

Writing Unit of Study

Kindergarten – Launching the Writing Workshop, Unit 2



Kindergarten
Launching the Writing Workshop
Unit 2
8/11/13

Writing Unit of Study

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Resource Materials

See Separate Packet

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Abstract

Kindergarten students come to our classrooms as budding authors full of stories and information from their own lives. This launching unit builds and capitalizes on the skills and enthusiasm from the oral language unit while introducing students to the world of written language. In this unit, students will learn how the little marks on the page convey thoughts, ideas and feelings.

It is hard to over emphasize the importance of establishing clear structures and routines so children can carry on independently during writing time. Students learn that writers assume identities and habits while the teacher accepts approximations and coach the students into a cohesive community of writers. The unit teaches necessary routines through explicit lessons designed to scaffold students as they become independent. Children learn how to sit at tables and use a variety of tools and resources as they begin the journey of putting their thoughts onto paper.

As children begin to transfer their oral language stories into more permanent forms, writing and drawing will progress from single pages to multiple page booklets. The goal is to make sure that students can keep themselves engaged; working in a way the child believes is productive.

Immersing students in quality books is central to a literate classroom. The selection of books should include books that focus both on the written story and the visual representation. Writing is a social activity. Children will be engaged in talking and sharing with their fellow writers as they move to the conclusion of the unit when they go public with one piece of work.

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Resources and Materials Needed

Mentor or Teaching Text

- Anchor Charts – See Immersion Information
 - A. What is in a Small Moment Story?
 - B. How to Write a Story
 - C. Ways to Practice My Story
 - D. When I’m Done I’ve Just Begun
 - E. How Writers Stretch and Write Words
- Mentor Text – See Resource Materials Packet
- Teacher and class sample story/stories – The following items will be targeted in the unit, so write a variety of text that lend themselves to teaching into these items:
 - A. Session 2 – Shared class experience discussed in session 1
 - B. Session 3 - Shared class experience started in session 1
 - C. Session 4 - Shared class experience started in session 1
 - D. Session 7 – Teacher created story (drawing only) from session 6
 - E. Session 8 – Teacher created story (started in session 6)
 - F. Session 9 – Teacher prepared story (started in session 6)
 - G. Session 10 – New teacher prepared story, sketched
 - H. Session 12 – Teacher’s writing folder
 - I. Session 13 – Teacher prepared story (from session 10)

Resources and Materials

- Narrative Continuum or another assessment measure
- Small Moment Mentor Text (See Resource Materials Packet: Resource Immersion A – Mentor Texts-Launching: Approximating Small Moments)
- Things We Know and Can Do chart from Oral Language Unit 1
- Where Writers Get Ideas chart from Oral Language Unit 1
- Writing Folders (student and teacher)
- Writing paper
- Chart Paper or Blank Big Book
- Materials and Anchor Charts (See Resource Materials Packet)
- Shared class experience (this could be used for whole class demonstrations or small group work)
- Teacher story to be used for modeling
- Teacher prepared drawings
- Markers (student writing markers and teacher markers)
- Soup can or cereal box with label
- Writing toolboxes (pencils, markers, date stamps, etc.)
- Class ABC chart
- Individual student ABC chart
- White boards
- Dry erase makers

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Resources and Materials Needed, Continued

- Red and Green dot stickers
- Stapler
- Drinks/ snacks- optional for end of unit celebration
- Select Celebration Idea before starting the unit. Explain to students early on how their work will be shared. This should motivate them to do their personal best.

Professional Resources

Calkins, Lucy. (2013). *Units of Study in Opinion, Information, and Narrative Writing Elementary Series: A Common Core Workshop Curriculum*. Portsmouth, NH: Heinemann.

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Why a Script?

Teachers, whether new to the profession, Writing Workshop, or to the Common Core Standards can benefit from scripted lesson plans. A script serves as a “writing coach” by guiding instruction to include routines, procedures, strategies, and academic vocabulary. The goal over time is that teachers will no longer need scripted lessons because they will have studied and gained procedural knowledge around writing workshop, the Common Core, and the units of instruction. The script is a framework from which teachers can work -- rewrite, revise, and reshape to align with their teaching style and the individualized needs of their students. Furthermore, the scripted lessons can also be easily utilized by student teachers or substitute teachers.

Additional lesson information:

Share Component –

Each lesson includes a possible share option. Teachers may modify based on students’ needs. Other share options may include: follow-up on a mini-lesson to reinforce and/or clarify the teaching point, problem solve to build community, review to recall prior learning and build repertoire of strategies, preview tomorrow’s mini lesson, or celebrate learning via the work of a few students or partner/whole class share (source: Teachers College Reading and Writing Project). See Resource Materials Packet for more information – Some Possibilities for Purposeful Use of the Share Time.

Mid-workshop Teaching Point –

The purpose of a mid-workshop teaching point is to speak to the whole class, often halfway into the work time. Teachers may relay an observation from a conference, extend or reinforce the teaching point, highlight a particular example of good work, or steer children around a peer problem. Add or modify mid-workshop teaching points based on students’ needs.

Assessment –

Assessment is an essential component before, during and after a unit to determine teaching points and plan for individual and small group work. See Assessment link on Atlas Rubicon for more detailed information and options (e.g. on-demand procedures and analysis, proficiency checklists for product, behaviors and process, formative assessment strategies, writing continuums, see and hear observational sheets, etc.)

Independent Writing and Conferencing –

Following the mini-lesson, students will be sent off to write independently. During independent writing time teachers will confer with individual or small groups of students.

Balanced Literacy Program (BLP) –

A Balanced Literacy Program which is necessary to support literacy acquisition includes: reading and writing workshop, word study, read-aloud with accountable talk, small group, shared reading and writing, and interactive writing. Teachers should make every effort to include all components of a balanced literacy program into their language arts block. Reading and Writing workshop are only one part of a balanced literacy program. The MAISA unit framework is based on a workshop approach. Therefore, teachers will also need to include the other components to support student learning.

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Overview of Sessions – Teaching and Learning Points

Alter this unit based on students' needs, resources available, and your teaching style. Add and subtract according to what works for you and your students.

Part One: On Demand Assessment

Part Two: Immersion Phase – Sample Lessons

Concept I: Writers use mentor text to craft their writing.
Sample Session: Writers can learn from mentor text.

Part Three: Lesson Sequence Phase

Concept II: Writers learn a process for writing.

Session 1 Writers think, picture, and say their stories to themselves and a partner.
Session 2 Writers sketch their stories.
Session 3 Writers label their sketches.
Session 4 Writers keep working by adding more to their picture, words, or by starting a new piece.
Session 5 Writers use supplies independently.
Session 6 Writers sketch and do the best they can.

Concept III: Writers use words to tell a story.

Session 7 Writers put their stories into words.
Session 8 Writers stretch and write the sounds they hear first.
Session 9 Writers spell the sounds they hear and keep writing.
Session 10 Writers use an ABC chart to find and write letters.

Concept IV: Writers read over their writing to add more.

Session 11 Writers have a system for organizing their writing.
Session 12 Writers progress to writing longer stories.

Concept V: Writers make their writing ready for the world.

Session 13 Writers select and improve a piece to share with others.
Session 14 Writers share their finished pieces with a partner.
Session 15 Writers share their finished piece.

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Assessing Kindergarten Writers: Narrative CCSS

Session	This assessment should be conducted prior to starting of first narrative unit. It should be done before the Immersion Phase.
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Materials
Writing booklet suggestion: Use paper from narrative unit. Students should have access to additional pages if needed.

Assessment Explanation

It is suggested teachers conduct an on-demand writing assessment. The purpose of this assessment is to see what kind of writing students can produce on their own. Therefore, teachers do not guide students through the process. This is not a teaching day, but a day for students to show what they know about going through the steps of writing a narrative piece. Teachers will then analyze these writing pieces using a continuum or rubric. Please see K-2 Assessment Packet located in Atlas Rubicon under Assessment Tasks for on-demand guidelines, continuums links and rubrics. Data collected from analyzing this writing will allow teachers to begin to develop insight into what their young writers know and can do on their own; where they need additional help; and possible next teaching points.

Assessment Timeline

The following are guidelines. They may be adapted to meet building and district assessment plans.

Grade	Narrative Pre-Assessment	Narrative Post- Assessment
Kindergarten	Prior to Unit 2- Launching	After Unit 5- Growing as Small Moment Writers

Assessment Suggestion

Review these pieces alongside the narrative continuum that shows the developmental stages of writing, and names the qualities of writing that define each stage (see the K-2 Assessment Package, Lucy Calkins' new book *Units of Study in Opinion, Information, and Narrative Writing* Lucy Calkins with Colleagues from the Reading and Writing Project and www.readingandwritingproject.com for continuums. Locate the child's on-demand writing within the scale. Use the continuum to develop future goals for your young writers.

Growth comparison

Pre and post measures: Compare students' pre-assessment on-demand, final piece from final narrative unit, and the post-assessment administered after the final narrative unit to note growth over time.

The pre/post on-demand assessments show what students are able to do on their own. The final piece for the unit shows what students can do with teacher guidance. All three writing samples provide valuable information.

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Immersion Phase

Concept I: Writers use mentor text to study characteristics of Small Moment/Personal Narrative stories and generate story ideas

The purpose of the immersion phase is for students to develop a good understanding of Small Moment/Personal Narrative stories (writing about important moments from their lives), purposes of Small Moment/Personal Narrative stories, and the characteristics of well written, real life stories. Basically, students are thinking about, *How do these kinds of text tend to go?* The goal is to move students from *explorers* of Small Moment/Personal Narrative stories to *writers* of Small Moment/Personal Narrative stories. The immersion phase could last for 3-5 days.

Concept I is considered the immersion phase of the unit. The immersion phase is meant to be done before starting the mini-lesson sequence (concepts II-V). It is recommended that teachers spend several days on immersion activities. The writing unit is based on the assumption that students, through immersion, have developed background knowledge of Small Moment/Personal Narrative stories and started collecting their own story ideas. Teachers may want to keep their own collection of story ideas so they can model leading a “Writerly Life,” and use them as a resource when they write their own stories. It is suggested that most immersion activities take place during reading. These may be done during read aloud, shared reading, reading workshop or writing time.

These lessons follow an inquiry approach; therefore, there are no specific mini-lessons. Teachers should follow the lead of their students -- notice, restate, negotiate what they say in order to bring meaning and understanding. This is a time for students to notice the characteristics of Small Moment/Personal Narrative stories and view them through a writer’s lens. Text selection should include published books as well as student authored work.

Some important ideas to focus on during this phase:

- Illustrations
- Pictures match the words
- Stories are about ordinary everyday things
- Stories are written about things the author does and knows a lot about
- Identifying the different possible audiences that may want to read these stories
- Identifying how writers gather story ideas – lead a “Writerly Life”
- Identifying how to effectively craft a Small Moment/Personal Narrative story using qualities of good writing and specialized language

Immersion Activities for Small Moment/Personal Narrative Stories

The following is a collection of immersion activities that teachers may do. These may be done during read aloud, shared reading, reading workshop or writing time.

- Study Mentor Text (see below for possible areas to explore)
- Develop core Anchor Chart - What Makes a Good Small Moment/Personal Narrative Story? This chart should be co-constructed during this phase based on what the class finds as they study mentor text. This chart will be used as a reference throughout this unit of study
- Storytelling Activities - continue storytelling activities during this unit and all subsequent units

Study Mentor Text

These selections may be used during read aloud, shared reading, reading workshop, or writing time.

Through the study of mentor text:

- Generate excitement and interest in reading and writing Small Moment/Personal Narrative stories
- Co-construct with students a definition and purpose/s of Small Moment/Personal Narrative stories
- Develop a list of characteristics of Small Moment/Personal Narrative stories – “Noticings”

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Possible areas to explore using mentor texts:

- Story Elements/"Noticings":
 - Stories about ordinary, everyday things people do
 - Follows a sequence of events – beginning, middle, end
 - Stories are about humans
 - Written in first person (I, my)
 - Illustrations-where are the pictures, where are the words
 - Gives lots of information or details (e.g. tells what something looks like, tells what someone said, etc.)
- Craft: Discover author’s craft unique to or typical of Personal Narrative stories.
- Story Ideas: Generate a list of possible story ideas that the class or individuals could write (write about friends, pets, etc.)
- Organizational Pattern: Beginning, middle and end
- Details: In illustrations
- Qualities of Good Writing: Throughout the unit of study, students will revisit familiar text to study specific things. i.e. story beginnings, endings, sequencing, and the most important part of the story, etc.

Immersion Phase, Sample Session

Immersion Sample Session	Immersion Phase- Sample Session
Concept I	Writers use mentor text to craft their writing.
Teaching Points	Writers can learn from mentor text.

Materials	
• Mentor Text [Resource Materials Packet] – Read and discuss during reading time prior to lesson	• What is in a Small Moment Story? – Anchor Chart (from immersion)

Tips	<ul style="list-style-type: none"> • The purpose of this lesson is to introduce the craft of mentor texts. At this point, an open-ended, list-like, noticings chart is appropriate • Students may be limited in their noticings. Help guide discussion. Teachers may share some of their noticings, too. As students gain more practice studying text, their noticings and subsequent discussions will be much richer and more meaningful. • The chart below is a sample of possible items students may notice. The goal is not to get students to notice everything on this list. The focus of this lesson is to see what students do know and to get them familiar with the possible mentor author. • If you need more information on how to guide students from readerly noticings (e.g. That part was so funny) into writerly noticings (e.g. What did the author do to make that part funny?), see Katie Wood Ray’s book, <u>Wondrous Words</u>
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Connection	<ul style="list-style-type: none"> • <i>Writers, we have been reading books and telling stories about everyday ordinary things. I have been telling stories about my son, Johnny (student) told stories about things he does with his dog, David Shannon (mentor author) wrote a story about a time when we he had too many toys. Today, we are going to continue reading and talking about important things or important stories in our lives; these are called small moments.</i> • <i>Today we will continue to think about important things from our lives. We all have people who teach us things. We often call them mentors. We have mentors for sports called coaches. We</i>
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	<p><i>have mentors for learning called teachers. We also have mentors for writing. These are called mentor texts. By studying these books we can learn about what writers do when they write. Just like we learn from a coach how to do something in soccer, we can learn from a mentor text how to do something in writing.</i></p>
Teach	<ul style="list-style-type: none"> Reread a familiar small moment mentor text. Explain that this time, while you are reading, you want to get ideas about how the author wrote the small moment story. Discuss how you notice things the author did that might help us as writers. Example: <i>When I read this story, I noticed that this author wrote about something he knows a lot about. I learned that when writers write, they write about things they know about.</i> Add information to anchor chart: What is in a Small Moment Story.
Teach - Continued	<ul style="list-style-type: none"> <i>Writers, one thing you shared is that this story was about something the author knew a lot about. One way to come up with an idea for your small moment story is by thinking about something you know a lot about.</i> <i>What else did you notice?</i> Guide noticings, and keep adding items to chart. This chart will be done over a series of days, so it's fine if students don't come up with much the first day.
Active Engagement	<ul style="list-style-type: none"> <i>Writers, turn to the person next to you and share something you know a lot about. You are thinking of possible story ideas.</i>
Link	<ul style="list-style-type: none"> <i>So one way we can think of a story idea is to think about something we know a lot about, just like the author of the book _____. Today, when you look at books, try and notice other things writers do.</i>
After-the-Workshop Share	<ul style="list-style-type: none"> <i>Today we noticed that one thing authors do when writing a small moment is that they write about something they know a lot about. Tomorrow we are going to read some more books and see what else we notice about small moment books.</i> See Resource Materials Packet for other share options

What is in a Small Moment Story?
<ul style="list-style-type: none"> It's about one thing (focus) A true story about ourselves It's about things people do Events of the story are told in order

This chart should be co-constructed with students based on how they would describe things, mentor text read, and immersion activities completed.

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Immersion Phase, Continued

Lesson Plan Template for Immersion Phase

Session	1
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

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Immersion Phase, Continued

Lesson Plan Template for Immersion Phase

Session	2
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

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Immersion Phase, Continued

Lesson Plan Template for Immersion Phase

Session	3
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

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Immersion Phase, Continued

Lesson Plan Template for Immersion Phase

Session	4
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

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Immersion Phase, Continued

Lesson Plan Template for Immersion Phase

Session	5
Concept	
Teaching Point	

Materials	
•	•

Outline immersion lesson:

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Lesson Plan

Session	1
Concept II	Writers learn a process for writing.
Teaching Point	Writers think, picture, and say their stories to themselves and a partner.

Materials

- | | |
|---|---|
| <ul style="list-style-type: none">• How to Write a Story - Anchor Chart [Resource Materials Packet]• Speaker/Listener Chart - [Resource Materials Packet]• Ways to Practice My Story - Anchor Chart [Resource Materials Packet] | <ul style="list-style-type: none">• Teacher prepared story, or one based on shared class experience – you are using same story in lessons 2 and 3• Things We Know and Can Do chart-Anchor Chart [Created in Oral Language Unit 1]• Where Writers Get Ideas chart-Anchor Chart [Created in Oral Language Unit 1] |
|---|---|

Tips	<ul style="list-style-type: none">• This lesson is a repeat of the final lesson in Unit 1- Oral Language: Building a Talking Community• The rehearsal steps that were introduced in the Oral Language unit are crucial to writers learning the process of writing. You may want to spend more time on this process prior to moving into future lessons.• Teachers may introduce tools in this lesson such as...writing folders, paper, pencils, etc. This could be done during mid-workshop teaching point or part of the share component.• Teach WRITING STEPS gestures – think of story (point to side of head by temple), picture (point to eyes), say (point to mouth)• Teach SAY gestures: self (point to chest), partner (put two hands together -palms facing each other), story hand (wiggle all five fingers), touch pages (point to three imaginary pages)• The teach portion of this lesson has multiple review points so it's lengthier than usual. It has been broken into two parts – adjust as needed
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Connection	<ul style="list-style-type: none">• <i>Yesterday we talked about the things writers do when they want to write/tell a story (refer to How to write a story? anchor chart): They think of their story, picture their story and say their story. Writers do this because it helps them remember all the important things they want their audience to know about their story. It also gives them a chance to practice it. Today we are going to practice the first steps to writing a story again -- think, picture, and say our stories to ourselves, and then to a partner or an audience.</i>
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Lesson Plan - Session 1, Continued

Teach 1 -self	<ul style="list-style-type: none">• <i>Watch me as I (refer to anchor chart) think, picture and say my story.</i>• <i>First, I think of a story idea (do gesture – point to side of head). Remember writers if we do not have an idea we can (refer to Ways Writers Get Ideas chart). I know, I am thinking about our class walk around the school.</i>• <i>Second, I picture what we were doing (do gesture – point to eyes). I picture what happened... what we did first, next, and after that. I picture us walking outside, then looking at the new slide and collecting the red leaves we found.</i>• <i>Third, I am going to say my story (gesture – point to mouth). Yesterday we went on a class walk around the school. We saw a new slide on the playground. We stopped and picked up some red fall leaves.</i>• <i>Did you see how I thought about my story (gesture), pictured my story (gesture) and said the story to myself (gesture)?</i>
Teach 2- speaker/listener	<ul style="list-style-type: none">• <i>Now I am going to say my story to a partner or to my audience. Let's review how a speaker tells a story and a listener sits quietly with their voice turned off (review anchor chart).</i>
Teach 3- Partner	<ul style="list-style-type: none">• Teacher picks a student (Sasha) to share story with and repeats the procedure: think, picture, say story.• Switch roles. <i>Now I am going to have Sasha, think, picture, and say her story to herself. Then she is going to tell her story to me.</i>
Active Engagement	<ul style="list-style-type: none">• <i>So writers need to think, picture and say their stories to help them remember all the important things they want their audience to know. Now you are going to think, picture, and say your story to yourself.</i>
Link	<ul style="list-style-type: none">• <i>Now you will work with your partner to go through the steps again – think, picture, and say. Remember how to be a good speaker and listener.</i>• Teacher may need to signal when to switch roles.
Independent Writing and Conferring	<ul style="list-style-type: none">•
After-the- Workshop Share	<ul style="list-style-type: none">• Teacher can celebrate a few partnerships that shared their stories well.• See Resource Materials Packet for other share options.

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Lesson Plan

Session	2
Concept II	Writers learn a process for writing.
Teaching Point	Writers sketch their stories.

Materials	
<ul style="list-style-type: none">• 3 page booklet-writing paper sample [Resource Materials Packet]• Writing markers• How to Write a Story- Anchor Chart [Resource Materials Packet]	<ul style="list-style-type: none">• Shared class experience that will be turned into a story• Writing folders

Tips	<ul style="list-style-type: none">• Mid-Workshop Interruption suggestion: After writers sketch, they go back and say/rehearse their story.• The class shared experience story should be short to begin with since it will be added to throughout the unit .• Students begin making their drawings representational.• Teacher will continue to add materials slowly in each session.• Paper selection is important as it lends itself to increased stamina. Start the year by providing single sheets with box for the picture and a few lines for writing. Additional pages can be stapled to the single page as children become more skilled as writers. Or begin using 3-5 page booklets.• This lesson can be repeated – teachers can use the repeated lesson to work on managing tools, routines, and supplies based on your classroom needs.• Teacher should have a system in place to collect and distribute materials.• Teacher will need to keep the piece for session 2 and use it during session 3.• Encourage children to do the best they can and move on.• Teachers should be keeping their own writing folder with stories inside. They will be used for demonstrations in many future sessions.• Make a point about the difference between drawing and sketching at this point.• For sketching tips, see Small Moments: Personal Narrative, Lucy Calkins. Character should be central to the picture. Use sketch to tell story vs. declaration of items such as, <i>This is me. This is a slide. These are red leaves.</i>
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Connection	<ul style="list-style-type: none">• <i>We have been studying different types of books and we noticed that the authors and illustrators of these books include pictures and words to help tell about small moments from their lives; they tell about things that have happened to them and things they know a lot about. We can write like these authors, too. We know that when writers begin they have to think, picture, and say their stories. Writers do this because it helps them remember all the important things they want to include in the stories they plan to share with their audiences.</i>• <i>Today I am going to show you one more thing that writers do to practice their stories before they write them. They often sketch how their stories may go. Writers think, picture, say, and sketch stories. (Refer to anchor chart, unveiling last step, “Sketch,” and add gestures to go with each step (sketch gesture – pretend drawing).</i>
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Lesson Plan - Session 2, Continued

Teach	<ul style="list-style-type: none">• <i>Watch as I show you how writers think, picture, say, and sketch their stories... Teacher models thinking and picturing.</i>• <i>First, I think of a story idea (do gesture – point to side of head). I am thinking about our class walk around the school. That is something that I know and did.</i>• <i>Second, I picture what we were doing (do gesture – point to eyes). I picture what happened, what we did first, next, and after that. I picture us walking outside, then looking at the new slide and collecting the red leaves we found.</i>• <i>Third, I am going to say my story (gesture – point to mouth). Yesterday we went on a class walk around the school. We saw a new slide on the playground. We stopped and picked up some red fall leaves.</i>• <i>Now I can SAY the story to myself and practice it (gesture – point to chest to indicate self). Here’s how my story might go: We went for a walk around our school. We saw the new slide on the playground. There were three red leaves on the ground. We picked them up. Then we came back inside.</i>• <i>Good writers want to get lots of practice. Another way to practice is to say it to a partner (gesture – two hands palm side together).Next, I can say my story to a partner. Model saying your story to the class as if they were your partner.</i>• <i>Now I am going to show you what else writers do to keep their stories in their minds. Writers put their ideas on paper or sketch their stories (show sketch gesture). First, I think about my story, I picture my story and I say my story to myself or maybe to a partner. Then, I am going to sketch a picture about the different things that happen in my story.</i>• <i>Teacher begins to talk and sketch her way through the story, So what should I put in the picture to help me remember the story? I need to think back to what happened. We were taking a walk, so I need to sketch the class walking. I can put that picture on this page. We saw the slide. That sketch should go on this page. Hmm, what else happened? We saw three red leaves. I think I will sketch them on this page. Now I am going to tell my story again from the sketch I drew. Did you see how I showed my story through the pictures? Teacher should point to the part of the picture that helps her recall the story – point to sketch of kids and say, We took a class walk. Point to slide and say, We saw a slide, etc.</i>
Active Engagement	<ul style="list-style-type: none">• <i>Writers, you have all heard my story. Can you help me think of other important things that happened on our walk that I might want to add to my picture? Turn to the person next to you and think about what other parts of the story I can add to my picture.</i>• <i>Teacher calls on a few students then adds something to sketch. Writers often reread and ask, Is there anything else?</i>• <i>Did you see how I thought about my story, said my story, sketched my story, and then said it again? I wanted to make sure that you could see my whole story in my pictures. Writers do this because it helps them remember all the important things they want their audience to know about their stories.</i>
Link	<ul style="list-style-type: none">• <i>Writers, today you will think, picture, say, and sketch your story-and then say it again (really emphasize).Try to make sure that you show your story in your pictures. Keep thinking of all the things that happen. Don’t forget your writing booklet and your writing marker. Then, you can get started doing what writers do. Writers think, picture, say and sketch their stories to help them remember everything they want their audience to know about their stories.</i>

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Lesson Plan - Session 2, Continued

Mid-Workshop Teach	<ul style="list-style-type: none"> •
Independent Writing and Conferring	<ul style="list-style-type: none"> • <i>Writers can I have you look this way. Today I watched Lindsey look at the chart on How Writers Get Ideas. And I heard her say; I could use the book Hot Dogs to help me think about my story. I could write a story about when we made smores in our backyard. Remember, we can use our mentor authors to help us think about everyday things we know and can do to help us with our stories.</i>
After-the-Workshop Share	<ul style="list-style-type: none"> • <i>Writers, you have been working so hard today! Hold up your writing to celebrate how you had to think, picture, say and sketch your story.</i> • <i>Let's practice the writing steps together. Say them with me and try these gestures: Writers...Think (gesture), picture (gesture), say (gesture) and sketch (gesture).</i> • <i>I have put a folder next to you; I want you to put your writing into your folder. This is your writing folder. Every day, after you have had time to write, you will put your writing into your writing folder.</i> • See Resource Materials Packet for other share options.

Writing Unit of Study

Kindergarten – Launching the Writing Workshop, Unit 2

Lesson Plan

Session	3
Concept II	Writers learn a process for writing.
Teaching Point	Writers label their sketches.

Materials	
<ul style="list-style-type: none">• Writing booklets• Writing markers• Small Moment Mentor text from immersion• Writing Sample – [Resource Materials Packet]	<ul style="list-style-type: none">• How to Write a Story?- (See Resource Materials Packet)• Writing folders• Shared class experience piece from session 2• Can or box with a label• Notice/Name-Anchor chart

Tips	<ul style="list-style-type: none">• The purpose of this session is to invite children into the world of writing, not to dwell on how children get words down on the page.• The concept of labeling and how to do it should be reinforced in shared and interactive writing.• Students will need their writing folders at meeting place.• Teacher will need to bring writing markers for share.• This session could be repeated again, do not dwell on mastery.• Remember to remind students to reread their work, this is a strategy they also use in reading.• Encourage children to do the best they can and move on.• Although the whole writing process is modeled, each child attempts the parts that s/he is ready to use.• Mid-Workshop Interruption would be an ideal time to address routines and rituals, or to encourage and support writer's efforts.
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Connection	<ul style="list-style-type: none">• <i>Yesterday I was going through the writing steps. I was thinking and picturing, saying and sketching (do gestures for each) my story to help me remember what happened. Today I am going to show you something else that writers do to help them remember their stories: writers label their sketches.</i>
Teach	<ul style="list-style-type: none">• Help develop an understanding of what a label is and why things are labeled. Point to a can/box with a label. Ask, <i>How do you know this is a can of soup?</i> [The label says so.] Or ask, <i>How do you know what is in this box?</i> [It is a box of cereal because the label says so.]• <i>When we read (refer to mentor text), we noticed that the author wrote words to match the story. (Teacher takes out story created in session 3). Our pictures can help us remember how to tell our story. Labeling our pictures can help us remember even more about what happened. By labeling our pictures, it helps us remember the different things that happen in our story and different things we want to include. Today I am going to show you how writers think, picture, say, sketch, and label their pictures. Teacher takes out his/her shared class story (sketched in session 2).</i>

Writing Unit of Study

Kindergarten – Launching the Writing Workshop, Unit 2

Lesson Plan - Session 3, Continued

Teach - Continued	<ul style="list-style-type: none"> • <i>First, I thought about my story. I thought about our class walk around the playground. Then I pictured my story, I saw the new slide, and the red leaves and our class. Then I said my story. We went for a walk around our school. We saw the new slide on the playground. We stopped and picked up three red leaves on the ground. Then we came back inside. Next I sketched my story. Another thing writers can do is label the important parts of their stories.</i> • <i>Writers label the important parts of their stories. An important thing from my story is the new slide. I am going to label 'slide' next to the slide.</i> Teacher continues labeling the important parts. • <i>Now I am going to go back and say my story using the labels to help me remember my story and what I want to include in it.</i> Teacher models saying story and pointing to labels to aid process. • <i>Did you notice what I just did? I thought about my story, I pictured and said my story, and then I sketched it. Then I labeled the important things in my story. Then I practiced my story using the sketches and labels.</i> • Option- use student writing sample by Nisat (from Resource Packet) to highlight how other children write words to match their picture.
Active Engagement	<ul style="list-style-type: none"> • <i>You have your writing folder in front of you. I want you to think about and say your story.</i> • <i>Now I want you to think about the story you sketched. Point to the important parts that you would label.</i> • <i>Now turn to the person next to you and tell them the important things in the story you could label.</i>
Link	<ul style="list-style-type: none"> • <i>Writers, when I call on you, come up and get your writing marker and you can go back to your table and do what writers do – Think, Picture, Say (to self or partner), Sketch and add labels. Then, say your story again using the sketch to remind you of what to include. I am going to come around and admire your work.</i>
Independent Writing and Conferring	<ul style="list-style-type: none"> •
After-the-Workshop Share	<ul style="list-style-type: none"> • Teacher shares student work to show attempts at labeling . • <i>Writers, I want to show you another important job that writers have. They take care of their writing markers by making sure the caps are on tight and we put them away in the proper place when we are done using them.</i> • Teacher demonstrates for whole class and they practice together . • See Resource Materials Packet for other share options.

Writing Unit of Study

Kindergarten – Launching the Writing Workshop, Unit 2

Lesson Plan

Session	4
Concept II	Writers learn a process for writing.
Teaching Point	Writers keep working by adding more to their picture, words, or by starting a new piece.

Materials	
<ul style="list-style-type: none"> • When I'm Done I've Just Begun - Anchor Chart • Writing folders – ask students to bring or teacher will pass out • Chart paper • Student sample 	<ul style="list-style-type: none"> • How to Write a Story – [Resource Materials Packet] • Writing markers • Writing paper • Shared class experience piece (from session 3)

Tips	<ul style="list-style-type: none"> • A Mid-Workshop Interruption would be an ideal time to address routines and rituals or to encourage and support writer's efforts: students getting started right away, using materials appropriately, and following the mini-lesson could be acknowledged at this time. • This lesson could be repeated, do not dwell on mastery. • Teacher should select a student sample to use in conjunction with the 'How to Write a Story' anchor chart (see Connection).
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Connection	<ul style="list-style-type: none"> • <i>Writers I'm glad to see all of you sitting crisscross applesauce with your eyes on me and your voices turned off. Thank you. I can see that you are all ready to begin writer's workshop. Today and every day we will meet here for our mini-lesson. In a mini-lesson, I first remind you of what we are doing and what we will learn today. Then I will always teach or show you something you can do. During this first part, your job is to listen and learn. Then after I teach you something, I'll send you off to work, to do what writers do. Then you can try what we learned today or from a previous day.</i> • <i>Writers, yesterday you did what writers do. You thought about your story, said your story, sketched your story and labeled the important parts. Teacher takes out student sample and walks the class through the steps of the How to Write a Story anchor chart.</i> • <i>You all did the same thing. You thought, said, sketched and labeled your story ... but we had a problem. Do you know what it was? After some of you Thought, Said, Sketched and labeled, you came to me and said I'm done! Writers have a saying, 'When you're done you've just begun.' Today I am going to teach you what to do when you finish what you are working on.</i>
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Teach	<ul style="list-style-type: none"> • <i>Remember yesterday's story about our class walk? Pretend it is yesterday and I just finished writing it. Watch what I do when I'm done with my writing.</i> • <i>Teacher rereads his/her story and pretends to rewrite it. Then teacher sits back and says, There. I'm done. Oh, but there are still things I could do...</i> • <i>Teacher looks at his/her picture again and thinks aloud, I could add some trees because we were on the playground and the red leaves came from all the trees there. Teacher adds to picture.</i> • <i>Oh, I could label the trees in my story because they are important since that is where the red leaves came from. Teacher says tree and records tree next to the picture, and rereads story.</i> • <i>Now I think I will get another booklet because this is giving me an idea for another story. I am going to tell about when I went to the apple orchard. (Teacher should repeat how we start a story: Think, Picture, Say, Sketch).</i>
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Writing Unit of Study

Kindergarten – Launching the Writing Workshop, Unit 2

Lesson Plan - Session 4, Continued

<p>Teach - Continued</p>	<ul style="list-style-type: none"> Do you see what writers do when they are done? Good writers are busy writers. They keep working on different writing things throughout writing time. Writers think about what else they could do right now; that's why we say, <i>When I'm done, I've just begun.</i> Teacher reveals, <i>When I'm done I've just begun</i> Anchor chart, and reads aloud the three items; <table border="1" data-bbox="672 489 1130 646" style="margin: 10px auto;"> <tr> <th style="text-align: center;">When I'm done, I've just begun</th> </tr> <tr> <td>1. Add to the picture (add graphic)</td> </tr> <tr> <td>2. Add to the words (add graphic)</td> </tr> <tr> <td>3. Start a new piece (add graphic)</td> </tr> </table> On chart, teacher draws trees next to the words <i>add to the picture</i> as a visual reminder. <i>Add to the words, like I did when I wrote 'trees.</i> On chart, teacher writes trees as the icon to accompany the second item. On chart, teacher draws an empty paper next to, <i>Start a new piece. If you decide to get more paper, this is where writers can find it.</i> Teacher demonstrates where the paper is kept. 	When I'm done, I've just begun	1. Add to the picture (add graphic)	2. Add to the words (add graphic)	3. Start a new piece (add graphic)
When I'm done, I've just begun					
1. Add to the picture (add graphic)					
2. Add to the words (add graphic)					
3. Start a new piece (add graphic)					
<p>Active Engagement</p>	<ul style="list-style-type: none"> <i>Close your eyes and imagine you finished your writing. But then you remember that when writers are done, they have just begun, so you look at your writing and think, Could I: Add more to my picture? Add more to my words? Or should I go get more paper and start another story?</i> 				
<p>Link</p>	<ul style="list-style-type: none"> <i>So today, when you finish a piece, instead of saying I'm done, you can do what writers do: writers keep working on writing things during writing time. Remember, when you are done, you've just begun! I can't wait to see all of you trying the things on this chart during writing time: adding to your picture, adding to the words or starting a new piece.</i> Teacher may want to point out they could use work already started the day before and add pictures or words. 				
<p>Independent Writing and Conferring</p>	<ul style="list-style-type: none"> 				
<p>After-the-Workshop Share</p>	<ul style="list-style-type: none"> Teacher praises students for following classroom routines and rituals. Examples include: students getting started right away, using materials appropriately, and following mini-lesson. See Resource Materials Packet for other share options. 				

Writing Unit of Study

Kindergarten – Launching the Writing Workshop, Unit 2

Lesson Plan

Session	5
Concept II	Writers learn a process for writing.
Teaching Point	Writers use supplies independently.

Materials	
<ul style="list-style-type: none">• Writing folder• Writing markers• Established table captains	<ul style="list-style-type: none">• Writing paper• Toolbox for each table – markers (date stamp-optional)

Tips	<ul style="list-style-type: none">• Teacher will need to think through their organization process for materials to help children work effectively and efficiently.• At this point, folders are used to collect work. Sorting and thinking through work that is done and work that is in progress will happen in future lessons.• Mid-Workshop Interruption would be an ideal time to address a noise level that is good for all writers .• Students continue to write during independent writing time.
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Connection	<ul style="list-style-type: none">• <i>Writers, all of us have been writing stories about things we know and do. Today, I want to teach you one more thing that writers do. Writers use tools to help them write. I bet your parents have tools at home that help them to do things – a hammer, screwdriver, etc. These tools help them to build or fix things. Writers have tools too. They use these tools to help them write.</i>• <i>Today, I want to teach you how to get and take care of the tools you need to write.</i>
Teach	<ul style="list-style-type: none">• <i>I keep my writing tools close by on my desk, so when I get an idea, I can just reach for them and start writing. In this class, you will have your writing tools close by, too.</i>• Teacher holds up the toolbox that each table will have and explains each item and its purpose.• <i>Writers take care of their tools by keeping them organized and in the same place so we don't waste any time during writing.</i>• <i>When it is time for our writing, we will have table captains get the toolboxes and the writing folders quickly so we do not waste time. The table captains will also put our toolboxes away.</i>• Teacher demonstrates getting tools effectively - an effective table captain is one who goes to and from quietly, without disturbing others. S/he goes quickly or directly from toolbox table to writing table, and places toolbox in correct spot, etc.
Active Engagement	<ul style="list-style-type: none">• <i>We are going to pretend it is writing time. I am going to say table captains, and they will quickly come get the toolboxes.</i>• Table captains practice and students watch to see if it was done effectively.• <i>Thumbs up if the table captains did this effectively?</i>
Link	<ul style="list-style-type: none">• Students go to tables and teacher has students practice taking out supplies, waiting for signal (chime, clap, etc.), and putting supplies away.• <i>Today and every day, this is our routine for writing workshop – repeat routine: signal to come to carpet, come to carpet, table captains put out supplies, etc.</i>

Writing Unit of Study

Kindergarten – Launching the Writing Workshop, Unit 2

Lesson Plan - Session 5, Continued

Independent Writing and Conferring	<ul style="list-style-type: none">•
After-the-Workshop Share	<ul style="list-style-type: none">• Provide a follow up to mini-lesson to reinforce using tools independently.• Teacher may want to create student generated list of daily rituals and routines of writing workshop.• See Resource Materials Packet for other share options.

Writing Unit of Study

Kindergarten – Launching the Writing Workshop, Unit 2

Lesson Plan

Session	6
Concept II	Writers learn a process for writing.
Teaching Point	Writers sketch and do the best they can.

Materials	
<ul style="list-style-type: none"> • Writing Folder • Writing Markers 	<ul style="list-style-type: none"> • Writing paper • Tool Box for each table – pencils, markers, (date stamp- optional)

Tips	<ul style="list-style-type: none"> • Mid Workshop Interruption would be an ideal time to address routines and rituals to encourage and support writer’s efforts: students getting started right away, using materials appropriately, and following mini-lesson. • During the workshop, look for students doing their best at a tricky point and share with the class • For more information on sketching vs. drawing and the important role of sketching to rehearse a story, see Session VI in Small Moments: Personal Narratives, Lucy Calkins.
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Connection	<ul style="list-style-type: none"> • <i>I noticed yesterday that some of you decided not to write about your great idea because you weren’t sure how to sketch it. This is sad because you have such great ideas and I would love to hear more about them! Today I’m going to show you what to do when you feel like you can’t sketch your story.</i>
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Teach	<ul style="list-style-type: none"> • <i>Watch as I start to sketch my picture and I get to a part that I feel I can’t sketch.</i> • <i>I am thinking about the time I went for a bike ride with my son and picturing how he was not sitting on his seat. He was standing. When I say my story to myself, it goes like this, One night I went for a bike ride with Joe. He was so happy he could ride a bike. He decided to show off on his bike and stand up instead of sit on his seat.</i> • <i>Now I need to sketch it. Hmm...how do I draw Joe standing up instead of sitting on the seat? Maybe I shouldn’t add this to my story since this is too hard to draw. Maybe I should just draw some flowers because I am good at drawing flowers. But flowers aren’t important to my story. So I’m just going to draw Joe standing up on the bike the best I can and keep going! Teacher completes drawing.</i> • <i>Another thing I want to sketch is me on a bike. Teacher stops again and says, Oh no! I can’t draw that. What should I do? Should I just add a sun in the corner instead because I know how to draw that?</i>
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Active Engagement	<ul style="list-style-type: none"> • Teacher has children turn and talk to the person next to them to problem-solve what s/he can do next . • Teacher calls on several students for advice such as, You should do the best you can and move on, or, Keep going, you can do it. • Teacher takes advice and quickly completes drawing, then tells his/her story. • <i>Did you see what I did when I got to the tricky part of my drawing? You saw me do the best I could and keep going.</i>
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Link	<ul style="list-style-type: none"> • <i>Today, if you get to a tricky part or a part you aren’t sure you could draw very well, you can draw the best you can and keep going.</i>
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Writing Unit of Study

Kindergarten – Launching the Writing Workshop, Unit 2

Lesson Plan - Session 6, Continued

Independent Writing and Conferring	<ul style="list-style-type: none">•
After-the-Workshop Share	<ul style="list-style-type: none">• Teacher can pre-select a student who tried the mini-lesson and have the student share how s/he solved his/her sketching problem• See Resource Materials Packet for other share options

Writing Unit of Study

Kindergarten – Launching the Writing Workshop, Unit 2

Lesson Plan

Session	7
Concept III	Writers use words to tell a story.
Teaching Point	Writers put their story into words.

Materials	
<ul style="list-style-type: none"> • Writing folder • Writing markers • Toolbox for each table – markers (date stamp-optional) • How to Write a Story- [Resource Materials Packet] 	<ul style="list-style-type: none"> • Writing paper • Teacher created story (drawing only) from session 6 • Familiar read-alouds • Chart paper • How Writers Stretch and Write Words – Anchor Chart

Tips	<ul style="list-style-type: none"> • This should be a review of what has been taught in shared and interactive writing. • How writers stretch and write words must be reinforced during shared writing, morning message, interactive writing, etc. • Teachers must provide other opportunities to support hearing and recording sounds during a balanced literacy program (writing aloud, interactive writing). This is a foundational skill that subsequent lessons will build upon. • In reading, reinforce picture vs. print.
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Connection	<ul style="list-style-type: none"> • <i>Writers, we have been writing about things we do and special moments in our lives just like these authors have done. Teacher holds up and names several familiar read-alouds. And just like these authors use pictures and labels, most of you do, too. Today, we are going to keep working on that. Now, I'm going to show how I put my story into words.</i>
Teach	<ul style="list-style-type: none"> • <i>Today, I am going to teach you how I decide what words to put on my page.</i> • <i>Teacher takes story s/he has been using. Let's review. First I thought about my story, then I pictured it and said it to myself. Next I sketched and labeled my story and reread it. Watch me do that again. Now I can put this story into words. Refer to chart and show new step – Write.</i> • <i>I've practiced my story over and over again – I said it to myself, I said it to a friend, I sketched it and used labels to practice it. Now I can also add words below my sketch just like our mentor authors have done. Show samples of print vs. pictures. If I were to put my story into words, I would do it like this... I think about how I want to start my story – I went for a bike ride with Joe. Yes, I want that to be my first sentence. Now I will do my best to write it.</i> • <i>Teacher begins to record the words to the story by saying, I know how to write that!</i> • <i>Teacher rereads and points underneath the print, I went... - Oh, I don't know how to write went. Watch as I show you what writers do when they don't know how to write a word. I'm going to say that word once, say it again slowly, and then I am going to write what I hear.</i> • <i>Teacher says, went and then says it again slowly, emphasizing each sound /w/e/n/t/. I heard the sound /w/, I am going to write "w."</i> • <i>I am going to say it again to see if I hear any other sounds. /w/e/n/t/. I heard the sound /t/. I am going to write a "t."</i> • <i>Teacher continues to reread and write his/her story, modeling the process</i> • <i>Teacher would not write entire story right there in front of students. Model with a word or two only.</i>

Writing Unit of Study

Kindergarten – Launching the Writing Workshop, Unit 2

Lesson Plan - Session 7, Continued

Active Engagement	<ul style="list-style-type: none"> • <i>Will you help me keep going? First I will reread what I wrote.</i> • Teacher points underneath print and reads, <i>I went for a ____.</i> • Students chime in and say, <i>Bike. Yes, bike. I want to write the word bike. Let's do that together. Say it with me. Bike. Now say it slowly. What do you hear?</i> • Student chimes in, <i>I heard a b. I heard that, too. Watch me write the "b" on my hand. Now you write a "b" on your hand as I write the "b" on my paper.</i> • Teacher continues saying the word slowly recording what students hear.
Link	<ul style="list-style-type: none"> • <i>Today when you are writing, you can add sentences or words under your picture. How we do that is we say the word, say it again slowly, and write down what we hear. Then we reread what we've written and say and write more.</i>
Independent Writing and Conferring	<ul style="list-style-type: none"> •
After-the-Workshop Share	<ul style="list-style-type: none"> • See Resource Materials Packet for other share options. • Teacher pre-selects several students who attempted the process of hearing and recording sounds. Teacher can lead the students through the steps they took to stretch out their words: say the word slowly and record the sounds they hear. • Teacher records steps on an anchor chart titled, <i>How Writers Stretch and Write Words.</i> • Graphics will be needed for this chart. <div data-bbox="662 1041 1149 1257" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">How Writers Stretch and Write Words</p> <ol style="list-style-type: none"> 1. Say the word 2. Say it again slowly 3. Write down what you hear 4. Reread and say more </div>

Writing Unit of Study

Kindergarten – Launching the Writing Workshop, Unit 2

Lesson Plan

Session	8
Concept III	Writers use words to tell a story.
Teaching Point	Writers stretch and write the sounds they hear first.

Materials	
<ul style="list-style-type: none"> • Writing folder • Writing markers • Toolbox for each table – markers (date stamp - optional) 	<ul style="list-style-type: none"> • Writing paper • Teacher created story (started in session 6) • Familiar read-aloud • How Writers Stretch and Write Words - Anchor Chart

Tips	<ul style="list-style-type: none"> • How Writers Stretch and Write Words anchor chart should be referred to throughout the balanced literacy program. • When connecting sounds to letters, it is helpful to connect them to student names or known words.
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Connection	<ul style="list-style-type: none"> • <i>We have been working on writing words the best we can. Yesterday we worked on how to say the word, say it again slowly, and write down what we hear. Then we worked on how to reread what we've written, and say and write more of what we hear. Today, I am going to show you how writers can listen for the first sound they hear when they say the words slowly.</i>
Teach	<ul style="list-style-type: none"> • <i>Today I want to continue working on the story I started yesterday.</i> • <i>Reread story from yesterday, I went for a bike ride with Joe. Now I need to think about what I want to add next to my story. Today I want to add, He was so fast. Refer to anchor chart and say, I know that when writers want to say and write words, they start by saying the word, then they say it again slowly, and then they write down what they hear.</i> • <i>Teacher begins saying the sentence to add. He..., I know that word! Teacher writes He.</i> • <i>Teacher says, He was. Now I need to write was. Teacher says, was, then says it again slowly, /w/a/s/.</i> • <i>First I hear "w"... that starts just like Will's name (choose student or known word starting with "w" from class).</i> • <i>Teacher records "w" Now I'm going to reread and say more. Teacher may just want to model the first sound and continue until the word is recorded with all clear sounds that can be heard.</i> • <i>Did you notice I said the word, said it again slowly, and then wrote down what I heard first? I'm telling you that because you can do the same thing.</i>
Active Engagement	<ul style="list-style-type: none"> • <i>Let's try it together. First let's reread. Now let's try saying the word, saying it slowly and writing down what we hear first.</i> • <i>Let me reread. He was.... Now I need to write, so. Let's say it slowly, /s/o/. What do you hear first? Say it again. Are there more sounds that we can write? Now let's reread it again.</i> • <i>Teacher may want to try more words with group.</i> • <i>Did you notice how we said our words slowly and listened for the sounds we heard first?</i>
Link	<ul style="list-style-type: none"> • <i>Today, when you are going off to write, you can make sure that you say the word, say it again slowly and then write down what you hear first. Then, you can say the word again and write down the other sounds you hear.</i>

Writing Unit of Study

Kindergarten – Launching the Writing Workshop, Unit 2

Lesson Plan - Session 8, Continued

Independent Writing and Conferring	•
After-the-Workshop Share	<ul style="list-style-type: none">• Teacher pre-selects several students who attempted the process of hearing and recording sounds.• Teacher can lead the students through the steps they took to say their words slowly and record the sounds they heard.• Teacher can reread anchor chart titled, How Writers Stretch and Write Words.• See Resource Materials Packet for other share options.

Writing Unit of Study

Kindergarten – Launching the Writing Workshop, Unit 2

Lesson Plan

Session	9
Concept III	Writers use words to tell a story.
Teaching Point	Writers spell the sounds they hear and keep writing.

Materials	
<ul style="list-style-type: none"> • Extra writing paper • How Writers Stretch and Write Words - Anchor Chart 	<ul style="list-style-type: none"> • Individual white boards • Dry erase markers and erasers • Teacher prepared story (in progress from session 8)

Tips	<ul style="list-style-type: none"> • Prior to this session, teacher should have set up classroom routines and rituals for using white boards in class.
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Connection	<ul style="list-style-type: none"> • <i>Writers, when we started Writing Workshop we talked about what to do if we wanted to draw a picture that we were not sure how to draw. Remember how I wanted to draw Joe standing up on his bike but I wasn't sure how? Remember how I did my best and kept going? We know our sketches will get better because we are practicing. Today I'm going to show you that the same thing is true when you write. When you come to a tricky word, you can spell the sounds you hear and keep writing.</i>
Teach	<ul style="list-style-type: none"> • <i>Yesterday I was writing the story about when I went for a bike ride with my son, Joe. Today I'm going to show you how writers spell the best they can and keep going. Teacher rereads story...I went for a bike ride with Joe. He was so happy he could ride his bike. He was so fast.</i> • <i>Now I want to tell about how he tried to show off by standing up while pedaling! I am going to add to my story, Joe thought he would show off by standing up on his pedals.</i> • <i>I know that when writers write, they have to say the word once, then say it again slowly and write the sounds they hear. Refer to anchor chart. Sometimes it is not easy to hear all the sounds in a word. We call these tricky words. I want you to watch what I do when I get to a tricky word or a word that I am not sure of all the sounds and letters.</i> • <i>Teacher begins to write, and stops at the word, 'thought. Hmm... I am not sure how to write this word, I know I need to say the word once, then say it again slowly and listen to what I hear. Teacher says, 'though' and says, 'I only hear a "t."' I think there might be more letters, but this is all I hear. This is my best, so I am going to write it down and keep going.</i> • <i>Teacher records the remainder of the sentence .</i> • <i>Did you notice that when I got to a tricky word that I didn't know how to write, I spelled the sounds I heard and kept writing?</i>
Active Engagement	<ul style="list-style-type: none"> • <i>I am going to give you white boards so you can join me in trying this.</i> • <i>Now I need to add more. Let's do this together. We'll say the word and do the best we can.</i> • <i>Teacher continues writing the sentence, " Joe thought he would show off by standing up on his pedals," and has students practice some known words and some harder words.</i> • <i>Teacher has students hold up their white boards and praises how much they have written.</i> • <i>So writers, from now on, when we get to a tricky word, we can say it slowly and do the best we can.</i>

Writing Unit of Study

Kindergarten – Launching the Writing Workshop, Unit 2

Lesson Plan - Session 9, Continued

Link	<ul style="list-style-type: none">• <i>Today, if you want to put something down on paper and you are not sure about how to draw or write it, you can try your best and keep going.</i>
Independent Writing and Conferring	<ul style="list-style-type: none">•
After-the-Workshop Share	<ul style="list-style-type: none">• Review steps for writing a story and have students talk about tips for the writing part (Do the best you can, listen for the first sound, write on the lines below the picture, etc.).• See Resource Materials Packet for other share options.

Writing Unit of Study

Kindergarten – Launching the Writing Workshop, Unit 2

Lesson Plan

Session	10
Concept III	Writers use words to tell a story.
Teaching Point	Writers use an ABC chart to find and write letters.

Materials	
<ul style="list-style-type: none"> • Classroom ABC chart • Individual ABC charts • Toolboxes 	<ul style="list-style-type: none"> • New teacher prepared story, sketched • Writing folders • Writing paper

Tips	<ul style="list-style-type: none"> • Prior to session 10, students should have been exposed to and become familiar with classroom ABC charts. • The teacher should have a classroom ABC chart and individual ABC charts for students use. These charts could be kept at tables, in folders, or in toolboxes. • The ABC charts used should be consistent across grades and grade levels. • Read ABC chart daily—a student’s ability to use the ABC chart effectively will require using the chart often throughout the balanced literacy program. • Alternate support for the ABC chart requires the teacher to offer alternative letter choices for the student. Choices provided need to be distinctly different, for example: Is it a “c” or an “m”? • Need to reinforce to following concepts: What sentence am I trying to write, Rehearse, Write the first word, Reread. Write the next word; reread what you have written so far.
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Connection	<ul style="list-style-type: none"> • <i>Writers, we have been studying and reading the ABC chart to help us find and learn letters. Today, I am going to show you how this ABC chart can help writers write words during Writer’s Workshop.</i>
Teach	<ul style="list-style-type: none"> • <i>Watch me as I show you how I use the ABC chart to help me find and write letters.</i> • <i>Teacher shows students a new story (go over rehearsal steps again). I wanted to tell you about a time when it rained so hard that I couldn’t go to sleep. I want to write, I did not sleep last night. It was storming.</i> • <i>Teacher writes the first few words, “I did not,” and gets stuck on the word sleep.</i> • <i>Teacher says sleep and says it again slowly. Hmm, sleep starts with an “s,” but I cannot remember what an “s” looks like.</i> • <i>Oh! I know that, snake starts with an “s.” I can find snake on the ABC chart and it will help me remember what an “s” looks like!</i> • <i>Did you see how I used the ABC chart to help me write the letters?</i> • <i>Let’s review how to put our story onto paper. First I think, What do I want to say in my story? Then I rehearse how I want to say it. Then I write first word and reread. Then I write the next word and reread what you have written so far. Then I keep on going until my thoughts are on my paper.</i>
Active Engagement	<ul style="list-style-type: none"> • <i>Now you are going to help me with some other words.</i> • <i>Teacher rereads and asks for help on more words from the ABC chart.</i>
Link	<ul style="list-style-type: none"> • <i>Writers, today when you are writing and you are trying to find and write letters, you can use your ABC chart to help you find and write letters.</i>

Writing Unit of Study

Kindergarten – Launching the Writing Workshop, Unit 2

Lesson Plan - Session 10, Continued

Independent Writing and Conferring	<ul style="list-style-type: none">•
After-the-Workshop Share	<ul style="list-style-type: none">• Teacher reinforces mini-lesson.• Teacher has students bring ABC chart to the carpet.• Teacher offers a word and has the students use ABC chart to find which letter it is like.• See Resource Materials Packet for other share options.

Writing Unit of Study

Kindergarten – Launching the Writing Workshop, Unit 2

Lesson Plan

Session	11
Concept IV	Writers read over their writing to add more.
Teaching Point	Writers have a system for organizing their writing.

Materials

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| <ul style="list-style-type: none">• Writing folders• Red and green dot stickers added to inside pockets of folders | <ul style="list-style-type: none">• Collection of classroom stories• Teacher’s writing folder• Writing paper• Toolboxes |
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| Tips | <ul style="list-style-type: none">• Teacher will need to put the red and green dot stickers into student writing folders prior to session 11. Green dot on left pocket and red dot on right pocket.• If time, students may continue independent writing after sorting their stories• Teachers may want to model different scenarios to do with small writing groups that need additional assistance. Example scenarios: what if you pick up a story and you can’t read what you wrote, how will you decide what to write about, what if it’s only a sketch (I can still add to the picture or add labels). |
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| Connection | <ul style="list-style-type: none">• <i>Writers, remember when I was writing the story about Joe riding his bike and I showed you how I added more to my story by telling about how Joe showed off and stood on the pedals? I am excited about this because you can do this, too! You can add more to your stories just like I did.</i>• <i>But we have a lot of stories in our folders. Today I am going to teach you how we can organize the stories in our folders so that we can find the piece we want to add onto quickly.</i> |
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| Teach | <ul style="list-style-type: none">• Teacher arranges students into a circle and sits in the middle with his/her writing folder.• <i>Writers, this is my writing folder. It has the stories that I have been writing inside. Look at my folder. You know how traffic lights use a red light to say stop and a green light to say go. Do you see how I have put a red and green dot inside my writing folder?</i>• <i>The side of my folder with the red dot is for work that is done. I do not want to add any more to the stories on this side, they are stopped. The green dot says go. This tells me that I want to add more to the stories on this side.</i>• <i>Now I need to reread all of my stories and decide if a story is done or if I want to add more.</i>• Teacher rereads a story. Then the teacher thinks aloud, <i>Am I done? Do I have anything else I want to add to the pictures or words? If not, then my story is done and I will put it on the red side of my folder. (Ex. My story about our class walking around the school is done because I can’t think of anything else I want to add. I will put it on the red dot side. My writing has stopped.)</i>• Teacher rereads another story. Then the teacher thinks aloud, <i>Am I done? Do I have anything else I want to add to the pictures or words? If yes, then my story is not finished and I will put it on the green side of my folder. (Ex. My story about Joe riding his bike is a story that I want to add more to. I want to add that he almost fell off. I will put it on the green dot side. I want to add more to it and keep going.)</i>• <i>As I reread more of my stories, I will need two piles of work. I will have one pile of stories that are done and I will put them on the red dot side. I will have one pile of stories that I want to add more onto, or keep working on, and I will put those stories on the green dot side.</i> |
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Writing Unit of Study

Kindergarten – Launching the Writing Workshop, Unit 2

Lesson Plan - Session 11, Continued

Active Engagement	<ul style="list-style-type: none">• <i>Now, I want you to help me decide where to put some of my stories. I will tell you about the story and if I want to add anything else to it. Then you can tell me which pile I need to put the story into: red or green.</i>• <i>Here is a piece that I didn't even finish because our writing time was up. Where should I put it?</i>• Teacher talks his/her way through several more stories and the students help him/her decide if the story is done or if s/he should add more to it and keep going.
Link	<ul style="list-style-type: none">• <i>Today, you will get your writing folders. I put a red dot for work that is done and a green dot for work that you want to add more to or keep going on. First you will need to put your writing into one pile and reread your stories. Then, you will need to decide if your story will go on the red dot side which tells you the story is done, or if the story should go on the green dot side because you want to add more to it and keep going.</i>
Independent Writing and Conferring	<ul style="list-style-type: none">•
After-the-Workshop Share	<ul style="list-style-type: none">• Teacher selects several students to share their thinking about where they put their stories inside the folder.• <i>So writers, at the end of every workshop, when you get the signal to clean up, you should make a decision about where to put the piece you are working on. Should it go on the green dot side meaning you still have work to do, or should it go on the red dot side meaning you are done?</i>• See Resource Materials Packet for other share options.

Writing Unit of Study

Kindergarten – Launching the Writing Workshop, Unit 2

Lesson Plan

Session	12
Concept IV	Writers read over their writing to add more.
Teaching Point	Writers progress to writing longer stories.

Materials	
<ul style="list-style-type: none"> • Writing paper • Toolboxes • Teacher prepared story (from session 9) 	<ul style="list-style-type: none"> • Stapler • Writing folders

Tips	<ul style="list-style-type: none"> • Teacher will have to have a procedure for how they will assist students in adding on more paper. Ex: teacher could staple or opt to have students staple their own paper. • This session could be repeated, do not dwell on mastery. • Students may be given booklets in subsequent lessons.
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Connection	<ul style="list-style-type: none"> • <i>Writers, yesterday we sorted our stories into work that is done and work that we are going to keep working on. We put our work that is done on the red side which means our work has stopped and we put work that we want to add more to on the green dot side which means go. Today, I am going to show you something that writers do when they want to add more and keep going with their stories.</i>
Teach	<ul style="list-style-type: none"> • Teacher rereads story about the bike ride from session 9, or a different teacher story. • <i>Now I want to add what happened next. I want to add the important part of our bike ride when Joe almost fell off his bike. But I have a problem. I don't have room left in my booklet to add my picture and words.</i> • <i>When writers run out of room to write and they want to add what happens next, they can get a new piece of paper.</i> • Teacher staples new sheet of paper to his/her story and says; <i>Now I have space to write what happens next.</i> • Teacher models how to think, picture, and say the part s/he wants to write on the new page, then quickly sketches and writes new words. • <i>Writers, I am showing you this because you can do this, too. You can add more paper when you want to tell what happens next.</i>
Active Engagement	<ul style="list-style-type: none"> • <i>Writers, I am giving you your writing folder. I want you to reread your stories and find one that you want to add more to and say what happens next.</i> • Teacher gives students a chance to look through their writing. • <i>Now that you have your story that you want to add more to, I want you to think, picture, and say to yourself what happens next. Give me quiet thumbs up when you are ready.</i> • <i>Turn to the person next to you and tell what you would write next.</i>
Link	<ul style="list-style-type: none"> • <i>Writers, when you want to tell more or what happens next, and you do not have enough room you can add a new piece of paper.</i>
Independent Writing and Conferring	<ul style="list-style-type: none"> •

Writing Unit of Study

Kindergarten – Launching the Writing Workshop, Unit 2

Lesson Plan - Session 12, Continued

After-the-Workshop Share	<ul style="list-style-type: none">• Students take turns sharing the stories they added onto with a partner or small group• See Resource Materials Packet for other share options
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Writing Unit of Study

Kindergarten – Launching the Writing Workshop, Unit 2

Lesson Plan

Session	13
Concept V	Writers make their writing ready for the world.
Teaching Point	Writers select and improve a piece to share with others.

Materials	
<ul style="list-style-type: none"> • Writing folders • Books used in immersion • Toolboxes 	<ul style="list-style-type: none"> • Writing pens • Colored markers or crayons • Blank paper for cover pages • Stapler

Tips	<ul style="list-style-type: none"> • Students will <u>not</u> correct and recopy their finished work • Writing pieces will be celebrated as they are • Students who may be struggling could be met with in a small group to help prepare them for the celebration –how to select and improve their work
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Connection	<ul style="list-style-type: none"> • <i>Writers, we have been writing for a while and we have lots of great stories that we have written. One thing that writers like David Shannon and Mo Willems do is they write their stories about things they know and can do, and then they share them with us.</i> • <i>Teacher holds up book and says, This is a finished piece and before they finished, they wanted to make sure that their story looked and sounded really good. So, they picked their favorite story and fixed and improved it. Today, I am going to show you how writers fix and improve their work by adding color or a cover page.</i>
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Teach	<ul style="list-style-type: none"> • <i>Have you ever seen anyone getting ready to go out to a birthday party or getting married? Usually the person fixes and fancies him or herself up. They comb their hair, brush their teeth, put on a clean, fancy outfit, etc. The same thing happens in writing. Before we share our work with the world, we need to fix and fancy-up our work for our audience.</i> • <i>Teacher takes out his/her writing folder and says, Watch me as I reread my stories and try to find the one that I absolutely love and want to share with all of you.</i> • <i>Teacher rereads several stories and thinks out loud about which s/he likes best.</i> • <i>Here is the story that I absolutely love because... and I want to share it with all of you.</i> • <i>Now I am going to reread it and think how can I fix and improve this piece.</i> • <i>I noticed that David Shannon uses lots of colors in his books. I am thinking I could fancy my story up by adding more color to the pictures like David Shannon.</i> • <i>Another thing I could do is make a cover so my piece looks like a real book.</i> • <i>Teacher models how to staple a piece to the front.</i>
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Active Engagement	<ul style="list-style-type: none"> • <i>Teacher passes out writing folders.</i> • <i>Students decide which piece they would love to finish.</i> • <i>Students think about what they can do to fancy-up their piece.</i> • <i>Students turn and tell the person next to them how they would fix and fancy-up their piece.</i>
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Link	<ul style="list-style-type: none"> • <i>Writers, you will improve your writing today. You will take the story that you chose and improve it.</i>
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Writing Unit of Study

Kindergarten – Launching the Writing Workshop, Unit 2

Lesson Plan - Session 13, Continued

Independent Writing and Conferring	<ul style="list-style-type: none">•
After-the-Workshop Share	<ul style="list-style-type: none">• Teacher selects some pieces of student writing to share with the class.• The pieces should demonstrate what you hope all students will try to do.• See Resource Materials Packet for other share options.

Writing Unit of Study

Kindergarten – Launching the Writing Workshop, Unit 2

Lesson Plan

Session	14
Concept V	Writers make their writing ready for the world.
Teaching Point	Writers share their finished pieces with a partner.

Materials	
<ul style="list-style-type: none"> • Student finished writing pieces • Speaker/Listener Chart [Resource Materials Packet] 	<ul style="list-style-type: none"> • Two students to model lesson with teacher • Established partnerships

Tips	<ul style="list-style-type: none"> • Partnerships are to reinforce not only content, but also audience, early reading behaviors, and concepts about print (how to hold a book, turn pages, and point/name things on a page). • These should be similar behaviors worked on in reading.
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Connection	<ul style="list-style-type: none"> • <i>Writers, we have learned how to be a speaker and a listener. Teacher rereads Speaker/Listener anchor chart. When we were speakers and listeners we told a partner our stories. Today, we are going to read our finished story to a partner.</i>
Teach	<ul style="list-style-type: none"> • Teacher moves students into a circle. • Teacher selects student to be his/her partner. • Teacher models sitting next to partner with finished writing piece between them. • Teacher models touching the different things on the page saying the text or the story that accompanies that representation. • Now the selected student has a turn to touch and say their story. • <i>Did you see how we sat next to each other with the paper between us, taking turns being the speaker and the listener?</i>
Active Engagement	<ul style="list-style-type: none"> • <i>Now, let's watch two other students come up, sit next to each other with their paper between them, and take turns being the speaker and listener.</i> • Teacher asks the rest of the class what they notice the partners doing.
Link	<ul style="list-style-type: none"> • <i>Writers, when partners share their writing they sit next to each other with their papers between them, taking a turn being the speaker and listener.</i> • Today you are going to share your writing with your partner. • Teacher assigns partners.
Independent Writing and Conferring	<ul style="list-style-type: none"> •
After-the-Workshop Share	<ul style="list-style-type: none"> • Praise some of the positive speaker/listener behaviors witnessed during partnerships. • <i>Today you shared your finished writing piece with a partner. Tomorrow you are going to share your writing with the class.</i> • See Resource Materials Packet for other share options.

Writing Unit of Study

Kindergarten – Launching the Writing Workshop, Unit 2

Lesson Plan

Session	15
Concept V	Writers make their writing ready for the world.
Teaching Point	Writers share their finished piece.

Materials

- Student finished writing pieces
- Drinks/snacks (optional)

Tips	<ul style="list-style-type: none">• Possible ways to celebrate: Read to another class, principal, etc. Take turns in the author’s chair, have juice and cookies, put writing pieces into the classroom library, have an author’s parade, create a bulletin board to showcase student published work.• Do not go overboard with the celebration. The celebrations will grow throughout the year and become more complex so keep the first celebration simple.
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	<ul style="list-style-type: none">• <i>Writers, lets gather. It is time for our celebration. Please come to the carpet with your writing in hand. You have learned to draw pictures and write wonderful stories about things you know and can do. You have learned that when you get to a hard part, you can do the best you can and keep going. And, you have learned to pick your favorite piece and fancy it up. You all did a great job. Give yourself a round of applause.</i>
	<ul style="list-style-type: none">• <i>Today, I’m going to show how we are going to celebrate our hard work in writer’s workshop. Teacher may choose different options for celebrating. See tips below.</i>
	<ul style="list-style-type: none">• Students share and celebrate their hard work
	<ul style="list-style-type: none">• <i>Writers, you have worked very hard and you deserve this special day. We are going to continue having writing celebrations throughout the year and they will be just as great as this one. Congratulations!</i>