Monthly Unit of Study Planning Sheet

Unit: First 15 days- Back to School

Grades 3-6

Session # 1 Writer's Eye	**Session # 2** Students and Teacher Role: Mini lesson	**Session # 3** When I was Little	**Session # 4** Roles of Working Independently	**Session # 5** Hand Map
Mini-lesson Model how to create a. Writer's Eye to spark ideas for writing by listing things you know in the world well (hobbies, people, places, things, pets.) Students can refer to this eye throughout the year to spark story ideas.	**Mini-lesson:** Students learn their roles during the mini-lessons. Teach: Listen and learn (no questions or raising hands) Active Engagement: Talk with partner Link: Listen to see how the mini-lesson connects to daily writing	**Mini-lesson:** Students will use the phrase, When I was Little, to spark story ideas. Model your own story ideas using the same phrase. Read Aloud- When I was Little by Jamie Lee Curtis to give students some ideas.	**Mini-lesson:** Teach students what the expectations are for independent writing time: going directly from gathering area to seats, writing entire time, getting out of seats only to get materials, directly back to gathering area to share.	**Mini-lesson:** Students will create a hand map of emotions that they have felt and times they felt those emotions. Brainstorm emotions and encourage students to brainstorm as many story ideas as possible. Model this entire process with your own emotion/hand map..
Mid-wkshp interrupt. Encourage independent working behaviors. Point out ideas and have them begin to write about one of the times when they were little.	**Mid-wkshp interruption:** Highlight students that are working independently.	**Mid-wkshp interruption:** Encourage independent working behaviors.	**Mid-wkshp interruption:** Highlight students that are working independently and following the expectations.	**Mid-wkshp interruption:** Emphasize students that use the hand map to generate ideas for writing
Share: Share ideas students included on their page. Chart time students spent writing (building writing stamina). Make it a game. (creating a visual that shows their progress see p. 13-14 of 3-8 First Year Section packet).	**Share:** Share students that demonstrated writing independently and efficiently the whole time. Highlight time students spent writing (building writing stamina). Make it an exciting game. Whole group: Create norms of the roles of the teacher and the students during the Mini-lessons.	**Share:** Establish writing partners. These can stay the same or change over time.	**Share:** Whole group: Create norms of the teacher and students' roles during Independent Writing Time	**Share:** Share what Independent Writing sounds and looks like. (such as, from going from mini lesson to independent writing, students and teacher role during independent writing, no options but to write, see p. 14-15 of 3-6 First Year Section Packet)

Extension: Invite students to bring artifacts (photos, magazine cutouts, etc) to use to decorate notebooks.		**Extension:** Consider giving students time to decorate their notebooks outside of WW. Decorating the notebooks is an ongoing process.		

Session # 6 How to use the writing center	**Session # 7** Students and teacher role: Conference	**Session # 8** What to do When you think you're Done	**Session # 9** Respect their own writing	**Session # 10** Respect others' writing
Mini-lesson: Depending on your classroom system model how to use and value the writing materials (Be responsible). Teacher's expectations of how to use notebook (i.e., including date, using both sides of paper, not skipping pages, etc.)	**Mini-lesson:** Students learn their roles during conferring. 1. Put your pencil down 2. Answer teacher's questions 3. Listen and Learn 4. Try new strategy.	**Minilesson:** Students will learn strategies to use when they think they're done with their writing. 1. Re read your entries 2. Add to your words 3. Generating Idea charts 4. Start a new piece	**Mini-lesson:** 1. Re-read entries in notebook: 2. Highlight with post-its something in you writing that you are proud of 3. Highlight something that you want to improve in future writing (.p. 14 of 3-8 First Year Section Packet). **Active Engagement:** Consider how students will practice teaching point: do they need their notebook?	**Mini-lesson:** Model how to compliment each other's writing: 1. Meet with writing parter 2. Read entries 3. Highlight something that is great in partner's writing. **Active Engagment:** Students practice complimenting each other's writing. How students use notebooks during mini-lesson?
Mid-wkshp interruption: Emphasize students being responsible with their time and materials.	**Mid-wkshp interruption:** Emphasize students behaviors that want to see during independent writing time: working quietly, writing entire time, etc.	**Mid-wkshp interruption:** Teach students how to return to their generating idea charts to spark an idea for a new piece.	**Mid-wkshp interruption:** Highlight students that have chosen something in their work that they are proud of (students that used post-its and continued writing independently from their T-Charts).	**Mid-wkshp interruption:** Remind students of where to go if they do not have any ideas for writing. T-Chart: maybe use visuals. Highlight independent behaviors.
Share: In Partners: What should our behaviors and routines be to use our writing materials responsibly and respectfully? Whole Group: Create a chart	**Share:** Have students work with writing partner and identify what is working well in their writing. Chart the time spent writing independently to build	**Share:** Highlighting independent writing norms and students who are following them. Chart the time spent writing to build writing stamina.	**Share:** With Writing Partner: Students share their highlights and talk about what they plan to improve on. Chart time spent writing to improve	**Share:** Share positive compliments that students used and create a chart for future classroom use.

Session # 11 Problem Solving: Student Not writing	**Session # 12** Problem Solving: Wasting Time	**Session # 13** Review and practice	**Session # 14** Create visuals	**Session # 15** Celebration
Mini-lesson: Model what to do if your note writing. 1. Notice that you are not and ask yourself why 2. Try strategies to generate ideas that we've learned (refer them to visuals) 3. Just start writing: free writing: keep pen moving.	**Mini-lesson:** Respecting each others' time: 1. Respectfully and quietly get to meeting area within 1 min (use your own expectation) 2.Create a type of positive reinforcement for students that are responsible 3. There will be consequences (consider talking to students about writing during recess, after school, etc. Set expectation that writing is important)	**Mini-lesson:** Review any of the previous mini-lessons that students still need to work on. This can be decided by the teacher or in a discussion with the students of what is and is not going well.	**Mini-lesson:** Two writing partner groups (4 students) work together to create a visual (poster, drawing, poem, etc) to show what they have learned about being a writer, a member of the writing community, and writing workshop.	**Mini-lesson:** Gallery walk celebrating everything the students learned about themselves as a writing community.
Mid-wkshp interruption: Highlights students using strategies to be independent writers (generating ideas with T-chart, writing entire time, focused on work and not peers)	**Mid-wkshp interruption:** Highlight independent writing and students who are using their writing time wisely.	**Mid-wkshp interruption:** Highlight students who are demonstrating traits of a good independent writer.	**Mid-wkshp interruption:** Highlight small groups who are creating a informative and dynamic visual.	**Mid-wkshp interruption:** Remind students to write down highlights of what was shared and created by their classmates.
Share: Shared any of the learned strategies.	**Share:** With partners students self-evaluate process of getting to the meeting area from previous days to this time. Share whole group. Celebrate changes.	**Share:** Share highlights of the mini-lesson teaching point and how it worked in the classroom.	**Share:** A few groups share the work that they have developed.	**Share:** Gallery walk. Take photos of student work.

 Writers' Workshop

Session # 1 Grade 3-6 Unit of Study: First 15 days – Back to School

Intention of lesson: Students will generate ideas for personal narratives by creating a writers eye.

Students will create a uppercase eye or an eye with a collection of people, places, games, hobbies, interests, and so forth.

Lesson taken from Mechanically Inclined by Jeff Anderson (sample attached)

CONNECTION	**What we tend to say:**	
Reminder *What reminders do I need to give?*	*Yesterday we talked about. . .*	Writers today we will be living the life of writers. Writers begin by generating ideas from their lives. Writers also keep all of their ideas in a very special place. Today you're going to be given your very own notebook so you can keep your ideas in a special place like a real life writer.
Today What?	*Today I will teach you . . .*	Today I'm going to teach you a strategy for generating ideas for stories from your own life. I'm going to show you how to create a writer's eye so that we can write about what you observe in your daily lives. We list special people, hobbies, friends, interests, subjects in school etc...
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 . . .*	**Writers watch me as I think about all the things in the world that I know well and add them to my writer's eye.** Think aloud for students as you create your own writer's eye (places, objects, interests, family, friends, Games). **Hmmm...I'm thinking of the places that I know well.** **Graeagle, Portofino, the park, café, Room 35.** **I'm going to add these to my Writer's eye. Now I'm going to think of my family. I could add my mom, dad, sister, and Yianni to my writers eye.** Writers did you notice how I thought about places and people in the world that I know well and added it to my writers eye.
ACTIVE ENGAGEMENT *How will students participate?*	*Turn and talk to your partner about. . .* *3, 2, 1, talking is done!*	Writers, now I want you to think of your writer's eye. (You may want to have students create an uppercase I or human eye in their notebooks prior to the active engagement and have them add ideas to their writer's eye. **OR** Have writers think about places and people they know well that they would add to their writer's eye. Turn and Talk. Listen in to conversations and share out highlights of

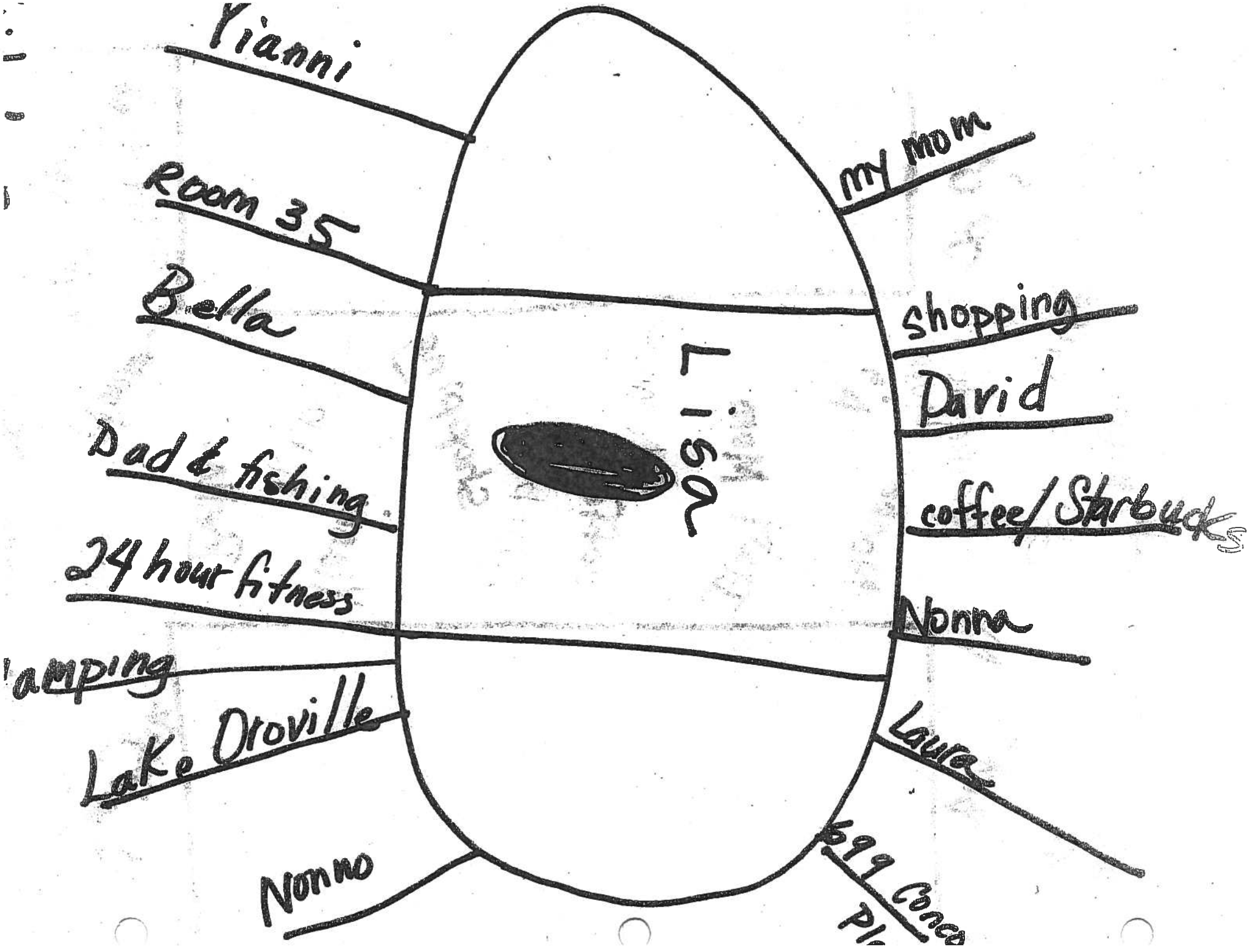
<table>
<tr><td></td><td></td><td colspan="2">student discussions.</td></tr>
<tr><td>LINK
Why?
Name the skill/strategy.

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

Who thinks they will try this strategy today?</td><td colspan="2">Writers whenever you are generating ideas you can create a writer's eye to help you keep track of the people, places, objects, and hobbies you know well.</td></tr>
<tr><td>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>Name a STUDENT'S strategy/behavior for ALL Writers Jose.....
Re-state teaching point (mini-lesson)
Writers remember to.....</td><td colspan="3">MID-SHOP INTERRUPTION
Writers can I have your eyes. Will you turn and talk to your partner about what you have written in/on your writer's eye.</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"></td></tr>
<tr><td colspan="4">REFLECTION
How did it go?</td></tr>
</table>


Yianni
Room 35
Bella
Dad & fishing
24 hour fitness
camping
Lake Oroville
Nonno
my mom
shopping
David
coffee/Starbucks
Nonna
Laura
Lisa

 Writers' Workshop

Session #2

Grade 3-6 Unit of Study: First 15 days – Back to School

Intention of lesson: **Students Role during Mini-lesson**

CONNECTION	**What we tend to say:**	
Reminder *What reminders do I need to give?*	*Yesterday we talked about .*	Yesterday we learned how to create a writer's eye by generating ideas from what we observe in our daily lives. We listed special people, hobbies, friends, interests, subjects in school, in our writer's eye.
Today What?	*Today I will teach you . . .*	**Today I will teach you what your job is during a mini-lesson.** A mini lesson is a time each day that I will teach you a strategy I want you try in your writing. **This will be a time for you to listen carefully and learn something new that writers do. You will also have time to work with your writing partner and learn from each other.**
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 . . .*	**Teach the students their role during mini-lesson:** During the mini-lessons you and I have a special job. (Show job chart). My Job / Your Job Teach: Teach / Listen & Learn Active Engagement: Listen / Talk with partner Link: Review / Listen
ACTIVE ENGAGEMENT *How will students participate?*	*Turn and talk to your partner about. . .* *3, 2, 1, talking is done!*	**Students review what their role is during mini-lesson:** Turn and tell your partner your different roles during the mini-lesson. Turn and Talk about your role during the **TEACH**. Turn and Talk about your role during the **Active Engagement.** Turn and Talk about your role during the **LINK.**



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">Today and every day you will listen and learn during mini-lessons. Remember your roles will change throughout the mini-lesson. During the teach you will listen and learn and hold on to your great questions. During the active engagement you will turn and talk to your partner. Lastly. You will listen carefully during the link so we can review together what we have learned today as writers.

Instruct students to look over their writer's eye and get an idea for what they will write about today.</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.....</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">Use students' work to demonstrate a strategy/skills used.
Compliments students for their engagement during writing time.</td></tr>
<tr><td>REFLECTION
How did it go?</td><td colspan="3"></td></tr>
</table>

 Writers' Workshop

Session # 3 Grade 3-6 Unit of Study: First 15 days – Back to School

Intention of lesson: Students will use the phrase When I was Little as a scaffold for generating ideas for writing.

Mentor Text Connection- Prior to the lesson read When I was Little: A Four Year Old's Memoir by Jamie Lee Curtis.

Lesson taken from Mechanically Inclined by Jeff Anderson

CONNECTION	**What we tend to say:**	
Reminder *What reminders do I need to give?*	*Yesterday we talked about .*	Yesterday writers we reviewed our specific roles during a mini-lesson and began to write about our lives using our writer's eye to spark ideas.
Today What?	*Today I will teach you . . .*	Today I'm going to teach you another strategy for generating ideas for stories by thinking about things you used to do when you were little. (*Suggested reading: Remember the book we read earlier this year titled, When I was little: A Four Year Old's Memoir.)* We can generate ideas by thinking of a time period in our lives to spark ideas for great real life 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 . . .*	**Writers watch me as I think about the things I used to do when I was little. Real life writers think of time periods in their lives to generate ideas for stories. (The "When I was Little" frame is a scaffold to help students think of ideas. They don't need to begin their entry with the frame.)** Think aloud for students as you write in your notebook/class chart under the title, "When I was Little." **When I was little,** I fell down a lot Got stitches three times Slammed my finger in the station wagon door Gave my sister a black eye Broke my ankle Writers did you notice how I thought about the phrase, When I was little, and then I generated ideas about things that I used to do when I was little.
ACTIVE ENGAGEMENT *How will students participate?*	*Turn and talk to your partner about. . .* *3, 2, 1, talking is done!*	Writers I now want you to try this work. Please write the phrase, When I was Little at the top of a clean notebook page. Take a moment to think about the things you did when you were little.



Writers' Workshop

		Turn and Talk Listen in and share out highlights of students discussions.	
LINK **Why?** *Name the skill/strategy.* *Invite students to try it.*	*Today and every day . . .* *Who thinks they will try this strategy today?*	Writers whenever you are generating ideas you can think of time period in your life to help you think of ideas for stories. Today, we thought about when we were little.	
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.....* Writers can I have your eyes. Will you turn and talk to your partner about your ideas so far. Choose one idea you would like to begin writing about and begin writing that entry.		
SHARE *Use students' work to demonstrate strategy/skill used.*	*Writers let me show you what.... did today. He/she.....*		
REFLECTION *How did it go?*			

 Writers' Workshop

Session #4

Grade 3-6 Unit of Study: First 15 days – Back to School

Intention of lesson: Roles of Working Independently

CONNECTION	**What we tend to say:**	
Reminder *What reminders do I need to give?*	*Yesterday we talked about .*	Writers yesterday you work as writers was truly impressive. Many of you are living the life of writers by generating ideas from your own lives by thinking of time periods in your life, "When I was Little", to help generate story ideas.
Today What?	*Today I will teach you . . .*	Today writers I'm going to teach you your role during independent writing time. In order to live like a writer you need to use your time wisely and be an independent worker.
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 . . .*	Every day during writing workshop you will have time to write the stories of your lives. During your writing time it's very important that you take your work very seriously by following certain writing norms or good habits. *Show Chart:* **Independent writing time Norms** Leave the meeting area quietly Write the entire time Get out of seat for materials only Return to the meeting area to share ***Role Play*** You might want to role play/Have students demonstrate how to leave/return to meeting area, take out materials and work quietly, etc.. Writers do you see that good behavior is very important during independent writing time so that we can get our important work done.
ACTIVE ENGAGEMENT *How will students participate?*	*Turn and talk to your partner about. . .* *3, 2, 1, talking is done!*	Writers I want us to spend some more time talking about norms during independent writing time. I'm going to give you a situation and I want you to put your thumb up if you think it's a good habit or a thumb down if it's a bad writing habit. **These are just suggestions. Please feel free to add/revise to fit your classroom rituals and routines.**



Writers' Workshop

		1. Ask to go to the bathroom during writing tim **2. Talk to your neighbor instead of writing.** **3. Interrupt the teacher when he/she is talking to a student about their writing.** **4. Think about ideas before you start writing.** **5. Reread your stories to get new ideas.** **6. Ask to sharpen their pencils.**	
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 I want you to remember the norms of independent writing time.** Refer to chart. **Independent writing time Norms** Leave the meeting area quietly Write the entire time Get out of seat for materials only Return to the meeting area to share Remember you have important work to do and you need to always use your time wisely.	
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.....

1. Behavior Management Highlight students who are following the norms of independent writing time. Possibly refer students to chart if they are struggling with a particular norm.
2. Teach good writing habits

Remember writers that our goal is to work independently during writing time. If your stuck or think your done you could reread your entries, add more details, or start a new piece.

SHARE *Use students' work to demonstrate strategy/skill used.*	*Writers let me show you what.... did today. He/she.....*	Have students reflect on their work during independent writing time with a partner. What was hard/easy? Which norm do I need to remember or work on next time during writing workshop? **Add new class norms to the chart if needed.** **OR** **Popcorn share – 1 or 2 lines from writing entry.**



Writers' Workshop

Session # 5 Grade 3-6 Unit of Study: First 15 days – Back to School

Intention of lesson: Students will generate ideas for personal narratives by creating a hand map of emotions to spark memories.

Mentor text connection: Read a book with a strong emotional impact.

Titles- Crab moon by Ruth Horowitz, I Remember Papa by Helen ketterman or Fireflies! By Julie Brinckloe.

Lesson from Teaching Writing Through Children's Literature, k-6.

CONNECTION	**What we tend to say:**	
Reminder *What reminders do I need to give?*	*Yesterday we talked about .*	Writers today we will be generating ideas from our own lives for the stories that we will write. Remember that things that happen to you every day can be a story idea that you write down in your notebook.
Today What?	*Today I will teach you . . .*	Today I'm going I'm going to teach how to create a hand map of emotions/ personality traits can help you generate ideas for 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 . . .*	Writers I want to show you the hand map that I have created about my life. ***Brainstorm emotions with students or provided them with a list to choose from.*** Show students on the overhead you hand map. Write one emotion on each finger with fingers spread wide apart. Begin with easy emotions such as anger, fear, sadness, or excitement. Then write story ideas coming off each finger related to that emotion. Writers did you notice how I began by thinking of emotions and then writing them on each finger. Then I thought of times I felt those emotions and added those story ideas to my hand map.
ACTIVE ENGAGEMENT *How will students participate?*	*Turn and talk to your partner about. . .* *3, 2, 1, talking is done!*	Now I want you to give it a try. I want you to begin by thinking of the emotions you want to write on your map. Turn and Talk – Discuss the emotions you plan on writing on your map with your writing partner. Listen in to student conversation and share out to group.



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 whenever you want to generate ideas for stories about your lives you can begin by thinking of emotions and times in your life when you felt that emotion. You can then create a hand map to hold on to those stories ideas so that you can go back to them later.</td></tr>
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Non-verbal cues to settle students into work)</td><td>2. <u>Table conferences</u>
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RESEARCH & DECIDE
COMPLIMENT
TEACH
LINK</td></tr>
<tr><td>Name a STUDENT'S strategy/behavior for ALL Writers Jose.....
Re-state teaching point (mini-lesson)
Writers remember to.....</td><td colspan="3">MID-SHOP INTERRUPTION
Have students stop and talk to a partner about what they have written so far on their hand map.
Have students share a story idea they want to begin writing about today.
Students need to begin writing about the idea they discussed.</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"></td></tr>
<tr><td colspan="4">REFLECTION
How did it go?</td></tr>
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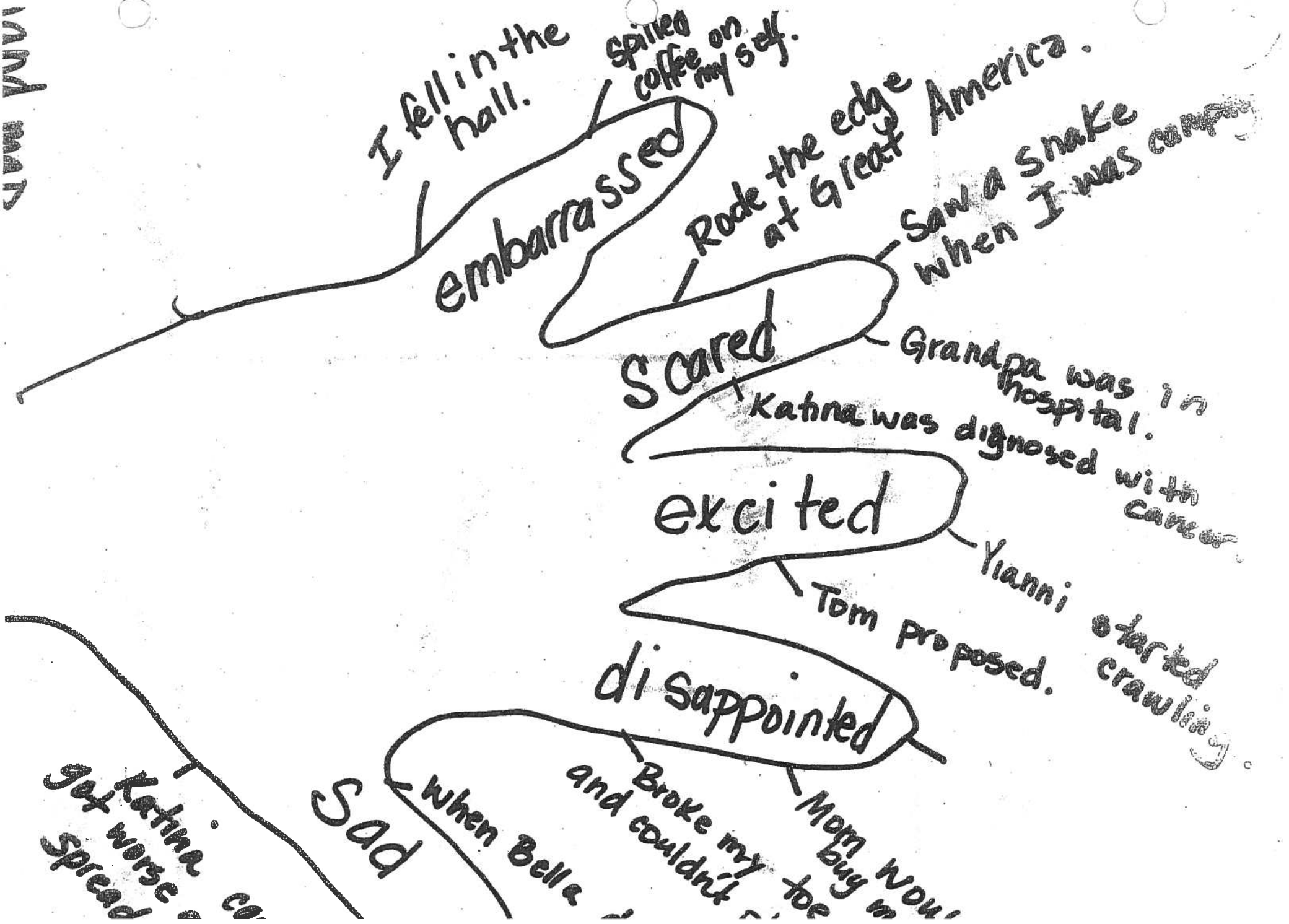

I fell in the hall.
Spilled coffee on my self.
embarrassed
Rode the edge at Great America.
Saw a snake when I was camping
Scared
Grandpa was in hospital.
Katina was dignosed with cancer.
excited
Yianni started crawling.
Tom proposed.
disappointed
Mom wou
buy m
Broke my toe and couldn't
Sad
when Bella
Katina ca
got worse
spread

SPONSORED BY

LESSON 1: Writing From the Heart

Fend off that familiar refrain, "I have nothing to write about!" with this fun activity. Start the year off in a creative way and tap into the things kids are most passionate about.

SUBJECT MATTER
Writing

GRADE LEVEL
Grades K—5

OBJECTIVE
Students explore the writing process by identifying people, places, ideas, or things that are important to them. Students will use technology to write, peer-edit, revise, and compile their final products.

MATERIALS
Computer
Document Camera
LCD Projector
Digital Camera
HP Laser Jet Printer
HP Photo Paper
Heart Map Example
Blank Heart Map Reproducible
Various Artistic Media (e.g., crayons, colored pencils, markers)

SET UP AND PEPARE
About 5 minutes to set up equipment
Time required: One 40-mintue class. Lesson can be extended over several class periods.

REPRODUCIBLES
Blank Heart Map

DIRECTIONS

1. Gather students in the meeting area of your classroom. Tell students that many writers keep a collection of things they know or care about to draw from whenever they want to write so that they never suffer writer's block.

2. Next, briefly talk about the things that are important to you as a person. Talk about people, places, things, or ideas.

3. In this part of the lesson, show students the Heart Map Template, or create your own by following these steps. Place the heart template underneath your document camera. Start from the center of the heart, placing the most important person, place, or thing in the center of your heart. Then, work your way out using just a few words in each section. Be sure to talk about each section as you're placing it on your map (e.g., "I always saw my grandparents in December. Therefore, I'm going to write 'December with Grandma and Grandpa' in my heart since I have so many memories of spending time with them at that time of the year.").

4. Take time to answer students' questions before passing out a blank heart map to each student. Encourage students to color in sections of their heart (e.g., they might want to color code it: purple for people, green for places, blue for things, yellow for ideas) once they've filled in all of the sections.

5. Once all students have drawn their heart maps, photograph each map with a digital camera so you can print out several copies of the heart maps for them to keep in all of the places where they write. You might choose to hang up their original heart maps in the classroom to help on those days when students cannot come up with something to write about on their own. Save copies of students' heart maps to be used later in their writing-process PowerPoint presentations.

6. Each day during writing time, have students use different sections of their heart maps to craft a story on the computer. Encourage them to pick a handful of ideas, people, or places from their map, and incorporate them into a story using word-processing software. Or, have them start with one person, place, or memory, and build off of it.

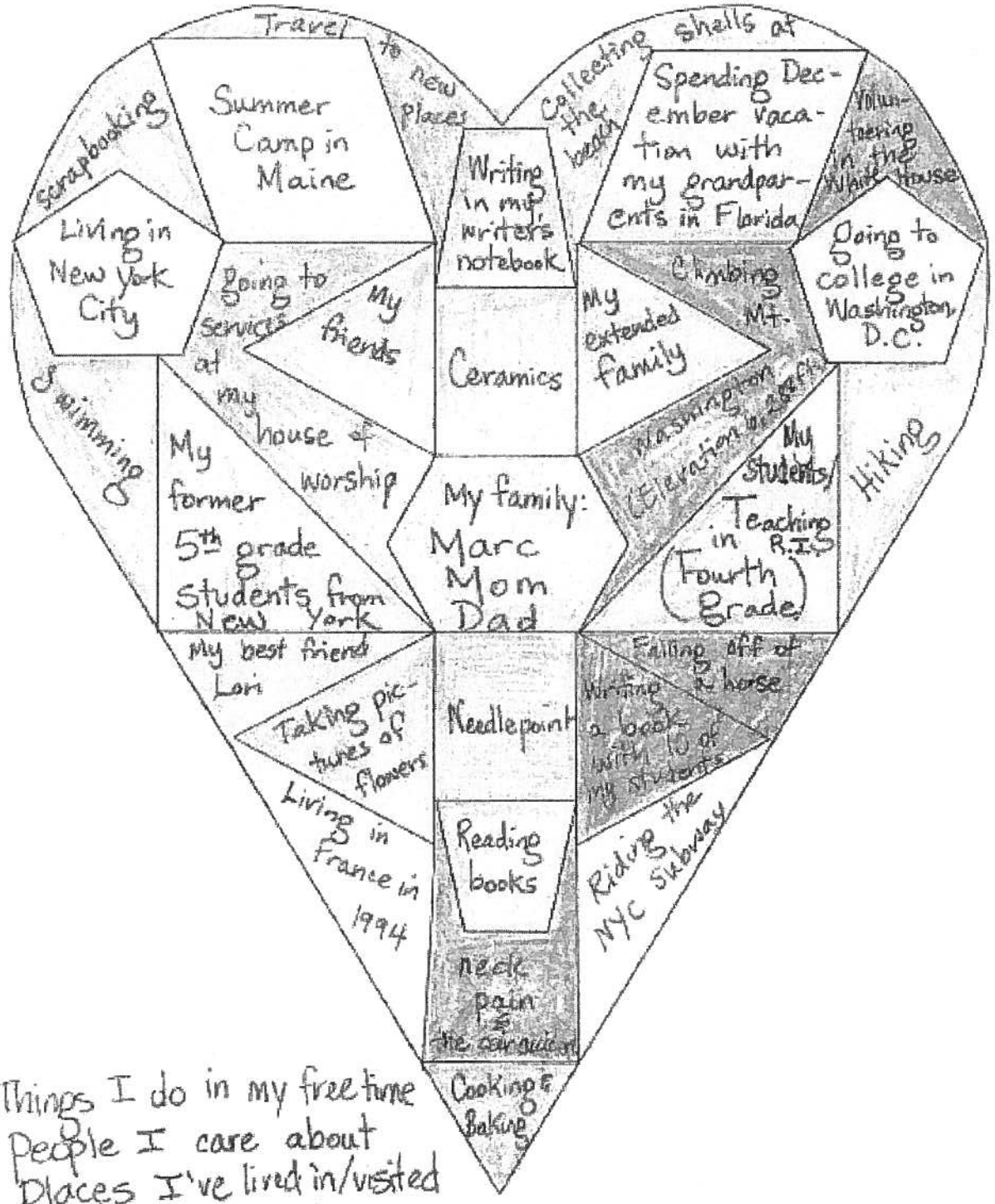
7. Have students type their stories, then find a partner and peer-edit each others' work. Have students type comments using a different color text so authors can differentiate between their own words and their peer editors' comments.

8. After editing and revising is complete, have students create PowerPoint presentations on the writing process. They can use the saved photographs of their heart maps, as well as any brainstorming ideas they had, revisions, and final copies of their stories.

9. Have students present their heart maps and stories to the class. Encourage them to use their presentations as a reference each time they have a writing activity to track how their writing has evolved, or create digital portfolios of their electronic writing samples.

name _____ date _____

Writing from the Heart (Example)



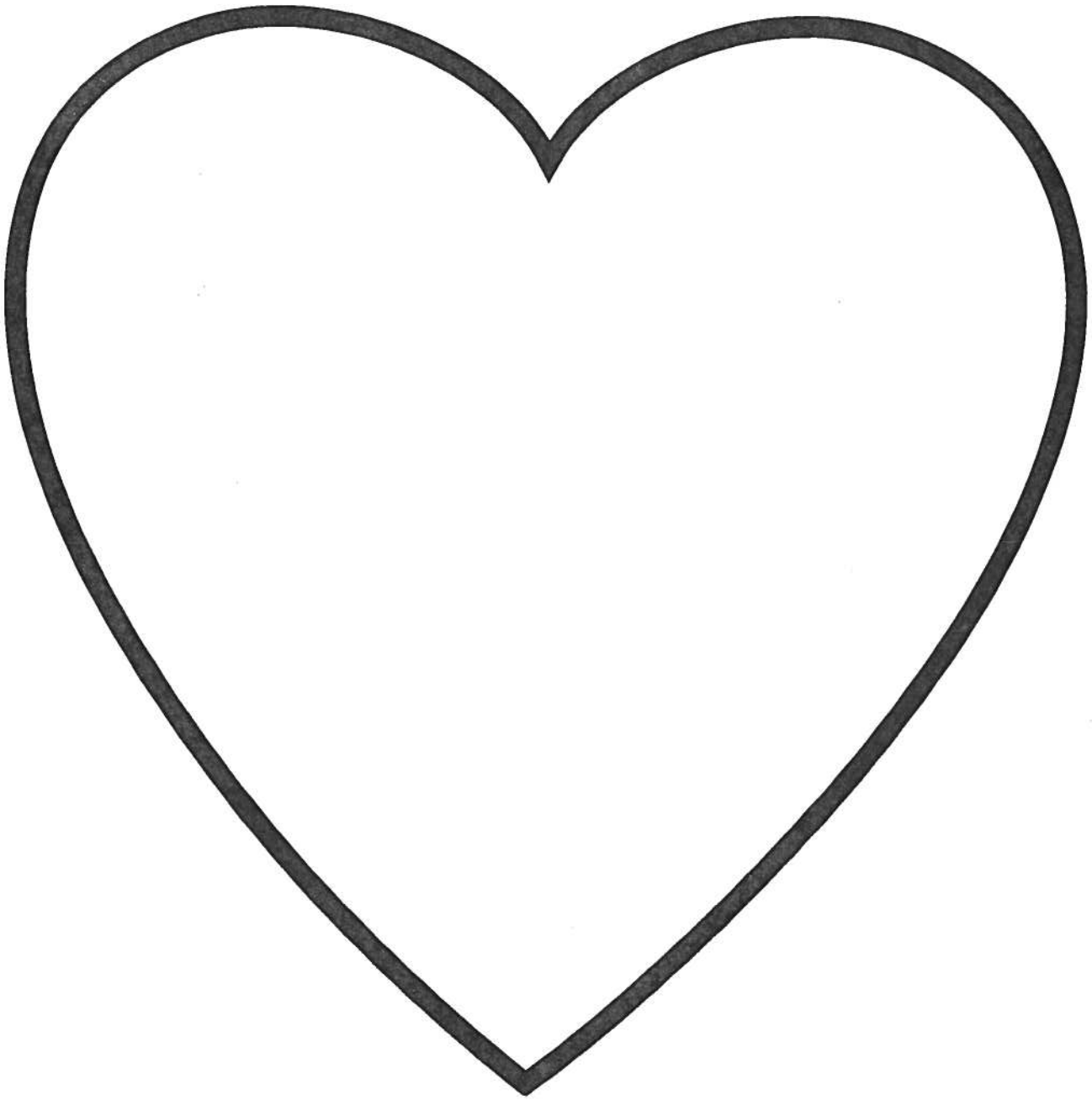
Key:

- ☐ = Things I do in my free time
- ☐ = People I care about
- ☐ = Places I've lived in/visited
- ▩ = Defining Moments

name _____ date _____

Writing from the Heart

What's special in your life? Fill this heart with people, places and memories that are most important to you. Be creative with shapes and sizes and color code using the key below.



☐ = Things I do in my free time

☐ = Places I've lived in/visited

☐ = People I care about

☐ = Favorite memories



Writers' Workshop

Session #6

Grade 3-6 Unit of Study: First 15 days – Back to School

Intention of lesson: How to Use the Writing Center

CONNECTION	**What we tend to say:**	
Reminder *What reminders do I need to give?*	*Yesterday we talked about .*	Many of you are living the life of writers by generating ideas from your own lives by creating a writer's eye, thinking of time periods in your life, and creating a hand map of your emotions.
Today What?	*Today I will teach you . . .*	Today I will teach you how to manage our writing tools so that you can work independently during writing workshop. Point out the writing center which contains paper, pencils, pens, dictionaries, sticky notes, thesaurus, etc.
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 . . .*	In order to work independently we need to manage our tools wisely. Everyday you will need to get the tools you need for writing. We are all responsible as a community of writers to take care of our tools each day. **Daily Routines** You may want students to hand out pens prior to starting writing. (**Pencils are a challenge because they can break and need to be sharpened during the workshop. Students may also spend more time erasing rather than writing.**) ***Role Play – Fishbowl*** Have a group of students role play how to get the tools they need while your role playing a conference with a student. Class lets watch the writers in our classroom as they demonstrate how to get our special writing tools during writing time. Student # 1 Go get a piece of drafting paper quietly from the writing center. Return to their seat and work quietly. Student # 2 Get a pen from the writing center because your pen doesn't work. Student #3 Get a sticky note to mark your entry so you can get started write away tomorrow. Writers did you notice the writers got up quietly during independent writing time and didn't interrupt me during my conference. They did a great job getting the materials they needed on their own.



Writers' Workshop

ACTIVE ENGAGEMENT *How will students participate?*	*Turn and talk to your partner about. . .* *3, 2, 1, talking is done!*	Writers now it's your turn and talk about what you need to do if you need writing supplies during writing time. These are suggestions below for the materials you may have in your classroom. Feel free to make changes that fit your classroom rituals and routines. **Turn and Talk** **Partner A get ready to respond to the following prompt** **If I need a pen I will...** **Partner B- If I need a dictionary I will...** **Parnter A - If I need to sharpen a pencil I will..** **Partner B – If I need writing paper I will** Listen and share out students ideas/responses.
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 I want you to take care of your writing tools and work independently. Remember if you need materials you need to get them quickly and not interrupt a teacher and student writing conference. 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.....

1. Behavior Management Highlight students who are getting the materials they need quickly and quietly.

2. Teach good writing habits
Remember writers that our goal is to work independently during writing time. If your stuck or think your done you could reread your entries, add more details, or start a new piece.

SHARE *Use students' work to demonstrate strategy/skill used.*	*Writers let me show you what.... did today. He/she.....*	Have students reflect on their work during independent writing time with a partner. Have partners share their entry for the day.



Writers' Workshop

Session #7

Grade 3-6 Unit of Study: First 15 days – Back to School

Intention of lesson: The Writer's Job during a conference

CONNECTION	**What we tend to say:**	
Reminder *What reminders do I need to give?*	*Yesterday we talked about .*	Writers we have been working in a Writing Workshop for several days now. We have been working on mini-lessons each day and writing independently.
Today What?	*Today I will teach you . . .*	**Today I will teach you your job during a conference.** During a conference, I will come around the room and sit alongside of you and ask you to stop writing for a moment. I will ask you questions about your writing and ask you to try a new strategy.
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 a conference for you.** Choose a student prior to the mini-lesson to model the process with you. Have the students engage in writing a story and then have the student stop so that you can explicitly explain the student's role during a conference. **Create Chart** Steps: 1. Please put your pencil down 2. Answer teacher question (s) 3. Listen and learn 4. Try new strategy **Sample questions:** What are you working on as a writer today? What will you do next? How is it going? Writers did you see how a writer in your class modeled your role during a writing conference. Review steps to reinforce roles.
ACTIVE ENGAGEMENT *How will students participate?*	*Turn and talk to your partner about. . .* *3, 2, 1, talking is done!*	**Writers lets practice our role in a writing conference together.** Provide students with questions to think about, similar to the questions modeled earlier. **What are you working on today as a writer?** Give students think time. Turn and Talk to a partner about what you're thinking. **What will you do next?** Give students think time. Turn and talk to a partner about what you're thinking.



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 I will confer with students during Writing Workshop. I will have a role and your will have a role each time.

Each day you will have a job to do during the conference.
1. Pencil down
2. Answer teacher question(s)
3. Listen and Learn
4. Try new strategy</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:
• Emphasize student's role during independent writing time
• Remind students to continue writing during the entire independent writing time. Work quietly. Write, Write, Write!!!</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">Have students get into their writing partnerships. Have students look at their partners writing and identify what is working well in their writing.</td></tr>
<tr><td>REFLECTION
How did it go?</td><td colspan="3"></td></tr>
</table>



Writers' Workshop

Session # 8 Grade 3-6 Unit of Study: First 15 days – Back to School

Intention of lesson: Students will learn strategies for what to do when they think they'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 to behave during a writing an individual writing conference. I was impressed by how you followed your roles by putting down your pencil, looking at me, and trying a new strategy.
Today What?	*Today I will teach you . . .*	Today I'm going to teach what writers do when they think they're done writing. Remember when you think your done 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 . . .*	Writers watch me as I show you what writers do when they think they're done. Show chart **<u>When you think you're Done</u>** Re-read your entries Add to your piece (feelings, dialogue, thinking) Refer to generating ideas chart (Writer's Eye, When I was Little, Hand Map) Start a new piece **<u>Teacher Think Aloud</u>** I wrote this piece today and I think I'm done with it. I'm going to look at the chart and see what I should do next. I'm going to begin by rereading my piece. Hmmm..I think I should maybe add to my words. Sometimes writers add feelings to their writing. Watch me as I do that. Explicitly model for students how to add feelings to your piece of writing on the overhead or in your teacher notebook. Writers did you see how I began by rereading my piece and then I added feelings to my piece. This is what writers do when they think they're done.
ACTIVE ENGAGEMENT *How will students*	*Turn and talk to your partner about. . .*	Writers now it's your turn to try it. Open your notebooks to your entry from yesterday. I want you to begin by rereading your piece. Turn and Talk to your partner about what where you might



Writers' Workshop

participate?	*3, 2, 1, talking is done!*	add feelings to your piece. Listen in and share out highlights of students discussions.	
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 you can reread your piece, add to your words, refer to generating ideas, and start a new piece when you think you're done. 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.....* Writers may I please stop you for a moment. Sometimes we might not be able to add feelings to our writing, so we could return to our generating idea charts to get started on a new entry. Watch me as I show you what I mean. Explicitly show students how to go back to generating ideas (hand map, writers eye, When I think I was little) to get a new idea and start a new piece.		
SHARE *Use students' work to demonstrate strategy/skill used.*	*Writers let me show you what.... did today. He/she.....*	Have students share their entries for the day. Students need to give their writing partner a compliment and ask one question.	
REFLECTION *How did it go?*			

 Writers' Workshop

Session #9

Grade 3-6 Unit of Study: First 15 days – Back to School

Intention of lesson: Respect their own writing

CONNECTION	**What we tend to say:**	
Reminder *What reminders do I need to give?*	*Yesterday we talked about .*	Writers, we have learned many strategies to gather entries in our notebooks (name the strategies). A writer's notebook is one of the most important tools, but the writing in the notebook is even more important to the writer. Today we will learn some strategies of how writers respect and value their writing.
Today What?	*Today I will teach you . . .*	**Today I will teach what writers might do to show that the writing from their notebook is important.** When a writer doesn't have ideas for writing, he/she will carefully look at his/her notebook because he/she knows that this is an important tool for his/her writing.
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** struggle for ideas and then remember my most important tool- my notebook. "I have written all the stories that I know in this notebook. What else can I do? What else can I write about?" ...wait! My writing notebook is a source of great ideas. How can I use them?" Refer to chart and model how by doing those things writers value and respect their writing. Chart 1. Re-read entries in notebook 2. highlight with post-its something in my notebook that I'm proud of 3. highlight something that I want to improve future writing Writers did you see how I respect and value what I've written in my notebook. I was very careful and did my best.
ACTIVE ENGAGEMENT *How will students participate?*	*Turn and talk to your partner about. . .* *3, 2, 1, talking is done!*	**Writers I want you to think about your own writing.** Think of one of these (refer to chart) ideas to try as soon as you get to your desk. I also want you to think if you are being careful with your notebook and doing your best. Turn to your partner and share the idea that you will try as soon as you get to your desk to show that you value and respect your writing.



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 remember to think of your notebook as the most important tool because of the wonderful ideas that you can find in it. If you need ideas, you notebook is a treasure box ready to be discovered.</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:
• take excellent care of their notebook
• re-read their entries to find hidden treasures</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">Have students get into their writing partnerships and share a discovered treasure in their notebook.

Have students share one way that they will respect (take care of) their notebook. (You may want to make a chart of ideas).</td></tr>
<tr><td>REFLECTION
How did it go?</td><td colspan="3"></td></tr>
</table>



Writers' Workshop

Session #10

Grade 3-6 Unit of Study: First 15 days – Back to School

Intention of lesson: Respect others' writing

CONNECTION	**What we tend to say:**	
Reminder *What reminders do I need to give?*	*Yesterday we talked about .*	Writers, yesterday we talked about how our notebooks are very important to us. They are important because they hold our most important stories and ideas.
Today What?	*Today I will teach you . . .*	**Today we will learn how writers help each other with their writing.** Sometimes a writer might want input about his/her writing so they can revise or improve their work as writers.
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** compliment and give input about Carlos' use of writing strategies. Notice how I will compliment his use of strategies not one piece of writing. As I read his entries I could think of all the strategies that we have learned in class (refer to chart) to compliment what he has attempted in his writing. Model how you meet with a student and notice how the student is using T-charts, etc. to generate ideas. You may want to give sentence frames that kids can follow as they compliment each other. For example: In your notebook (point to the page) on this page, I noticed that you _____. That is a great strategy! You are an amazing writer! ***Remember to be explicit. Name the strategy that the student's is using.*** Students should focus on naming strategies that have learned and see evidence of in each others' notebooks. **Chart:** 1. Meet with writing partner 2. Read entries 3. Highlight a strategy that partner tried in his/her notebook **Chart of Strategies:** Writer's Eye Hand Map When I was Little Respect and value own writing Careful and clean notebooks Do your best As the year progresses you may want to add to the chart.



Writers' Workshop

ACTIVE ENGAGEMENT *How will students participate?*	*Turn and talk to your partner about. . .* *3, 2, 1, talking is done!*	**Writers,** I want you read your partner's entries and select one strategy that your partner is trying in his/her notebo and compliment him/her. Give time to read entries and compliment each other. Have students use sentence frame.	
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 remember that other writers respect and value your writing. They can help you if you need their input so they can work together to improve their work as writers.	
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 students that: • take excellent care of their notebook • re-read their entries to find hidden treasures		
SHARE *Use students' work to demonstrate strategy/skill used.*	*Writers let me show you what.... did today. He/she.....*	Have students get into their writing partnerships and talk about other ways that writers respect and value each others' writing. You may create a chart with their ideas.	
REFLECTION *How did it go?*			



Writers' Workshop

Session #11 Grade 3-6 Unit of Study: First 15 days – Back to School

Intention of lesson: Problem Solving: Student not writing

CONNECTION	**What we tend to say:**	
Reminder *What reminders do I need to give?*	*Yesterday we talked about...*	Writers, yesterday we talked about to help each other with our writing in order to make it better.
Today What?	*Today I will teach you . . .*	**Today I will show you** what to do if you are not writing or feel "stuck."
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 what to do when I can't think of what to write or feel stuck. First, I'm going to notice that I am not writing and ask myself why. "Hmmm... I am not writing because I can't think of something interesting to write about." Next, I'm going to try strategies to generate ideas (refer to chart). "OK, I know that I can use the chart to generate ideas. I'm going to see if there are any ideas that I generated that I haven't written. If I have written them all, I will think of new ones to add." (model this with students- pick a story that you haven't written yet from one of the ideas from the chart. Find it in your notebook.) If I don't find an idea that works for me today, I can also just start writing. Watch me as I just start to write to see what comes to me. (write a few lines about anything to see if you can generate an idea. The idea is that the students need to keep the pen moving during writing workshop. Not writing is not an option.) **Chart:** 1. Notice you are not writing and ask yourself why. 2. Try strategies that you've learned to generate ideas 3. Just start writing, keep your pen moving and see where it takes you. **Generating Ideas Chart:** Writer's Eye – Observations from daily life When I was little- thinking of a time period in Your life Hand Map – using emotions to generate ideas



Writers' Workshop

ACTIVE ENGAGEMENT *How will students participate?*	*Turn and talk to your partner about. . .* *3, 2, 1, talking is done!*	**Writers,** imagine you are stuck. Get out your notebooks and just start writing to see if you can generate more ideas. Keep your pen moving and see what you uncover.	
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 remember that when you are stuck, you have several strategies that you can use to start writing again. You can ask yourself why you aren't writing, find where you have generated ideas before, and try free writing to see if you think of anything.	
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 students that: • Use strategies to be independent writing • Writing the entire time • Focusing on own work and not on peers		
SHARE *Use students' work to demonstrate strategy/skill used.*	*Writers let me show you what.... did today.* *He/she.....*	Have students share any of the strategies they used when they were stuck.	
REFLECTION *How did it go?*			



Writers' Workshop

Session #12

Grade 3-6 Unit of Study: First 15 days – Back to School

Intention of lesson: Problem Solving: Wasting time

CONNECTION	**What we tend to say:**	
Reminder *What reminders do I need to give?*	*Yesterday we talked about...*	Writers, yesterday we talked about what we can do when we are not writing or we are stuck.
Today What?	*Today I will teach you . . .*	**Today I will show you** what to do to make sure we are not wasting our own time and respecting each other's time.
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 . . .*	Let's think about and brainstorm some of the things that help us as writers and some of the things that distract from our writing time. Create a T-Chart with the class: What helps us | What distracts us
ACTIVE ENGAGEMENT *How will students participate?*	*Turn and talk to your partner about. . .* *3, 2, 1, talking is done!*	**Writers,** turn and talk to a partner about what helps you focus as a writer. (fill in T-chart with responses) Then turn and talk about what distracts you and stops you from thinking and writing. (fill in T-chart) What can we do to make sure that we are respecting each other's time and not distracting others during writing time? Turn and talk to your partner. (Share out. Add ideas to "what helps us" side of the T-chart) Can we all agree to respect our time and do these things?
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 remember that we are a writing community and there are some things that we can make sure we do and don't do so we are respecting everyone's time.



Writers' Workshop

<table>
<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 working independently and not distracting others</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">Have students self-evaluate the process and discuss how respecting everyone's time helps us become a better writing community.</td></tr>
<tr><td>REFLECTION
How did it go?</td><td colspan="3"></td></tr>
</table>