

Writing Through the Year

Unit 1 My Pictures
Tell a Story

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<p>Writing is just telling on paper.</p> <p>Procedure: Quiet place to work.</p>	<p>Writing is just telling on paper.</p> <p>Procedure: Tools-pencil</p>	<p>Telling a story instead of naming the parts.</p> <p>Procedure: Writing folders.</p>	<p>Writers work on their stamina</p> <p>Procedure: working hard the whole time.</p>	<p>Procedure: Establish 3 parts of the writing workshop-mini-lesson</p> <p>Chart -Our writers workshop</p>
<p>Procedure: Establish 3 parts of the writing workshop-try it out</p> <p>Chart -Our writers workshop</p>	<p>Procedure: Establish 3 parts of the writing workshop-share</p> <p>Chart -Our writers workshop</p>	<p>Choosing a topic</p> <p>Chart-What can I write about?</p>	<p>Choosing a topic-using the chart</p> <p>Chart-What can I write about?</p>	<p>Noticing details in the setting</p> <p>Chart-Reading like a Writer</p>
<p>Noticing details in character's clothes</p> <p>Chart-Reading like a Writer</p>	<p>Using resources in our classroom to help us write</p>	<p>Moving from lists to a focused idea</p>	<p>Moving from lists to a focused idea</p>	<p>Repeat a mini-lesson that your students need.</p> <p>Procedure: Writers are good partners</p>
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welcome!

The first few weeks of kindergarten writing time is about establishing trust, confidence, routines, and expectations. This first unit is intended as a framework for the writing work you will do with your students with the main goal of introducing your students to the world of writing.

Students will need an environment where their efforts and approximations will be encouraged and applauded. They must feel safe to take risks as they embark on their writing journey. Jennifer Jacobson, the author of No More “I’m Done!” states, “... in writing, participation and risk taking are more important than being right.”

The tone you set during this first unit will lay the foundation for future units. You will want your students to see you treat writing as a fun and exciting time of the day, where it is okay to make mistakes and the only expectation is that they “try their best.”

This unit will also establish the routines and structure of your writing time. Establishing listening and learning behaviors during a mini-lesson are essential. Routines for partner work, independent writing, and sharing must also be taught. Establishing classroom procedures and expectations are critical to a successful writing workshop. However, we will not wait until all of the routines are mastered before students begin writing. We will write on the very first day. The routines will become automatic over time.

Writer’s workshop is...	Writer’s workshop is not...
<u>Student Choice</u> - Students chose to write about the topic they wish. Throughout the year, you will be asking them to write in a particular genre (descriptive, opinion...) but the subject of their writing should be theirs.	<u>Prompts</u> : Writer’s workshop is not the time for students to write to a prompt. Although this is inarguably an important skill, writer’s workshop is a time for students to write on a topic of their choosing.
<u>Frequent</u> : Writer’s workshop should take place daily. As a writer, the students will need to know and anticipate daily writing. As these lessons progress, students will learn to sustain their writing topics over a period of days or weeks. Returning to it again and again...just like writers do!	<u>Worked in</u> : Writing is the direct application of all of the English Language Arts skills you teach. Phonemic awareness, phonics, and concepts of print can be reinforced and taught through writing. Don’t “work writer’s workshop in”. Make it an integral part of your daily instruction.
<u>Learned from other writers</u> : Students will learn writing by writing. They will watch as you write (modeled writing), as they share in the writing, (shared writing and interactive writing), and as they learn from each	<u>Predictable Sentences</u> : Predictable sentences (Johnny likes_____, Amy likes_____) have their value, but they are not part of a writer’s workshop framework. Just like talking, writers learn to write by

<p>other (independent writing). Additionally, they will learn from published authors and their books. These books will be referred to as "Mentor Texts".</p>	<p>writing. We don't wait until a child can speak in whole sentences before we allow them to talk. We hold precious their approximations.</p>
<p><u>Setting high expectations</u> Students will write or participate in conferences on a daily basis. They are expected to be actively engaged throughout the entire writing time. In kindergarten, the students writing may just be pictures or scribbles at the beginning of the year.</p>	<p><u>Developmentally inappropriate:</u> Students will work to their best ability. Writing is automatically differentiated. Each of your students will be at a different stage of their writing development. You will guide them from one stage to the next.</p>
<p><u>Accepting approximations:</u> Some students will write with scrawling lines, while others will be able to form letters and words.</p>	<p><u>Handwriting:</u> Handwriting is a fine motor skill that should be taught at a different time, not during writer's workshop. Letter formation can be supported,, but it should not be the focus of the lesson.</p>

The Routine

Mini-Lesson (10 minutes)

The mini-lesson is a time for students to sit up close and notice. Your mini-lesson might include modeled writing, shared writing, or interactive writing. Your mini-lesson might include a mentor text where you ask them to notice the craft of a particular author or illustrator.

It is important that you use explicit words like, "Today I will teach you how..."

Over time you will have students bring various materials with them for the mini-lesson (ie. their writing folder, their whiteboard and dry erase marker).

Mini-Lessons work best when:

- Teachers write in front of their students.
- Familiar mentor texts are used and revisited.
- Mini-lessons and modeled writing are displayed in the classroom for students to refer back to.

Status of the class (5mins)

Prior to going off to write independently, students will tell you what they will write about. In the beginning of the year, they might say, "My mom." As this unit progresses, you will want to have them expand that idea prior to going off to write. So you might ask, "What do you want us to know about your mom."

Additionally, as the year progresses, the students will begin to say, "I am starting a new piece about going to the fair." Or "I'm going to keep working on my fishing story."

Once they tell you about the topic, they get started right away. If a student is unsure of their topic, they stay on the carpet until they come up with one. They will be listening to the other students' topics. Perhaps, a classmate will inspire them.

It is tempting to skip "Status of the class" because it initially takes a bit of time. However, this is a form of prewriting. Once a student has shared their topic, they can get right to work. Status of the class works best when:

- It is done out loud
- You do it regularly
- Everyone can hear everyone else.
- Students choose their own topics

Writing time (5-20 mins)

Students will return to their writing place (I use desks) to practice independent writing. Put on soft music in the background. This is their cue to work quietly. Music that is just instrumental works best. Music with lyrics quickly turns into a sing-along.

*Using classical music is a great way to introduce students to this type of music.

Put on a timer for quiet work time. During this time the room should be quietly working. Overtime, students will build their writing stamina. This can be charted (see attachment).

Some prefer to have their students write with pencil, and then add color. Other teachers may want their students to use pens or markers.

Your goal is for students to write independently. They should not come up to you for any reason. Some students will be capable of working independently while others will require some assistance. You will want to relay to these students that they are fine, they do not need you, and that they should simply do their best. Do not spell for your students. If you do, you will become a walking dictionary and your students will become dependent on you. Just tell them to put down the sounds that they hear. (NOTE: this might cause some student anxiety, if they are used to people spelling for them. Praise their attempts and they will be more likely to take risks!)

Once you have your routines establish, this will be your conferring time. Until then, you will want to walk around the room encouraging students and celebrating their attempts. This is a great time to informally assess your students. Take notes so you will know how to support them in their next steps

Writing time works best when students understand:

- Self-help strategies (how they can help themselves)
- They are to write (or illustrate) the whole time.
- They are building stamina in their writing.

Sharing (10mins)

Most will agree that writing is meant to be heard and shared. Your emergent writers will want to share their writing as well. This gives them a purpose and will help motivate and drive them towards writing.

Over time, students will develop writing share partners whom they will share their writing work every day. A select few will take turns sharing their writing in front of the class. This is another opportunity to take notes and informally assess your students.

During most of this month's lessons you will model "Noticings" and "Questions". Noticings are things that you notice the child tried out. You may be on the lookout and notice when a student applies your mini-lesson ideas in their writing. *I noticed that you stretched out the word mom on this page. That made it easier for me to understand your writing.* Or *I noticed you colored your hair brown. That made it easier for me to know it was you.* Questions are ways to learn more about the writer's story. *I see you are at the park. What is your favorite thing to do at the park?* Overtime, students will learn to notice and question each other and themselves.

Sharing time works best when students can:

- Notice and name the writing qualities they are learning.

Procedure Check (5-10mins) During the beginning of the year, you will be building a lot of procedures and routines therefore you will want to spend some time talking about these procedures

The Supplies

Teacher Materials:

- Quality texts,
- chart paper
- markers
- correction tape
- ABC Chart
- Portable Word Wall
- modeled writing can be done with chart paper, overhead, document camera, interactive white board.

Student Materials:

- Paper,
- crayons,
- pencils,
- pens,
- Writing Folders (ABC chart, Portable Word Walls)

Mentor Text

Mentor Texts are books that display qualities of writing you want your children to learn. Ideally these books should be read over and over again to your students prior to introducing them to your writer's workshop mini-lessons.

The students should know these stories well so when they return to look at them again, they can study them as writer,

A book that describes the writing process

- [What Do Authors Do? Eileen Christelow](#)

Books for telling a story versus just naming the parts

- [Pancakes for Breakfast by Tomie DePaola](#)
- [Good Dog, Carl by Alexandria Day](#)
- [No, David! by David Shannon](#)

Books for ideas

- [The Best Story Ever by Eileen Spinelli](#)
- [Author Writes a Story by Mark Brown](#)
- [Mr. Putter & Tabby Write a Book by Cynthia Rylant](#)
- [Crayon Box That Talked by Shane Derolf](#)
- [Ish by Peter Reynolds](#)
- [Harold and the Purple Crayon by Crocket Johnston](#)

Click on the book titles to find the books.

The Lessons

These lessons are listed as Day 1, Day 2, and so on. However, you may need to take the lessons out of order. Listen to the needs of your class and make adjustments accordingly.

Day 1: Writing is just telling on paper

Materials needed: Chart/writing paper,
Mentor text: What Do Author's Do?

Mini-Lesson: Show your passion as you explain to your students that they will get to tell stories every day during writer's workshop. AND that this may become their favorite thing to do each day.

Today I am going to teach you that being a writer is just telling on paper.

Model how you need to think about something you could write about. *I could write about my family. I could write about something I did over the summer, I could write about my pets... I think I will write about my pets.* Close your eyes and be a bit dramatic as you model getting a picture in your head. (It is helpful if you write about something you have already verbally shared with your students.)

I like to think aloud while I write. It may sound something like this:

I have two dogs. One is Dexter, he is black and he has a smooth coat, so I am going to draw him with a smooth coat. Emmett is my other dog and he has curly hair, so I am going to make his hair curly. They both have collars, so I better add those in. I better add a ground, because they can't be just floating in outer space!

I'm going to add their names on top so my readers will know my dogs' name. I'm just going to stretch the sounds out and put the sounds I hear. (differentiation)

The
I'm also going to write a sentence. I can stretch that out too. (differentiation)

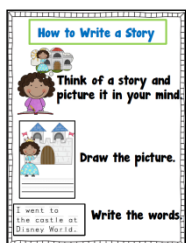
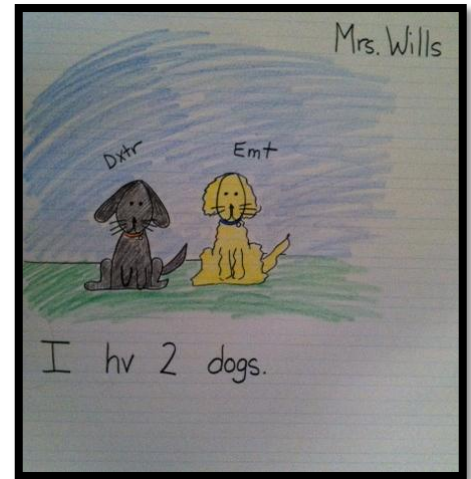
Now I am going to add color. Dexter is black so I will use my black crayon. Emmett is a golden retriever, so I am going to use this yellow crayon.. I'll make the grass green and the sky blue.

Talking about your color choices makes your students more aware of making thoughtful color decisions. You will want to encourage them to use colors that help your students make their writing more clear.

Try it out: *Today I want you to do what I just did. Get a picture in your head and draw it the best you can. Does it have to be perfect? No, just do your best. Add labels to help your readers understand your writing.*

Procedure Check: *Writer's need a quiet place to work. Please help your friends by working quietly at your desk.*

Sharing: Select 2-3 students to share their writing in front of the class. Audience's job is to listen quietly. The teacher will model "Noticings" and "Questions". See **The Routine-Sharing** for more details.



Day 2: Writing is just telling on paper

Materials needed: Chart/writing paper,
Mentor text: What Do Author's Do?

Mini-Lesson: Show your passion as you explain to your students that they will get to tell stories every day during writer's workshop. AND that this may become their favorite thing to do each day.

Today I am going to teach you that being a writer is just telling on paper. Yesterday I wrote about my dogs. Today I think I will write about something else.

Model your thinking *I think I will write about my family.* Close your eyes and be a bit dramatic as you model getting a picture in your head. (It is helpful if you write about something you have already verbally shared with your students.)

I like to think aloud while I write. It may sound something like this:

In my family there is me. I have curly hair, so I better draw myself with curly hair. Mr. Wills is taller than me, so I am going to draw him taller. He has short hair, so I am going to make his hair short. Now Matt is almost as tall as Mr. Wills and he has longer hair.

I'm going to add their names on top so my readers will know who is who. I'm just going to stretch the sounds out and put the sounds I hear. Model stretching out "me" (differentiation) and I know how to spell Mr. Wills and Matt.

I'm also going to write a sentence. I can stretch that out too. (differentiation)

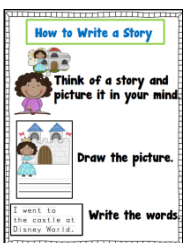
Now I am going to add color. We all have brownish hair, so I am going to make our hair brown. Our faces are a peach color. We usually wear jeans on the weekend, so I'll make our pants blue. I'll make the grass green and the sky blue.

Talking about your color choices makes your students more aware of making thoughtful color decisions. You will want to encourage them to use colors that help your students make their writing more clear.

Try it out: *Today I want you to do what I just did. Get a picture in your head and draw it the best you can. Does it have to be perfect? No, just do your best. Add labels to help your readers understand your writing.*

Sharing: Select 2-3 students to share their writing in front of the class. The audience's job is to listen quietly. The teacher will model "Noticings" and "Questions".

Procedure Check: *Writers are like construction workers. They need tools.* Establish your pencil or writing tool policy. How they help themselves if a pencil breaks?



NOTE: You will want to save this piece and return to it on day 13.

Day 3: Tell a story instead of naming the parts

Materials needed: Chart/writing paper,
Mentor text: [Pancakes for Breakfast by Tomie DePaola](#), Good Dog Carl, or Nol David (or other wordless book)

Mini-Lesson: *Today I am going to teach you that writers tell a story, they don't just name the parts.*

"Read" Tomie DePaola's wordless book. Model telling a story versus naming the parts. It may sound something like this, *Let me show you what it sounds like when writers tell a story. One snowy morning a little old woman woke up and dreamed of having pancakes for breakfast....*

Once you have finished the telling the story, ask the students to listen as you read the story again, but tell them this time you are just going to name the parts. Open the book and say, *The house. The bed, The lady...After a few pages stop and say I don't think that sounds very interesting do you?*

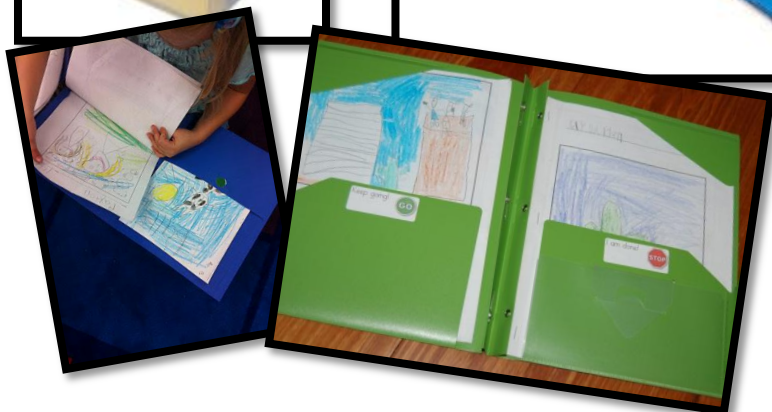
Try it out: *Now it is your turn to write. Think about the story you want to tell and write it just like Tomie DePaola did. Does it have to be perfect? No, just do your best.*

As you walk around the room encourage students to tell their story. Guide them beyond just naming the pictures.

Sharing: Select 2-3 students to share their writing in front of the class. These should be students who are able to tell their story. Audience's job is to listen quietly. The teacher will model "Noticings" and "Questions".

Procedure Check: *Writers are like construction workers. They need tools.* Introduce their writing folders.

- Consider having your students keep their writing folder in a central location (not in their desk). This will help keep their writing neat and organized. You will want to discuss and model how the paper goes into the folder carefully (vs. stuffed). You will want to repeat this demonstration at the conclusion of each writing workshop.



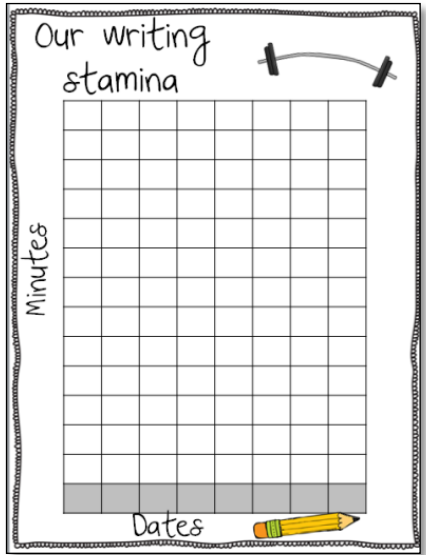
Use Avery Labels
color coding labels.
Green=Keep going
Red= I'm done



- As you start this workshop (and each additional workshop) I suggest you have your students get their writing folders out and bring them to the carpet. Have your students sit on their folders. This will keep them from fiddling with them.
- Once the mini-lesson and status of the class is over, the students have everything they need to get started. They will not get distracted getting their materials out.

Day 4: Writers work on their writing stamina	Materials needed: Chart/writing paper, Writing stamina graph
<p>Mini-Lesson: <i>Today I am going to teach you that writing takes time and muscles. When football players or dancers start out, do you think they were as strong or talented as they are? No Way! They had to build their muscles, just like you have to build your writing muscles or stamina. Watch me as I work my writing stamina by working the whole time.</i></p> <p>Model write (similar to you did on day one or day two of this unit). Be a bit dramatic as you work. Show them you are really working hard and writing the whole time.</p>	
<p>Try it out: <i>Now it is your turn to write. Today I want you to work your writing stamina (make a muscle with your arms). Does it have to be perfect? No, just do your best. Let's see if we can work hard for 10 minutes.</i></p> <p>As you walk around the room encourage students to tell their story. Guide them beyond just naming the pictures. Praise those who are showing strong writing stamina.</p>	
<p>Sharing: Select 2-3 students to share their writing in front of the class. These should be students who are able to tell their story. Audience's job is to listen quietly. The teacher will model "Noticings" and "Questions".</p>	
<p>Procedure Check: <i>Writers work hard the whole time.</i> Chart the student's writing stamina.</p>	


NOTE on Stamina: Watch your students. They will show you when they have run out of writing energy. If you notice a few students have finished quickly you may want to do a whole class reminder to work the whole time. However, when you notice several of your students have reached the "I'm over this" stage, then you should end writer's workshop and document the amount of stamina the students maintained. Over time their writing stamina will increase.



- Remind students to bring their writing folder to the carpet and sit on it during the mini-lesson.

Day 5: Writing workshop has routines-The mini-lesson	Materials needed: Chart/writing paper, Create Our Writer's Workshop chart
<p>Mini-Lesson: <i>You have been working so hard during our writing time. Today I want to teach you that we all have a job to do during writing time. This time, when we are all together on the carpet, is called the mini-lesson. It is really quick and it is when I want to teach you something about writing.</i> Discuss with the students what you expect from the during the mini-lesson phase of Writer's Workshop. (ex: eyes on the teacher, listening ears, criss-cross applesauce, etc;) Then, you will explain what you will be doing during this time.</p>	
<p>Create a Our Writer's Workshop Chart with the class. Today you will just work on filling in the mini-lesson section.</p>	
<p>Try it out: <i>Now it is your turn to write. Today I want you to keep working your writing stamina (make a muscle with your arms). Does it have to be perfect? No, just do your best. Let's see if we can work hard for 11 minutes (or just add 1 minute to yesterday's writing workshop)</i> As you walk around the room continue to encourage students to tell their story. Guide them beyond just naming the pictures. Praise those who are showing strong writing stamina.</p>	
<p>Sharing: Select 2-3 students to share their writing in front of the class. These should be students who are able to tell their story. Audience's job is to listen quietly. The teacher will model "Noticings" and "Questions".</p>	
<p>Procedure Check: <i>Writers work hard the whole time.</i> Chart the student's writing stamina.</p>	


Mini Lessons	
Teacher Will	Students Will
Try It Out	
Teacher Will	Students Will
Share Time	
Teacher Will	Students Will



- Remind students to bring their writing folder to the carpet and sit on it during the mini-lesson.

Day 6: Writing workshop has routines-Try it out	Materials needed: Chart/writing paper, Our Writer's Workshop chart
Mini-Lesson: <i>You have been working so hard during our writing time. Today I want to teach you about another part of our writer's workshop. This is when you write.</i>	
Add to Our Writer's Workshop Chart with the class. Today you will just work on filling in the trying it out section.	
Example: Teacher: work with students, take notes Students: working quietly the whole time, trying new things in their writing, solving their own problems.	
Try it out: <i>Now it is your turn to write. Today I want you to keep working your writing stamina (make a muscle with your arms). Does it have to be perfect? No, just do your best. Let's see if we can work hard for 12 minutes (or just add 1 minute to yesterday's writing workshop)</i>	
As you walk around the room continue to encourage students to tell their story. Guide them beyond just naming the pictures. Praise those who are showing strong writing stamina.	
Sharing: Select 2-3 students to share their writing in front of the class. These should be students who are able to tell their story. Audience's job is to listen quietly. The teacher will model "Noticings" and "Questions".	
Procedure Check: <i>Writers work hard the whole time.</i> Chart the student's writing stamina.	

Mini Lessons	
Teacher Will	Students Will
Try It Out	
Teacher Will	Students Will
Share Time	
Teacher Will	Students Will




Good Listeners

- Sit criss cross applesauce 
- Look at the person who is speaking 
- Listen to the person who is speaking 

- Remind students to bring their writing folder to the carpet and sit on it during the mini-lesson.

Day 7: Writing workshop has routines-share time	Materials needed: Chart/writing paper, Our Writer's Workshop chart
Mini-Lesson: <i>You have been working so hard during our writing time. Today I want to teach you about another part of our writer's workshop. This is when we share</i>	
Add to Writer's Workshop Chart with the class. Today you will just work on filling in the share section	
Try it out: <i>Now it is your turn to write. Today I want you to keep working your writing stamina (make a muscle with your arms). Does it have to be perfect? No, just do your best. Let's see if we can work hard for _____ minutes (or just add 1 minute to yesterday's writing workshop)</i> As you walk around the room continue to encourage students to tell their story. Guide them beyond just naming the pictures. Praise those who are showing strong writing stamina.	
Sharing: Select 2-3 students to share their writing in front of the class. These should be students who are able to tell their story. Audience's job is to listen quietly. The teacher will model "Noticings" and "Questions".	
Procedure Check: <i>Writers work hard the whole time.</i> Chart the student's writing stamina.	

Mini Lessons	
Teacher Will	Students Will
Try It Out	
Teacher Will	Students Will
Share Time	
Teacher Will	Students Will



Day 8: Choosing a writing topic	Materials needed: Chart/writing paper, The Best Story by Eileen Spinelli or Arthur Writes a Story by Marc Brown
Mini-Lesson: <i>I want to look over this book by Eileen Spinelli that we read earlier. I want us to think about this story and her problem.</i>	
<i>Sometimes the best stories are ones that really happened to you or stories that you feel strongly about.</i>	
Together with your class brain storm some ideas you could write about. Co create a chart similar to the one below.	
Try it out: <i>Now it is your turn to write. Think about a story that is in your heart, draw it, then write it. Let's keep working on our stamina (make a muscle with your arms). Does it have to be perfect? No, just do your best. Let's see if we can work hard for _____ minutes (or just add 1 minute to yesterday's writing workshop)</i> As you walk around the room continue to encourage students to tell their story. Guide them beyond just naming the pictures. Praise those who are showing strong writing stamina.	
Sharing: Select 2-3 students to share their writing in front of the class. These should be students who are able to tell their story. Audience's job is to listen quietly. The teacher will model "Noticings" and "Questions".	
Procedure Check: <i>Writers work hard the whole time.</i> Chart the student's writing stamina.	



Day 9: Choosing a writing topic	Materials needed: Chart/writing paper, The Best Story by Eileen Spinelli or Arthur Writes as Story by Marc Brown
Mini-Lesson: <i>Yesterday we worked on gathering ideas for our writing. Today I want to teach you how I can use this chart if I need an idea to write about. This picture of the boy on the bicycle reminds me of when I first learned how to ride a bike. I could write about that.</i>	
Be a bit dramatic as you walk to where the chart is listed. Think aloud, <i>Hmm... I'm not sure what I will write about. This chart will help me.</i> Model writing your piece.	
Try it out: <i>Now it is your turn to write. Think about a story that is in your heart. Remember if you have a hard time thinking of something. This chart can help you. Let's keep working on our stamina (make a muscle with your arms). Does it have to be perfect? No, just do your best. Let's see if we can work hard for _____ minutes (or just add 1 minute to yesterday's writing workshop)</i> As you walk around the room continue to encourage students to tell their story. Guide them beyond just naming the pictures. Praise those who are showing strong writing stamina.	
Sharing: Select 2-3 students to share their writing in front of the class. These should be students who are able to tell their story. Audience's job is to listen quietly. The teacher will model "Noticings" and "Questions".	
Procedure Check: <i>Writers work hard the whole time.</i> Chart the student's writing stamina.	



Day 10: Noticing Details-Characters have a setting

Materials needed: Chart/writing paper,
[The Best Story by Eileen Spinelli](#) or
[Arthur Writes as Story by Marc Brown](#)
Create Reading Like a Writer Chart

Mini-Lesson: *I was looking at this book by Eileen Spinelli and I was noticing this picture (where the young girl is talking to her teenage cousin). All of these details in the background or setting helps tell me about this teenager. I can see the cousin loves to read magazines, she LOVES romance from the pictures on the walls. She also wears perfume and make-up. She even has a party dress and high heels in the picture.*

Today I want to teach you about adding details to your background and setting. These details help make your message more clear to your reader.

Draw a box for your classroom and say, *Imagine I was drawing our classroom. I might start by drawing the carpet where you are sitting right now. What else could I add to help my reader know about our classroom?* Take a few suggestions and add them to your drawing. Make sure your page is ultimately filled with color (so add a color for the walls and a color for the flooring).

Create Reading Like a Writer Chart.

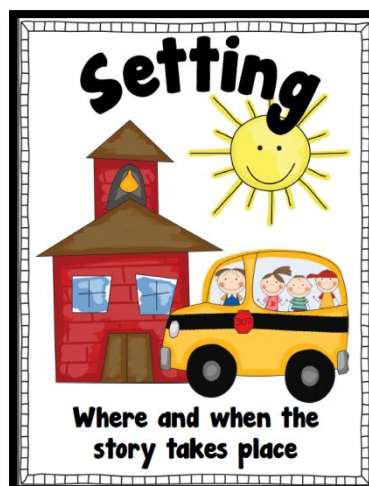


Try it out: *Now it is your turn to write. Make sure your story has a setting and you add details to your setting. Let's keep working on our stamina (make a muscle with your arms). Does it have to be perfect? No, just do your best. Let's see if we can work hard for _____ minutes (or just add 1 minute to yesterday's writing workshop)*

As you walk around the room continue to encourage students to tell their story. Guide them beyond just naming the pictures. Additionally, encourage them to add a detailed setting. Praise those who are showing strong writing stamina.

Sharing: Select 2-3 students to share their writing in front of the class. These should be students who demonstrated your teaching focus. Audience's job is to listen quietly. The teacher will model "Noticings" and "Questions".

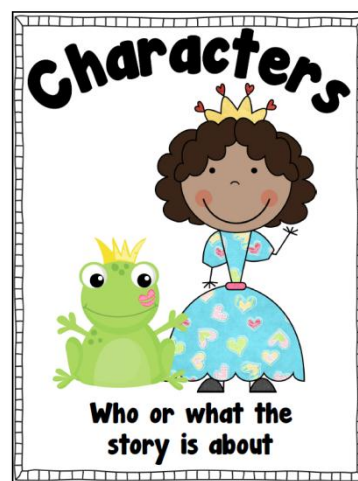
Procedure Check: *Writers work hard the whole time.* Chart the student's writing stamina.

Reading Like a Writer		
What we found	Why we think the author did this	Authors who do this



Day 11: Noticing Details-Characters have clothing	Materials needed: Chart/writing paper, Reading Like a Writer Chart
<p>Mini-Lesson: <i>I want to look at the same page from Eileen Spinelli's book. This time I want to look at how she drew the main character. I love how she added so much detail to this person. She is wearing a sundress. You can see her little shoes. Her hair is up in braids with bows at the end. She is also wearing a headband and glasses. I imagine, if I met this girl out on the playground, I would totally be able to recognize her.</i></p> <p><i>Today I want to teach you about adding details to your characters so you can recognize them. These details help make your message more clear to your reader.</i></p> <p>Select a student from your class. Draw them with as much detail as you can. Be a bit dramatic as you look at them, then look at your paper to try to add that detail in. It may sound something like this, <i>Now he is wearing a green and white striped shirt, so how should I draw that? Should I use blue in his shirt?</i></p>	
<p>Try it out: <i>Now it is your turn to write. Make sure your writing has characters that are detailed so you can recognize them. Let's keep working on our stamina (make a muscle with your arms). Does it have to be perfect? No, just do your best. Let's see if we can work hard for _____ minutes (or just add 1 minute to yesterday's writing workshop)</i></p> <p>As you walk around the room continue to encourage students to tell their story. Additionally, encourage them to write their character with detail. Guide them beyond just naming the pictures. Praise those who are showing strong writing stamina.</p>	
<p>Sharing: Select 2-3 students to share their writing in front of the class. These should be students who demonstrated your teaching focus. Audience's job is to listen quietly. The teacher will model "Noticings" and "Questions".</p> <p>Procedure Check: <i>Writers work hard the whole time.</i> Chart the student's writing stamina.</p>	

Reading Like a Writer		
What we found	Why we think the author did this	Authors who do this



Day 12: Using resources in our classroom to help us write (ABC chart)

Materials needed: Chart/writing paper, ABC Charts slid into page protectors (these will be added to their writing folders).

Start off by model writing something from your life. You can quickly look at the ideas chart to get you started. Then prior to adding the words do the following.

Mini-Lesson: *Remember we talked about some of the tools writers use like pencils, paper, and folders for organizing their work? Well, writers also have tools that help them with words. Today I want to teach you how to use the ABC chart to write words that are hard to spell. So if I wanted to write the word "dinner" but I was not sure what letter makes the /d/ sound, I could use the ABC chart (or deskplate) to help me. Model using the chart.... Okay, I'm looking for the sound that goes /d/like dinner. Apple /a/... no Bat /b/... no. Keep going until you get to /d/. When we find it, we copy it onto our paper.*

Will we be able to find them all? Probably not, we will just do our best and keep going.

Try it out: *Now it is your turn to write. I'm going to give you an ABC chart to use today. Later we will add them to our writing folders. Let's keep working on our stamina (make a muscle with your arms). Does it have to be perfect? No, just do your best. Let's see if we can work hard for _____ minutes (or just add 1 minute to yesterday's writing workshop)*

As you walk around the room continue to encourage students to tell their story. Additionally, encourage them to use their ABC chart or desk plate to help them stretch out words. Guide them beyond just naming the pictures. Praise those who are showing strong writing stamina.

Sharing: Select 2-3 students to share their writing in front of the class. These should be students who demonstrated your teaching focus. Audience's job is to listen quietly. The teacher will model "Noticings" and "Questions".

Procedure Check: *Writers work hard the whole time. Chart the student's writing stamina.*



Add the ABC charts to the student writing folder.



NOTE: You may use the enclosed ABC charts. However, you should strive for key word consistency. If your ABC posters have B Bat /b/, the rest of the key image resources such as desk plates or charts (ie for B should be bat (not banana or baseball)).

Fragile learners will view different key words as different sounds.

Day 13: Moving from lists "I love" to a focused idea

Materials needed: Chart/writing paper,
Your writing sample from Day 2
Magnifying glass or binoculars

Mini-Lesson: *You know, when school first started I wrote about my family and I wrote that I love my family, which I do. Today I am going to teach you how to zoom in a bit and look closer. Take out your magnifying glass/binoculars/or make pretend binoculars with your hands and look at your writing. Say I am really looking close at my family and I want to tell you more. I want to tell you more about Matt. Matt loves to run and every weekend we go to his crosscountry meets. Mr. Wills and I cheer him on and yell his name! Matt is glad we are there.* (tell a similar story as you zoom in on your topic). Be sure your drawing includes the details you told.

I talk about my thinking the entire time I am drawing about my thinking. You might notice I drew my husband and I with sunglasses. We both have on our team shirt. I mention speech bubbles. I have not taught them to my class yet, but I can mention them. Your higher students may be ready for these. I mention that we are in the park, so I better add trees to my setting.

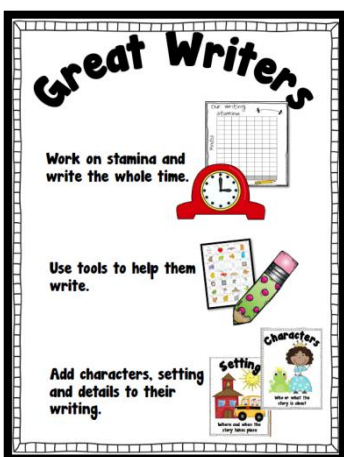


Try it out: *Now it is your turn to write. I want you to zoom in and tell more. Let's keep working on our stamina (make a muscle with your arms). Does it have to be perfect? No, just do your best. Let's see if we can work hard for _____ minutes (or just add 1 minute to yesterday's writing workshop)*

As you walk around the room continue to encourage students to tell their story. Encourage the students to zoom in more. Guide them beyond just naming the pictures. Praise those who are showing strong writing stamina.

Sharing: Select 2-3 students to share their writing in front of the class. These should be students who demonstrated your teaching focus. Audience's job is to listen quietly. The teacher will model "Noticings" and "Questions".

Procedure Check: *Writers work hard the whole time.* Chart the student's writing stamina.



Day 14: Moving from lists "I love" to a focused idea	Materials needed: Chart/writing paper, Your writing sample from Day 2 Magnifying glass or binoculars
--	--

Mini-Lesson: *I want to look at the that writing I did on the second day of school. And I want to practice what I taught you yesterday. I want to practice zooming in again on an idea.*

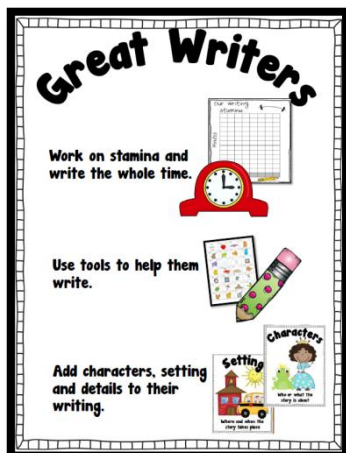
This time I would focus on another aspect of my family. I write about how we all like to ride bikes together. Think about the culture of your classroom and what might be an experience you have that your students may also have... singing in the car, collecting vegetables in the garden, going to the beach, watching a movie...

Try it out: *Now it is your turn to write. I want you to zoom in and tell more. Let's keep working on our stamina (make a muscle with your arms). Does it have to be perfect? No, just do your best. Let's see if we can work hard for _____ minutes (or just add 1 minute to yesterday's writing workshop)*

As you walk around the room continue to encourage students to tell their story. Encourage the students to zoom in more. Guide them beyond just naming the pictures. Praise those who are showing strong writing stamina.


Sharing: Select 2-3 students to share their writing in front of the class. These should be students who demonstrated your teaching focus. Audience's job is to listen quietly. The teacher will model "Noticings" and "Questions".

Procedure Check: *Writers work hard the whole time.* Chart the student's writing stamina.



Day 15: Writers are good partners	Materials needed: Chart/writing paper, Chart: Our Writer's Workshop
Mini-Lesson: Ask students to look at your co-created chart "Our Writer's Workshop". Let the students know that today <u>after they write</u> , you will give them a mini-lesson on how to be great sharing partners.	
<p>Try it out: <i>Now it is your turn to write. I want you to keep practicing zooming and telling more. Let's keep working on our stamina (make a muscle with your arms). Does it have to be perfect? No, just do your best. Let's see if we can work hard for _____ minutes (or just add 1 minute to yesterday's writing workshop)</i></p> <p>As you walk around the room continue to encourage students to tell their story. Encourage the students to zoom in more. Guide them beyond just naming the pictures. Praise those who are showing strong writing stamina.</p>	
Sharing: Select a student to share their writing in front of the class. This should be a student who demonstrated zooming in.	
<p>Mini-lesson: <i>You have heard me talk about our friends' writing. One of the things I do when I listen or read a story is I notice something that the author did. (give an example from some of the previous day's sharing). I do this because when I notice something an author did, I may be able to do that in my writing too! Today I would like for you to try some "Noticing". Turn to your pinkie partner (or the person sitting next to you) and share with them what you are noticing. Listen in, and then call on a few students to offer "noticings" on the selected student's writing to the whole group.</i></p> <p><i>You will also remember that I ask questions too. I ask questions because I want to know more about some of their writing. AND I want to make sure I understand what the writer wants me to know. Turn to your pinkie partner (or the person sitting next to you) and share with them questions you might have. Listen in, and call on a few students to ask "questions" on the selected student's writing to the whole group.</i></p> <p>Repeat if time allows.</p> <p>Add to your "Our Writing Workshop" chart.</p>	
Procedure Check: <i>Writers work hard the whole time.</i> Chart the student's writing stamina.	

Mini Lessons	
Teacher Will	Students Will
Try It Out	
Teacher Will	Students Will
Share Time	
Teacher Will	Students Will



Day 16: Writers are good partners

Materials needed: Chart/writing paper,
Chart: Our Writer's Workshop

Mini-Lesson: Go back and reteach any of the mini-lessons you feel your students need to have repeated.

Try it out: *Now it is your turn to write. I want you to keep practicing _____.* *Let's keep working on our stamina (make a muscle with your arms). Does it have to be perfect? No, just do your best. Let's see if we can work hard for _____ minutes (or just add 1 minute to yesterday's writing workshop)*

As you walk around the room continue to encourage students to tell their story. Encourage the students to zoom in more. Guide them beyond just naming the pictures. Praise those who are showing strong writing stamina.

Sharing: Select a student (or two) to share their writing in front of the class. This should be a student who demonstrated the skill you wanted them to practice in your mini-lesson. Review your "Our Writer's Workshop" chart.

Mini-lesson: *Today I want to practice the notice and question part of share time. Turn to your pinkie partner (or the person sitting next to you) and share with them what you are noticing.* Listen in, then call on a few students to offer "noticings" on the selected student's writing to the whole group. Guide and support the student until you are satisfied with their response.


Turn to your pinkie partner (or the person sitting next to you) and share with them questions you might have. Listen in, then call on a few students to ask "questions" on the selected student's writing to the whole group.

Repeat if time allows.

Add to your "Our Writing Workshop" chart.


Procedure Check: *Writers work hard the whole time.* Chart the student's writing stamina.

Mini Lessons	
Teacher Will	Students Will
Try It Out	
Teacher Will	Students Will
Share Time	
Teacher Will	Students Will





Day 17: Individual Writing Partners	Materials needed: Chart/writing paper, Chart: Our Writer's Workshop
Mini-Lesson: Go back and reteach any of the mini-lessons you feel your students need to have repeated.	
<p>Try it out: <i>Now it is your turn to write. I want you to keep practicing _____.</i> <i>Let's keep working on our stamina (make a muscle with your arms). Does it have to be perfect? No, just do your best. Let's see if we can work hard for _____ minutes (or just add 1 minute to yesterday's writing workshop)</i></p> <p>As you walk around the room continue to encourage students to tell their story. Encourage the students to zoom in more. Guide them beyond just naming the pictures. Praise those who are showing strong writing stamina.</p>	
<p>Sharing: Select 2 students to share their writing. Call on students to offer noticings and questions.</p> <p>Mini-lesson: <i>Today you are going to get your own writing partner. I will pick your partner for you. You will spend a few minutes sitting with this partner and practice Noticing and Questions with them each day.</i></p> <p>Partner your students up. Things to consider: Try to partner your high students with your medium students and your medium students with your lower students. Consider personalities that will blend well together. Understand that you may need to adjust your writing partners.</p> <p>Ask for a student volunteer to model how you want the share to go. Show students how they sit knee to knee and eye to eye with each other. You may want to avoid the issue of who goes first by assigning who goes first. Example: Partner A reads first. Partner B offers a noticing and a question. Then the roles are reverse.</p> <p>This is a skill that your students will need to practice over and over. Some will grasp it quickly others will take longer. Be patient and consistent.</p> <p>Add to your "Our Writing Workshop" chart.</p> <p>Procedure Check: <i>Writers work hard the whole time.</i> Chart the student's writing stamina.</p>	

Mini Lessons	
Teacher Will	Students Will
Try It Out	
Teacher Will	Students Will
Share Time	
Teacher Will	Students Will



writing Partners



 Partner A


 Partner B

You may want to print this on card stock and laminate it. Then you can use a dry erase marker and make changes as necessary.

Day 18: Individual Writing Partners	Materials needed: Chart/writing paper, Chart: Our Writer's Workshop
Mini-Lesson: Go back and reteach any of the mini-lessons you feel your students need to have repeated.	
<p>Try it out: <i>Now it is your turn to write. I want you to keep practicing _____.</i> <i>Let's keep working on our stamina (make a muscle with your arms). Does it have to be perfect? No, just do your best. Let's see if we can work hard for _____ minutes (or just add 1 minute to yesterday's writing workshop)</i></p> <p>As you walk around the room continue to encourage students to tell their story. Encourage the students to zoom in more. Guide them beyond just naming the pictures. Praise those who are showing strong writing stamina.</p>	
<p>Sharing: Select 2 students to share their writing. Call on students to offer noticings and questions.</p> <p>Mini-lesson: Ask for another student volunteer to model how you want the share to go again. Remind the students how they sit knee to knee and eye to eye with each other. Trouble shoot and role play how things can go wrong. Have your students watch you as you do things like, not look at your partner or fiddle with your paper.</p> <p><i>Today you are going to practice with your own writing partner again. You will spend a few minutes sitting with this partner and practice Noticing and Questions with them each day.</i></p> <p>This is a skill that your students will need to practice over and over. Some will grasp it quickly others will take longer. Be patient and consistent.</p> <p>Add to your "Our Writing Workshop" chart.</p>	
Procedure Check: <i>Writers work hard the whole time.</i> Chart the student's writing stamina.	

Mini Lessons	
Teacher Will	Students Will
Try It Out	
Teacher Will	Students Will
Share Time	
Teacher Will	Students Will



Day 19: Selecting a piece to make public. Fixing it up.

Materials needed: Chart/writing paper,
Chart: Our Writer's Workshop

Mini-Lesson: *We are getting close to the end of our first unit on writing. This is such an exciting time. I want to go back over my writing and select one piece that I would like to fix up. I will need to look over all of my pieces and select one that I think I really want other people to hear about. Today I want to teach you that writers go back and fix up their writing to make sure other people can read it.*

Model as you go through your own writing samples. Then pick one that you want to do more with. Say, *I want to ask myself. Does this make sense? Did I make my writing clear? Is there anything else I want to say?*

Try it out: *You may pick one and work on making the picture clearer. You may want to add more details to the illustration. You may want to reread the words and add more to your sentence. Once you have picked the piece you want to work on, bring your folder with the rest of your writing to me.*

As you walk around the room continue to encourage students to tell their story. Encourage the students to zoom in more. Guide them beyond just naming the pictures. Praise those who are showing strong writing stamina.

Sharing: Select 2 students to share their writing. Call on students to offer noticings and questions..

Today you are going to practice with your own writing partner again. You will spend a few minutes sitting with this partner and practice Noticing and Questions with them each day.

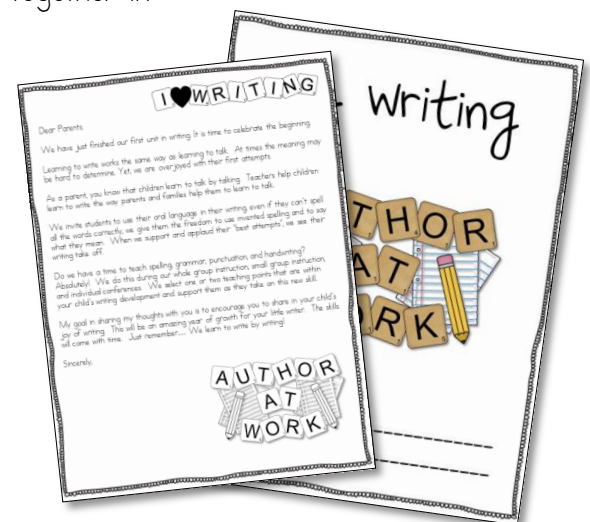
This is a skill that your students will need to practice over and over. Some will grasp it quickly others will take longer. Be patient and consistent.

At the completion of sharing collect all of the writing pieces. They will be handed out the following day for the celebration

Procedure Check: *Writers work hard the whole time.* Chart the student's writing stamina.

Those pages that were not selected to be published should be bound together in chronological order.

You may decide to send this home (see parent letter) or keep this writing in their writing portfolio until the end of the year. Writing is slow to grow. Similar to a tree, it is hard to see the growth when you look at it every day. When you can go back and compare old photographs (writing samples) you will better see the progress.



Day 20: Celebration

Materials needed: Student celebration papers.
Student unit books.

Mini-Lesson: *Today is the day we have been looking forward to. We get to celebrate our writing. When authors finish a book they have something called a publishing party. So today is our publishing party!*

Students will sit in a large class circle. You will start by quickly sharing your writing. You will want to let them know that when it is their turn, they will need to say a few words about their writing. Example: *This was my piece about Matt running in a race. Mr. Wills and I cheered him on.* Start with one student and have them share their writing. Now start with the student sitting next to you. After they have finished sharing, they will turn and look at the person sitting right next to them. This will continue until every child in the circle has shared.

Display: Make their writing public by hanging in the hallway or somewhere in your classroom.

Writing
Through
the Year
Anchor
Charts
& forms



We can write about...

activities

family

places

m



pets



How to Write a Story



Think of a story and picture it in your mind.



Draw the picture.

I went to
the castle at
Disney World.

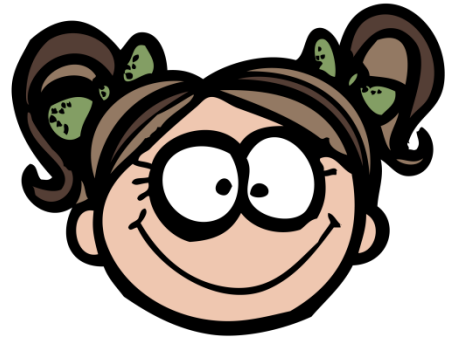
Write the words.

Good Listeners

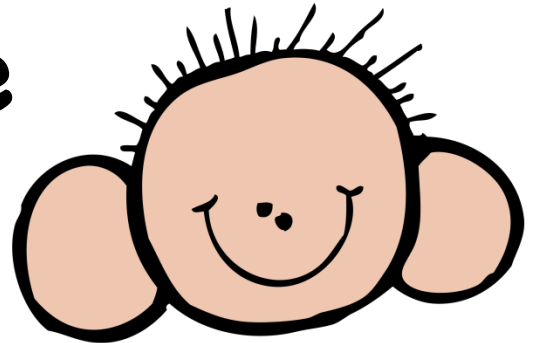
- Sit criss cross applesauce



- Look at the person who is speaking

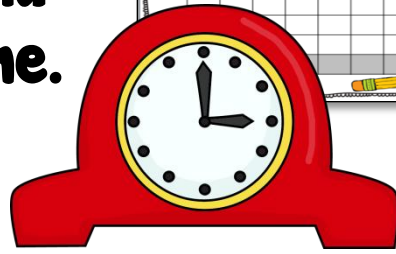
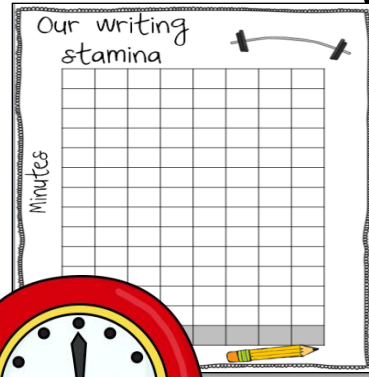


- Listen to the person who is speaking



Great Writers

Work on stamina and write the whole time.



Use tools to help them write.



Add characters, setting and details to their writing.



Setting



**Where and when the
story takes place**

Characters



**Who or what the
story is about**

Mini Lessons

Teacher Will

Students Will

Try It Out

Teacher Will

Students Will

Share Time

Teacher Will

Students Will





Reading Like a Writer

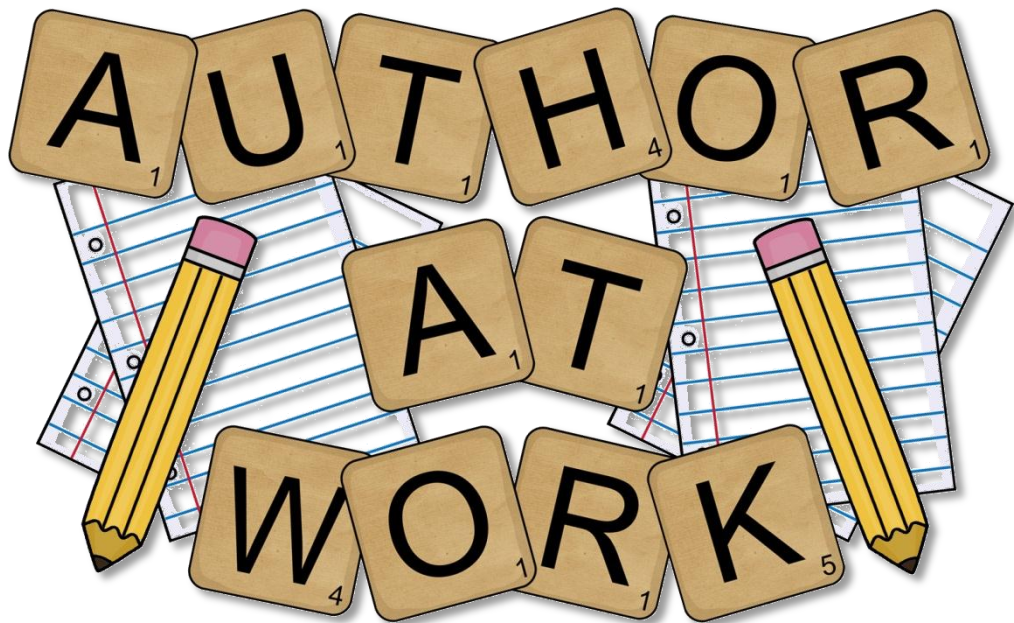
What we found

**Why we think the author
did this**

Authors who do this



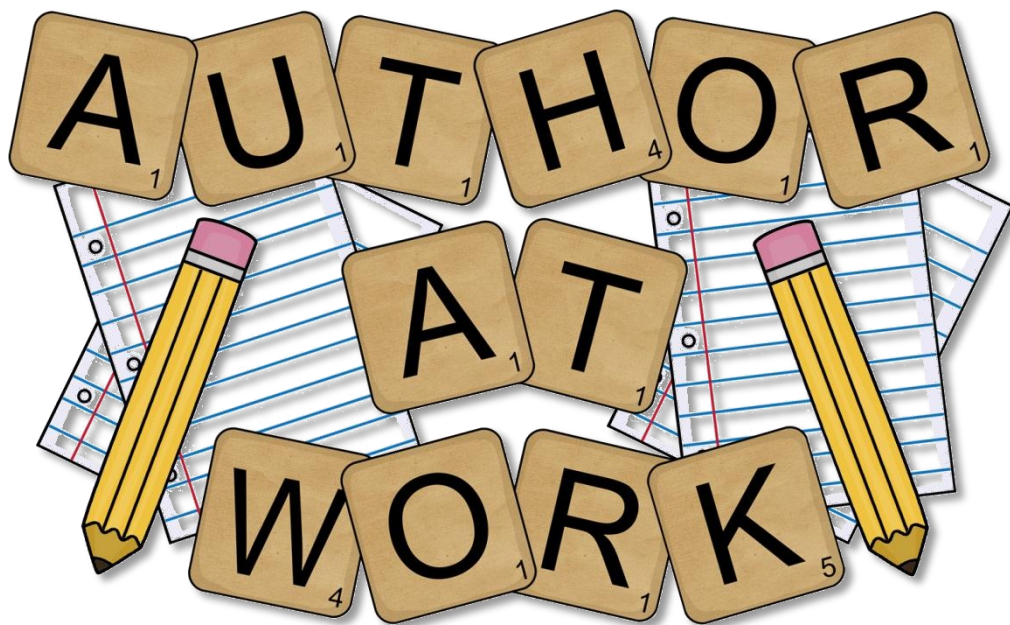
My Writing



Name: _____

Dates: _____

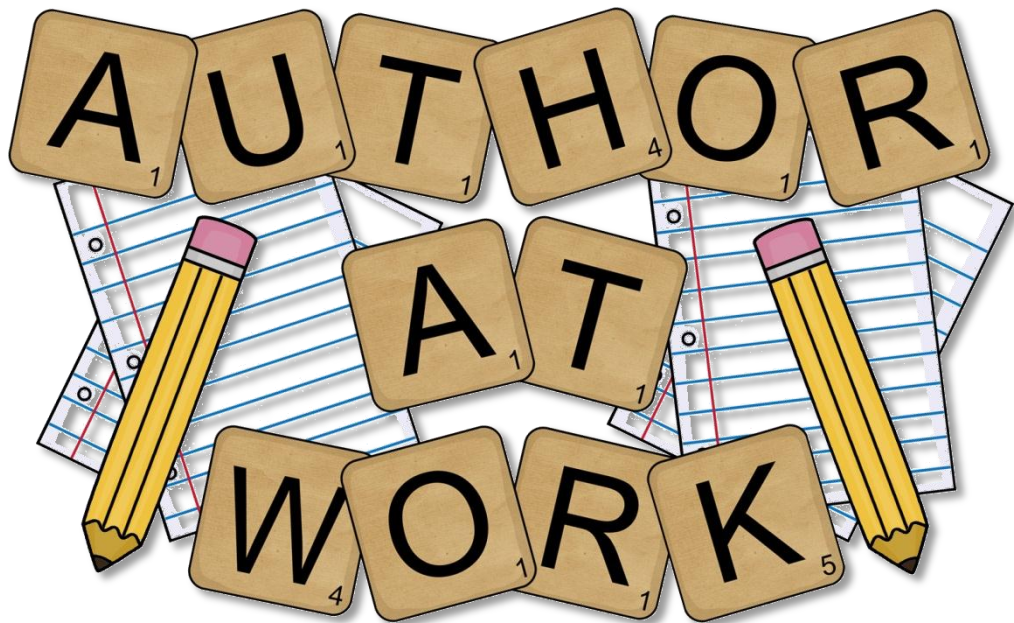
Kindergarten writing



Name: _____

Dates: _____

1st Grade Writing



Name: _____

Dates: _____

I ♥ WRITING

Dear Parents.

We have just finished our first unit in writing. It is time to celebrate the beginning.

Learning to write works the same way as learning to talk. At times the meaning may be hard to determine. Yet, we are overjoyed with their first attempts.

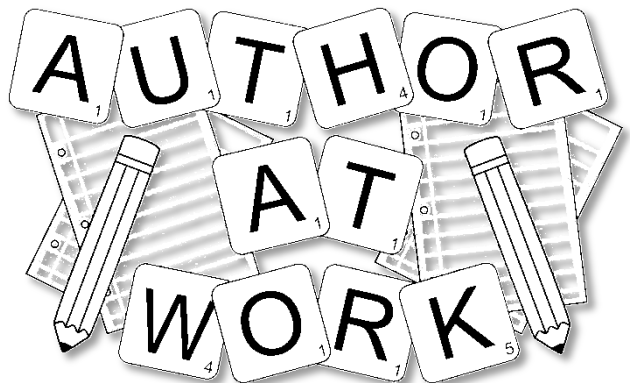
As a parent, you know that children learn to talk by talking. Teachers help children learn to write the way parents and families help them to learn to talk.

We invite students to use their oral language in their writing, even if they can't spell all the words correctly, we give them the freedom to use invented spelling and to say what they mean. When we support and applaud their "best attempts", we see their writing take off.

Do we have a time to teach spelling, grammar, punctuation, and handwriting? Absolutely! We do this during our whole group instruction, small group instruction, and individual conferences. We select one or two teaching points that are within your child's writing development and support them as they take on this new skill.

My goal in sharing my thoughts with you is to encourage you to share in your child's joy of writing. This will be an amazing year of growth for your little writer. The skills will come with time. Just remember... We learn to write by writing!

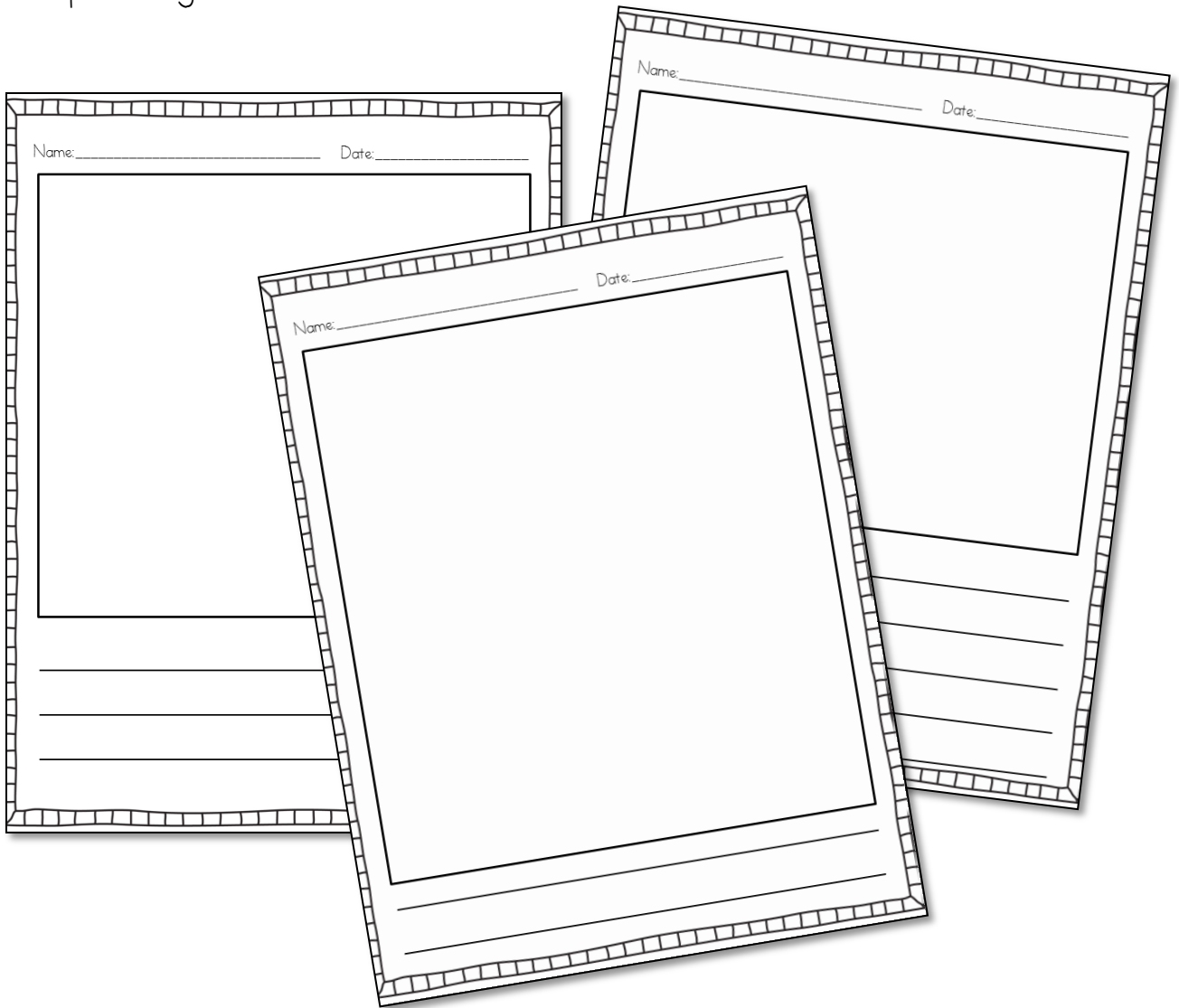
Sincerely,



Paper choice

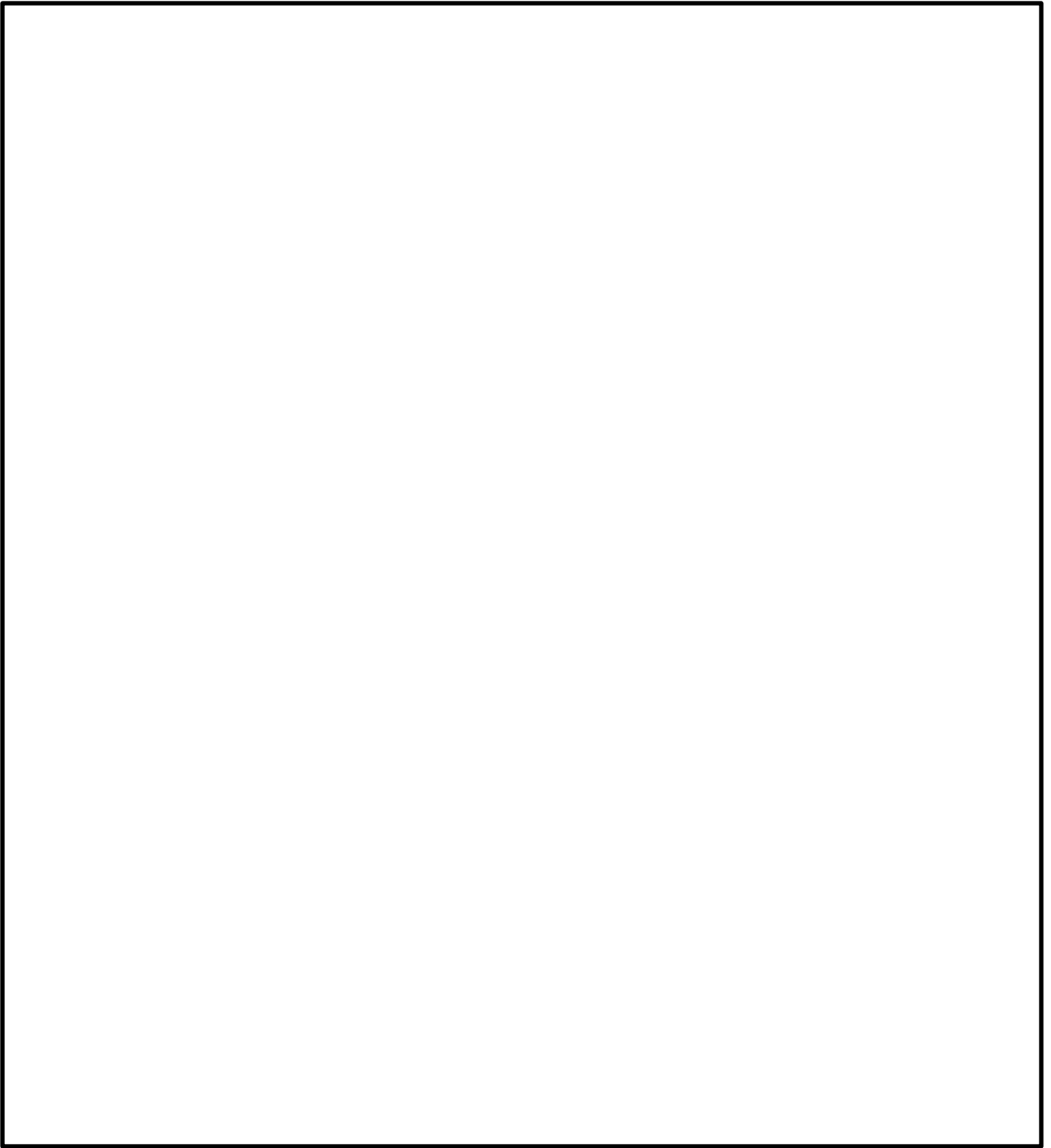
The choice of paper is up to you. Some research suggests that emergent writers do best when they are given blank pages without any boxes or lines.

Pick the format that works best for you. As these units progress, students will be introduced to book making so multiple pages will be stapled together.



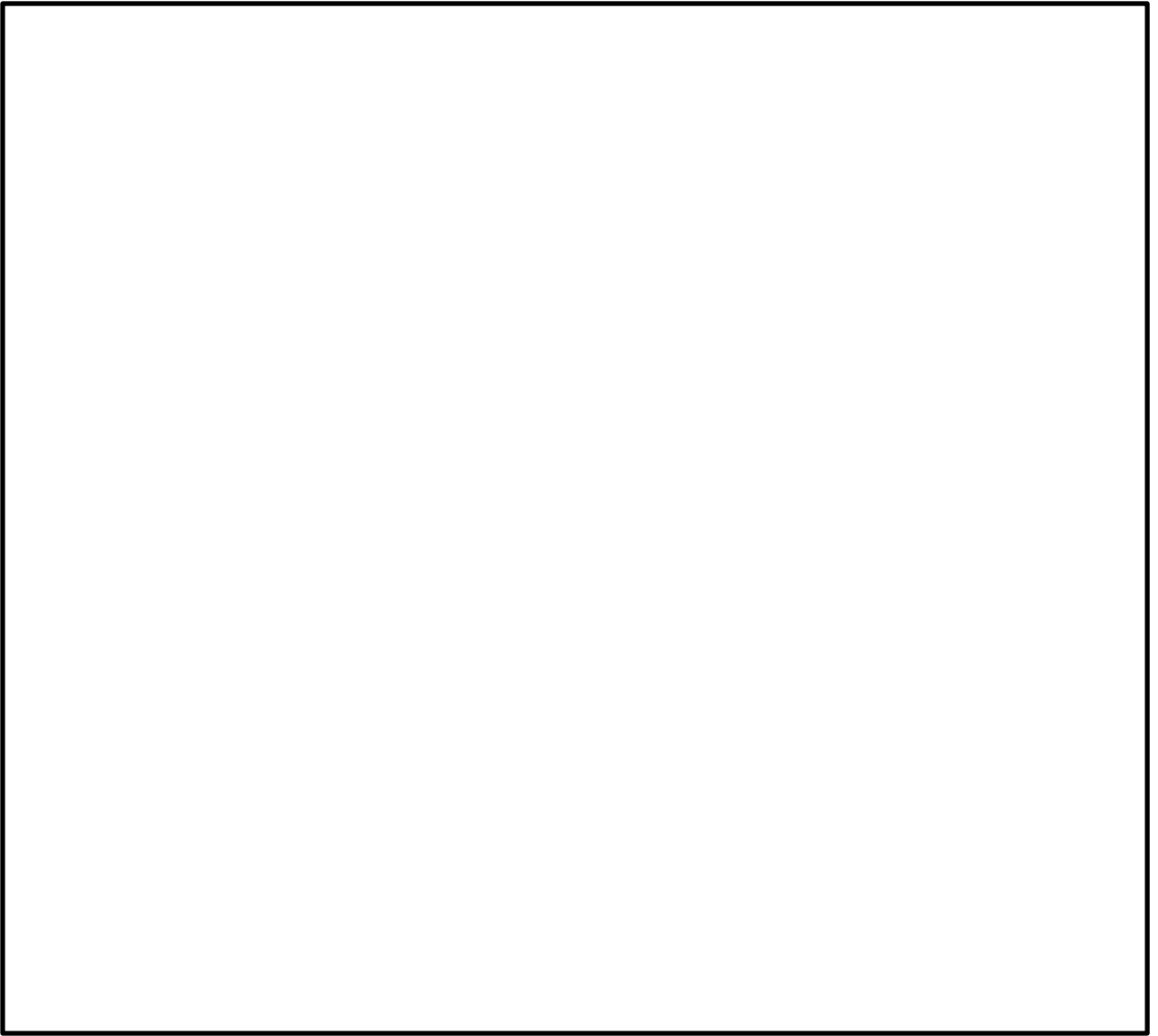
Name: _____

Date: _____



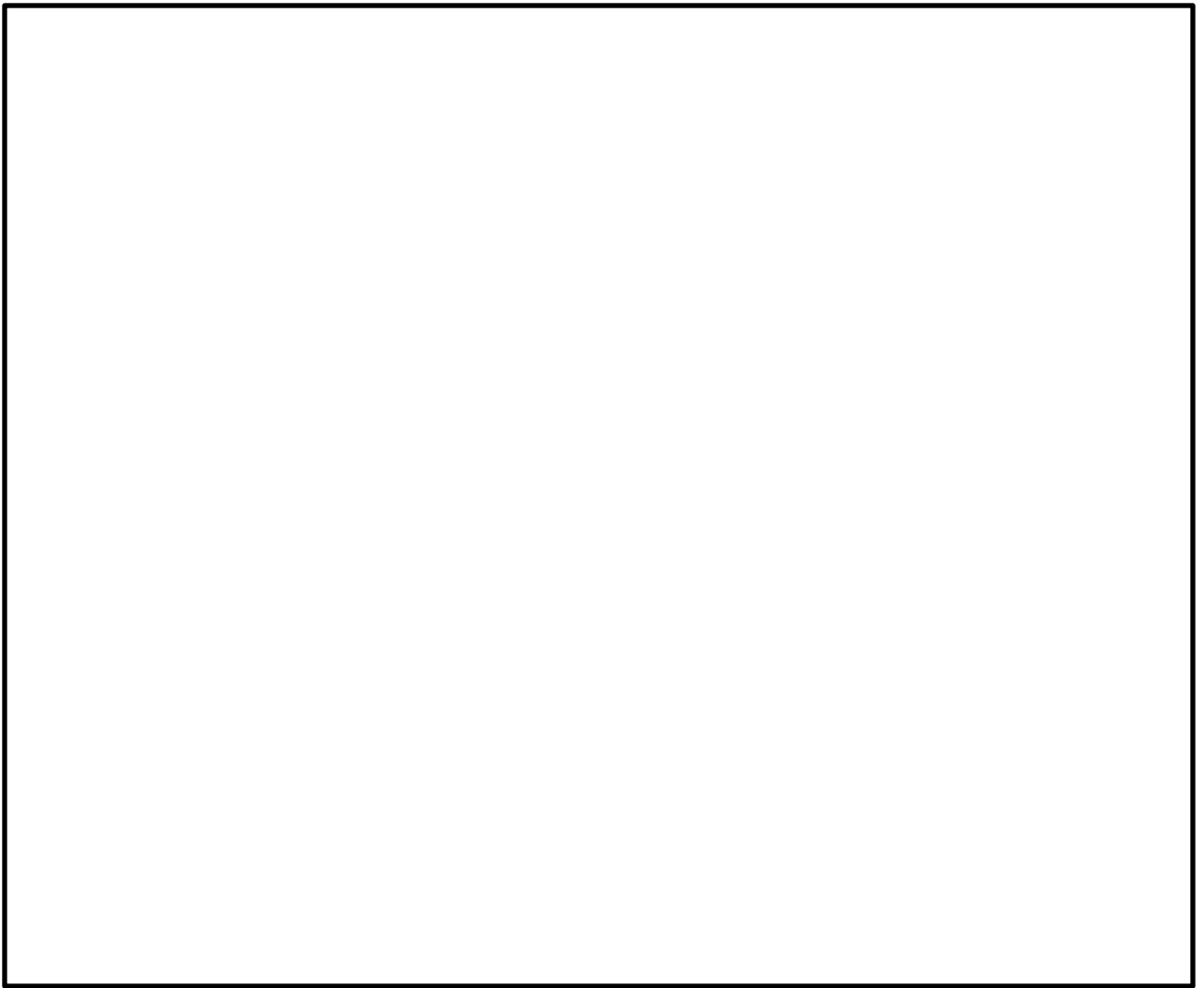
Name: _____

Date: _____



Name: _____

Date: _____



My
Alphabet
Chart

Aa apple



Bb bat



Cc cat



Dd dog



Ee elephant



Ff fish



Gg gorilla



Hh hippo



Ii igloo



Jj jar



Kk king



Ll lion



Mm monkey



Nn nest



Oo octopus



Pp penguin



Qq queen



Rr raccoon



Ss snowman



Tt turtle



Uu umbrella



Vv volcano



Ww whale



Xx fox



Yy yak



Zz zebra



My
Alphabet
Chart

Aa apple



Bb bat



Cc cat



Dd dog



Ee elephant



Ff fish



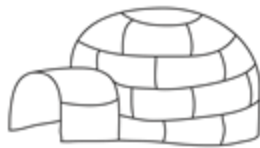
Gg gorilla



Hh hippo



Ii igloo



Jj jar



Kk king



Ll lion



Mm monkey



Nn nest



Oo octopus



Pp penguin



Qq queen



Rr raccoon



Ss snowman



Tt turtle



Uu umbrella



Vv volcano



Ww whale



Xx fox



Yy yak







Zz zebra



Rubric

Name: _____ Date: _____

Writing Through the Year: My Pictures Tell a Story				
Sustained attention	Unable to maintain attention	Maintains attention during writing time some of the time	Maintains attention during writing time most of the time	Maintains attention during writing time all of the time
Picture tells a story	Makes uncontrolled or unidentifiable scribbling	Draws picture and labels	Picture and/or words tell a story	Picture and words tell a story
Topic generation	Unable to generate a topic	Able to generate a topic some of the time	Able to generate a topic most of the time	Generates topic independently
Letter attempts	Makes uncontrolled or unidentifiable scribbling	Uses letter-like forms and/or random letter strings	Forms easily recognizable letters most of the time	All letters are easily recognizable
Letter-sound representation	Demonstrates limited knowledge of letter-sound representation	Hears and records some consonant letter sounds	Hears and records most consonant letter sounds	Hears and records most consonant letter sounds and some vowel sounds

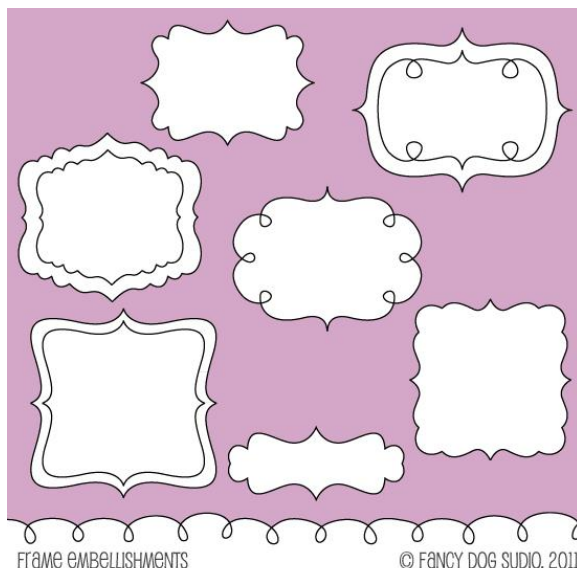
Click to visit Our blogs



Credits



kevinandamanda.com



FRAME EMBELLISHMENTS

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