 Writers' Workshop

Session # 10 Grade k-2 Unit of Study: First 15 days – Back to School

Intention of lesson: Students will think of a BIG feeling to generate an idea for a story.

Mentor Text Connection: You might want to read, When Sophie Gets Angry-Really Really Really Angry...by Molly Bang

CONNECTION	**What we tend to say:**	
Reminder *What reminders do I need to give?*	*Yesterday we talked about .*	Writers yesterday we talked about how writers plan their stories. They think about their stories, touch each page and and tell their story, draw the pictures, and then write.
Today What?	*Today I will teach you . . .*	Today were going to think about a time when we had a big feeling and then write that story across pages. (k – **2 pages** and grades 1-2 **3 pages).**
TEACH		
How? *What are the steps?* *Will I use an anchor chart?* *What will my language sound like?*	*Watch me as I . . .* *Did you see how I . . .*	**Watch me as I** show you to use a big feeling to think of a story idea. Think aloud for students about a BIG feeling and then times in my life when I felt that feeling. Create chart of BIG FEELIINGS as a scaffold for students. HAPPY SCARED EXCITED SAD ANGRY NERVOUS Teacher Think Aloud/model: Explicitly model for students as you select a big feeling and time in your life when you had that feeling. Then touch each page and tell the story. Writers did you see how I chose a pick feeling, thought of a story, and then told my story across the pages
ACTIVE ENGAGEMENT *How will students participate?*	*Turn and talk to your partner about. . .* *3, 2, 1, talking is done!*	Writers now let's try this together. Today we are all going to think about times in our lives when we were happy. (Give students think time). When you have thought of time when you were happy, show me you're ready to share with a partner with a thumb up. **Think-Pair-Share** – Have students sit knee to Knee. Select a partner to share first and one partner to be the first listener. Have students share their story. Have student face you/regain their attention. Then switch roles. Now distribute paper to students. K- one or two page paper 1-2 3 page booklets.



Writers' Workshop

		Now let's practice together what we learned yesterday. Together with your partner you're going to practice telling the story again across the pages in front of you. **Think-Pair-Share** – Have students sit knee to Knee. Select a partner to share first and one partner to be the first listener. Have students share their story. Have student face you/regain their attention. Then switch roles.	
LINK **Why?** *Name the skill/strategy.* *Invite students to try it.*	*Today and every day . . .* *Who thinks they will try this strategy today?*	Writers today and everyday we can think of big feelings to help us write think of ideas for stories. We also learned that we can touch each page and tell our story to a partner before we draw and write the story on our own. .	
INDEPENDENT WRITING	*1. Silent Settle* *Non-verbal cues to settle students into work)*	*2. Table conferences* *Compliment writing behavior/strategy* *Name it for 1 – name it for ALL*	*3. Conference (individual)* *RESEARCH & DECIDE* *COMPLIMENT* *TEACH* *LINK*
	MID-SHOP INTERRUPTION • *Name a STUDENT'S strategy/behavior for ALL* *Writers Jose.....* • *Re-state teaching point (mini-lesson)* *Writers remember to*		
SHARE *Use students' work to demonstrate strategy/skill used.*	*Writers let me show you what.... did today. He/she.....*	Select on or two stories to share with class. OR Have students share their work as writers with their partner to reinforce the procedures for a Think-Pair-Share.	
REFLECTION *How did it go?*			


writers' Workshop

Session # 11

Grade k-2 Unit of Study: First 15 days – Back to School

Intention of lesson: What to do when you think you're done

CONNECTION	**What we tend to say:**	
Reminder *What reminders do I need to give?*	*Yesterday we talked about .*	Yesterday writers you learned how writers can think of a big feeling to help them think of a story to tell.
Today What?	*Today I will teach you . . .*	Today I will teach you what writers do when they think they are done. Remember writers when you think you're finished you have just begun.
TEACH		
How? *What are the steps?* *Will I use an anchor chart?* *What will my language sound like?*	*Watch me as I . . .* *Did you see how I . . .*	Watch me as I revisit my story from yesterday. I think I'm done but I need to make sure before I put my story in my folder and stop working on it for now. Show Anchor Chart **<u>When I think I'm Done</u>** Add to my picture Add to my words Start a New Piece Think aloud for students about places you could add to your picture, words, or start a new piece. Model for students on your piece where you add one of the above either picture or words. Writers did you notice how I added to my picture and words when I thought I was finished. Once I'm finished with my writing for now I can quietly walk to the writing center to get paper and then return to my seat quietly.
ACTIVE ENGAGEMENT *How will students participate?*	*Turn and talk to your partner about. . .* *3, 2, 1, talking is done!*	Writers quietly take out the piece you worked on yesterday. Think about where you could add to your picture. (weather, people, place, etc.) Turn and Talk - Follow procedure for Think-Pair-Share as previously described in earlier lessons.



writers' Workshop

<table>
<tr><td>INK
Why?
Name the skill/strategy.

Invite students to try it.</td><td>Today and every day . . .

Who thinks they will try this strategy today?</td><td colspan="2">Today and everyday writers you can do the following three things when you think you're done: add to your words, add to your pictures, or start a new piece.</td></tr>
<tr><td rowspan="2">INDEPENDENT WRITING</td><td>1. <u>Silent Settle</u>
Non-verbal cues to settle students into work)</td><td>2. <u>Table conferences</u>
Compliment writing behavior/strategy

Name it for 1 – name it for ALL</td><td>3. <u>Conference</u> (individual)
RESEARCH & DECIDE
COMPLIMENT
TEACH
LINK</td></tr>
<tr><td colspan="3">MID-SHOP INTERRUPTION
• Name a STUDENT'S strategy/behavior for ALL
Writers Jose.....
• Re-state teaching point (mini-lesson)
Writers remember to.....
Highlight a student who finished their piece and went to the writing center to get a piece of paper to start a new piece.</td></tr>
<tr><td>SHARE

Use students' work to demonstrate strategy/skill used.</td><td>Writers let me show you what.... did today.
He/she.....</td><td colspan="2">Reinforce mini-lesson. Review what to do when you think your done with the students.</td></tr>
<tr><td>REFLECTION
How did it go?</td><td colspan="3"></td></tr>
</table>

When I'm Done:

☐ **Add to Picture**

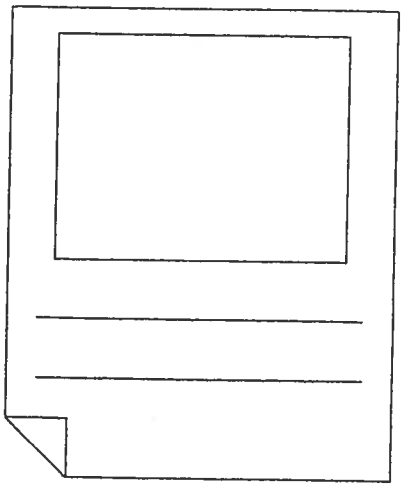


☐ **Add to Words**



I was sitting on Her Lap and I was Lying on Her shoir.

☐ **Start New Piece**



May be copied for single classroom use. ©2003 by Lucy Calkins and Beth Neville, from *Resources for Primary Writing, Units of Study for Primary Writing: A Yearlong Curriculum*, Lucy Calkins, Heinemann: Portsmouth, NH



Writers' Workshop

Session #12 Grade K-2 Unit of Study: First 15 days – Back to School

Intention of lesson: Drawing and writing Me on every page

CONNECTION	**What we tend to say:**	
Reminder *What reminders do I need to give?*	*Yesterday we talked about....*	Writers, yesterday we learned what writers do when they think they are done. This is very important because writers are never done. We can keep on writing wonderful stories.
Today What?	*Today I will teach you . . .*	**Today I will teach you how writers make sure to include themselves on every page.** By having me on every page it helps the reader know who the story is about. **Kindergarten:** If you students are not drawing representational pictures, you may want to teach how to draw representational pictures of them on every page. How will a reader know that a story is about me? Well, I need to make
TEACH		
How? *What are the steps?* *Will I use an anchor chart?* *What will my language sound like?*	*Watch me as I . . .* *Did you see how I . . .*	**Watch me as I model making sure that I have me on every picture.** Use one of your previously written stories that do not have you on every page. 1. Retell the story to the students showing them the pages as you retell the story. **2.** Ask How will a reader know that this story is about me at the _____? (point to a page that does not have you on the page) **3.** Oh, the reader will not know because I'm not on this page. I will draw myself on the page. (1st and 2nd you might also want to model writing about you on page) **4.** Follow the same process to make sure that every page includes you on the picture and writing. Writers, Did you see how I included myself on every page.
ACTIVE ENGAGEMENT *How will students participate?*	*Turn and talk to your partner about. . .* *3, 2, 1, talking is done!*	You may have students' folders with them to use for this active engagement. (Management: have students sit on the folder during connection and teach) **So writers, let's practice making sure that the reader knows that this story is about me by having me on every page.** Get your folders. Take out a story and put your folder under you again.



Writers' Workshop

		Think-Pair Share: Look at your story and think: Can the reader know that this story is about me? Am I on every page? What do I need to do? Turn and tell your partner what you will do to your story to make sure that you are on every page.	
LINK **Why?** *Name the skill/strategy.* *Invite students to try it.*	*Today and every day . . .* *Who thinks they will try this strategy today?*	Writers, today and everyday when you are writing your stories make sure that you include yourself on every page just like when you tell your stories you tell us who the story is about. Who will try including themselves on every page today? Off you go!	
INDEPENDENT WRITING	*1. Silent Settle* *Non-verbal cues to settle students into work)*	*2. Table conferences* *Compliment writing behavior/strategy* *Name it for 1 – name it for ALL*	*3. Conference (individual)* *RESEARCH & DECIDE* *COMPLIMENT* *TEACH* *LINK*
	MID-SHOP INTERRUPTION • *Name a STUDENT'S strategy/behavior for ALL* *Writers Jose.....* • *Re-state teaching point (mini-lesson)* *Writers remember to....* **YOU MAY HIGHLIGHT:** • a student that tried including the elements in their story • a student that is following routines • a student that is independently working, etc.		
SHARE *Use students' work to demonstrate strategy/skill used.*	*Writers let me show you what.... did today.* *He/she.....*	• Highlight a student use of a management strategy. For example: Writers, I was reading some exciting stories. I'm going to share one of the things Carlos did so that you can do it too. When she thought she was done, she went and got a new booklet to write on to keep writing about a time when she had a big feeling." (student acts out how to get paper and go back to her table) • You may want to quickly review a routine that students might need such as how to use materials or using folders to keep writing.	
REFLECTION *How did it go?*			



Writers' Workshop

Session #13 Grade K-2 Unit of Study: First 15 days – Back to School

Intention of lesson: Organize writing pieces into a folder

CONNECTION	**What we tend to say:**	
Reminder *What reminders do I need to give?*	*Yesterday we talked about .*	Writers, yesterday we learned how to include ourselves on every page of our story. Today, we are going to look through all of the stories we have written and place them into a folder. We will decide which stories we are still working on and which stories we are done with for now.
Today What?	*Today I will teach you . . .*	**Today we will learn how** to use both pockets of a folder to organize our stories.
TEACH		
How? *What are the steps?* *Will I use an anchor chart?* *What will my language sound like?*	*Watch me as I . . .* *Did you see how I . . .*	**Watch me as I** go back to each story and decide if I am still working on my story or if I am done with it for now. Hmmmm.....I think that I am done with this story for now, so I am going to put it in my folder in the pocket that has the red dot on it. Let me look at another story. Hmmmm.....I am still working on this story, so I am going to put it in my folder in the pocket that has the green dot on it. (Repeat as necessary with your writing pieces).
ACTIVE ENGAGEMENT *How will students participate?*	*Turn and talk to your partner about. . .* *3, 2, 1, talking is done!*	Send students to their desks with their writing folders (make sure to already have the dots placed on the inside, a red dot on one side, a green dot on the other side). Everyone look at your first story. Think about your story. Are you done for now or are you still working? (Teachers, you may want to chart what each color dot represents) Okay, now place your first story in one of the pockets. If you are done for now, remember to put it in the pocket with the red dot. If you are still working on that story, remember to put it in the pocket with the green dot. Repeat until the students have placed all of their stories in the pockets of their folder.



Writers' Workshop

<table>
<tr><td>LINK
Why?
Name the skill/strategy.

Invite students to try it.</td><td>Today and every day . . .

Who thinks they will try this strategy today?</td><td colspan="2">Writers, today and everyday when our writing time is over remember to place your story in the folder and choose which pocket your story belongs in. This will help keep our stories organized.</td></tr>
<tr><td rowspan="2">INDEPENDENT WRITING</td><td>1. <u>Silent Settle</u>
Non-verbal cues to settle students into work)</td><td>2. <u>Table conferences</u>
Compliment writing behavior/strategy

Name it for 1 – name it for ALL</td><td>3. <u>Conference</u> (individual)
RESEARCH & DECIDE
COMPLIMENT
TEACH
LINK</td></tr>
<tr><td colspan="3">MID-SHOP INTERRUPTION
• Name a STUDENT'S strategy/behavior for ALL
Writers Jose.....
• Re-state teaching point (mini-lesson)
Writers remember to....
You may highlight students that:
• Are organizing their story well
For students that are finished:
• Model how to go to the green side of their folder and start working on their unfinished stories.
• If they do not have any stories on the green side of their folder have them go get a new piece of paper.</td></tr>
<tr><td>SHARE

Use students' work to demonstrate strategy/skill used.</td><td>Writers let me show you what.... did today.
He/she.....</td><td colspan="2">Share one or two students' folders and remind them that they will look at any of the stories in the green side of their folder tomorrow and continue working on that piece.</td></tr>
<tr><td>REFLECTION
How did it go?</td><td colspan="3"></td></tr>
</table>

Possible Ways of Celebrating Published Work

[Suggestions compiled during June Planning]

A publishing celebration is a time to celebrate the work and learning that took place and the resulting product. While celebrations may on occasion include food, it is not a necessary ingredient at every celebration.

• At the end of every writing unit students should be encouraged to reflect on their writing, i.e. How it has changed since the beginning of the unit, what was learned about the craft of writing in the present unit.

One way to do this is:
The teacher starts the reflection by making a toast to the writers and pointing out some of the learning that has taken place since the beginning of the unit [comparing a pieces from the beginning/end of unit]

• Sitting in small groups of 3 or 4 – read to each other.

• Sit with a partner – take turns reading each other's writing.

• Read each other's writing chorally, use for Shared Reading [Put on chart paper of make 2 or 3 copies of each story]

1/2 the class reads their writing to the other half.

•Reading Buddies – buddy classes publish around the same time. Read your writing to your buddy. Talk about what each notices about the writing of the other.

• Act out the writing [if the writing lends itself to it]

•Different groups of students read to different people in the school, i.e. Principal, APs, Secretaries, School Aides, etc.

• Students place their writing on their desks or read their writing to visitors that walk around to each student's desk. Guests read the writing and leave comments for each student whose writing was read. After all students have received some comments, students can take turns reading their favorite comment to the class.

• Develop a relationship with a community organization, i.e. a senior center, the neighborhood Public Library. Visit them occasionally and have students read to a buddy senior or ask the Librarian if they can do a reading at the Public Library. Make sure students have practiced reading their own writing and can do it fluently in front of an audience.

• Students read published work over several days. As students become more proficient and begin to publish at different times, those that finish first may read to class first [also serves as a model for those that may need more support with their writing]

...t some of the learning that has taken place since the beginning of the unit [comparing a pieces from the beginning/end of unit]

~~• Sitting in small groups of 3 or 4 – read to each other.~~

...it with a partner – take turns reading each other's writing.

• Read each other's writing chorally, use for Shared Reading [Put on chart paper of make 2 or 3 copies of each story]

• 1/2 the class reads their writing to the other half.

•Reading Buddies – buddy classes publish around the same time. Read your writing to your buddy. Talk about what each notices about the writing of the other.

• Act out the writing [if the writing lends itself to it]

•Different groups of students read to different people in the school, i.e. Principal, APs, Secretaries, School Aides, etc.

• Students place their writing on their desks or read their writing to visitors that walk around to each student's desk. Guests read the writing and leave comments for each student whose writing was read. After all students have received some comments, students can take turns reading their favorite comment to the class.

...evelop a relationship with a community organization, i.e. a senior center, the ...ghborhood Public Library. Visit them occasionally and have students read to a buddy senior or ask the Librarian if they can do a reading at the Public Library. Make sure students have practiced reading their own writing and can do it fluently in front of an audience.

• Students read published work over several days. As students become more proficient and begin to publish at different times, those that finish first may read to class first [also serves as a model for those that may need more support with their writing]

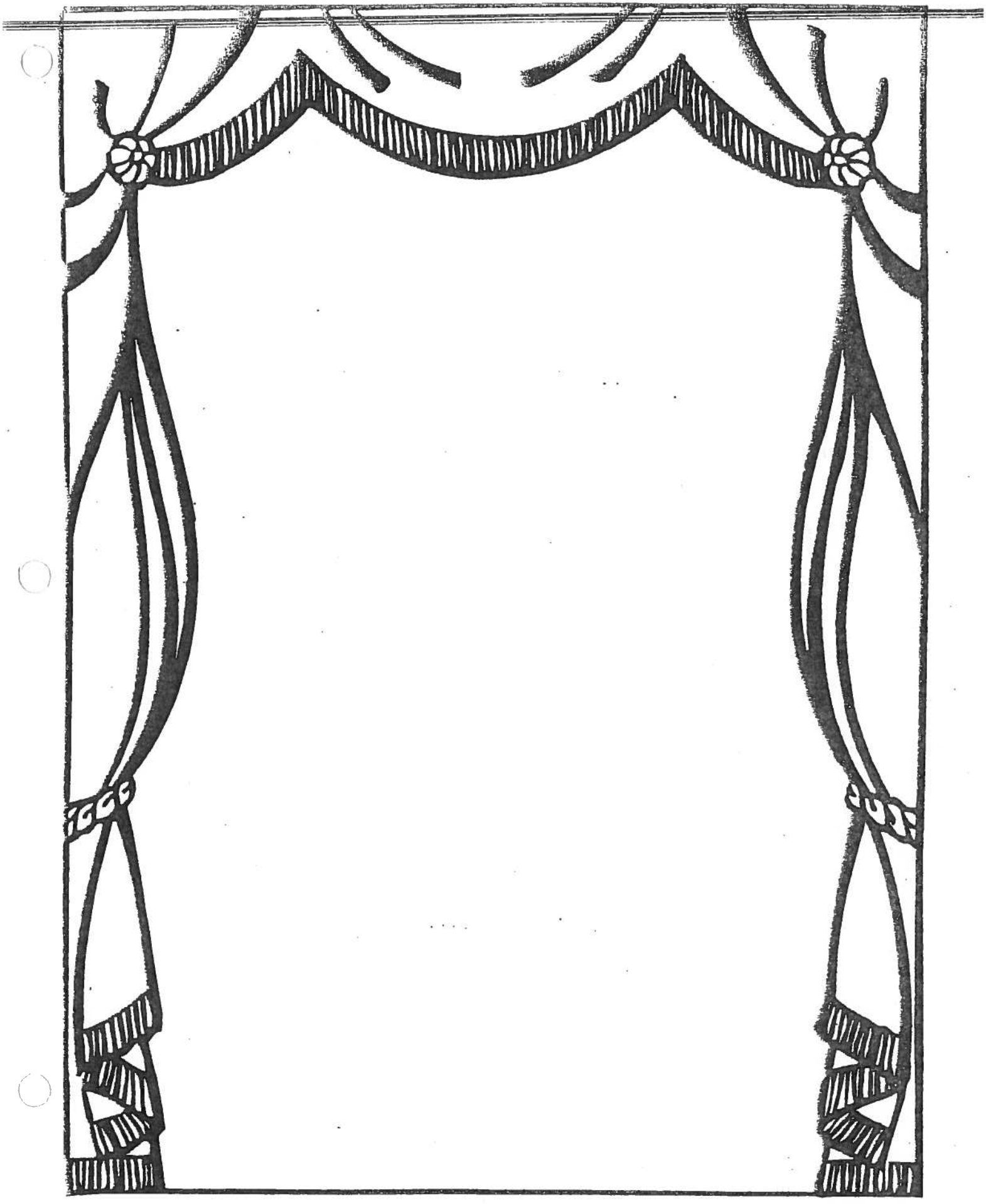
• Reading ones own writing is a wonderful way to practice fluency and phrasing. Have students practice reading their writing many times before reading it to someone else.

• After students have practiced reading their own writing, have them tape record their stories, to be placed at Listening Center.

• If you publish whole class books, have a different student take the book home each night. Attach a comment sheet and ask parents to write a comment. Read the comment each morning at Meeting Time.

SHARE YOUR IDEAS WITH US, WE'LL ADD IT TO THE LIST AND PASS IT ON.

Prepared by: A. Alvarez, 2005




Dedicated to:

About the Author

My name is _____

I am _____ years old.

I like to _____.

But I don't like to _____.

This book is special to me because

_____

_____

_____

This is a picture of me:

Sobre el autor/ la autora

Me llamo _____

Tengo _____ años.

Me gusta _____.

Pero no me gusta _____.

Este libro es especial para mi porque

_____

_____

_____

Este es un retrato de mi: