

Kindergarten: Launching the Writing Workshop Unit Outline

Possible Mini-Lesson 1

We Are All Writers (pp 2-8)

Putting Ideas on Paper with Pictures and Words

- Share different kinds of books with the children. Tell children that they too will write and produce books this year.
- Tell children they will be writers. Introduce the daily structure of a writing workshop.
- Teach children that they need to think of something they know about, and with drawings and writing, they put what they know on paper.
- Model coming up with a topic, picturing those topics, and getting ready to put your thoughts on paper.
- Give children time to think of a topic they could teach others and to tell what they might put on a page.
- Remind children that they can write to teach people things, just like adult writers.
- Different children share their work by holding it high for the world to see.
- Create a giant writing club with your class. Your club will help each other write like real authors. Decide on a name for your writing club.
- Zoom in on what several writers did today during the Mini-Lesson and share with the children.

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Possible Mini-Lesson 2

We Are All Writers (pp 9-16)

Writers know that, "When We Are Done, We Have Just Begun."

- Define mini-lesson and the children's role during the mini-lesson.
- Suggest children invite family members to be writers or even have a writing club at home too.
- Teach that *after* writers write what they know about a topic, writers look back at their writing to see if they can add more to it. Writers revise.
- Model adding more to yesterday Mini-Lesson's writing piece. Introduce the saying, "When you are done, you have just begun."
- Emphasize that as a writer, you need to decide if you should add more to your piece or start a new one.
- Choose a writer to model with the class how to do more, reread, and add-on.
- Children reread their own writing, and think if they should add more. Children turn and talk about what they might add and where they will put that new information in their writing.
- Introduce the system of table monitors. The table monitors model how to carefully collect and put away the writing tools and supplies.
- Introduce the "When We Are Done, We Have Just Begun" chart...

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Possible Mini-Lesson 3 We Are All Writers (pp 17-24) Carrying on Independently as Writers

- Act out that you are stuck and don't know what to do next with a new writing piece. Set the stage for resourcefulness.
- Teach that when writers don't know what to do, they say, "I can solve this myself." Writers write, write, and write! They don't waste time!
- Teach that *after* writers write what they know about a topic, writers look back at their writing to see if they can add more to it. Writers revise.
- Model adding more to yesterday Mini-Lesson's writing piece. Introduce the saying, "When you are done, you have just begun."
- Emphasize that as a writer, you need to decide if you should add more to your piece or start a new one.
- Choose a writer to model with the class how to do more, reread, and add-on.
- Children reread their own writing, and think if they should add more. Children turn and talk about what they might add and where they will put that new information in their writing.
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Possible Mini-Lesson 4

We Are All Writers (pp 25-32)

Writers Call to Mind What They Want to Say, Then Put That onto the Page

- Using your child's sample, show how she pictured what she wanted to write before she began. She then put it onto the page, using detailed illustrations.
- Teach that once writers have something that they want to write about, they sometimes close their eyes, picture the topic (garden, etc.), write about it, and add details to pictures and words.
- Begin a piece of shared writing about a familiar topic to the children (school playground?). Model picturing the topic, recording details, and checking your mental picture for more details.
- Children continue envisioning the topic (playground) and draw with pretend crayons on the rug showing what they'd add to the class writing.
- One writer shares what he pretended to draw.
- Tell the person beside you what else could we label in the writing about our slide (fast, curvy, high, etc.).
- Remind children to be problem solvers, to remember to reread and add on, and to envision before writing or revising.
- Use a child's writing to model that drawings can depict action.

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Possible Mini-Lesson 5 We Are All Writers (pp 33-40) Stretching Out Words to Write Them

- Celebrate the topics the children are writing about. Quickly tap each child and they say their topic, (my family, horses, etc.)
- Tell about the importance of labeling pictures or putting writing in your writing so the reader knows what they are saying.
- Teach that writers write words by saying the word sloooooowwwwwly and then writing down the first sound they hear.
- Compare sounding out words to stretching out a rubber band, and get children stretching out words that you need to add to the class text.
- One writer shares what he pretended to draw.
- Tell the person beside you what else could we label in the writing about our slide (fast, curvy, high, etc.).
- Remind children to be problem solvers, to remember to reread and add on, and to envision before writing or revising.
- Use a child's writing to model that drawings can depict action.

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Possible Mini-Lesson 6 We Are All Writers (pp 41-46) Writing Even Hard-to Write Ideas

- Tell children that you sometimes see them give up because they aren't sure how to write or draw the subject.
- Teach that when writers get that 'oh-no!' feeling about an idea that is hard, they don't just quit. They keep trying.
- Quickly retell the story of The Little Engine That Could. Remind children that the train did not give up. We can be like that when we are writing too!
- Using interactive writing, encourage children to help you work through the hard parts of your writing.
- Remind children that you expect them to write and draw the best they can. Do not give up!
- While conferring, continue to empower your early writers.
- Spotlight a child who has found a way to create a hard-to-draw picture. Remind children to try this strategy and to keep on sharing cool ideas of how we do things.

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Possible Mini-Lesson 7 Writing Teaching Books Turning Pieces into Scrolls and Books (pp 48-56)

- Introduce long-term partnerships.
- Tell children how and why professional writers add more pages to their writing.
- Teach children that when writers want to teach more, they add more pages to their book.
- Guide the class into helping one child turn a page of writing into a book.
- Demonstrate both stapling and taping pages together to make a scroll with your sample piece of writing.
- Share Farm Animals or other nonfiction book to look at the organizational structure of a nonfiction book (labels, more pages, subject)
- Revisit class playground story. Together think of ways to turn it into a book.
- Children return to their seats to turn their pages into books and scrolls.
- Writing partners work together to determine if their books are about one topic or more.
- Celebrate writers who found two (or more) books in one.

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Possible Mini-Lesson 8 Planning Teaching Books Page by Page Writing Teaching Books (pp 57-64)

- Introduce the designation of some partners as 1 and other as 2.
- Acknowledge children's success in adding to their writing.
- Teach that writers of books take time to plan how their pages will go.
- Tell children today Mini-Lesson you'll teach by coaching.
- Support children in coming up with topics for teaching books.
- Coach partners to touch the pages of their booklets, talking about what they might write on each one.
- As children return to seats remind them of the importance of planning before they write.
- Coach children to return to unfinished work.
- Show children that they can add on to pieces they thought were finished.

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Possible Mini-Lesson 9

Asking and Answering Questions to Add More (pp 65-72)

- Remind children of work they've been doing with partners.
- Teach that partners also help writers *after* a book is written. A partner asks, "What questions does this book give me?"
- Ask the class to be your writing partner and invite them to ask questions about your writing, using "where", "why", and "how".
- Guide partners in asking questions about each other's work.
- As children return to their seats remind them that they have some choices about how to work on their books.
- Reflect on your role in the writing conference.
- Interview a child about his writing process. Then hand over the questioning to children in the class for everyone to learn from.

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Possible Mini-Lesson 10

Stretching Out Words to Write Even More Sounds (pp 73-80)

- Start the meeting with a phonemic awareness song.
- Teach that brave writers need lots of practice in hearing sounds and matching them to letters.
- Introduce new writing tool - a mini alphabet chart.
- Write publicly, demonstrating what you children to try.
- Ask children to join you in writing the sounds you hear in the words you write.
- Tell children that you want them to try on their own what you have done together, reminding them of the many tools available for matching letters to sounds.
- When conferring, help writers of varying abilities to put words on their paper.
- Children help add high-frequency words to labels around the room.
- Children add a word that they know by heart to their writing and share with others.

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Possible Mini-Lesson 11 Making Writing the Best It Can Be (pp 81-85)

- Ask children to turn to a partner and try to remember one thing they learned to do as writers for each finger on a hand.
- Teach that when authors publish they do everything they know to make their writing the best that it can be!
- Introduce publishing checklist.
- Demonstrate using the checklist with a piece of your writing.
- Children try it using their own writing. They must find *something* to work on.
- When conferring, ask children what they are working on to get ready for our mini-celebration today Mini-Lesson.
- Children share their selected writing with another class.

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Possible Mini-Lesson 12

Getting Ideas for Stories and Practicing Storytelling (pp 88-97)

- Tell children that they are going to learn to write stories and ask them to notice what a story does as you read aloud Creak! Said the Bed.
- Invite children to help you describe what the author of this story does on the first page to pull readers in.
- Teach that one way writers get ready to write true stories is first to practice telling the stories including what happened, what people said and did.
- Tell a story about something that happened to the class to model how a story sounds.
- Set partners up to tell the same class story from their perspective, remembering to tell every little thing that happened and to use their best storyteller's voice.
- Recruit one child to tell their version of the story and point out all of the things they did to tell this story.
- When conferring, help writers tell their story.
- When children share admire the work of the writers in your classroom.

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Possible Mini-Lesson 13 Planning Stories Page by Page (pp 98-105)

- Tell writers that today Mini-Lesson they'll go from writing one-page stories to writing story books or story scrolls
- Teach that writers plan how their story goes, they touch each page as they tell their story, then they *turn the page* to say the next thing that will happen.
- Point out that a picture book doesn't have a summary, but instead has a detailed story that spans pages.
- Demonstrate how to plan a story across pages deciding what will go on each page.
- Remind children of an experience the class has had and offer a too-short summary.
- Have children work with partners to tell the story across pages of a booklet and share an example with the class.
- Ask children to take what they learned here into their writing lives.
- When conferring, help children stretch their stories across multiple pages.
- During share, highlight a child who told his story across fingers and realized he needed more than three pages.
- Let children know that they can make the booklet their story calls for.

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Possible Mini-Lesson 14

Adding More Details to Pictures and Stories (pp 106-114)

- Share the work of one child whose sparse picture did not fulfill the promise of his wonderfully detailed oral story.
- Show how the child noticed and solved his problem by adding characters, action, and setting.
- Teach that when writers write stories they think about where they were, who they were with, and what they were doing on each page, and they put those details into the pictures and words.
- Begin a story from your life as you draw only the sparse details onto a page of a blank booklet.
- Begin the same story, including *who*, *what*, and *where*, and draw these details as you talk.
- Set children up to try the strategy by storytelling a shared class experience with their partners and using white boards to record details.
- Debrief by having children picture the details in their minds, while one student shares his white board writing.
- Send children off with a reminder to write with details to help readers feel like they are part of the story.
- When conferring, remind children that writers make time to write words.
- During share, let children know that partners can offer tips and suggestions to improve one another's stories.

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Possible Mini-Lesson 15 Stretching and Writing Words (pp 115-118)

- Remind children of the work they have already been doing as writers to record the sounds they hear to add labels and words to their pieces.
- Recall the strategies writers use to hear and record these sounds - saying words slowly to stretch and hear sounds, using their work mats, and other classroom tools to find the letters to record these sounds.
- Teach that writers spell words fully so that they can read their stories and so that others can read them also.
- Allow children to use white boards and markers to practice these strategies on the rug.
- Remind children of the strategy and invite them to use this process whenever they are writing words.
- When conferring, get writers to add more sounds to their words using strategies.
- During share, have a child reenact her process of stretching out a long or hard word in order to write it down.

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Possible Mini-Lesson 16 Bringing Our Writing to Life (pp 119-125)

- Use puppets to playact a short scene in which two characters speak. Then as children to take on one role, responding with the imagined next words.
- Debrief by drawing a connection between this and the other things you have taught the children to do to bring their stories to life.
- Teach that writers make characters talk by using speech bubbles.
- Model adding speech bubbles and bits of dialogue to one of your own stories.
- Recap by reading the whole page, including the dialogue.
- Debrief by highlighting how speech bubbles reserve a place to write the exact words characters speak.
- Invite children to tell the story they brought to the meeting area, first to themselves and then with a partner, using puppet hands to act out the dialogue.
- Tell children that they can add speech bubbles not only to *this* story but to *any* of their stories.
- When conferencing, coach your English language learners.
- During share, have children help to begin a chart about how to write a true story.

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Possible Mini-Lesson 17

Using Everything to Make Pieces the Best They Can Be (pp 126-134)

- Make an analogy to help children understand the purpose of preparing their work for publication.
- Teach that writers reread their stories to make their piece the best it can be.
- Demonstrate choosing one text to reread and revise.
- Ask children to help you compare one of the stories you wrote during this unit to the chart, "How to Write a True Story", starting with the first page.
- Remind children of the work that writers do to get their pieces ready to publish.
- When conferencing, nudge your children toward the next steps.
- During share, show children how to sort their work into two piles: pieces to possibly publish and not publish.
- Ask children to choose a piece of writing to work on and to publish at the end of this unit.

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Possible Mini-Lesson 18 Editing (pp 135-142)

- Remind children of the process they have gone through up to now to create amazing stories.
- Teach that writers edit their writing.
- Edit your own writing in front of the class thinking aloud to model the kinds of strategies you use.
- Invite children to join you in doing the same thing you just did, using another page of the same story.
- Send children off, reminding them to edit their writing by rereading and making sure their words look right.
- When conferencing, support you children as editors.
- During share, invite children to share their writing with others and see what their classmates have done.

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Possible Mini-Lesson 19 Reading into the Circle (pp 143-149)

- Remind children how to share their writing; use your best inside voice, and your best eyes and ears as listeners.
- Teach that writers are proud of their hard work.
- Model how to "Read into the Circle".
- Children take turns "Reading into the Circle" reading their favorite line or part of their writing.
- Remind children that authors are proud of their work.
- During share, invite children to share their writing with others and see what their classmates have done.