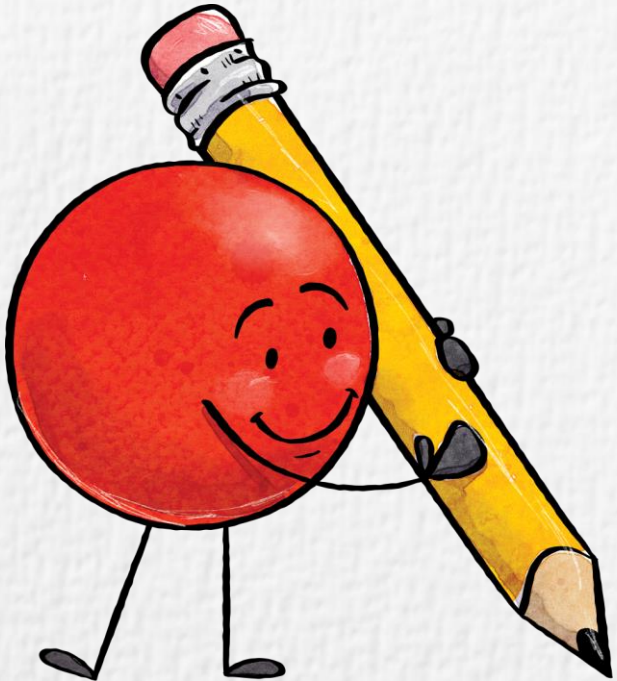
LAUNCHING
WRITING WORKSHOP



ABC susan jones TEACHING

STOP!!!

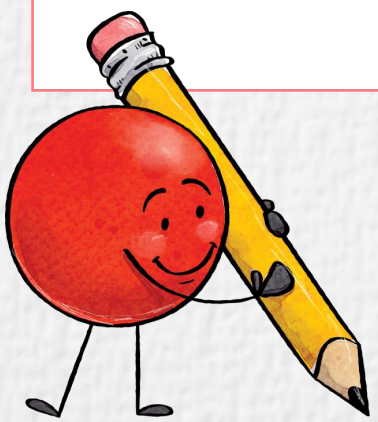
PLEASE NOTE: THESE ARE THE SAME LESSONS AS THE ONES PROVIDED IN THE SJT WRITING CLUB.

If you are a member of the club, you will not need these lessons!

IN THIS UNIT:

Click on each title below to go directly to that portion of the unit!

- VIDEO CONTENT: 2 videos showing how to get your writing workshop set up and organized in your K-2 classroom.
- INTRODUCTION: explanation and breakdown of the writing workshop lessons in this unit.
- DETAILED, DAILY LESSONS: this unit includes 10 main detailed lessons designed to help launch the writing workshop process in your K-2 classroom. All anchor charts and examples are linked throughout this document.
- I CAN STATEMENTS & TIPS: The 10 main lessons aren't always ALL you will want to teach, so I take these "I can" statements to show you some ways to spread out your lessons into small mini-lessons for your students. This will be particularly helpful in K/1 classrooms
- LAUNCHING WW MENTOR TEXT LIST: 8 of my favorite books I use when launching writing workshop as well as the skills you can focus on!
- TONS OF WRITING PAPER CHOICES: an easy-to-access file with tons of writing paper options for your students to pick from!



INTRODUCTION:

- During the first couple weeks of Writer's Workshop you are laying down the foundation for a successful year. Many of these lessons are procedural in nature and will be showing students *exactly* what to do during this 30-60 minute block of time in your classroom.

- While each of these lessons is presented in a one-day format, they are procedures that will be practiced all year long with plenty of reminders. Depending on your own classroom, you may need to re-teach a lesson or spend an extra day explaining what to do.

- The goal of launching Writer's Workshop is to get your students used to the routine of: mini-lesson - independent writing – sharing. The other goal is for them to build their stamina while writing their own, original stories.

<u>The main lessons included in the launching unit are:</u>

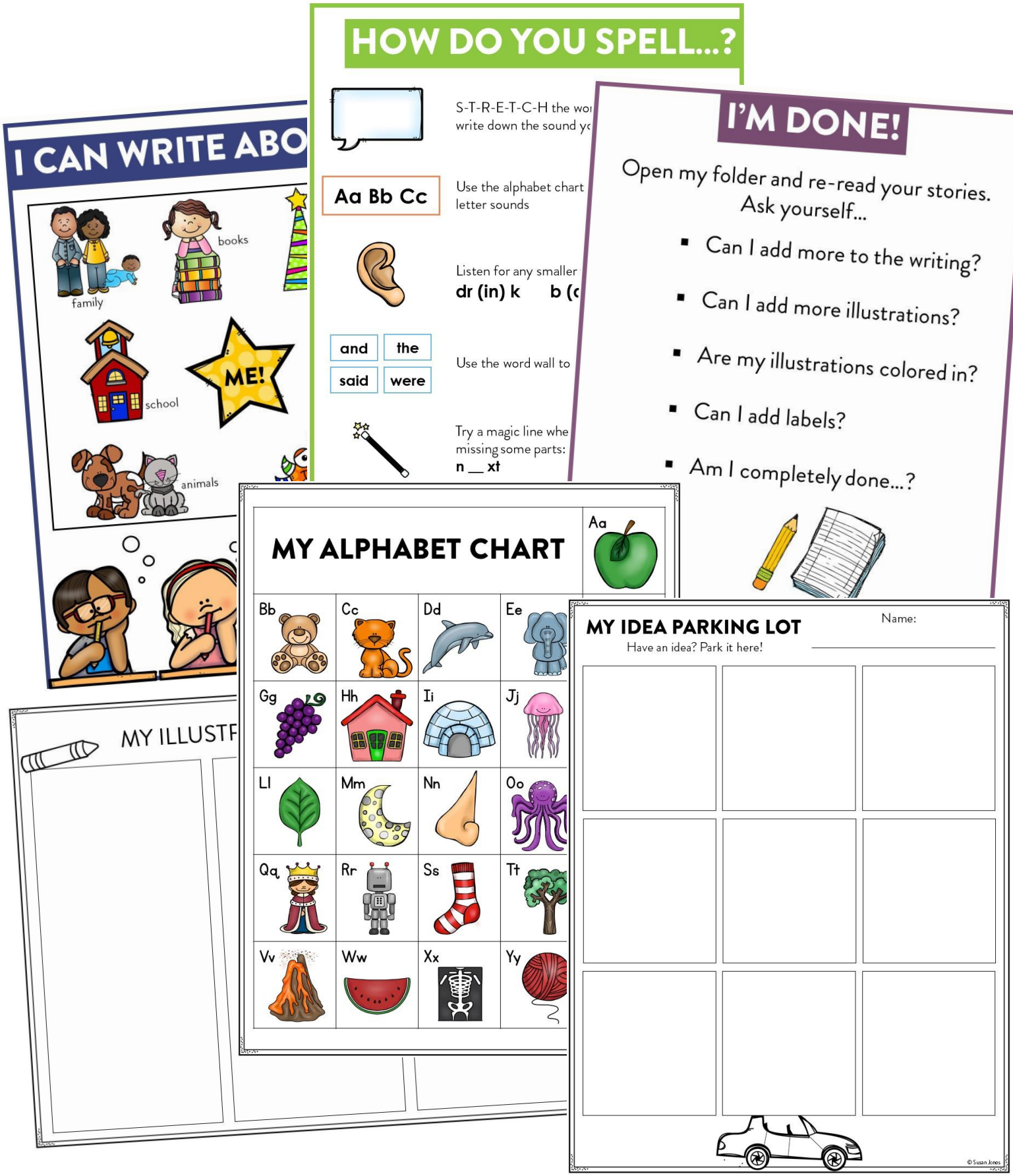
1. We are all writers
2. WW looks like/sounds like
3. What do we write about?
4. Why do we write?
5. Storytelling by sketching
6. Labels help tell stories
7. Planning our stories
8. How do you spell…?
9. I'm done!!
10. Sharing our stories

All anchor chart examples and printables are linked and included within this document.

I've also included the following **<u>bonus mini-lesson ideas</u>** in case your students need explicit lessons on any of these:

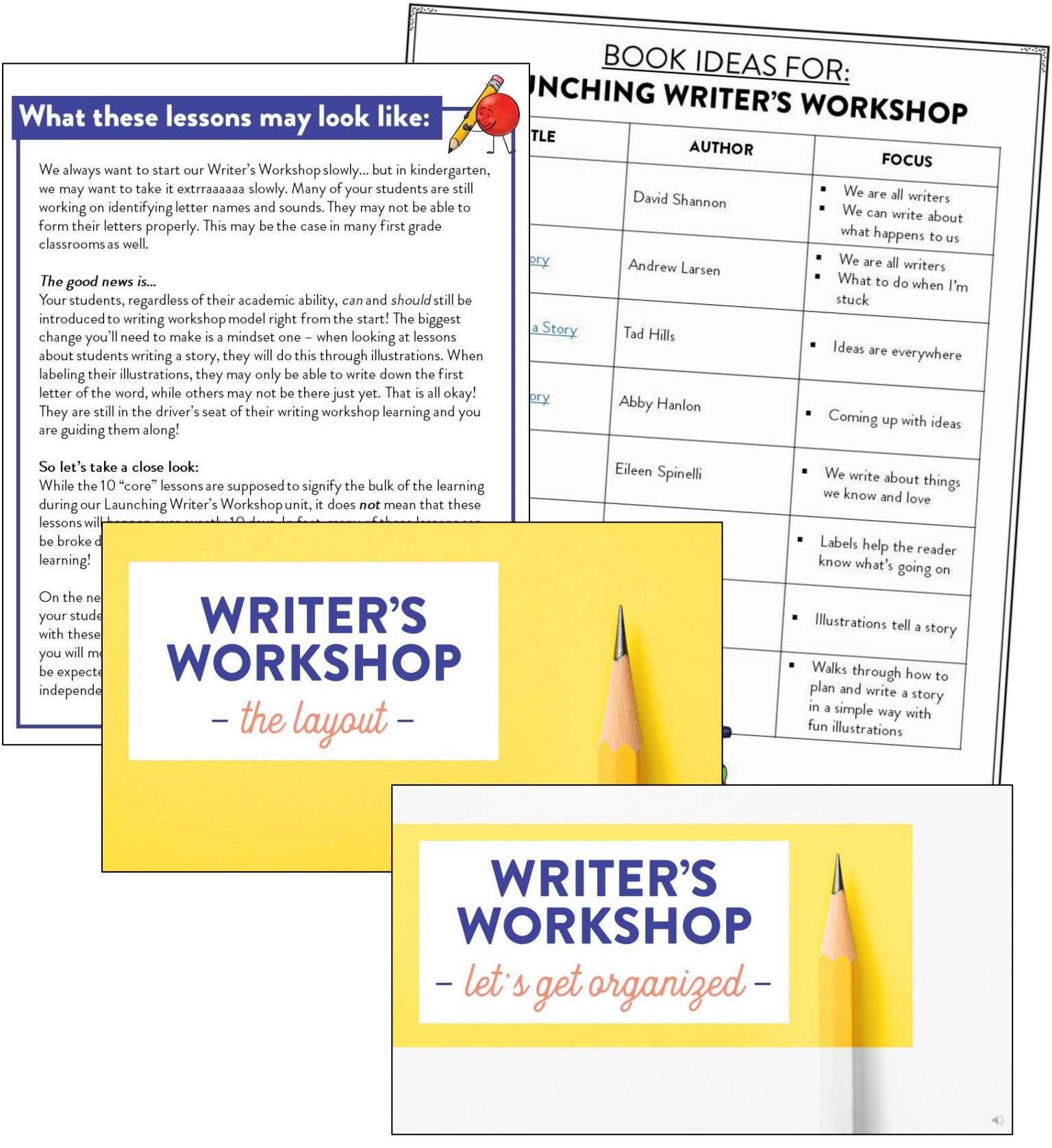
- Using an ABC chart
- Making a family word bank
- Our illustrations
- Our idea parking lot

DETAILED LESSONS, ANCHOR CHARTS, PRINTABLE PAGES



ALSO INCLUDED:

VIDEOS, MENTOR TEXT LIST, & TONS OF WRITING PAPER OPTIONS



LAUNCHING

1

WE ARE ALL WRITERS

PREVIEW:

- Today is the first day of Writer's Workshop! Students will get their first sneak peek at what WW will look like in your classroom and understand that we are *all* writers with stories to tell.

MINI LESSON:

We will understand that we are a community of writers.

Have all your students gather in your meeting spot where you will conduct WW every day. Decide whether you want students in a circle or in rows, if you want assigned seats or not. Let your students know that WW is an important part of our day and that both you and students as well as the teacher, have very important jobs! Explain that each day you will meet together on the rug and first, you will start with a mini lesson with a focus point. Let them know that today, we will begin to see that we are all writers and we all have stories to tell! Have students look at their classmates and explain that each of us is an author. We can all write stories and this year we are going to work together to become even better writers.

Show students the cover of the book, No David! and explain that the author, David Shannon, originally wrote this story when he was only 5 years old! When he was an adult, he found his childhood story and published it into this very book. As you read, point out how David Shannon doesn't use too many words in his book. We can follow along with his story by looking at the illustrations. Explain that David Shannon is the illustrator of his book and both his illustrations and words convey his message to us as readers. You may like to point out that David Shannon wrote about his family and things that he has done. We can also write about our families.

Explain that today, we are going to start writing our own stories and ask students to share if they have ever done anything like David did in the story. Let them know they can write about that during independent writing or can also write about anything they'd like!

INDEPENDENT WRITING:

Pass out a pocket folder and appropriate writing paper with illustration boxes to each student. Let them know that this will be their writing folder for the year. Give students around 5-10 minutes to write their story ideas to their mind – the first few days you may want to give them some examples (family routines, favorite things, etc) . I let students know that during independent writing, they can choose to write. They will continue writing and illustrating until the time is up.
This is something that requires stamina and it will continue to build throughout the year

CLOSING:

Ask for a couple volunteers to share their work with the class. Highlight and applause their ideas and illustrations. If there aren't any willing volunteers, highlight some of the great stories you saw as your walked around the classroom.

PREVIEW