and we said our stories to ourselves. Today we are going to think, picture, and say our stories to ourselves and then to a partner or our audience”* |
| **Teach** | * “*Watch me as I* (refer to anchor chart) *think, picture and say my story to myself*”. * *“First*, *I am thinking about our class walk around the school. Second, I picture what we were doing, I picture us looking at the new slide and the red leaves we found, third I am going to say my story, yesterday we went on a class walk around the school. We saw a new slide on the playground. We stopped and picked up some red fall leaves”* * “*Did you see how I thought about my story, pictured my story and said the story to myself*?” * “*Now I am going to say my story to a partner or my audience. Let’s review how a speaker tells a story and a listener sits quietly with their voice turned off* (review anchor chart).” * Teacher picks a student (Susie)to share story with and repeats the procedure: think, picture, say story. “*Now I am going to have Susie, Think, Picture and Say her story to herself then she is going to tell her story to me.”* |
| **Active Engagement** | * *“So writers need to think, picture and say their stories to help them remember all the important things they want their audience to know about their story. You are going to think, picture and say your story to yourself. Then I will put you with a partner and you will say your story to your partner. Remember how to be a good speaker and listener.”* |
| **Link** | * “*So every time a writer wants to tell a story they need to think, picture and say their story to themselves and to someone. This helps them remember all the important things they want to tell their audience*.” |

**Session 2 Continued**

|  |  |
| --- | --- |
| **After-the-Workshop Share** | * Teacher can celebrate a few partnerships that shared their stories |
| **Tips** | * The rehearsal steps that were introduced in the Oral Language unit are crucial to writers learning the process of writing. You may want to spend more time on this process prior to moving into future lessons |

|  |  |
| --- | --- |
| **Session** | 3 |
| **Concept** | **Writers learn a process for writing** |
| **Teaching Point** | Writers sketch their stories |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Getting paper * Sitting on their bottoms * Using writing pens correctly * drawing * Closing eyes * Using folders * Making representational drawings * Using anchor charts | * *“I’m writing about…”* * Telling story while thinking out loud. * *“My story is going to go like this…”* |
| **Materials** | |
| * Writing paper (see tips and resources) * Writing pens * Small Moment/Personal Narrative anchor chart | * Prewriting/Rehearsal Anchor chart titled ”What do I do to Write a Story” from Oral Language unit |

|  |  |
| --- | --- |
| **Connection** | * “*We have been studying different types of books and noticed that the authors and illustrators of these books include pictures and words and they tell about things they know a lot about. We can write like these authors too. We know that when writers begin they have to think, picture and say their story. Then writers put these ideas on paper. Writers do this because it helps them remember all the important things they want their audience to know about their story.* (Refer to anchor chart unveiling last step- sketch)*Today, I am going to show you how writers think, say* ***and*** *sketch their story”* |
| **Teach** | * “*Watch as I show you how writers think, say and sketch their story*.” * Teacher refers to “What do I do to write a story?” chart. Teacher models thinking and picturing. “*First I need to think about a story, hmmm, what should I write about today? I know I want to think about our walk around the school? Next I have to picture it, I can see us all outside and we started to walk around the playground and we saw the new slide, we picked up some fall red leaves and then came back inside”* * “*Now I can say the story, here’s how my story would go: We went for a walk around our school. We saw the new slide on the playground and three red leaves on the ground. Then we came back inside*” * *“Now I am going to show you what else writers do. Writers put their ideas on paper or sketch their stories. First, I thought about my story, I pictured my story and I said my story, now I am going to sketch or draw a picture about what this would look like.* * Teacher begins to talk and draw her way through the story, *“so what should I put in the picture to help me remember the story? I am going to sketch the slide and our class. Now I am going to tell my story again from the sketch I drew. Did you see how I showed my story through the pictures?”* |
| **Active Engagement** | * “*Writers you have all heard my story. Can you help me think of other important things that happened in our walk that I might want to add to my picture? Turn to the person next to you and think about what other parts of the story I can add to my picture*. “ * Teacher calls on a few students * “*Did you see how I thought about my story, said my story and then sketched my story, then said it again? I wanted to make sure that you could see my whole story in my pictures. Writers do this because it helps them remember all the important things they want their audience to know about their story.”* |
| **Link** | * “*Writers today you will think, say, sketch your story then say it again. Trying to make sure that you show your story in your pictures. Don’t forget your writing paper and your writing marker. Then, you can get started doing what writers do. Writers think, say and sketch their story to help them remember everything they want to their audience to know about their story*.” |

**Lesson Plans, Session 3 Continued**

|  |  |
| --- | --- |
| **After-the-Workshop Share** | * “*Writers you have been working so hard today! Hold up your writing up to celebrate how you had to think, say and sketch your story*.” * “*I have put a folder next to you; I want you to put your writing into your folder. This is your writing folder, every day after you have had time to write you will put your writing into your writing folder*.” |
| **Tips** | * *M****id-workshop interruption, after writers sketch they go back and say/rehearse their story*** * Students to begin to make their drawings representational * Each session teachers will continue to add materials slowly * Paper selection is important as it lends itself to increased stamina. Start the year by providing single sheets with box for the picture and a few lines for writing. Additional pages can be stapled to the single page as children become more skilled as writers. Eventually they will begin using 3-5 page booklets. * This lesson can be repeated – teachers can use the repeated lesson to work on managing tools, routines, and supplies based on your classroom needs. * Teacher should have a system in place to collect and distribute materials. * Teacher will need to keep piece from session 3 and use it during session 4 * Encourage children to do the best they can and move on! * Teachers should be keeping their own writing folder with stories inside. They will be used for demonstrations in many future sessions |

**Lesson Plans**

|  |  |
| --- | --- |
| **Session** | 4 |
| **Concept** | **Writers learn a process for writing** |
| **Teaching Point** | Writers label their sketches |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Getting paper * Sitting on their bottoms * Using writing pens correctly * Drawing * Attempting letters and words * Closing eyes * Using folders * Using anchor charts | * *“I’m writing about…”* * Telling story while thinking out loud * Saying initial letter sounds * *“I’m going to add more to my picture.”* * *“I’m going to try my best.”* * *“My story is going to go like this…”* |
| **Materials** | |
| * Writing paper * Writing pens * Notice/Name anchor chart * Mentor text * Student sample | * Prewriting/Rehearsal Anchor chart titled “”What do I do to Write a Story” from Oral Language unit- * Writing folder * Teacher writing piece from session 3 |

|  |  |
| --- | --- |
| **Connection** | * “*Yesterday while I was writing I was thinking, saying and sketching my story to help me remember everything I wanted my audience to know about my story. Today, I am going to show you something else that writers do to help their audience understand their stories. Writers label their sketches*” |
| **Teach** | * “*When we read* (refer to mentor text*) we noticed that the author wrote words to match the story.* (Teacher takes out story from session 3*) We know that writers have more ways to tell their stories. Today I am going to show you how writers think, say, sketch* ***and*** *label their sketches*” Teacher takes out her shared class story * “First, I thought about my story, “I thought about our class walk around the playground, Then I pictured my story, I saw the new slide, and the red leaves and our class*, then I said my story, we went for a walk around our school we saw the new slide on the playground and three red leaves on the ground then we came back inside. Next I sketched my story. Another thing writers can do is label the important part of their story.* * *“Writers label the important parts of their story. An important thing from my story is the new slide. I am going to label ‘slide’ next to the slide.* Teacher continues labeling the important parts*.* * “ *Now I am going to go back and say my story*” * “*Did you notice what I just did? I thought about my story, I pictured and said my story then sketched it. Then I labeled the important things in my story.* * Option- use student sample from resource section to highlight how other children write words to match their picture |
| **Active Engagement** | * “*You have your writing folder in front of you, I want you to think and say your story.* * *“Now I want you to think about your story you sketched? Point to the important parts that you would label.”* * *“ Now, turn to the person next to you and tell them the important things in the story you could label.”* |
| **Link** | * “*Writers when I call on you come up and get your writing marker and you can go back to your table and do what writers do. I am going to come around and admire your work.”* |

**Lesson Plans, Session 4 Continued**

|  |  |
| --- | --- |
| **After-the-Workshop Share** | * Teacher chooses student work to share with the class who made attempts to label their story * *“Writers I want to show you another important job that writers have, they take care of their writing markers by making sure the caps are on tight and we put them away in the proper place when we are done using them.”* * Teacher demonstrates for whole class and they practice together |
| **Tips** | * The purpose of this session is to invite children into the world of writing and not dwell on how children will get the words down on the page * Remember to remind students to reread their work, this is a strategy they also use in reading * Encourage children to do the best they can and move on * You are demonstrating the whole process of writing, but each child will only attempt the parts that he/she is ready to use * Mid Workshop Interruption would be an ideal time to address routines and rituals or encourage and support writer’s efforts |

**Lesson Plans**

|  |  |
| --- | --- |
| **Session** | 5 |
| **Concept** | **Writers learn a process for writing** |
| **Teaching Point** | Writers keep working by adding more to their picture or words or by starting a new piece |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Getting paper * Sitting on their bottoms * Using writing pens correctly * Drawing * Attempting letters and words * Closing eyes * Using folders * Using anchor charts | * *“I’m writing about…”* * Telling story while thinking out loud. * Saying initial letter sounds * *“I’m going to add more to my picture.”* * *“I’m going to try my best.”* * *“My story is going to go like this…”* |
| **Materials** | |
| * When you’re done you’ve just begun anchor chart * Writing folders * Chart Paper | * “What do I do to Write a Story” Anchor Chart * Writing markers * Writing paper |

|  |  |
| --- | --- |
| **Connection** | * *“Writers I’m glad to see all of you sitting on your bottoms with your eyes on me and your voices turned off, thank you. I can see that you are all ready to begin writer’s workshop. Today, and every day we will meet here for our mini lesson. In a mini lesson I first remind you of what we are doing and what we will learn today. Then I will always teach or show you something you can do. During this first part your job is to listen and learn. Then after I teach you something I’ll send you off to work, to do what writers do. Remember you can try what we learned today or from a previous day.”* * “*Writers, yesterday you did what writers do. You thought about your story, said your story, sketched your story and labeled the important parts.* Teacher takes out student sample and walks the class through the steps of “What do I do to Write a Story” chart * *“You all did the same thing, you thought, said, sketched and labeled your story ...* ***but*** *we had a problem. Do you know what it was? After you thought said, sketched and labeled you came to me and said “I’m done!” Writers have a saying “When you’re done you’ve just begun” Today I am going to teach you what I do when I’m done.”* |
| **Teach** | * “*Remember yesterday’s story about our class walk? Pretend it is yesterday and I just finished writing it. Watch what I do when I’m done with my writing.”* * Teacher turns to her writing rereads her story and pretends to rewrite her story, sits back and says, “*There I’m done.”* * Watch as the teacher looks at her picture again and thinks aloud*, “But I could add some trees because we were on the playground and the red leaves came from all the trees there.”* * Teacher adds to picture, “*Oh I could label the trees in my story because they are important since that is where the red leaves came from*.” * Teacher says “*tree”* and records “tree” next to the picture, and rereads story * “*Now I think I will get another paper because this is giving me an idea for another story. I am going to tell about when I went to the apple orchard”*  (Teacher should repeat how we start a story ”think, say, sketch”) * *“Do you see what writers do when they are done?”* * Teacher reveals “When I’m done I’ve just begun chart” and reads aloud the three items |

**Lesson Plans, Session 5 Continued**

|  |  |  |  |
| --- | --- | --- | --- |
| **Teach - Continued** | |  | | --- | | **When I’m done** | | 1. Add to the picture 2. Add to the words 3. Start a new piece |  * On chart teacher draws trees next to the words “add to the picture” as a visual reminder * Teacher says, *“Add to the words like I did when I wrote park.”* * On chart teacher writes “park” as the icon to accompany the second item * Start a new piece like I did when I got a new piece of paper * On chart teacher draws an empty paper next to “Start a new piece” * Teacher says, “*If you decide to get more paper this is where writers can find our paper*.” * Teacher demonstrates where the paper is kept |
| **Active Engagement** | * Teacher says, *“I want you to close your eyes and imagine that you are just finishing your writing. But then you remember that when writers are done they have just begun and you look at your writing and think could I Add more to my picture? Add more to my words? Or should I go get more paper and start another story?”* |
| **Link** | * Teacher says, *“So today none of you should come to me and say I’m done because writers know when writers are done you have just begun. I can’t wait to see all of you following our new chart.”* * *“Writers when we have finished our writing for the day we will come together to share.”* |
| **After-the-Workshop Share** | * Teacher praises students for following classroom routines and rituals * Examples include: Students getting started right away, using materials appropriately, and following mini lesson |
| **Tips** | * Mid Workshop Interruption would be an ideal time to address routines and rituals or encourage and support writer’s efforts: Students getting started right away, using materials appropriately, and following mini lesson |

**Lesson Plan**

|  |  |
| --- | --- |
| **Session** | **6** |
| **Concept** | **Writers learn a process for writing** |
| **Teaching Point** | Writers use supplies independently. |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Getting paper * Sitting on their bottoms * Using writing pens correctly * Using folders * Using anchor charts | * *“I’m writing about…”* * Telling story while thinking out loud. * Saying initial letter sounds * *“I’m going to add more to my picture.”* * *“I’m going to try my best.”* * *“My story is going to go like this…”* |
| **Materials** | |
| * Writing Folder * Writing Markers | * Writing paper * Toolbox for each table – pencils, markers, date stamp (optional) |

|  |  |
| --- | --- |
| **Connection** | * “*Writers all of us have been writing stories about things that we know and can do. Today, I want to teach you one more thing that writers do. Writers use special writing tools and they take care of them. Today, I want to teach you how to get and take care of the tools you need to write.”* |
| **Teach** | * “*At my desk I keep my writing tools close so when I get an idea I can just reach for them and start writing. In this class we have tools for writing too.* * Teacher holds up the toolbox that each table will have and explains each item and its purpose, *“Writers take care of their tools by keeping them organized and in the same place so we don’t waste any time during writing.”* * Teacher can organize tools to meet the needs of his/her classroom * Teacher demonstrates getting tools quickly * “*When it is time for our writing, we will have table captains get the toolboxes and the writing folders quickly so we do not waste time and then they will also put our toolboxes away*” |
| **Active Engagement** | * “*We are going to pretend it is writing time, I am going to say ‘table captains’* (teacher will need to determine table captains) *and you will quickly come get the toolboxes.*” * Table captains practice and students watch to see if it was done quickly * “*Thumbs up if the table captains did this quickly*?” * Students go to tables and teacher has students practice taking out supplies, waiting for signal and putting supplies away |
| **Link** | * “*Today and every day this is our routine for writing workshop*.” |
| **After-the-Workshop Share** | * Follow up to mini lesson to reinforce using tools independently * Teacher may want to create student generated list of daily rituals and routines of writing workshop |
| **Tips** | * Teacher will need to think through their organization process for materials to help children work effectively and efficiently * Mid Workshop Interruption would be an ideal time to address a noise level that is good for all writers |

**Lesson Plan**

|  |  |
| --- | --- |
| **Session** | 7 |
| **Concept** | **Writers learn a process for writing** |
| **Teaching Point** | Writers sketch and do the best they can |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Getting paper * Sitting on their bottoms * Using writing pens correctly * Sketch * Attempting letters and words * Closing eyes * Using folders * Using anchor charts | * *“I’m writing about…”* * Telling story while thinking out loud. * Saying initial letter sounds * *“I’m going to add more to my picture.”* * *“I’m going to try my best.”* * *“My story is going to go like this…”* |
| **Materials** | |
| * Writing Folder * Writing Markers | * Writing paper * Tool Box for each table – pencils, markers, date stamp (optional) |

|  |  |
| --- | --- |
| **Connection** | * *“I* *noticed yesterday, that some of you decided not to write about your great idea because you weren’t sure how to sketch it. This is sad because you have such great ideas and I would love to hear more about them!” Today I’m going to show you what to do when you feel like you can’t sketch your story*.” |
| **Teach** | * *“Watch as I start to sketch my picture and I get to a part that I feel like I can’t sketch. I want to add to my story about our class walk. I was thinking about my story and picturing how the new slide was next to the other playground equipment. When I say my story to myself, it would go like this “ we got a new slide, it is next to the old playground equipment” Now I need to sketch it, hmm...how do I draw the big play structure? Maybe I shouldn’t add this to my story since play structures are too hard to draw. Maybe I should just draw some flowers because I am good at drawing flowers. But flowers aren’t important to my story, so I’m just going to draw the best I can and keep going!”* * Teacher completes play structure drawing * “*Another thing I want to sketch is the school”.* Teacher stops again and says, “O*h no! I can’t draw that. I think I’ll just add a sun in the corner.*” |
| **Active Engagement** | * Teacher has children turn and talk to the person next to them to problem solve what she can do next * Teacher calls on several students for advice such as, you should do the best you can and move on or keep going, you can do it * Teacher takes advice and quickly completes drawing, then rereads her story * *“Did you see what I did when I got to the tricky part of my drawing? You saw me do the best I can and keep going.”* |
| **Link** | * *“Today, if you get to a tricky part, you can draw the best you can and keep going.”* |
| **After-the-Workshop Share** | * Teacher can pre-select a student who tried the mini-lesson and have the student share how they solved their problem |
| **Tips** | * Mid Workshop Interruption would be an ideal time to address routines and rituals or encourage and support writer’s efforts: Students getting started right away, using materials appropriately, and following mini lesson * During the workshop, look for students doing their best at a tricky point to share with the rest of the class * Teacher will need a prepared story drawn with no words, you will add the words in session 7 |

**Lesson Plan**

|  |  |
| --- | --- |
| **Session** | 8 |
| **Concept** | Writers use words to tell a story |
| **Teaching Point** | Writers put their story into words |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Using ABC chart * Using paper and writing pens * Drawing * Attempting letters and words * Using word wall | * Making initial letter sounds * *“I’m going to try my best.”* * *“I can write the word mom.”* * *“Here’s the letter ‘b’.”* * Saying words slowly |
| **Materials** | |
| * Writing Folder * Writing Markers * Toolbox for each table – pencils, markers, date stamp (optional) | * Writing paper * Teacher created story (drawing only) * Familiar read-alouds * Chart paper |

|  |  |
| --- | --- |
| **Connection** | * “*Writers we have been writing about things we know a lot about just like these authors have done* (teacher holds up and names several familiar read-alouds) *and, just like these authors use pictures and labels, most of you do too. We are going to keep working on that. Now, I’m going to show how I put my story into words. ”* |
| **Teach** | * “*Today, I am going to teach you how I decide what words to put on my page*.” * Teacher takes story she has been using. “*Let’s review, first I thought about my story, and then I pictured it and said it to myself. Next I sketched and labeled my story and reread it. Watch me do that again “Now I can put this story into words.”* * *If I were to put my story into words it would go like this, “We went for a walk around the school”* * Teacher begins to record the words to her story by saying *“‘We’ – I know how to write that!”* * Teacher rereads and points underneath the print, “‘ *We went.’ “Oh, I don’t know how to write ‘went’. Watch as I show you what writers do when they don’t know how to write a word. I’m going to say that word and then say it again slowly and then I am going to write what I hear”* * Teacher says went and then says it again slowly emphasizing each sound w-e-n-t. “*I heard the sound /w/ I am going to write w.”* * *“I am going to say it again and to see if I hear any other sounds. ‘W-e-n-t’* *I heard the sound /t/ I am going to write‘t’.”* * Teacher continues to reread and write her story, modeling the process |
| **Active Engagement** | * “*Will you help me keep going? First I will reread what I wrote*.” * Teacher points underneath print and reads, “*We went for a \_\_\_.”* * Students chime in and say, *“walk.* *Yes, walk. I want to write the word walk. Let’s do that together. Say it with me. Walk. Now say it slowly. What do you hear*? * Student chimes in “*I heard a w.” I heard that too. Watch me write the w on my hand. Now you write a w on your hand as I write the w on my paper.”* * Teacher continues saying the word slowly recording what students hear |
| **Link** | * “*Today when you are writing, you can say the word, say it again slowly and write down what you hear then reread and say more*.” |

**Lesson Plan, Session 8 Continued**

|  |  |  |  |
| --- | --- | --- | --- |
| **After-the-Workshop Share** | * Teacher pre-selects several students who attempted the process of hearing and recording sounds. Teacher can lead the students through the steps they took to say their words slowly and record the sounds they heard. * Teacher records steps on an anchor chart titled, “How writers stretch and write words”  |  | | --- | | **How writers stretch and write words** | | 1. Say the word 2. Say it again slowly 3. Write down what you hear 4. Reread and say more | |
| **Tips** | * This should be a review of what has been happening in shared and interactive writing * Teachers must provide other opportunities to support hearing and recording sounds during their balanced literacy program (writing aloud, interactive writing), this is a foundational skill that subsequent lessons will build upon |

**Lesson Plan**

|  |  |
| --- | --- |
| **Session** | 9 |
| **Concept** | Writers use words to tell a story. |
| **Teaching Point** | Writers stretch and write the sounds they hear first |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Using ABC chart * Using paper and writing pens * Drawing * Attempting letters and words * Using word wall | * Making initial letter sounds * *“I’m going to try my best.”* * *“I can write the word mom.”* * *“Here’s the letter ‘b’.”* * Saying words slowly |
| **Materials** | |
| * Writing Folder * Writing Markers * Tool Box for each table – pencils, markers, date stamp (optional) | * Writing paper * Teacher created story (drawing only) * Familiar read-alouds * Anchor chart titled “How do writers stretch and write words” |

|  |  |
| --- | --- |
| **Connection** | * “*We have been working on writing words the best we can. Yesterday we worked on how to say the word, say it again slowly and write down what we hear. Then reread and say more*. *Today I am going to show you how writers can listen for the first sound they hear when they say the words slowly*.” |
| **Teach** | * *“Today I want to continue working on the story I started yesterday.*” * Reread, We went for a walk around the playground, “*Today, I want to add how we saw the new slide by the play structure*.” * Refer to anchor chart and say, “*I know that when writers want to stretch and write words they have to say the word, say it again slowly and write down what they hear.”* * Teacher begins writing story ‘we’, “*I know that word*!” * Teacher writes “we” * Teacher reads “we saw” * Now I need to write “saw” * Teacher says *“saw”,* says it again slowly “s-a-w” * “*First I hear /s/ that starts like Sam’s name* * Teacher records *“s.” “Now, I’m going to reread and say more. /s/ \** this would be a word you may just want to model first sound and continue until you have a word with clear sounds to hear and record\* * *“Did you notice I said the word, said it again slowly and wrote down what I heard first? I’m telling you that because you can do the same thing.”* |
| **Active Engagement** | * “*Let’s try it together. Let’s try saying the word, saying it slowly and writing down what we hear first*” * “‘*Slide’, now you say ‘slide’, let’s say it slowly /s//l/i//d/. What do you hear first? Say it again. Are there more sounds that we can write*?” * Teacher may want to try more words with group * “*Did you see notice how we said our words slowly and listened for the sounds we heard first*?” |
| **Link** | * “*Today when you are going off to write, you can make sure that you say the word, say it again slowly and then write down what you hear first. Then, you can say the word again and write down the other sounds you hear*.” |

**Lesson Plan, Session 9 Continued**

|  |  |
| --- | --- |
| **After-the-Workshop Share** | * Teacher pre-selects several students who attempted the process of hearing and recording sounds * Teacher can lead the students through the steps they took to say their words slowly and record the sounds they heard * Teacher can reread anchor chart titled, “How do writers stretch and write words.” |
| **Tips** | * The anchor chart titled, “How do writers stretch and write words” should be referred to throughout the balanced literacy program * When connecting sounds to letters it is important to connect to student names or known words |

**Lesson Plan**

|  |  |
| --- | --- |
| **Session** | 10 |
| **Concept** | Writers use words to tell a story. |
| **Teaching Point** | Writers spell the best they can and keep going. |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Using ABC chart * Using paper and writing pens * Drawing * Attempting letters and words * Using word wall | * Making initial letter sounds * *“I’m going to try my best.”* * *“I can write the word mom.”* * *“Here’s the letter ‘b’.”* * Saying words slowly |
| **Materials** | |
| * Teacher prepared story * Extra writing paper * Anchor chart, “How do writers stretch and write words” | * Individual White boards * Dry erase markers and erasers * Teacher prepared story for session 10 |

|  |  |
| --- | --- |
| **Connection** | * *“Writers when we started Writing Workshop we talked about what to do when we wanted to draw a picture that we were not sure how to draw. Remember how I wanted to draw the play structure but wasn’t sure how so I did my best and kept going? We know we will get better because we are working on it. When you write you can also do your best and keep going”* |
| **Teach** | * “*Yesterday I was writing the story about when we went for our walk around the playground*” Teacher rereads story “we went for a walk” *I wanted to tell about how the slide was next to the big play structure. I am going to add to my story ‘It was next to the play structure.” I know that when writers write they have to say the word, say it slowly and write the sounds they hear* (refer to anchor chart). *But sometimes words might be a little tricky to hear the sounds. I want you to watch what I do when I get to a tricky word.”* * Teacher begins to write, and stops at the word next, *“Hmm… I am not sure how to write this word, I know I need to say the word, say it again slowly and listen to what I hear*, teacher says next and says *I only hear a “n” I think there might be more letters but this is all I hear. This is my best, I am going to write it down and keep going.”* * Teacher records the remainder of the sentence * “*Did you see when I got to a word that I didn’t know how to write, I did my best and kept going.”* |
| **Active Engagement** | * *“I am going to give you white boards so you can join me in doing this.”* * *“Now I need to add more.” Let’s do this together. We’ll say the word and do the best we can.”* * Teacher begins writing and has students practice some known words and some harder words * Teacher has students hold up their white boards and praise how much they had written * “*So when we get to a tricky word we can say it slowly and do the best we can.*” |
| **Link** | * *“Today, if you want to put something down on paper and you are not sure about how to draw or write it, you can try your best and keep going.”* |
| **After-the-Workshop Share** | * Teacher selects several students who attempted the mini-lesson to share their work and thinking with the class * Teacher asks the class to notice and share what these students did |
| **Tips** | * Prior to session 10, teacher should have set up classroom routines and rituals for using white boards in class |

**Lesson Plan**

|  |  |
| --- | --- |
| **Session** | 11 |
| **Concept** | Writers use words to tell a story. |
| **Teaching Point** | Writers use an ABC chart to find and write letters. |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Using ABC chart * Using paper and writing pens * Drawing * Attempting letters and words * Using word wall | * Making initial letter sounds * *“I’m going to try my best.”* * *“I can write the word mom.”* * *“Here’s the letter ‘b’.”* * Saying words slowly |
| **Materials** | |
| * Classroom ABC chart * Individual ABC charts | * Teacher prepared drawing |

|  |  |
| --- | --- |
| **Connection** | * “*Writers, we have been studying and reading the ABC chart to help us find and learn letters. Today, I am going to show you how this ABC Chart can help writers write words during Writer’s Workshop.”* |
| **Teach** | * *“Watch me as I show you how I use the ABC chart to help me find and write letters.”* * Teacher shows students a new teacher prepared story (go over rehearsal steps again), *“I wanted to tell you about a time when it rained so hard and I couldn’t go to sleep. I want to write, I did not sleep last night because of the storm.”* * Teacher writes the first few words, “I did not” and gets stuck on the word “sleep” * Teacher says “sleep” and says it again slowly, “*Hmmm, sleep that starts with a ‘s’ but I cannot remember what an ‘s’ looks like.*” * “*Oh! Snake starts with a‘s’. I can find ‘snake’ on the ABC chart and it will help me remember what a ‘s’ looks like!”* * “*Did you see how I used the ABC chart to help me write the letter‘s’*?” |
| **Active Engagement** | * *“Now you are going to help me with some other words.”* * Teacher rereads and asks for help on more words from the ABC charts |
| **Link** | * “*Writers, today when you are writing and you are trying to find and write letters, you can use your ABC chart to help you find and write letters.”* |
| **After-the-Workshop Share** | * Teacher reinforces mini-lesson * Teacher has students bring ABC chart to the carpet * Teacher offers a word and has the students use ABC chart to find which letter it is like |
| **Tips** | * Prior to session 11, students should have been exposed and familiar with classroom ABC charts * The teacher should have a classroom ABC chart and individual ABC charts for students use * The ABC charts used should be consistent across grades and grade levels * Read ABC Chart daily * Using the ABC chart effectively, will require that students to use the chart often throughout the balanced literacy program * Alternate support for the ABC Chart requires the teacher to offer alternative letter choices for the student * Choices provided need to be distinctly different, for example, is it “c” or “m” |

**Lesson Plan**

|  |  |
| --- | --- |
| **Session** | 12 |
| **Concept** | Writers read over their writing to add more. |
| **Teaching Point** | Writers have a system for organizing their writing. |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Using writing folders * Reading their writing * Choosing a piece to add on to * Using a stapler * Writing and drawing * Separating writing into done and needs work piles * Adding more to picture and/or words | * Reading their writing * *“I’m going to add more to this story.”* * *“This story is done.”* * *“I need another sheet of paper.”* * Talking about their stories |
| **Materials** | |
| * Writing folders * Red and green dot stickers * Teacher’s writing folder | * Collection of classroom stories * Teacher’s writing folder |

|  |  |
| --- | --- |
| **Connection** | * “*Writers, remember when I was writing the story about going to the beach and I showed you how I added more to my story by writing ‘I ran into the big waves. I got water up my nose.’ You can do this too. You can add more to your stories just like I did. But I noticed that I have a problem.”* * Teacher holds up writing folder and says, “*My writing folder has a lot of stories in it and I can’t find the stories that I want to add more to. I need a way to find my stories that I want to add more to. So, I need to reread my stories and decide if this story is done or if I can add more. Today, I am going to show you how to reread your stories and decide if the story is done or if you want to add more*.” |
| **Teach** | * “*Writers, this is my writing folder. It has the stories that I have been writing inside. Look at my folder. You know traffic lights use a red light to say stop and a green light to say go. I have these dots inside my writing folder. This side of my folder with the red dot is for work that is done. My work has stopped. The green dot says go. This tells me that I want to add more to my story.”* * Teacher rereads a story “*My story about going to the beach is done and I will put it on the red dot side. My writing has stopped.”* * “*This side of my folder with a green dot is for work that I want to add more to or keep working on*.” * Teacher rereads story, “*My story is about the rain keeping me up last night. This is a story that I want to add more to. I want to add that I felt tired so I will put it on the green dot side. I want to add more to it and keep going.”* * *“Watch me as I reread my stories and decide if the story is done or if I need to add more. I will have two piles of work. I will have a pile of stories that are done and I will put them on the red dot side and a pile of stories that I want to add more to or keep working on and I will put those stories on the green dot side.* * *Teacher arranges students into a circle and sits in the middle with her writing folder.”* * Teacher takes out a piece of writing * Teacher rereads her writing and demonstrates her thinking |
| **Active Engagement** | * “*Now, I want you to help me decide where to put some of my stories. I will tell you about the stories and you can tell me if the story is done and I will put them on the red dot side or if the work should go on the green dot side because I want to add more and keep going.*” * Teacher talks her way through several more stories and the students help her decide if the story is done or if she should add more to it and keep going |

**Lesson Plan**

|  |  |
| --- | --- |
| **Link** | * “*Today, you will get your writing folders. I put a red dot for work that is done and a green dot for work that you want to add more to or keep going on. You will need to put your writing into one pile and reread your* *stories. Then, you will need to decide if your story will go on the red dot side which tells you the story is done or if the story should go on the green dot side because you want to add more to it and keep going.”* |
| **After-the-Workshop Share** | * Teacher selects several students to share their thinking about where they put their stories inside the folder |
| **Tips** | * Teacher will need to put the red and green dot stickers into student writing folders prior to session 11 * If time, students may continue independent writing after sorting their stories |

**Lesson Plan**

|  |  |
| --- | --- |
| **Session** | 13 |
| **Concept** | Writers read over their writing to add more. |
| **Teaching Point** | Writers progress to writing longer stories. |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Using writing folders * Reading their writing * Choosing a piece to add on to * Using a stapler * Writing and drawing * Separating writing into done and needs work piles * Adding more to picture and/or words | * Reading their writing * *“I’m going to add more to this story.”* * *“This story is done.”* * *“I need another sheet of paper.”* * Talking about their stories |
| **Materials** | |
| * Writing paper * Teacher prepared story | * Stapler * Writing folders |

|  |  |
| --- | --- |
| **Connection** | * “*Writers, yesterday we sorted our stories into work that is done and work that we are going to keep going on. We put our work that is done on the red side which means our work has stopped and we put work that we want to add more to on the green dot side which means go. I am going to show you something that writers do when they want to add more and keep going with their stories*.” |
| **Teach** | * Teacher rereads story about class walk * “*Now, I want to add what happened next.* *I want to add the important part of our walk when we found the red leaves.”* *But I have a problem. I don’t have room on my paper to add my picture and words.”* * “*When writers run out of room to write and they want to add what happens next, they get a new piece of paper*.” * Teacher staples new sheet of paper to her story and says, “*Now I have space to write what happens next.”* * Teacher models how to think, picture, and say the part she wants to write on new page then quickly sketches and writes new words * “*Writers, I am showing you this because you can do this too. You can add more paper when you want to tell what happens next.”* |
| **Active Engagement** | * “*Writers I am giving you your writing folder. I want you to reread your stories and find one that you want to add more to and say what happens next.”* * Teacher gives students a chance to look through their writing * “*Now that you have your story that you want to add more to, I want you to think, picture, and say to yourself what happens next. Give me a quiet thumb up when you are ready*.” * *“Turn to the person next to you and tell what you would write next.”* |
| **Link** | * “*Writers, today and every day when you want to tell what happens next you can add a new piece of paper.”* |
| **After-the-Workshop Share** | * Students take turns sharing their stories they added onto with a partner or small group |
| **Tips** | * Teacher will have to have a management system for how they will assist students adding on more paper |

**Lesson Plan**

|  |  |
| --- | --- |
| **Session** | 14 |
| **Concept** | Writers make their writing ready for the world. |
| **Teaching Point** | Writers select and fix up a piece to share with others |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Using writing paper and pends * Rereading their story * Using ABC chart * Checking the word wall * Crossing out letters * Reading their story to an audience * Adding to their pictures and words | * *“I’m going to add more to my picture, words…”* * Reading their writing * *“Here’s the letter ‘m’.”* * *“I’m going to share my writing with…”* |
| **Materials** | |
| * Writing folders | * Writing pens |

|  |  |
| --- | --- |
| **Connection** | * “*Writers we have been writing for a while and we have lots of great stories that we have written. One thing that writers like David Shannon and Mo Willems do is they wrote their stories about things they know and can do and they shared them with us.”* * Teacher holds up book and says, *“This is a finished piece and before they finished they wanted to make sure that their story looked and sounded really good. So, they picked their favorite story and fixed and fancied it up. Today, I am going to show you how writers fix and fancy up their work by adding color or a cover page”.* |
| **Teach** | * “*Have you ever seen anyone getting ready to out to a birthday party or getting married? Usually the person fixes and fancies him or herself up and the same thing happens in writing. So before we share our work with the world, we need to fix and fancy up our work*.” * Teacher takes out her writing folder and says, “*Watch me as I reread my stories and try to find the one that I absolutely love and want to share with all of you*.” * Teacher rereads several stories and thinks out loud about which she likes best * *“Here is the story that I absolutely love and I want to share it with all of you.”* * *“Now I am going to reread it and think how can I fix and fancy up this piece*.” * “*I noticed that David Shannon uses lots of colors in his books. I am thinking I could fancy my story up by adding more color like David Shannon.”* * “*Another thing I could do is make a cover so my piece looks like a real book*.” * Teacher models how to staple a piece to the front |
| **Active Engagement** | * Teacher passes out writing folders * Students decide which piece they would love to finish * Students think about what they can do to fancy up their piece * Students turn and tell the person next to them how they would fix up and fancy up their piece |
| **Link** | * “*Writers, you can fancy up your writing today. You will take your story that you chose and fancy it up.”* |
| **After-the-Workshop Share** | * Teacher selects some pieces of student writing to share with the class * The pieces should demonstrate what you hope all students will try to do |
| **Tips** | * Students will not correct and recopy their finished work * Writing pieces will be celebrated as they are |

**Lesson Plan**

|  |  |
| --- | --- |
| **Session** | 15 |
| **Concept** | Writers make their writing ready for the world |
| **Teaching Point** | Writers share their finished piece with a partner |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Using writing paper and pends * Rereading their story * Using ABC chart * Checking the word wall * Crossing out letters * Reading their story to an audience * Adding to their pictures and words | * *“I’m going to add more to my picture, words…”* * Reading their writing * *“Here’s the letter m.”* * *“I’m going to share my writing with…”* |
| **Materials** | |
| * Student finished writing pieces * Speaking/Listening anchor chart (created in Oral Language Unit) |  |

|  |  |
| --- | --- |
| **Connection** | * “*Writers we have learned how to be a speaker and a listener. Teacher rereads speaker/listener anchor chart. When we were speakers and listeners we told a partner our stories. Today, we are going to read our finished story to a partner*.” |
| **Teach** | * Teacher moves students into a circle * Teacher selects student to be her partner * Teacher models sitting next to partner with finished writing piece between them * Teacher models touching the different things on the page saying the text or the story that accompanies that representation * Now the selected student has turn to touch and say their story * “*Did you see how we sat next to each other with the paper between us taking turns being the speaker and the listener?”* |
| **Active Engagement** | * “*Now, let’s watch two other students come up sitting next to each other with their paper between them taking turns being the speaker and listener.”* * Teacher asks the rest of the class what they notice the partners doing |
| **Link** | * “*Writers when partners share their writing they sit next to each other with their paper between them taking a turn being the speaker and listener*.” * Today you are going to share your writing with your partner * Teacher assigns partners |
| **After-the-Workshop Share** | * Praise some of the speaker/listener behaviors during partnerships. * “*Today you shared your finished writing piece with a partner tomorrow you are going to share your writing with the class*.” |
| **Tips** | * Partnerships are to reinforce not only content but also audience, early reading behaviors and concepts about print (how to hold a book, turn pages, and point and name things on a page.) * These should be similar behaviors worked on in reading. |

|  |  |
| --- | --- |
| **Session 16** |  |
| **Concept** | Writers make their writing ready for the world |
| **Teaching Point** | Writers share their finished piece. |

|  |  |
| --- | --- |
| **See writers…** | **Hear writers…** |
| * Using writing paper and pends * Rereading their story * Using ABC chart * Checking the word wall * Crossing out letters * Reading their story to an audience * Adding to their pictures and words | * “I’m going to add more to my picture, words…” * Reading their writing * “Here’s the letter m.” * “I’m going to share my writing with…” |
| **Materials** | |
| * Student finished writing pieces * Drinks/snacks(optional) |  |

|  |  |
| --- | --- |
| **Connection** | * “*Writers lets gather it is time for our celebration. Please come to the carpet with your writing in hand. You have learned to draw pictures and write words about things you know and can do. You have learned that when you get to a hard part you can do the best you can and keep going. And, you have learned to pick your favorite piece and fancy it up. You all did a great job. Give yourself a round of applause*.” |
| **Teach** | * “*I’m going to show how we are going to celebrate our hard work in writer’s workshop*.” (Teacher may choose different options for celebrating. See tips below) |
| **Active Engagement** | * Students share and celebrate their hard work. |
| **Link** | * “*Writers you have worked very hard and you deserve this special day. We are going to continue having writing celebrations that are just as great as this one. Congratulations!”* |
| **After-the-Workshop Share** |  |
| **Tips** | * Possible ways to celebrate: Read to another class, principal, etc. Take turns in the author’s chair, have juice and cookies, put writing pieces into the classroom library, have an author’s parade, create a bulletin board to showcase student published work * Do not go overboard with the celebration. The celebrations will grow throughout the year and become more complex. So keep the first celebration simple. |