

# Writing Workshop



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CEDAR ELEMENTARY

“TEACH THE WRITER,  
NOT THE WRITING.”

LUCY CALKINS



# TO

by Lee Bennett Hopkins



To make this world a whole lot brighter  
when I grow up I'll be a writer.

I'll write about some things I know

how to bunt, how to throw

a Christmas wish

a butter dish

a teddy bear

an empty chair

the love I have inside to share...

Yes,

To make this world a whole lot brighter  
when I grow up I'll be a writer.

# Goals of Writing Workshop

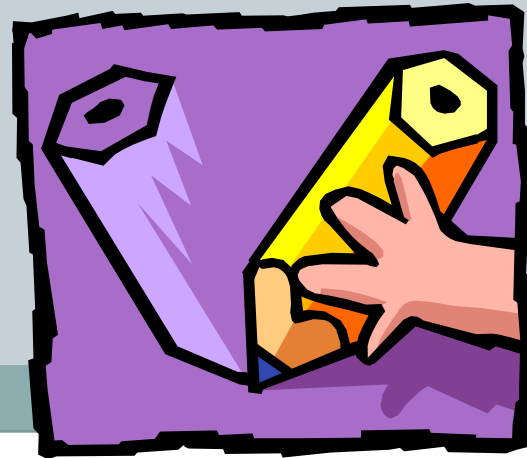


- To have students view themselves as writers
- To have students view writing as a way of telling about things
- To develop fluent writing for all children
- To teach students to use correct grammar and mechanics in their own writing
- To teach particular writing forms
- To allow students to learn to read through writing
- To maintain the motivation and self confidence of developing writers

# Introduction



- What is characteristic of Writing Workshop?
- Workshop Components:
  - Mini lesson
  - Student writing/ Conferencing
  - Share time
- Writer's Notebook
- Various genre studies



# Consider this...



- Adding the aspect of choice.
- What is a mini lesson? Time?
- Student writing time and teacher conferencing time.
- Teacher movement helps with classroom management.
- Time to share.



# Writer's Notebook



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- Think of it as a collection jar.
- GATHER from the world around you and add your thinking.
- Choose a SEED idea from your notebook.
- NUTURE the seed. Spend time on it. Collect around it. Research it.
- Then, JUMP out of the notebook as you write your draft and move through the steps of the writing process.

# Workshop lesson format:



- Mini lesson – 5-10 minutes
- Student writing – 15-30 minutes
- Teacher conferences during this time
- Share time - 5-10 minutes



# Teacher Resources:



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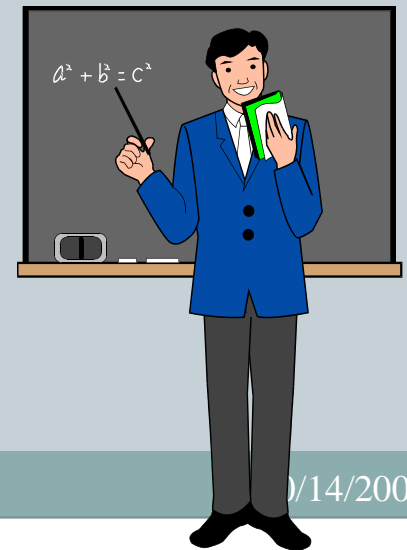
- Writing Mini Lesson resource books
- Grade level meetings
- Support group meetings
- Professional library
- Packet hand out



# What does a mini lesson look like?



- Topics from teacher or student generated
- Brief and focused
- Example; word spacing, capital letters, or
- Touchstone text author's craft
- Make a transparency of student writing
- Teacher modeling



# What does a conference look like?



- A conference is a conversation.
- The teacher and student both have roles.
- A conference has a structure.
- In a conference we show we care.



# Conference:



- The invitation; “How’s it going?”
- Find out what the student is thinking about from their response.
- Decide what to teach.
- Give positive feedback.
- Teach
- Nudge the student to have-a-go.
- Link the conference to student’s work.

# Where to Get More Information



- “Go to Person” at your grade level
- Great resources at our library
- Professional books on loan



No matter  
what,  
Let them  
Write  
Everyday.

Katie Wood Ray