

Writer's Workshop Focus Lessons for the first 6 weeks of school

2012 - 2013 school year

Focus during this time to build classroom community & establish writer's workshop rules & procedures

	monday	tuesday	wednesday	thursday	friday
Week 1 - 9/5 to 9/7	No school Labor Day	Teacher work day Open House 3-4	Unassisted writing sample/first day of school writing Begin short summer stories	Continue to work on short stories  Introduce structure for writer's workshop	Begin We Are All Writers <u>The Structure of Writer's Workshop</u> Remind students of the 3 parts of the workshop ~ focus lesson, independent writing & sharing. Create anchor charts for my job/your job (visual learning) Author's share: short stories
Week 2 - 9/10 to 9/14	<u>Writers treat their tools and supplies with care</u> Teach children not just to treat classroom supplies well but also to care about treating them well. Communicate that the tools and supplies belong to THEM, not YOU.	<u>Writers work in a quiet Environment to help them Think</u> Use this day to talk about where supplies can be found in the classroom (paper, books, etc) and discuss how to make transitions to and from the carpet & material area	Early Release Day Art & Poetry	<u>What do you do when you think you are through?</u> When writers think they are finished they read what they wrote, read another piece if writing, or start a new piece of writing instead of saying, "I'm finished." Or interrupting a conference.	<u>Writing takes many forms like books, cards, songs, signs, instructions and letters.</u> They are many ways to get your ideas across in writing. Show examples of all different types of writing.
Week 3 - 9/17 to 9/21	<u>Writer's think of an idea that matters enough to write a lot about it</u> Children learn to choose topics that engage them as a writer, build stamina and independence - during conferring learn about what each child is passionate about	<u>Writers use pictures to help tell their stories well.</u> Pictures contain information about the setting and characters and <u>can help children remember ideas from one day to the next!</u> Helps them write more about each idea and supports in ongoing writing.	Early Release Day Art & Poetry	Begin Writers Tell The Stories That Matter Most <u>Writers choose topics that are close to their hearts</u> Help children think about what really matters to them - "What are the stories that have made you who you are?" "When I read your writing, what do you need me to know more about you?"	<u>Writers choose small topics</u> Focus is essential to good writing. Teach to idea of writing about one small moment rather than a list of events. For example walking down the hall to the classroom instead of all the things done during the first day of school.

Week 4 – 9/24 to 9/28	<p><u>Writers can add words below their pictures or to the lines of the text they've already written</u></p> <p>Demonstrate how to use detailed information in drawings to inform the writing.</p>	<p><u>Writers can add labels to their pictures</u></p> <p>Teach children that they can cut a label into their pictures, when they write the labels they can cut more attention into saying each word slowly and writing the letters that represent the sounds they hear.</p>	<p>Early Release Day</p> <p>Art & Poetry</p>	<p><u>Writers add to pieces of writing they've worked on before</u></p> <p>Teach children how to do this in a thoughtful & meaningful way by revisiting pieces that show promise. Look at a piece of writing and ask, "Do I have more to say about this idea? Does this story make me feel excited to say more?"</p>	<p><u>Writers spell lots of words by saying them slowly and writing down the sounds they hear</u></p> <p>Show them how to say the word several times and reread when finished and to reread the whole sentence</p>
Week 5 – 10/1 to 10/5	<p>Writers use details from their story to add to their pictures & use details from their pictures to add to their stories</p>	<p><u>Writers plan their stories before they write them down</u></p> <p>Demonstrate simple planning techniques that will support children in getting their oral story to the written page</p>	<p>Early Release Day</p> <p>Art & Poetry</p>	<p>Begin Writers Have Routines</p> <p><u>Writers Plan a Sentence before writing it down</u></p> <p>Show how to say ideas out loud before writing them down & how to point to each spot on the page where a word will go</p>	<p><u>Writers work together to maintain a productive environment</u></p> <p>Teach students how to be aware of what they do; aware of voice level, how manage tools, using strategies from lesson, listening, sharing, etc</p>
Week 6 – 10/8 to 10/12	<p><u>Writers get ideas for their writing from other books</u></p> <p>Teach how to notice and try techniques & skills that published authors use – introduce the idea of a mentor text and how to use it in our writing</p>	<p><u>When sharing, it is more helpful to make comments on the process</u></p> <p>Teach students how to make comments that help the writer, instead of saying, "I like your picture", say "I like how the important information in the story shows in your illustration."</p>	<p><u>Writers have strategies for staying productive when they feel like doing something else</u></p> <p>Showing students how to build stamina in their workshop time</p>	<p><u>Writers Learn from their Mentors</u></p> <p>Show how to notice how a writer uses words, puts ideas together or uses other crafting techniques</p>	<p>No School Teacher In-Service</p>
Week 7 – 10/11 to 10/15	<p>Begin Writers Revise & Edit</p> <p><u>Using a revision checklist</u></p> <p>Writers can revise by adding to their work</p>	<p><u>Using an editing checklist</u></p> <p>Writer make sure their words have spaces between them</p>	<p>Early Release Day</p> <p>Art & Poetry</p>	<p><u>Good Writing deserves to be revised</u></p> <p>Show children that revision is what happens to GOOD writing, not something we do to make our writing better</p>	<p><u>Writers don't bother to revise writing they don't like</u></p> <p>Writers choose pieces to publish that they have a connection to, a piece that moves them or is from their heart</p>

