

**Getting Started: Launching Writers Workshop
Grade 1 Unit 1**

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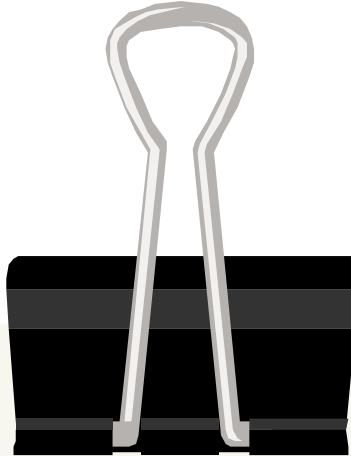
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Getting Started: Launching Writer's Workshop Using Pictures and Words to Tell Stories

Unit 1: August (approximately 4 weeks)



In *Units of Study for Primary Writing: A Yearlong Curriculum* Lucy Calkins says, "At the start of the school year, we mustn't waste a minute before issuing a broad and generous invitation to be sure each child feels at home in the world of written language. If children begin school by seeing themselves as the kind of people for whom the code of written language matters, they will be eager learners, taking in all they see." So as teachers of writing, we must make this happen. We must set expectations for Writer's Workshop. Maybe they start out low, knowing we must first encourage our young writers to tell stories of their lives. We must make BIG (important) that our children see themselves as writers, and that they know to write everyday. At the beginning of the year, workshop should be well managed, full of children working with initiative and excitement, even if not much writing gets done. Decisions need to be made on where materials will be housed. How will the class gather for the lesson? What time I will teach writing every day. Once Writer's Workshop progresses, we give a repertoire of strategies for generating ideas, revising those ideas and eventually editing them. Most importantly, children need to live in a comfortable environment where they feel safe to write and take risks. Not only can we make this happen, we must make it happen.

Benchmarks Covered:

LA.B.1.1.1 (Plans) The student makes a plan for writing that includes a central idea and related ideas.

LA.B.1.1.2 (Drafts and Revises) The student drafts and revises simple sentences and stories.

By the end of this unit students should be able to:

- Understand and follow the procedures of writing workshop.
- Write with beginning independence generating stories of their lives.
- Write using pictures and words across pages.
- Write using basic print strategies.
- Write using basic revision strategies by adding on to pictures and words, checking to be sure their story makes sense.
- Use a publishing checklist.

Helpful Hints Unit 1

Assessment

Throughout the units you will want to put a system in place for assessing how your students are applying the unit's goals or focus. There is a rubric provided for you behind this section that you can use to generate grades. You can also use your conferring notes to informally assess. Keep in mind that the assessments are more to guide the teacher's instruction, rather than merely to assign a grade.

We suggest you collect student's work on a regular, perhaps weekly, basis. It's important for you to know your writers, and you can't know them if you don't read their stories regularly. When you are looking through their stories for tracks of your teaching, you can sort them into piles. If you're looking for something specific (e.g. sketch matches the story) you could make piles for those who got, those who are attempting it, and those who haven't got it. If you feel this is a skill they should be applying by now, you can generate a grade.

Conferring

It's important that you keep anecdotal records of your conferring, including what you saw and what you taught to help guide future conferences. There isn't one right way to take and organize these notes; you have to find a system that works for you. It will, however, need to be portable so you can go to the student. It also needs to be purposeful; there's no point in writing it down if it's not driving your instruction. It helps to have one sheet in the front of your folder that you can see at a glance who you have conferred with and when. Some teachers use a table for each unit with their student's names along the left hand side, and main teaching points/writing behaviors/word study along the top. A key is used to efficiently show when they objectives are evident, attempting, taught in conference, etc. A sample is included in this unit.

For this launching unit, it's a nice idea to just hold compliment conferences; either one to one or with an entire table. Although you may see many teaching opportunities, simply use this time to research your students, get to know them as writers, and build them up. This sets up a community of writers who are confident and look forward to writing. It also gets them comfortable with you looking at and talking about their stories.

Compliment Conference Structure:

-Start w/an open-ended question: *What are you working on as a writer?*

-Give a specific compliment: *I'm noticing you are writing a story about your mom. She's someone you care bunches about, right?*

-Generalize the compliment: *Writers do that. We choose topics we care about deeply because we know that our best stories are often those that come from the heart.*

-Link: *Because you are already doing that work, I know you'll always remember to choose topics from your heart. Those make the best stories.*

Be on the lookout for some of these common compliment topics –

- Topic choice
- Stamina
- Use of the notebook (dating entries, drawing a line under each entry, generating lists of story ideas, using check-marks to check-off story list)
- Independence

When you see something you would want all your writers to be doing, interrupt the class and make a fuss (You can't believe it, get the teacher next door, buzz the office, etc.!) It will set your expectations right from the first day.

Management

To help prepare you for a successful first unit here are some management tips to consider.

Crayons: It is entirely up to you whether you want to use crayons during the first unit. There are schools of thought for either decision. They were using crayons in Kindergarten and it helped to develop important details in their sketches, so it might be comforting and familiar to allow them to use crayons. However, using crayons may cause them to spend more time on the sketch instead of on writing, making unnecessary embellishments that are not pertinent to the story. In addition, they may end up writing their stories in crayon, forgetting to switch when it becomes time to write. Whatever you decide, by the second unit of study they should be using pencils for their day to day stories and only using crayons to fancy up their pieces for publication. Although, crayons are good to use in a conference to help a child who is lacking detail in his or her writing.

Date Stamp: Each day it's imperative that the students write the date on their pieces, so that you can monitor the stages of their progress. It is very difficult at the beginning of the year especially for students to copy down the date. They

also tend to forget, even with daily reminders. It would be a good investment to purchase a date stamp for your class, or maybe one for each writing table.

Writing Folders: If the students are keeping their stories in the folder provided by the county, don't worry about the different pockets (differentiating between stories that are finished and unfinished), as the minilesson for this process doesn't come until unit 2.

Some teachers find it difficult for students to keep these folders organized due to the volume of stories first graders produce. These teachers use alternate folders, such as 1" binders, and simply using a divider to separate finished and unfinished stories. The added step of hole-punching the paper before putting out into the writing center is a fair trade off for the benefit of organization. Whichever folder the students use, they should be allowed to decorate them (with pictures, drawings, stickers, etc) to make it their own.

Materials

The following are materials you are going to need for this unit. Most have been provided for you.

Charts: Photos have been provided for you, embedded in the lessons, showing you examples of teacher charts for the lesson they accompany. They are just a guideline; to make the charts meaningful to your students you will need to use the language of your class and include student's names whenever possible.

Conferring Notebook: Teacher will need to keep a conferring notebook with notes on each writer. See "Conferring/Small Group" section for a more detailed explanation.

Crayons: Teacher preference on how they will be used throughout the unit, but they will be needed to fancy up pieces for publication.

Parent Letter: At the end of each unit you will want to send home most of the student's writing—make sure they keep a few in their folder for the next unit. It would be helpful for the parents to receive a letter explaining what you worked on during the unit and what the parents should see reflected in their child's stories.

In addition for this unit, you may want to send home a letter requesting photos or anything special to help decorate the student's writing folders.

Publishing Checklist: During each unit the students will go through the entire writing process. At the end of each unit you will teach your how to get their piece ready for publication. A checklist is provided for you at the end of this unit. You will need to explicitly teach the children how to use their checklist through teacher modeling as well as small group work, or even a teaching conference. As the units progress the publication checklist become more extensive. The students will need to understand how it works so that they are truly preparing their piece for publication.

Rubric: Located after this section. The purpose is for you to use this as an informal assessment for you to evaluate the student's mastery of the unit's teaching points. You may wish to use this to generate a writing grade.

Teacher Stories: For a great deal of lessons you will need to have teacher stories created. They will be used in the "Teach" and "Active Engagement" sections of your minilessons. You will find that most lessons have a sample story to provide clarity to the teaching point. However, you may find it more realistic to come up with your own stories. For the first few minutes of writing time, we suggest that teachers pull up to a table group and write alongside the children. You are setting the example that writing is so important, you want to do it too. This strengthens their independence, because they have to get started without you, and also gives you an opportunity to generate stories to be used in a conference or a future minilesson.

Writing Paper: At the end of this unit there are samples of different writing paper. Just like the students will have "Just Right" books, they will also have "Just Right" paper, depending on how many lines they need; you don't want to overwhelm them. Have a variety of paper available in the Writing Center for them to choose from.

Most students of your students left Kindergarten writing three page stories. For this reason when you write your teacher stories you will want to use multiple pages as well. This is especially important during the teach portion of your minilesson; use three (or more) pages on your own stories. In keeping with this purpose your writing paper should not be pre-stapled into three page booklets for the students. Keep it loose and model how to plan your story over your finger so you'll know how many pages you'll need. At the beginning of the year your stories may be only three pages, but as the year progresses your stories will become more elaborate and require additional pages. You set the expectation.

Your strugglers, and those students who have not experienced writer's workshop before, may need to start off with one page stories. They may not be developmentally ready for multiple pages. Teach them, through conferring, how to choose the amount of paper that is right for them.

Teacher Folders:

Teachers will need a folder to keep their own stories in; it should be decorated just like the student's folders. As you write for the first few minutes each day you will start to accumulate stories to keep in your folder. We suggest you write these stories with a purpose in mind. For example, if you just introduced a difficult teaching point and you think your students will have a hard time grasping it, write a non example story to use during conferring to show them that you had a hard time too. Then show them how you fixed it. Or you could think about your upcoming teaching points and write a story to use in a future minilesson. The point is your folder should be filled with stories you can use to help you teach.

Suggested Literature to Support Unit 1

These are books that you will find either referenced in the teaching points of Unit 1, or books that support the work we are doing in writing for Unit 1.

Corduroy by Don Freeman

Carlo Likes Reading by Jessica Spanyol

Trucks by Donald Crews

School Bus by Donald Crews

My Little Island by Frane Lessac

Suggested Literature for Upcoming Unit 2

These are books that you find either referenced in the teaching points of Unit 2, or books that support the work we are doing in writing for Unit 2.

A Chair for My Mother by Vera B. Williams

The Kissing Hand by Audrey Penn

Joshua's Night Whispers by Angela Johnson

The Leaving Morning by Angela Johnson

Owl Moon by Jane Yolen

Salt Hands by Jane Chelsea Aragon

Fireflies by Julie Brinkloe

Night Shift Daddy by Eileen Spinelli

Chicken Sunday by Patricia Polacco

Just Us Women by Jeannette Frankline Caines

The Two of Them by Alike

When I Was Young in the Mountains by Cynthia Rylant

The Snowy Day by Ezra Jack Keats

I Fly by Anne Rockwell

<Insert Importance of a Teacher's Writing Folder Doc>

Grade 1 Unit of Study 1: Launching the Writing Workshop Rubric

1-Little Evidence 2-Some Evidence 3-Clear Evidence 4-Clear and Effective Evidence

Writer begins to take pride in his/her work valuing his/her folder. Decorating it and using it often.	1	2	3	4
Writer finds stories in his/her life writing with some degree of independence.	1	2	3	4
Writer understands and follows the routines and procedures of writers workshop.	1	2	3	4
Writer is beginning to write with increased stamina over longer periods of time (10-15 min.).	1	2	3	4
Writer uses both pictures and words across pages (3).	1	2	3	4
Writer works well with a partner practicing how to talk and listen.	1	2	3	4
Writer writes words as best as he/she can using strategies/tools to support that.	1	2	3	4
Writer spells the best they can and keeps going.	1	2	3	4
Writer revises by rereading to add on to pictures and words.	1	2	3	4
Writer revises by rereading and checking to be sure his/her story makes sense.	1	2	3	4
Writers fancy up their writing by checking their spelling and adding color details to their story.	1	2	3	4

Teacher Comments:

Name _____ Date _____

Oral Storytelling

Children need to be immersed in oral storytelling in order to write stories. Many children do not have opportunities at home to tell about the stories of their day or listen to their parents tell the stories of their lives. So school has to become the place where children tell stories to each other and listen to others tell their stories.

Teachers can be on the look out during the day for storytelling opportunities. The story should be about a shared class event so that everyone can join in the storytelling. The shared class event should be a small moment out of the day, not a retelling of the entire day. The stories should convey that the everyday occurrences are important to tell about, such as “the day it was so windy and we thought we would blow over walking to lunch” or “the time we couldn’t go on the slide because of the big mud puddle at the end.” There could be happy stories, funny stories, and sad stories, all based on their life at school. Many opportunities should be provided to retell the same story, so that children begin to see how details can be added as they think back and remember the moment.

At first, the teacher can model oral storytelling by beginning a story about a shared class experience and then inviting the children to join in. It might sound something like this:

Teacher: Boys and girls, I was thinking about how windy it was outside on our way to lunch today. I don’t want to forget how fun it was having the wind almost blow us over. I’m going to think back and remember our walk to lunch. I’m going to remember it bit by bit.

(The teacher holds her hands open like an imaginary book and starts to tell the story.)

It was time for lunch. We lined up and Deontae was the door holder. Turn the page.

(The teacher whispers “turn the page” to build anticipation and mimics turning a page in the imaginary book she’s made with her hands.)

Deontae opened the door. Turn the page. Who wants to tell what happened next?

Allyssa: The wind slammed the door so hard it hit the wall and we screamed.

(The teacher whispers “turn the page” and turns an imaginary page again. She looks for who will add on next.)

Saben: Yeah and the cafeteria door did the same thing. BAM.

Julian: And I said it’s like a tornado outside.

Teacher: Let’s think back a minute. Deontae opened the door and the wind slammed it and we screamed. What happened right after that? Did the cafeteria door bang first or did Julian say it’s like a tornado first?

Class: Julian said it’s a tornado first.

The teacher and the class continue telling the small moment, a shared class event that everyone can help think back and remember. With each retelling of the story, details will be added that were forgotten before. The story will keep getting better and better. The children should also have opportunities to share the story with other members of the school community as well.

Teachers can also help children be on the look out for their own stories and point them out as they occur. On the playground, the teacher can tell the child who is so dizzy from the tire swing and falls down that they have an adventure story to tell and help them remember back. In the lunch room, the teacher can tell the child who made it through the lunch line with no help for the first time that they have an amazing story to tell. We can help children rehearse their stories right on the spot by scaffolding them as they tell what happened, popping up a finger for each part. Then, we can curl their fingers up into a ball and tell them to put the story in their pocket for later. Children need to feel that the true, little stories of their lives are valuable and important.

Once children realize that stories are valued and welcomed, they will begin to tell the true stories of their lives on their own. This spontaneous storytelling is the perfect environment for writing workshop. Children will begin to learn that the stories they tell, can be written as well.

What the First Week Might Look Like (Grade 1)

Day 1

Begin with a shared classroom experience (fire drill, rain storm, bug in the room, etc.) Guide the students into a general summary of the event, keeping it basic because you will be adding in details through repeated retellings.

Day 2

Retell class story. This time when retelling the story ask the students to remember things they saw, heard, thought or felt. Add these details to the story. Ask the students to retell the story from the beginning, putting in their new details.

Day 3

Retell class story. This time when retelling the story ask the students to remember things that were said. Add dialogue to the story. Ask the students to retell the story from the beginning, putting in their new dialogue.

After retelling the class story elicit student stories. You will have been pointing out their own adventures and they've occurred throughout the week. Encourage the students to share these stories now. Reminding them to think back to what they saw, heard, thought, felt or said. Other students who may have been involved with the adventure might be able to elaborate on the story.

Day 4

Retell class story. Today as you are retelling the story remark on how basic started off and how fantastic it's become with all of their input and attention to detail. Then give them time again to share their own stories. Tell them how excited you are that on Monday they are going to start writing these stories down and how you can't wait to read them. Let them know that you will continue to have a special time during the day for storytelling.

The Rest of the Year

As their storytelling develops, and especially as you enter unit 2, Small Moments, you will want to monitor how many pages they are turning in their

story. They should be able to tell their story in 3-5 page turns. For children who are having difficulty wrapping it up, you may want to have them use fingers.

Keep track of reluctant children. You may want to encourage them to retell the class story rather than share their own story.

Eventually, you will want the students to take on some independence with their storytelling. This will allow them to be more self-sufficient during writing workshop. Do this by having children tell stories in table groups. These table discussions should look like the whole group storytelling; they will still be touching the pages and elaborating off each other's stories. You may need to teach more listening skills at this time. As you walk around, report back to the class when you notice: groups working well together, interesting stories, collaboration, courteousness, great listening, etc.

A great way to incorporate storytelling into your daily schedule is during snack time. You will, of course, start it off whole group, perhaps at the carpet in a circle, passing the snack bowl around. Eventually they will break off into smaller table groups as described above, and have snack at their table while storytelling.

By the end of the year, you can scale down to partnerships. Continue to monitor conversations and report back to the class.

Teaching Points:

Writers Have a Special Time to Write Everyday and It's Called Writing Workshop

Writers Choose an Idea to Write About and Sketch and That Idea Across the Pages

Writers Find and Take Care of the Tools They Need for Writing Workshop

Writers Write Words That Match Their Sketch to Tell Their Story

Writers Write for the Whole Time to Add to the Pictures, to the Words, or to Start a New Piece

Writers Write Words by Saying the Word, Stretching It Out Slowly, and Writing What They Hear

Writers Spell the Best They Can and Keep Going

Writers Choose a Piece to Publish

Writers Reread and Check Their Work to Make Sure It Makes Sense

Writers Use a Publishing Checklist

Writers Fancy Up Their Writing to be Published

Celebrate!

This is a suggested teaching guide. Included are 10 teaching points that can be covered over the first three weeks of school. Writing workshop should begin on the first day of school. Suggested celebration date is the end of the third week. These teaching points are not necessarily in order. Please arrange them in the order that best meets the needs of your students. Any lesson may be stretched over multiple days if necessary. You also have flexibility to add in appropriate lessons of your choice. Always instruct based upon your students' needs.

Included in this unit is a blank planning calendar. When figuring out the order for your teaching points, it is very helpful to write your teaching points on 1 ½ x 2 post-it notes (make sure you put Celebration on one of them) then place them on the blank calendar. This allows you the flexibility to rearrange the teaching points based on the needs of your classroom.

There are many benefits to planning out the start date and publication date for each unit in advance.

Teaching Point 1: Writers Have a Very Important Job During Writer’s Workshop.

In this lesson, young writers will understand the expectations of workshop and will begin the work of a writer.

Materials: Paper (see back of unit for paper suggestions), crayons, pencils, folders for collecting/storing student work, Writers Have Important Jobs chart

Connect: Say: *So writers, I am so excited to get to tell you about the next part of our day. Everyday we are going to meet down here on the floor for Writer’s Workshop. We are going to have a chance to write stories about things that happen to us every single day! I am very excited but I also know that I need to take this time seriously. I have an important job during Writer’s Workshop, and that is to teach you. That’s important to me so I take it seriously. You have an important job during Writer’s Workshop too. So today, writers I want to teach you what my job will be during writer’s workshop and what your job will be so you’ll know exactly what to do.*

Teach: Say: *So writers, when you have a job, that is something very important and you really want to take it seriously. We **both** have a job during Writer’s Workshop. First I want to tell you what my job is. Each day when we meet on the floor I will teach you something new about writing. Then I will watch and listen in as you practice what I taught you right here on the floor. After that I will ask you to go to your writing spots and use what I taught you in your writing. That’s when I will be working with writer’s at their seats or maybe on the floor with their writing. Last I am going to meet with you back down on the floor for a share time. Wow! That is a big job that I will make sure I take very seriously. Put up a pre-made chart that shows both your job and the children’s job. Be sure that the chart is not just text but includes pictures, also. Refer to chart as you discuss the steps. Now I want to talk to you about your job as a writer. Your first job is to sit still and quiet on the floor so that everyone is able to learn. Next you need to listen carefully to what I am teaching you. Third you will practice this with your partner on the floor. Next is important, you will get your materials. Then you will tiptoe like mice to your writing spot to get started right away. Last you will come to the floor for share time when I call you. Each step should be clearly illustrated on the chart for them.*

Active Engagement: *Writers, I am going to ask you to use your imagination right now. We are going to pretend to do our jobs right here on the floor. Ready? Okay lets imagine that Writer’s Workshop is starting I am going to pretend to do my job and I*

want you to pretend to do your first job. Let's look at our chart, your first job is to sit criss cross on the floor ready to learn. I want you to close your eyes and imagine that Writer's Workshop is starting and you are sitting up, quiet and ready to learn. Let's do that. Great! Next writers, you are supposed to listen carefully to what I am teaching you. Lets pretend that I am up here teaching you something new about writing, I want you to imagine yourself listening carefully... continue this way through all of the steps on the chart.

Link: Say: *So writers, everyday at this time we are going to have Writer's Workshop! I am going to keep this chart somewhere so that we can use it to remind ourselves if we ever forget what our job is during Writer's Workshop. Make sure to take your job seriously every day of Writer's Workshop. You may want to have booklets laid out in their table spots because you have not taught them how to manage the paper yet.*

Write and Confer: During workshop today, many writers may have questions. That's okay. Try to remind them to stay quiet and write. Some may sketch, some may write—that's fine. Have them write for a short time. Maybe only 7-10 minutes. You are trying to build stamina, so start off short and build. Watch your writers closely. Compliment them on what they are doing well.

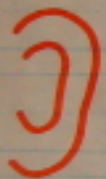
Mid-Workshop Teaching Point: Highlight/compliment a student or a table who is doing their job well. Today would be a good day to work around to each table stopping to talk to each table and highlight a student at each table just to their table.

Teaching Share: Today during share, go back over the chart and talk about who did which job really well. *Writer's I am really impressed with how well you did on your first day on the job. The best and most exciting part is that now that you know your job and exactly what to do, tomorrow we are going to learn about the tools that writers need to use to do their job well. Great job today!*

Writers Have Important Jobs



Sit still and quiet.



Listen Carefully.



Practice with a partner on the floor.

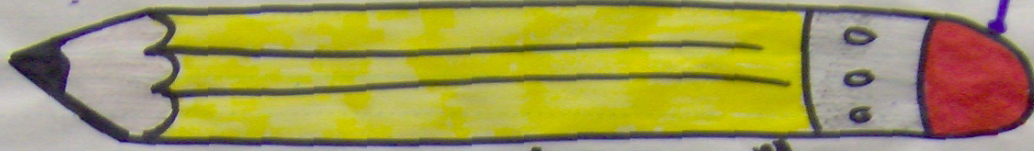


Get materials and tip toe quietly to your seat.



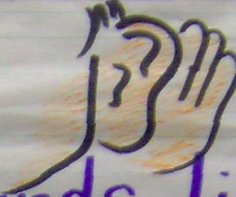
Get started right away.

Writer's Workshop



Looks like...

- Students busy writing at their seats.
- Teacher sitting with students, teaching a lesson or conferencing.



Sounds like...

- Pencils writing on paper.
- Teacher quietly conferencing with students.
- Partners sharing their writing during share time.

Teaching Point 2: Writers Choose an Idea to Write about and Sketch Across All the Pages.

In this lesson, young writers will learn how to choose an idea and sketch and write that idea on paper.

Materials: Paper for writers to sketch with and pencils or dry erase boards and markers, paper for you to model sketching

Connect: *Writers, yesterday we learned that we have important jobs to do during Writer’s Workshop. You are going to get really good at your jobs because we get to practice everyday. I want you to remember all the things we learned yesterday and remember to use the chart to help you if you need it. Do you remember last year in Kindergarten when you learned that you can tell the story from the pictures. That is what we are going to do in our writing, too. Today writers, I am going to teach you how to choose an idea to write about and then sketch across all the pages because writers use the pictures to tell their stories.*

Teach: *Say: Ok, so writers, I need to decide on a topic that I can write about. Well I love rainbows. I could write about that, but I never did anything with a rainbow – I need to write about what I did, something I did. Hmm... let me think about this (make this dramatic. Close your eyes, sit for a minute, really thinking or pretending to think about a topic.) Well, what have I done lately? I water my flowers everyday. One day when I was watering the flowers a big bug landed on me! I could write about that. First I need to say my story across my fingers so I can see how many pages I need. Some teachers prefer to have pre-made 3 page booklets. Plan your story across your fingers. One day I watered the flowers in the front yard. Next page. A big black bug landed right on my shoulder. Next page. I threw the water hose and ran around in circles! Okay so I need three pages to tell my story. Now I need to sketch my story across all 3 pages. Repeat what you were going to write as you sketch the first page of your story. Sketch your whole story be sure to include character, action, and setting into the sketch. So writers did you notice how I first thought of something I have done lately, then I thought about my story and planned it across my fingers, then I sketched the whole story across the pages. That’s what smart writers do. Now let’s try this together.*

Active Engagement: *Say: So I want you to take a minute, to think about what you are going to write about today. Think about something you did, something that really happened to you. Close your eyes if it helps you picture it in your head. Give me a thumb up when you have the idea you are going to write about today. Okay great now I want you to think of how the story went and plan it across your fingers just like I did. Use a whisper voice and say how your story will go. Hold up a new finger each time you*

turn the page. Wow I heard such great stories. Mention one or two students and what they will be writing about today. You just did some smart work.

Link: Say: *Writers every day that you are starting a new story I want you to first think about your idea, plan that story across your fingers, and then sketch all of the story*

Write and Confer: Today you will probably be working your way around the room doing a lot of observing. Be sure to record your notes in some way. Stop in and hold table conferences either to highlight positive behavior or writing you are seeing or to redirect something you do not want to see during writing workshop. The amount of time they will actually be writing for today will still be short (10 minutes).

Mid-Workshop Teaching Point: You may need to do a variety of things based on what you have noticed during the workshop.

Teaching Share: **Again this is based on the work of your writers.** Many times as teachers, we worry when we see many problems in the workshop. We think it isn't working for our kids. But if we take those problems and turn them into exciting teaching points, we may see a change in the workshop. Decide on BIG things to teach in the mini lesson and smaller things to teach during the mid-workshop teaching share or the teaching share. Below you will find suggestions on the teaching share. Again make changes based on your writers' needs. Remember to bring them back to the gathering area and get them in a circle.

•Say: *Wow writers, did you know how long you wrote today? Longer than yesterday. You should feel proud. Let's chart these times and keep a record of them. We can set goals to try to write for longer periods of time everyday.*

•Say: *So writers, let's place all our hard work out in front of us. Take a peek at your neighbor's work. Tell them they did a great job today.*

Teaching Point 3: Writers Use Tools to Write and know How to Manage Them.

In this lesson, young writers will learn and understand the expectations for the tools they will need to be a successful writer.

Materials: Pencils, date stamp, folders, paper trays, crayons

Connect: *Writers, I am really looking forward to a great year of writing. I am impressed by what you guys have shown me so far. Give students specific compliments for things you have seen over the last 2 days. You know that you have an important job to do and I can tell you are taking it very seriously. When I think about different jobs, most jobs you need certain tools to do the job well. Teachers need books, pencils, paper, math books, and lots more. Firemen need a truck, their uniforms, a hose. Well writers need tools to do their jobs too. Today I want to teach you how to get and take care of the supplies you need to write because when you have what you need, you can get right to work.*

Teach: *Today I want to teach you what tools you need and where you will find them. This is a writer's tool box. Show an example of a basket you might have for each table. Inside will probably have a stapler, staple remover, date stamp, pens or pencils, and anything else you may want them to use. Show them the items inside and tell them what they are for. Prior to the workshop time ask 2-3 students (possibly one from each table but be careful not to have too many) to help you with today's lesson. Show them what you want them to do before workshop so they will know what to do. I have asked ____ and ____ to help us today. You will need to determine what your system will be for supplies. Some teachers have a table captain that is responsible for bringing the folders and tool box to the table where other teachers make each child responsible for getting what they need from a central location. Keep in mind that having their materials on their table will stop students from getting up in the middle of workshop. You need to watch them closely because I am going to ask you to turn and tell your partner what you saw them do after they are done. I want you to stay right here on the floor and watch I am going to say okay writers off you go and I want you to watch what ____ and ____ do. They are going to go over and get the materials from the shelf and bring them to the table. I picked them because it is their job this week. Watch them closely because we are all going to have this job sometime. Students demonstrate what they are supposed to do. Compliment them on how well they did that. Did you see how first they went to the shelf got the basket of folders and then they brought the tool box and paper tray...*

Active Engagement: Say: *I hope you were watching them closely. I want you to turn and tell your partner next to you what they did. Listen in and report back what you hear them saying. Great you saw them first.... Repeat the steps back to them.*

Link: Say: *So writers, everyday when we go off to write it will be someone's job to bring the tools we need to be a great writer to the table. They will go off first so we can watch how well they can do their job. Okay red table captain will you get the tools for your table? Great job! Blue table...*

Write and Confer: Today you will want to make sure they are using their tools correctly. Be sure to observe things they are doing in their writing, you may want to confer individually or with tables about what you are seeing. Be sure to keep the notes you are keeping organized into a system that works for you.

Mid-Workshop Teaching Point: You will probably have management issues that arise today. Use this time to address them. *Writers can I stop you for a minute? Brendan just realized something really smart. He has his folder right here next to him so since he finished this story he can put it away in his folder. The paper is also right here on the table so after he decides what he will write about next he can plan his story across his fingers and then get the paper he needs and get started.*

Teaching Share: **Again this is based on the work of your writers.** You will probably want to talk about how to put the materials away for share time. Have them leave their tools on their table and then come down for the share. After modeling or discussing how to put the materials away ask the table captains to show us. *Great job using your new tools today.*

Teaching Point 4: Writers Use Words that Match Their Sketch to Tell Their Story.

In this lesson, you will explicitly teach writers to plan a sentence by saying it first and pointing to the spot on the line where it will eventually go before writing it.

Materials: teacher story with only sketch, student's story with only a sketch, pencil for each child

Connect: Remember to compliment students and connect today's lesson to ongoing work. Follow with what you will be teaching them in today's lesson. Say: *Writers, today I want to teach you how smart writers use words that match their sketch to tell their story.*

Teach: Say: *I have a sketch of my story here. Here I am outside watering the flowers. Read through your story. Let's see I bet if I add some labels to my sketch I bet it will help me tell my story. There now how did I want this page to go? Oh yeah, one day I watered the flowers outside.* Model telling a sentence and point to the line exactly where you would write each word. Then begin to say the sentence as you write it where you touched it when you said it the first time. Begin to write. *Did you see what I did? Did you notice how I added labels to my sketch to help me tell my story and then I said my sentence and pointed to the line where each word would go? Then I wrote each word on the line.*

Active Engagement: *Now you are going to try. I asked you to bring a pencil and one of your stories that has just a sketch so we can do this together on the floor. I want you to do what I did. First look at your sketch and see what things you could label that will help you tell your story. Okay choose one and label that thing right now. Awesome. Everyone, with a quiet whisper voice, share with your partner what you labeled Okay now think of what you are going to write on this page. Say what you will write and point to the line where you will write that word. Give them a few minutes. Writers I saw you saying what you will write and touching the paper where you will write the words.*

Link: Say: *So writers, now you are ready to write. Today and everyday when you are writing be sure to use words, that match their sketches to tell their story better. Touch the line where you will write each word*

Write and Confer: As they get better at going off and getting started right away, you will want to start modeling writing as well. Pull up at a table and take out your own writing folder and begin to write your story, just like they will be doing. Model the kinds of things you want them to be doing. Keep it short especially while they are still learning to get settled and start quietly right away. You might want to start off conferring with the student next to you or with that table depending on the other behaviors in the classroom. Plan for what you will

confer with a table on. For example, if you noticed 2 students at that table not including the character in their sketches, that's when you would plan to teach them that the next day during a table conference.

Mid-Workshop Teaching Point: You might say: *Writers, can I stop you for a moment? I was just sitting with _____ and she did something so smart! She planned out her sentence before writing it. Then when she was ready to plan the next sentence in her story, she went back and read what she had just written to help her go on. Watch me and I'll show you what I mean.* (Model this.)

Teaching Share: This is based on what you noticed during workshop.

Highlight a student you saw doing what you taught them today or something you taught them in the last few days. You can also use this time to give them a hint about what they will be learning the next day.

Teaching Point 5: Writers Reread Their Own Work to Add to the Pictures, to the Words, or to Start a New Piece

In this lesson, writers will learn how to reread their work to add to their pictures, to their words, or build stamina by starting a new piece.

Materials: teacher piece of writing from yesterday, the story that your writers started yesterday, chart When I Think I'm Done

Connect: Remember to compliment students and connect today's lesson to ongoing work. Follow with what you will be teaching them in today's lesson. *You all did a great job yesterday. You thought, you sketched, you wrote, and then... (Change your tone of voice) we had a problem. Some of you said, "I'm done!" Writers have a saying: When I think I'm done, I've only just begun. Today writers I want to teach you what writers do when we're done because that will help you to write more and not interrupt others.*

Teach: Say: *Remember my story from yesterday? Well, let's pretend that it's yesterday and I am just finishing up my watering the flowers story. Watch and notice what I do when I'm done. (Look carefully at your piece from yesterday and pretend you are just finishing writing the last word. Sit back and say...) There, I'm done! (Then lean back in towards your piece, looking at the picture...) Oh, I should put that big bug sitting over there on the flower! That's important. (Add the bug to the picture and label it.) Oh and I could add... Continue to add to your story to show the children that even a "finished" piece can still be worked on. Now I think I'll get another paper because that gave me an idea for a new piece.*

(Turn back to the class.) Did you see what I did? Did you see what smart writers do when they're done? (Point to the chart.) When I'm done I can add to the pictures like I did when I added the bug. Add to the words like I did when I labeled the bug. Or start a new piece.

Active Engagement: In the next unit you may want to have them bring a piece down to the floor everyday so they will be ready for active engagement. It's also a nice idea because they can read their story right there and plan what they will do first before they go off to their spots. Say: *Writers, take out your pieces from under you and look carefully at the pictures and reread them. (You might have them sit on their work for management purposes during the mini lesson.) Think, "Can I add to my pictures?" Quiet thumbs up if you thought of something you could add to your picture. Great! Now, look carefully and think, "Can I add to my words?" Quiet thumbs up if you thought of words you could add. Great! Now if you can't add to the words or pictures, think of starting a new piece. Quiet thumbs up if you'll be starting a new piece. Great! Now you all now what you can do as a smart writer!*

Link: Say: *So writers anytime you think you might be done, say to yourself, “When I think I’m done, I’ve only just begun!” Then add to the pictures, add to the words, or start a new piece.*

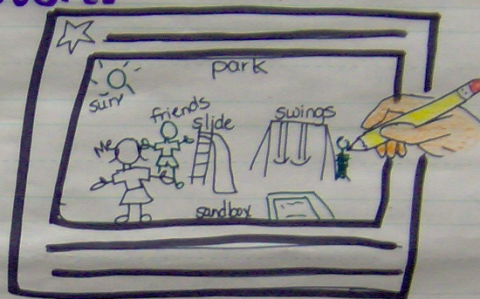
Write and Confer: During workshop today you should see writers getting busy practicing all that they know so far. Be on the look out for students doing a nice job. Look to see that writers are getting comfortable using materials, getting started on a piece and adding to a piece. Begin to confer after giving them a few minutes to get into their work. Have something to take notes of your conferences on. See *A Handbook of Interesting and Provocative Writing Terms* for ways to keep records. Try to push yourself to see at least one writer and take notes. Start with telling the writer what they are doing well as a writer and then teach them something to help them push the level of their writing higher.

Mid-Workshop Teaching Point: **You will determine what to say based on what you have noticed inside of workshop.** Again this is a good time to address a management issue, or find someone that is practicing the teaching point and highlight that writer.

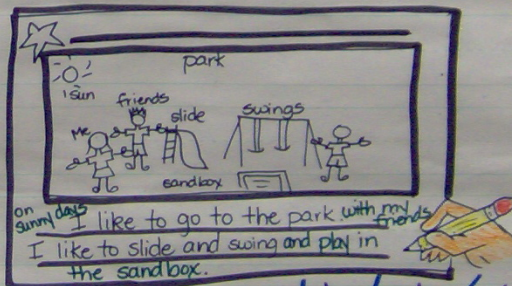
Teaching Share: **This is based on what you noticed during workshop.** You might want to just review the things they have learned so far. Highlight someone who did something that you taught a few days ago. Talk to them about how just because you taught this a few days ago doesn’t mean you’re done with it. Use this time to talk to them about how everything builds and that they are expected to continue with the things that they learn everyday, and add the new things they learn to it.

When I think I'm Done, I Can....

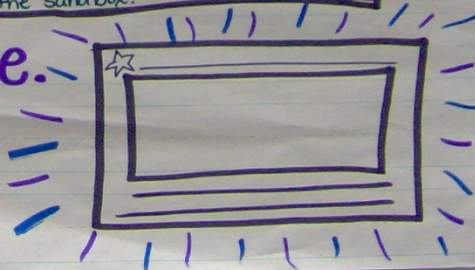
- Add to the sketch.



- Add to the words.



- Start a new piece.



Teaching Point 6: Writers Write Words by Saying the Word, Stretching It Out Slowly, and Writing What They Hear

In this lesson, writers will practice graphophonics, knowing they need to write using all their strategies together.

Materials: Chart paper with your story blown up on chart, the same story on the paper your writers will use, turtle chart (located behind this lesson)

Connect: Remember to compliment students and connect today's lesson to ongoing work. Follow with what you will be teaching them in today's lesson. *Today writers, I'm going to teach you how to write words by saying the word first, stretching it out, and then writing what you hear.*

Teach: Say: *Just like smart writers use pictures and words, we do that too. When we do that we need to decide what letters we should put on the page stretching out what we hear. Watch how I decide what letters to put on the page. So I have my piece about my cat. I might model labeling first because it is the beginning of the year and many of your writers might need to label before they write sentences. In this sketch, Dusty is rolling around playing on the floor. So let me write that. Right next to my sketch of my cat, I'm going to write my cat rolls on the floor. Watch how I do that. Okay my. I know that from Kindergarten so I'll write that, my. Now reread it. My. Good. Okay my next word is cat, cat. I know how to spell that, cat. Good. My next word is rolls. Hmm...I don't know that word. It's not on the word wall. It's not one I know from kindergarten. I better stretch it out. (See handout behind this lesson for chart on this.) Let me say it once, rolls, then say it again, rolls, then stretch it out and say it slow like a turtle r-o-l-l-s. Okay the first sound I hear is /r/, /r/. So let me write that. Write an R. Then reread it. My next sound is /o/ so I'll write an O. Then reread what you have so far. I hear the /l/ /l/ sound. So I'll write an L. Great rol,rol. Then finally I hear a /s/, /s/, so I write S. Okay that looks and sounds right. So writers did you notice how I (reference chart) said the word, said it again, said it slow like a turtle and wrote a letter for all the sounds I heard?*

Active Engagement: *So writers help me finish up my writing. Let me reread what I wrote -my cat rolls. Next to rolls I'll write on the floor. Ok, on the, those are easy. I remember those from kindergarten. I can write those in a snap. Okay now you help me. On your hands, (point to the palm of your hand) pretend to write the next word and I'll do it on my piece. First let's use the chart to help us. Ready? Say the word floor. Say it again. Now say it slow like a turtle. Listen for the first sound. Now write it in your palm. Good. I heard /ff/ also. Now listen for the next sound. /ff/ /l/ Write what you heard. Let's listen again. /fl/ /or/. Great job!*

Link: Say: *So writers today and anytime you write, write words on the page like smart writers do. Say them, say them again, say them slow like a turtle, then write what you hear. Off you go!*

Write and Confer: During workshop today most of your conferences will refer back to the teaching point. However, be careful to not forget that you are teaching into a story, not just isolated words. It should go hand in hand. Your writer has this story to tell and with that story you teach them how to use strategies to help with their actually writing. Remember to keep your conference folder close by to take notes. Push yourself to take some kind of notes on each writer you conference with. See *A Handbook of Interesting and Provocative Writing Terms* for more information or templates on note taking.

Mid-Workshop Teaching Point: This is based on the work you noticed during workshop.

- Remind writers where to put their words on the page. Some may be labeling and others may be using the lines to write sentences.
- You may need to give your writers a management tip on stamina or noise level or using materials. Taking the time out to highlight writers who are doing what is expected helps to keep the workshop running smoothly. This is critical during this first unit. It takes time to get writers to work independently.

Teaching Share: This is based on what you noticed during workshop.

- Chart out how long they kept themselves going today and celebrate that.
- Partner share. Have partners point out a word they wrote today and explain how they reread, stretched out the word and then wrote the sounds. Listen in to the partner discussion.
- Teacher shares out to whole group a writer who really took their time and practiced the strategy today. Hold up their paper and show where they wrote their word. If it is a label, talk about how that word is important to the story and needed to be written out.

Smart Writers


Stretch Out Words Before They Write Them

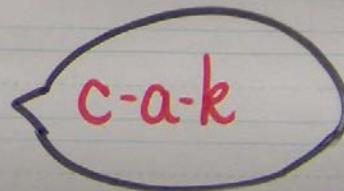
- Say the word



- Say it again.



- Say it s-l-o-w
like a 



- Write the word.



Teaching Point 7: Writers Spell the Best They Can and Keep Going

In this lesson, writers pay attention to spelling as best as they can, then go on with their story. Spelling should not slow their thinking down.

Materials: Teacher's piece, shared class experience

Connect: Remember to compliment students and connect today's lesson to ongoing work. Follow with what you will be teaching them in today's lesson. *Today writers, I'm going to teach you how to pay attention to spelling words as best you can and then to keep going.*

Teach: In this lesson you want to let your writers know to spell words as best they can, but not to dwell on the spelling. What they have to say is important and if they get hung up on the spelling, they forget the story. So the emphasis with this lesson needs to be that writers use the strategies they know to spell words, but then they keep going with their story. Have a story that you can model this teaching point with. Practice using this strategy. Say: *Hmm...this word is a hard one. Let me say the word, sound out the letters and write what I hear. Then I'll leave it like that for now and keep going.*

Active Engagement: Here you could have a shared class story and work on it together. This could be anything that happened to you as a class lately – a fire drill, a special visitor, when you noticed an animal outside together and it was exciting. Use that shared class story to teach from. Give each writer a paper or booklet to write on and a clipboard (if you have enough dry erase boards for the class that could work too). Then dictate a sentence that could start the shared story. Have your writers write it using their strategies and then move on. Observe what they are doing and share out when you noticed a writer really spelling the best they could, then moved on.

Link: Say: *So writers, remember when you are working on your stories pay attention to spelling words as best you can and then keep going with your story. Off you go!*

Write and Confer: During workshop today, watch what your writers do. Look over your notes and see who you conferred with last. Be sure to confer with someone you haven't seen in awhile even if it is a high writer. They need to be conferred with too. Many will be using the strategy. Your writers need a balance. The big thing to remind them is to spell **the best they can** and then move on. Many writers will never get the story out because they are worried about spelling and then the reverse can happen also. There should be a balance.

Mid- Workshop Teaching Point: This is based on what you noticed during workshop.

- Say: *Writers may I have your attention? I know sometimes we sit down to write and we don't know where to begin. Many times if I'm not sure what to write about I think of important people in my life and then ask myself what have we done together? So an important person to me is my mom. Let me think of something we have done together. I got it! Over the weekend we went shopping together. So I could write about that. Of course before I do that I want to say my story out loud. Then I can write it. Try that important people strategy if you're stuck.*
- You might need a management or stamina celebration (highlighting someone that is working well).

Teaching Share: This is based on what you noticed during workshop.

- Come back to the rug and get your writers in a circle. Have them share their story with a partner. Listen in as they share. Look for a writer that got a lot of words down spelling as best she could but also finished her story.
- Give a quick teaching point. Tell your writers that once they come up with a story, they then need to say it out loud and then plan out how it might go across pages. Model that work. When you go to a page say *turn the page*. Use a blank booklet to try this out.

Teaching Point 8: Writers Choose a Piece to Publish

In this lesson, writers learn how to select a piece to bring to publication.

Materials: Teacher’s writing folder, writers bring folders to the rug (have them sit on it, so they don’t get in the way of your lesson)

Connect: Remember to compliment students and connect today’s lesson to ongoing work. Follow with what you will be teaching them in today’s lesson. *Today writers, I’m going to teach you how to get your story ready for publication because writers write so someone else can read their writing and that’s what we are getting ready to do.*

Teach: In today’s lesson, you will show writers the importance of publishing a piece of writing. Using your own notebook, model your thinking on how you decide the piece you will publish. Explain to your writers that writers write so someone else can read their writing. They write about things that are real, and important to them. They write to touch another person in a special way, to change another person’s life, just like books change our lives. You might hold up a published book and talk about how this writer must really love the topic they are writing about because look how hard she worked on making the book. You might say: *I bet that took a long time, more than just a day and then start a new piece. That’s what we’re going to do. We are going to go through our folders and find that story that is important to us, that we have to tell to another person, and the story that we want to spend more time on than any other piece.* It’s nice to get your writers to narrow it down to two pieces and then select from there. It is interesting to hear their thinking as they make that final decision.

Active Engagement: Have your writers go through their folders searching for two pieces they may want to consider. Walk around and watch what they do. Report back the positive work you noticed.

Link: Say: *Writers, today and anytime you are ready to bring a piece to publication, take your time, think about your reader and if this might be a good story to share. Be sure it is a story you love and can stick with to make better. When you have two pieces you want to publish, think about which one is the best and then select that one. Then practice the strategy that you used yesterday--rereading to add to the pictures and words. Off you go!*

Write and Confer: During Workshop today, be sure your writers are selecting wise choices to bring to publication. Scaffold them to do that well. Remind them to think about audience, heart (writing about something meaningful to them, something that touched them and may touch someone else), and stick with it to

make better. Stamina will be an issue. You might remind them to reread to add and set them up for tomorrow's mini lesson on reread to make sure your writing makes sense. Again, take notes as you confer.

Mid-Workshop Teaching Point: This is based on the work you notice during writer's workshop.

- Say: *Writers, can I stop you for a moment? Take a moment and share your two story ideas with the writer sitting next to you. Look for your partner's reaction. Then decide should I keep this piece or select a new one? Have some discussion with your partner on which story might be the best for publication.*
- Say: *Writers, not only do smart writers reread to add, but they also reread to see if their story makes sense. Listen to this piece I wrote (share an example of a piece that doesn't make sense with your own writing). I'm thinking that this part about eating at my mom's doesn't really go with breaking my arm. That doesn't really make sense, right? So I can take it apart and save it for another story. You can do that too!*

Teaching Share: This is based on the work you notice during writer's workshop.

- Bring to the circle and have writers lay their pieces in front of them for all to admire.
- Highlight a writer or two who made a really nice selection (especially if they decided to write a story really important to them).

Teaching Point 9: Writers Reread and Check Their Work to Make Sure It Makes Sense

In this lesson, writers reread their work to be sure that their story makes sense and they are happy with it.

- Materials:**
- Teacher’s piece of writing
 - Writer’s piece that may have done this work yesterday

Connect: Remember to compliment students and connect today’s lesson to ongoing work. Follow with what you will be teaching them in today’s lesson. *Today writers, I am going to teach you how to **reread** your work to be sure it makes sense so that your writing can be even closer to publication.*

Teach: Say: *So writers, we’ve been talking about publication and how we are working really hard to make our story that we selected really smart and wonderful and ready for someone else to read. All across the world and in our school when writers get ready for publication they **reread** their work to get their writing ready to present to the world. It reminds me of when a person is getting ready to be married or graduate or they are in a big show, usually a person fancies himself or herself up. That’s just like in writing. So watch how I do this work with my piece. Reread the piece in front of them and have it not make sense in some way. It might not be focused, it might be missing a word or words, or the sketch might have few details. Whatever the problem, fix it up right there in front of them. Then say: *Writers, did you notice how I **reread** my piece to fix and fancy it up by adding more to my page to make it clearer for my reader? I even added extra paper because I ran out of room. You could do that too!**

Active Engagement: Have a shared experience written out on chart paper with it being either not focused or missing details in the sketch (so that you can give them two other ways to fix up their writing). Listen in while they talk and report back the smart work you heard.

Link: Say: *So writers today and whenever you are nearing publication be sure to **reread** your work to fancy it up for someone else to read. Off you go!*

Write and Confer: Today during workshop you will confer on making their stories better. Many times you will listen to your writer’s story and then ask then repeat back what they said to you. Then say “Is that in your piece?” Coach them on getting it in just the right place in their story. Your writers may be leaving out important information in their sketch. Teach them how to add important details in their sketches. If you have a writer that hesitates to revise, let them know that you only revise the BEST writing and this story is so good it deserves revision. Celebrate revision in any way you can

***Mid-Workshop Teaching Point:* This is based on the work you notice occurring during workshop.**

- Share a writer that made changes in their piece to make it better and make sense.
- Remind writers how BIG and SPECIAL and IMPORTANT revision work is.

***Teaching Share:* This is based on the work you noticed during writer's workshop.**

- Partner share practicing being the best partner ever!
- Highlight a writer or two who made smart revision changes.
- Start discussion about what the class Celebration might look like – maybe just mention a few ideas you might have.

Teaching Point 10: Writers Fancy Up Their Writing By Adding Correct Spelling and Color

In this lesson, writers fancy up their story by adding color, neatness, and correct spelling in preparation for the celebration.

Materials: Teacher's writing, shared class experience piece

Connect: Remember to compliment students and connect today's lesson to ongoing work. Follow with what you will be teaching them in today's lesson. *Today writers, I am going to teach you how writers fancy up their story by checking to be sure their words are spelled correctly.*

Teach: Say: *When writers are ready to bring their piece to publication, they really fancy it up for the world to see. When writers do that it is called editing their writing. Writers, watch to see how I edit my work. I have my story about breaking my arm. I need to reread my writing making sure that my words look right. I better get my finger underneath my words so I can look at each word carefully. After reading a few words, I set it up to come to a misspelled word. I might say: *Hmm...that word doesn't look right.* Place the correct spelling of the word above the incorrect spelling, crossing off the word with a single line. Then reread it, saying: *Yes that looks better. That looks right to me. So writers, did you notice how I read my writing over using my finger so I could read it carefully. Then I checked to be sure my words looked right, and then if they didn't I tried them again? You can do that too!**

Link: Say: *So writers, whenever you are getting ready for publishing, reread your work to be sure your words are spelled correctly. Off you go!*

Write and Confer: Workshop today, you will coach many writers on the teaching point. However, if you confer and you know you need to work with a writer on rereading your work to be sure it makes sense for the reader, your teaching point should be about that. Don't forget that what ever you have taught your writers, you should see evidence of that in their work. They may not be ready to edit if they are still working on revision. Of course, keep in mind that tomorrow is the celebration (or if you need to postpone a few days, that's fine) so your writers need to be getting pretty close to publication.

Mid-Workshop Teaching Point: This is based on what you noticed during workshop.

- Highlight or make BIG a writer who practiced the teaching point.
- Let writers know that if they have checked their spelling, they can go back and color in their sketches to add details and really make the drawings beautiful.

Teaching Share: This is based on what you noticed during workshop.

Spend today's share discussing what your celebration may look like. There are a number of ways to celebrate. Take a look at *A Handbook of Interesting and Provocative Writing Terms* for more ideas. Decide in your head if you want this first celebration to be BIG to get your writers motivated and excited about the work OR if you want to wait until the second unit celebration for a bigger celebration. Here are some ways you might celebrate.

- Meet with another class to share pieces.
- Invite parents, administrators, any one that works with your writers to your classroom. Separate your class in groups and have each visitor sit with a group as they share.
- Introduce writing nooks, maybe have half your writers sit at their desks and half in a special spot in the room.
- Have a formal share where everyone reads their piece to the entire class.
- You might set up permanent partners and make that BIG— maybe make/do something special for you partner to build that bond. You make the partnerships. Do this based on all you know about your writers. They do not need to be ability grouped. They do need to be able to support one another. Do not put a very high writer with a struggling writer.
- Be sure there is lots of clapping and maybe snacks too!

Teaching Point 11: Writers Edit Using a Publishing Checklist

In this lesson, writers edit their pieces by checking that a name and date are on it, their story and sketch match; and they stretched their words to write the sounds they heard.

Materials: Teacher's writing to edit, shared class experience piece, editing checklist for each student

Connect: Remember to compliment students and connect today's lesson to ongoing work. Follow with what you will be teaching them in today's lesson. *We have chosen our pieces to get ready for publishing. Yesterday we reread our stories to make sure they made sense. Today writers, I am going to teach you how to use an editing checklist because smart writers make sure their pieces are ready to share with others.*

Teach: Say: *When writers are ready to bring their piece to publication, they really fancy it up for the world to see. When writers do that, it is called editing their writing. Writers, watch to see how I edit my work using this checklist to help me. I have my story about breaking my arm. First I need to check that my name is on my paper. (Show them this on the checklist.) Yep, here it is. I can check that one off. Next I need to make sure that I stamped the date. (Again show this part of the checklist.) I did that so I can check that one. Last, I need to make sure I said my words slowly like a turtle to write the sounds I heard. Oh, wait, here is the word broke. I just wrote that one quickly and didn't really say it slowly so I could write the sounds. I bet it doesn't look right now! I need to fix that now. (Model saying it, saying it again, saying it slowly like a turtle, and writing the sounds you heard like in teaching point 8. Cross out the original spelling which might have looked like bk and above it write the new spelling which might look like bok or brok or brk.) There now that looks right. I can check that off on my editing checklist. Now I think my piece is ready to publish! Did you see how I read one thing on the checklist and then checked my piece to see if I did that? Did you see how if I already did that in my piece I just checked it off? But did you see how I had to go back and say my words slowly like a turtle because I hadn't done that yet? Then when I fixed my word I went back and checked it off? You can do that too!*

Active Engagement: Say: *So, now it's your turn to try. I am going to give you and a partner an editing checklist. Then I will show you another piece. I'll read it to you. Then you and your partner will use the checklist to see what can be checked off and what I need to fix in my story. Here is my story. (Make it big on a chart missing your name and with a word that only has one letter. This may be a simple story like "I went to the park." But make it look like a student piece: I wnt to the p.) Now you and your partner look at the checklist and decide what needs to be checked off and what needs to be fixed in my piece. (Listen in to partnerships and then report back to class.) Writers, back to me. I heard ____ and ____ say that I needed to write my name on my piece. That was so smart that they didn't just say I could check that off.*

Then ____ and ____ saw my word _____. (This word should be written with only one letter. Example: p for park.) *They noticed that I must not have stretched it out slowly like a turtle. I need to fix that. But they did check off the part that says "I stamped the date" because here is the date right here. Great job!*

Link: Say: *So writers, today and any day you are getting ready for publishing, reread your work and use your editing checklist so your pieces are ready to share with others. Off you go!*

Write and Confer: Workshop today, you will coach many writers on the teaching point. However, if you confer and you know you need to work with a writer on rereading your work to be sure it makes sense for the reader; your teaching point should be about that. Don't forget that what ever you have taught your writers, you should see evidence of that in their work. They may not be ready to edit if they are still working on revision. Of course, keep in mind that tomorrow is the celebration (or if you need to postpone a few days, that's fine) so your writers need to be getting pretty close to publication.

Mid-Workshop Teaching Point: **This is based on what you noticed during workshop.**

- Highlight or make BIG a writer who practiced the teaching point.
- Let writers know that if they have checked their spelling, they can go back and color in their sketches to add details and really make the drawings beautiful.

Teaching Share: **This is based on what you noticed during workshop.**

Spend today's share discussing what your celebration may look like. Put their pieces in a safe place for tomorrow's celebration.

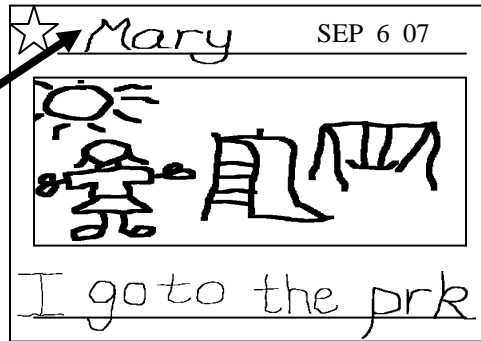


Publishing Checklist

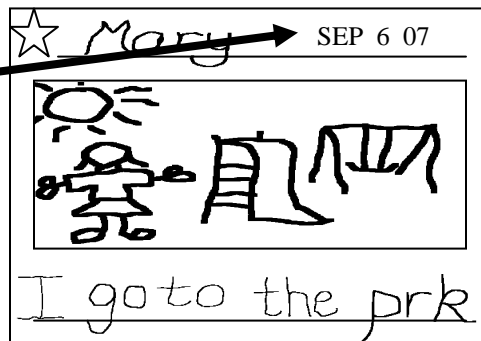


Name _____

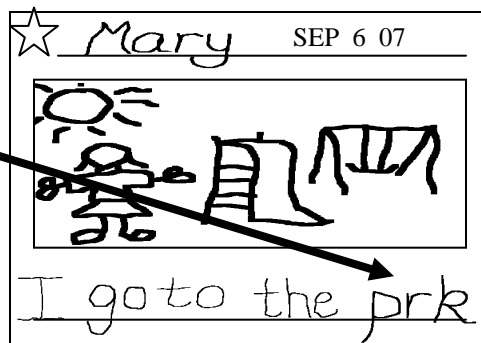
I wrote my name.



I stamped
the date.



I stretched out my
words.





Celebration Ideas!



Celebrating the end of the unit should be a **BIG** deal! Make it exciting and something your students look forward to, in order to celebrate their growth as writers! Here are some suggestions. Have fun!



Share juice and a snack. Lay out published writing on tables. Students can walk around and look at each other's writing.



Gather around your writing bulletin board and take time to tack each student's published work onto the board. You may want to place writing pieces inside a large Ziploc bag, or page protector. Each time your students publish, place the new published piece in front of the old one. At the end of the year, your students will have a collection of all their published pieces! You could also place a picture of each student beside their work.



If you have a document camera, you could call on students to put their published piece on the document camera to be blown up onto the wall. Students love to see their work, larger than life!



Take pictures of your students holding their first published piece! Decorate a bulletin board in a jungle theme, titled "Wild About Writing".



Students can make and decorate frames to go around their published pieces on the writing bulletin board. Adhere the frames to the Ziploc bags or page protectors.

Suggested Paper to Begin First Grade

Teachers should begin the year with the type of paper they feel is most appropriate for their students. Teachers should provide the students with a variety of writing paper, as they will be at different stages in their writing. It's a good idea to check with their Kindergarten teachers, if possible, or look into their PIAP folders to find out what kind of paper your students left off with last year. Writing paper with sketch boxes and various amounts of lines can be ordered in bulk from the warehouse.

<Insert several types of writing paper, both horizontal and vertical, with 1 to 2 lines up to 3 to 4 lines>