

# Launching Writing Workshop

## Unit Introduction

This is the first unit in the Kindergarten Writing Units of Study. It is important to spend time in this unit, rolling out your expectations and procedures gradually and reteaching as necessary so students work with confidence and independence.

This unit culminates with an opportunity for students to publish a piece of writing. You may want to establish criteria for publishing. You may choose to type final projects or have students hand-write final project in book or one-page form. Lessons 15 and 16 teach children how to share writing and how to respond with questions and compliments.

Celebration at the end of the publishing process is an important way to let students know we value their writing. It is something to look forward to and can be motivate students to do their best work while publishing. Celebrations can be as simple as sharing writing with a partner or as elaborate as an author's tea with parents. It is entirely up to you. Try different ways to celebrate at the end of each unit and have a marvelous time with your students as you write together through the year.

### Student Goals for this Unit:

*Writing Stage: Precommunicative*

1. Students will use classroom rituals and routines to work independently:
  - develop writing stamina.
  - know how to access the materials and tools in the classroom.
  - engage in a respectful and productive writing space.
2. Students will see themselves as confident and competent writers:
  - visualize, tell, write and draw stories from their lives [ELA.K.WRT.2.8].
  - use pictures, markings, and words to express a story [ELA.K.WRT.2.7].
  - share ideas and writing with peers.
  - explore different purposes of writing.
3. Students will use phonemic awareness, and the alphabetic principle to write [ELA.K.WRT.1.2, 2.6]:
  - use alphabet cards/chart.
  - segment words to write what they hear.
  - use magic lines as place-holder for word or letter.

# Launching Writing Workshop

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# Launching (Lesson 1)

## Introduction to Writing Workshop

**Teaching Point:** Introduce the basic structure of writing workshop.

**Standard(s):**

ELA.K.WRT.1.1 Use talk and/or other grade level prewriting strategies to initiate writing.

**Materials:**

- Poster of poem
- Chart paper
- Paper choice (e.g., paper with a box and one or two lines)

**Connection:** (1-3 minutes) *“Today boys and girls, we are going to start something very special. It is something that we will do everyday in Kindergarten. It is called **Writing Workshop**. **Writing Workshop** is a time where we will come together and learn about writing. We will learn how to be a **writer** and learn what **writers** need to write. You are all **writers**, another word for **writer** is **author**. **Writers** write letters, stories, create lists, draw **illustrations**, (pictures), write about things they know and make books. Everyday at the start of writing workshop we will gather right here for a little meeting. We will gather here because this is a special place where we will talk about how to become writers. Books are all around us. Every one of these books was written by an author, and this year you will be authors too. Writing workshop at school is a routine that you will look forward to every day, just like you look forward to routines at home, such as bedtime stories.”*

*“I would like to share with you a little poem.”*

*I have stories,  
I have pictures,  
And they are sleeping in my head,  
I wake them up,  
I write them down,  
Then I share them with my friend.*

ELD: Add visuals to poem.

Poem can be enlarged and posted in the classroom to be recited as a way to begin **Writing Workshop** time.

**Teach (modeling):**

*“Now I will show you how I start writing. First, I need to think about what I am going to write about, so I am going to wake up one of the stories in my head.” **Think aloud** about what you will write. Explain to students that thinking aloud is when you are talking about your thinking process and your actions.*

*“Watch me as I write.” Pick up a marker and act like you’re wondering what you could write about. “Gosh, what could I write about? Let’s see...I could write about flowers, but wait! I don’t really know that much about flowers. I think it’ll be easier to write about something I know a lot about. Writers often write about themselves. So, I’m going to write about myself.”*

*“Okay, I’m going to close my eyes. I have a story in my head! I ride my bike a lot. I’m making a picture, a movie in my mind, about what happened this morning on my way to school. I’m drawing my story, making a picture of me on my bike and how it was raining. Mud splashed all over me.”*

Model your thinking aloud as you sketch and label your drawing, stretching out words and writing some sounds (bike, mud, me).

It was raining. Mud splashed on my face. I looked like I had polka dots!

*“So, first I thought about something I did – riding my bike, and then I made a movie, a picture, in my mind about one time that I rode my bike (this morning), and then I made a picture of my story. Finally, I wrote some words to go with my picture.”*

**Active Engagement (guided practice):**

*“**Writers**, now it is your turn to write about something that you have in your head. Close your eyes and think about which story you want to wake up in your head. Now open your eyes and turn to your neighbor and tell them what you are going to write about.”*

ELD: *“I am going to write about \_\_\_\_\_.”*

**Bridge to Independent Practice:**

*“Now it is your time to write down a story that is sleeping in your head. **Writers**, we will write for just a few minutes today and I will let you know when our writing time is over” (you can use a timer/clock). Excuse the students to their tables and pass out the pencils and paper.*

**Closure:**

Bring students back to the carpet with their writing. *“The final part of our **Writing Workshop** is sharing.”* Reread the poem. *“Now, **writers**, what stories did you wake up today? **Turn and talk** with your neighbor.”* (You could do a read around instead, or have a few students share after partner sharing.)

**Reflection:**

**Resources & References:** Poem borrowed from Denver Public Schools website. Calkins, Lucy and Mermelstein, Leah. Launching the Writing Workshop.

I have stories,  
I have pictures,  
And they are sleeping in my  
head,  
I wake them up,  
I write them down,  
Then I share them with my  
friend.

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## Launching (Lesson 2) Everyone is a Writer

### Minilesson Teaching Point:

Students will build their confidence as writers regardless of their abilities.

### Standard(s):

ELA.K.WRT.2.7: Write (unconventionally) to express own meaning.

### Materials:

- Chart paper
- Pencils or other writing tools
- Paper choice (one or two types)

### Connection:

*“Writers, yesterday I got to see your great writing. Today, I will show you other ways of writing. Then, we will practice together before you get to try different writing on your own.”*

### Teach (modeling):

NOTE: Demonstrate all types of writing on a piece of chart paper.

*“Let’s begin with wavy writing. Watch as I write wavy lines on my paper. I can also write zigzag. Next, I am going to practice loopy writing. Another type of writing is with ‘magic lines.’ This is what we use when we don’t know what to write or as a place holder. Another type of writing is the kind that looks like letters. Finally, I bet you can write some REAL letters. I will write a few for you.”*

### Active Engagement (guided practice):

*“Get out your magic writing finger and let’s practice together in the air.”* Guide students through all types of writing.

### Bridge to Independent Practice:

*“Today, writers, when you write you might write in some of the ways we practiced. You might use wavy lines, loopy lines, magic lines, zig-zag lines or real alphabet letters to help you write about your idea.”*

### Closure:

Gather students together with their writing. Share the types of writing they practiced today. It could be whole group, small group, or with a partner.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

Lesson adapted from Kidwriting by Eileen Feldgus.

## Launching (Lesson 3) How to Hold a Pencil

### Teaching Point:

Students will learn the correct way to hold a pencil.

### Standard(s):

ELA.K.WRT.2.2 Write by moving left to right and from top to bottom.

### Materials:

- pencils (class set)
- pom-poms or cotton balls (class set)
- chart paper for the teacher
- paper choice

### Connection: (1-3 minutes)

*“We are going to do a lot of writing in Kindergarten and today we are going to learn how to hold our pencils correctly so we can do our best writing. When we do our best writing we will be able to read our writing and so will other people.”*

### Teach (modeling):

*“I will show you how to **hold a pencil.**”* Show the students how to hold the pencil without the cotton ball. *“Writers, when I **hold a pencil** I grasp it toward the tip with my thumb and pointer finger, like I am going to pinch something. Then, I rest the pencil on my middle finger. My ring finger and pinky are tucked under my middle finger. Now watch as I write on the paper.”* Write name or various lines / scribbles.

*“Sometimes to help kids learn the correct **pencil grasp**, we use a cotton ball to help our fingers know what to do. Watch as I grip the pencil with my thumb and pointer again. Next I will rest my pencil on my middle finger. Now, I need to put my ring finger and pinky to sleep . . . they will need a cotton ball to lay their heads on.”* Model how you hold onto the cotton ball with ring finger and pinky.

### Active Engagement (guided practice):

*“Now we will get a chance to practice **holding a pencil** together.”* Pass out pencils and cotton balls. *“First we take our pillow (cotton ball) and tuck it in with our ring and pinky fingers. Next, pick up your pencil toward the tip with your thumb and pointer finger. Remember, it is like you are pinching something. Finally, rest the pencil on your middle finger.”* Circulate around the room to help students with their grasp. *“Writers, let’s practice some ‘air writing.’ **Hold your pencil** up in the air and practice writing your name or draw a quick little picture.”*

*“I have a little song to help us remember how to **hold our pencil.**”* Teach the children how to sing this song to the tune of, “Where is Thumbkin?”

Where is pointer? Where is pointer?

On the top. On the top.

Ready to write. Ready to write.

Start at the top. Start at the top.

Where is thumbkin? Where is thumbkin?

On the side. On the side.

Ready to help, ready to help

Your pencil glide, your pencil glide.

**Bridge to Independent Practice:**

*“As we write today, writers, I would like you to check your fingers as you **hold your pencils**. You may use a cotton ball to help you if you need it.”* Dismiss students for writing.

**Closure:**

Before closing the writing workshop session, ask students to hold their pencils in the air, showing how they hold them correctly. Sing the song again!

Depending on time and the attention of students, you may also want to have a few students share their writing pieces if some are writing letters, words and/labeling. Make this a big deal! If you notice nice details in some of the students’ drawings, you may want to share this as well.

**Reflection:**

**Resources & References:** List resources and references you used to help you teach this lesson.

## Launching (Lesson 4) “Let’s Walk to the Park” – Story Symbols

### Minilesson Teaching Point:

Students will learn how symbols can tell a story.

### Standard(s):

ELA.K.WRT.2.2 Write by moving left to right and from top to bottom.

ELA.K.WRT.2.7 Write (unconventionally) to express own meaning.

### Materials:

- Copy of “Let’s Walk to the Park”
- Chart paper
- Chart markers (red, green, and one other color)
- Paper for each child
- Red , green, and one other color crayon / marker for each child
- Clipboards, class set

### Connection:

*“Remember the other day when we practiced different ways to write? We practiced wavy, loopy, zigzag, and many other types of writing. Today, writers we are going to write a story using more ways of writing.”*

### Teach (modeling):

On chart paper, draw a green line down the length of the paper on the **left** side and a red line down the **right** side. *“Writers, the green line tells me where I start writing and the red line tells me where I will stop writing. The green line is the ‘go’ line and the red line is the ‘stop’ line. Model moving a finger **left** to **right** from line to line and also demonstrating a **return sweep**.*

*“I will tell you a story about coming to school today. I walked to my car (make dashed lines across paper from green to red). I drove down the road and went over a bunch of bumps (make connected arches across the paper from green to red). I went up and down some hills (big humps). Next I was stuck in traffic and I heard a lot of horns (vertical or diagonal slash marks). I arrived at school late, so I went into the building quickly (a long horizontal line).”*

### Active Engagement (guided practice):

*“Now we get to write a story together.”* Pass out the materials. Demonstrate writing the story on chart paper with the students. *“First, let’s write our green line down the **left** side of the paper. Now let’s write a red line down the **right** side of the paper. Do you remember what these lines tell us?”* (You may want to collect the red and green colors at this time). *“Now, let’s write our story about going to the park.”* (See story at end of lesson.)

**Bridge to Independent Practice:**

*“When you write today, you might enjoy telling a story of an adventure you went on. Maybe it was to the zoo. Maybe it was to the beach or to the store. You can use our crayons to help you tell your story.”*

**Closure:**

Gather the students back on the carpet and share any stories that the kids wrote in the format of this minilesson.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

# Let's Walk to the Park: A Story of Symbols

Go Line  
(green)

Stop Line  
(red)

## Let's Walk to the Park: A Story of Symbols

Let's walk to the park.



See the ducks swim.



See the bees buzzing.



See the worms wiggling.



The bunnies are hopping.



Children are stomping



And splashing in puddles.



The dogs are barking.



It is late, we better run home.

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## Launching (Lesson 5)

### Using Writing Notebooks: Your Notebook Has Parts

#### Minilesson Teaching Point:

Students will learn about the parts of their **writing notebook**.

NOTE: This lesson is written for teachers using notebooks/journals. If you use writing folders with your students, see the alternate lesson (L5.b). If you use a single piece of paper each day, you will need to explicitly teach how to use the writing folder and manage paper and/ or paper choice. However, parts of this lesson and Lesson 5.c may be adapted for managing Writing Folders to hold student work.

#### Standard(s):

ELA.K.WRT.2.2 Write by moving left to right and from top to bottom.

ELA.K.WRT.2.4 Write first name, first names of friends, and begin learning to write own last name, using capital and lower case letters.

#### Materials:

- Notebook/journals for each student (NOTE: Choose the type of writing paper or notebook/journal that works best for their classroom. Paper choice may change throughout the year)
- Pencils or other writing tools (make sure you have taught how to use them)
- Large version of writing notebook for teacher modeling
- Red and green dot stickers (one of each color for each student)
- “I Have Stories” poem
- “How to Hold A Pencil” song

#### Connection:

*“Yesterday we learned how to hold a pencil, today we will learn about a new tool. We will learn about our **Writing Notebooks**. Books are special and have many different parts.”* Review part of a picture book. Point out the **front, back, pages, author, title, spine**, etc. *“Our notebook is special and has many important parts.”*

#### Teach (modeling):

*“Each of us will have our very own notebook. Yours will look just like mine, only smaller. I want to tell you about all the parts.”* Point to the front cover. Talks about the **title** (for example, “**Writing Notebook**”). Point to the **author** (your name). Show the back of the book, and the show the writing pages. *“It is important to remember all the parts because we want to keep our writing organized. To help me remember where the first page is, I will put a green dot sticker on the bottom of the first page. When grown-ups drive, a green light means ‘go.’ In our notebooks the green dot means that it is the beginning of our books. Then there are a bunch of other papers. I need to know when to stop. When grown-ups drive, they know to stop when*

*they see a stop sign or a red light. I will know where to stop in my notebook (or where the last page is in my notebook) because I am going to put a red dot sticker on the bottom of the last page. Each day I will write in my notebook. I will start at the green dot on the first day and write on one page a day until I get to the red dot. That means I will need a new notebook.”*

**Active Engagement (guided practice):**

*“Now I would like to give you your very own **Writing Notebook**. Together we will name the parts and place the red and green stickers on it.”* Pass out notebooks.

*“Writers, I would like you to show me the **front cover**. How do you know it is the front? (It has the title and my name). Please point to the **title**. Please point to your name. Next we are going to place a green dot sticker on the first page. Please find the **front cover** again. Now open your notebook. The page you are looking at is the first page. Put your green dot on the bottom of the first page. Now. Go to the last page. We will place a red dot sticker on the last page. This tells us when to we will need a new notebook. It will also help us if we accidentally open our notebook upside down. If we see the red dot, we will stop, and go to the front of the book.”* Dismiss students to their tables with their **Writing Notebooks**.

**Bridge to Independent Practice:**

Review and recite the “I Have Stories” poem and the “How to Hold a Pencil” song to help establish routines and build your community of writers. *“Today writers, I want you to write on the first page in your **Writing Notebooks**. Who can tell me how you know where the front of the notebook is located?”* Students, hopefully, respond . . . “it has a green dot.”

**Closure:**

Bring the students back to the carpet. Have students hold up the page in their notebooks that they wrote on. They can give themselves a pat on the back if they wrote on the page that has the green dot.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

## Launching (Lesson 6)

### Using Writing Notebooks: Writing Expectations

**Minilesson Teaching Point:** Students will learn what is expected for writing in their notebooks / individual papers for writing workshop.

NOTE: Choose the type of writing paper or notebook/journal that works best for your classroom. Paper choice may change throughout the year.

#### **Standard(s):**

ELA.K.WRT.2.2 Write by moving left to right and from top to bottom.

ELA.K.WRT.2.4 Write first name, first names of friends, and begin learning to write own last name, using capital and lower case letters.

#### **Materials:**

- Notebook/journals for each student
- Pencils or other writing tools (make sure you have taught how to use them)
- Large version of writing paper for teacher modeling.
- “I Have Stories” poem
- “How to Hold A Pencil” song
- Sticky notes if using Notebooks / Journals

#### **Connection:**

*“Yesterday we learned about the parts of our Writing Notebooks. Today we will learn how to use this new tool ...our writing paper inside the notebooks. We will learn three things we need when we write. We will need to write our names, make a drawing/picture, and do some writing (words or letters).”*

#### **Teach (modeling):**

*“Let’s quickly review the parts of my notebook.”* Review the front, back, and the green and red dots. Deliberately show how you will find the green dot and then turn the page so you have a fresh page to write on. Show how you will write on the left side of the paper today. *“The first thing I will need to do is write my name on the paper. I want to place it somewhere important, where others can see it. I will write my name at the top of my paper.”* For those students who do not know how to write their own name, you can model how to copy their name from a nametag, write the first letter, or trace over name written by the teacher with a highlighter.

*“The next thing I want to do is draw my picture. I will use the middle part of the page to draw.”* Model a simple illustration for your writing.

*“Finally I will need to write my words. I can either write my words under my picture/drawing or I can label my picture/drawing with words (or letters).”* Model writing and reading back your writing.

*“Now I want to look back at my writing and see if I have done all three things. Did I write my name at the top of the page? Did I draw my picture? Did I write words (letters) to go with my picture?”*

**Active Engagement (guided practice):**

*“Let’s pretend today that our backs are our writing paper. Find a buddy (teacher choice) and have one person be the writer. The writer sits behind the other child and uses his/her back as pretend paper. Everyone will get a turn to be the writer. Writers . . . get your pretend pencil. Write your name at the top of your ‘paper.’ Now, draw a picture in the middle. And finally, let’s write some words.”* Buddies switch roles and repeat writing the three writing parts (name, picture, words/letters). Dismiss kids to their tables.

**Bridge to Independent Practice:**

Pass out writing materials. Review and recite the “I Have Stories” poem and the “How to Hold a Pencil” song to help establish routines and build your community of writers. Help children, as needed, find the page to start on.

**Day 2: Closure:** Bring your students back to the carpet with their writing. Ask them to point to their three writing parts on their paper. *“Point to your name. Point to your drawing/picture. Point to your words/letters. Give yourself a pat on the back.”* *“The last thing we will do is learn how to use a sticky note to mark our page for the next day. I will give each of you a sticky note that you will place on the bottom of today’s writing. This will remind you where you will begin tomorrow.”* Teachers, this is intended to be set up so that students can reread their writing the next day. Then move onto the next page so that they do not skip around their notebooks/ journals.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

## Launching (Lesson 7)

### Using Writing Notebooks: Left to Right / Return Sweep

**Minilesson Teaching Point:** Students will learn how to write on their paper. They will learn that writers write from left to right and about the “return sweep.”

NOTE: You may need to revisit this lesson for the return sweep as students advance in their writing.

#### Standard(s):

ELA.K.WRT.2.2 Write by moving left to right and from top to bottom.

ELA.K.WRT.2.4 Write first name, first names of friends, and begin learning to write own last name, using capital and lower case letters.

#### Materials:

- Large version of writing paper for teacher modeling.
- Simple story idea to share with students (or adapt the idea below to fit your needs).
- Journals or paper that has two lines to practice the return sweep.

#### Connection:

*“Writers, today we are going to learn how to write on our papers. When we write, we want to be able to read our writing and we want other people to be able to read our writing, too. In order for us to read our writing, we have to organize our words and sentences on our paper. I know how to read books, because the authors have all written their writing in the same way. Today, we will practice writing the way authors do so that others can read and understand our words.”*

#### Teach (modeling):

Do a quick think aloud about what to write. *“I want to write about my dog today. She loves to go to the dog park and play fetch. She gets lots of exercise and runs really fast. I’m making a movie in my mind of one time when I threw the ball and she ran so fast that she slid right past the ball.”*

Model the steps for writing in notebooks or on paper (writing your name and drawing a picture). *“First, I’m going to draw my idea.”* Quickly sketch your story.

*“Now, I want to write my idea. When writers write, they always begin writing their idea on the left side of the paper. I know which side is on the left by using my hands to help me. When I hold my hands straight out in front of me with my thumbs sticking out. My left hand makes a capital ‘L.’ When I look at my paper, the left side is over here.”* Model holding up your hands and moving them toward the writing paper to show the left side of the page.

*“I will begin writing my words here.”* Write the words while speaking them aloud to the students. Point out to the children that you starts at the left and work toward the right. Continue writing until you reach the right side. Think aloud problem solving the return sweep. *“Writers, I have come to the other edge of my paper and I still have more to write. Watch as I do a return sweep to the left again and finish my writing.”*

Possible story to write:

I took Sophie, my dog, to the park. We played fetch. I threw the ball and she ran so fast she ran right past the ball.

*“I want to read back what I wrote today. I will start reading on the left side. It is easier to read because I have written from the left to the right, and I know that when I get to the end of the line, I will sweep back to the left and begin reading again, just like I write.”*

**Active Engagement (guided practice):**

*“Before I dismiss you to write on your own, let’s pretend again that our backs are our writing paper. Find a buddy (teacher choice) and have one person be the writer. The other person will be the paper. Everyone will get a turn to be the writer. How will we know where to begin?”* Guide the children through holding out their hands and finding the one that makes the capital ‘L’. *“Now, let’s get our magic pencils and begin writing. Uh-oh . . . we have come to the end of our line, but we still have more to write. What will we do?”* Model picking up your magic pencil and doing a return sweep to the left. Buddies switch roles and repeat writing left to right and doing a return sweep.

**Bridge to Independent Practice:**

*“Before you begin writing your words today you might stop and think about where to begin. If you are not sure, try what we learned to figure out what side is the left side by looking at your hands. I can’t wait to read all your great writing.”*

During writing time, if you notices that students are still uncertain where to start and which way to go, you can draw a green and red line on their paper, like what was done in the lesson “Let’s Go To The Park.”

**Closure:** Bring your students back to the carpet with their writing. Ask students to point to the beginning of their writing. Have them slide their finger under their words, moving left to right, and possibly doing a return sweep. You may want to select a few student notebooks to share with the class. Congratulate students for writing left to right and doing a return sweep (if possible). Tell the students that you were able to read their writing because they wrote just like real authors.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

## Launching (Lesson 8) Turn and Talk

### Minilesson Teaching Point:

Students will learn the **strategy** of **turn and talk**.

### Standard(s):

ELA.K.WRT.1.1 Use talk and/or other grade level prewriting strategies to initiate writing.

### Materials:

- Choose a volunteer prior to the lesson and confer quickly about what is expected
- TIP: You may want to assign partners if you haven't done so yet

### Connection:

*“Writers, today we will learn a **strategy** that will help us plan what we will write in our writing time. Today, I want us to learn a **strategy** called **turn and talk**. Strong writers have a plan before they write. Sometimes it helps us to talk about our ideas before we write.”*

### Teach (modeling):

*“Writers, today we will learn how to **turn and talk**. I will need a student to come up and help me demonstrate to the class how we do this.”*

Model a **think aloud** about his/her topic s(he) wants to share with her /his partner.

**Reminder:** Explain to students that their thinking should be in their heads, you are only saying it out loud so they can hear what you are thinking.

*“Now we are going to **turn and talk**. The first thing we will do is sit knee to knee on the carpet. Look at how we are facing each other, eye to eye. Now each of us will get a chance to talk and to listen. When the other person is talking, it is very important that you practice being a good listener. Now I will talk about my idea with my partner, then my partner will talk about his/her idea.”*

**ELD:** *“Today I want to write about \_\_\_\_\_.”*

### Active Engagement (guided practice):

*“Writers, now it is your turn to practice this new **strategy**. Turn to the person sitting next to you, sit knee to knee and look eye to eye (You may have to decide who starts first).” Now tell your partner your ideas for your story.” Trade roles.*

### Bridge to Independent Practice:

*“Writers, now that we have shared our ideas, it is time for us to go and put our ideas onto paper.”*

**Closure:**

Bring students back to the carpet and have them practice **turn and talk** again about what they liked about writing today. If time, do a pop-up share.

**ELD:** *“I liked \_\_\_\_\_.”*

**Reflection:**

**Resources & References: (adapted from, acknowledgments):**

“Second Grade Writing: Units of Study,” Portland Public Schools, 2008.

## Launching (Lesson 9)

### Accessing and Returning Writing Materials

**Minilesson Teaching Point:**

Introduce students to the writing materials in the classroom or writing center. Students will learn how to independently locate, use, and take care of supplies needed for writing workshop.

NOTE: This lesson may be taught over several days, explicitly modeling for each material.

**Standard(s):**

ELA.K.WRT.1.1 Use prewriting strategies.

**Materials:**

- **Varies by classroom.** Some examples include:

Pencils	Markers
Date Stamp	Post-its
Crayons	Colored pencils
Variety of paper choices	

**Connection:**

*“We know that writers have lots of ideas to write about, but they also have special **materials** and they take care of them so that they will have them whenever they want to write. Today I want to teach you where to find supplies you’ll need as a writer and how to take care of them.”*

**Teach (modeling):**

**NOTE: Routines vary by class.)**

*“Every writer needs \_\_\_\_\_ to write. We keep these \_\_\_\_\_” (name a variety of writing materials and where they can be found in the classroom). “I will show you how to use and take care of \_\_\_\_\_, then you will get a chance to practice.”*

ELD: As you are naming materials, hold up a real example.

Model how to retrieve the writing tools. If you have a writing center set up with paper choice (at this point offer only one or two types of paper) and other materials, model first getting your folder (or journal) and then going to the writing center to get paper. Afterwards, model getting a writing utensil.

*“Turn and talk with your neighbor about what I just did to get ready to write.”*

Next, model putting the materials away. *“Okay, let’s pretend it’s the end of writing workshop. It’s time to clean up and then go back to the carpet for sharing. Watch me put my writing materials away.”* Put your writing into your folder (if you are using folders), put the utensil away and come to the carpet with your folder and sit down on your folder.

*“Turn and talk with your neighbor about what I just did to clean up.”*

**Active Engagement (guided practice):**

Have students practice the routine for getting writing materials.

Show children how to take care of the supplies, then ask children to practice taking care of the supplies (for example, listening for the click of the marker cap to ensure it is on).

NOTE: Teachers have found it helpful to explicitly teach and have the students practice taking care of classroom items such as scissors, glue sticks, glue bottles, books, papers, and so on. This lesson may need to be repeated several times in the beginning and then periodically throughout the year.

*“Let’s pretend that it’s the beginning of writing time and you’ve decided what to write about and you are ready to go to your seat. What **materials** are you going to need for writing? When I call for table helpers (or whatever system you have established), the helpers will quickly and quietly gather the supplies for your table. Let’s watch and see how quickly and quietly they do this because, remember, we don’t want to waste a minute of our writing time together.”*

Demonstrate and practice the procedure you have decided upon for your classroom.

**Bridge to Independent Practice:**

Demonstrate and practice the procedure with all of the students in the class. It is important that everyone has the opportunity to practice the procedure.

Give students an opportunity to write.

**Closure:**

Ask students to meet you at the carpet, leaving their writing and materials at their writing area. *“Writers, I noticed how well you took care of our writing materials. I noticed that you \_\_\_\_\_.”* Be specific to reinforce the behaviors you want practiced. You may wish to ask students to turn and tell their neighbor where to find specific materials and how to take care of them. *“Now I would like to teach you how we put our **materials** (supplies) away.”*

Explicitly teach, model, and have the children practice the clean-up routines you want implemented in the classroom. Reteaching this part of the lesson may be necessary throughout the year. This may also be an opportune time to point out where the students will need to pay extra attention (for example, checking the floor for materials, missing glue caps, and so on). Have a helper check to see if supplies are put back correctly.

**Reflection:****Resources & References: (adapted from, acknowledgments)**

Lucy Calkins...Launching the Writers’ Workshop Session 3

## Launching (Lesson 10)

### Making Writing Resources – Charts/Word Lists/Posters

#### Minilesson Teaching Point:

Students will participate in making a classroom resource to help them write.

NOTE: The class will make a student-generated list for this lesson. The lesson can be used for a variety of topics such as, color words, pets, holidays, number words.

NOTE: This lesson can also be adapted to label things around your classroom as a resource for student writing. An example of this would be “up” and “down” on the light switch or “Please come in” and “go out” on the door or labeling “hot” and “cold” water by the sink.

#### Standard(s):

ELA.K.WRT.1.1 Use talk and/or other grade level prewriting strategies to initiate writing.

ELA.K.WRT.5.1 Spell a minimum of any ten commonly known words and words from the Most Frequently Written Words List.

#### Materials:

- Chart paper
- Chart markers
- Paper choice or journals

#### Connection:

*“Writers use many **resources** to help them write. A resource is something you can use to help you spell words or help you gather ideas for writing. One **resource** you might use is a poster in our room.”* Point to a poster and tell how it might help them write. *“I have noticed that many of you like to write about your family. Today we will make a family word chart.”*

#### Teach (modeling):

*“Our chart needs a title. Let’s call it Family Words. I am making a picture in my mind of my family. One of the people I see is my mom. I will write the word ‘mom’ and draw a quick sketch to match my word.”*

#### Active Engagement (guided practice):

*“Let’s think about the people in our families. Make a picture of your family in your mind. Who are the people you are picturing? **Turn and talk** to the person sitting next to you and share some of the people in your family.”*

**ELD:** “The people in my family are \_\_\_\_\_.”

“I have a \_\_\_\_\_ (mom, dad, sister).”

*“Now, writers, I would like to write some of the words you have thought of for our Family Words chart.”* Write words that the students generated and if possible include pictures to go with the words.

NOTE: You may want to use Google images for pictures of families, some images are also in the Scott Foresman pattern book.

**Bridge to Independent Practice:**

*“Today, during **Writing Workshop**, you may want to write about your family. I will put up our chart in the room for you to use as a resource to help you write family words or give you an idea of someone in your family to write about.”*

**Closure:**

Gather students on the carpet for sharing. Spotlight students who wrote a family word in their writing for the day.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

## Launching (Lesson 11)

### Making Writing Resources — Big Books

**Minilesson Teaching Point:** Students will participate in making a classroom resource to help them write.

NOTE: The class will make a student-generated big book for this lesson. The lesson can be used for a variety of topics such as, color words, pets, holidays, number words, animals, field trips, and so on.

**Standard(s):**

ELA.K.WRT.1.1 Use talk and/or other grade level prewriting strategies to initiate writing.

ELA.K.WRT. 5.1 Spell a minimum of any ten commonly known words and words from the Most Frequently Written Words List.

**Materials:**

- Construction paper of various colors (one per student)
- Plain paper
- Sentence Frame (sample follows this lesson)
- Crayons, markers, colored pencils, pencils.
- Camera
- Glue

**Connection:**

*“Writers use many resources to help them write. A resource is something you can use to help you spell words or help you gather ideas for writing. One resource you might use is a book in our room.”* Share a book and tells how it might help them write. *“Today Kindergartners, we will make a book together. This book will be about some very special people. It is going to be a book about the people in (your name) Kindergarten.”*

**Teach (modeling):**

*“Our book will have a page for each one of us. I have already made the cover and written the title. Now I will make my page. The first thing I need to do is write my name. I will write it in my best handwriting so others can read it. I will write it on this sentence frame. It says ‘I am \_\_\_\_\_.’ I will write my name here.”* Write name. *“Next, my page will need a picture of me. I can choose to draw just my head or my whole body.”* Draw a picture of yourself on plain paper. *“Later I will put in a REAL picture of myself. The final thing is to glue my name and drawing on this big piece of paper.”* Make sure you model which direction you want the paper to be set up.

[TIP: If you have your children divided up into “color groups/families” you may want to have each student use the color of their group.]

**Active Engagement (guided practice):**

*“Now, writers, you will have the chance to make your page for our Big Book. Please turn and tell your neighbor the two things I made for my page of the big book and the two things you will make for your page. Tell your neighbor if you are going to draw your head, or your full body.”*

You may choose to guide students through each step. At some point you will also need to take a picture of each student to include on his/her page.

Laminate and bind all pages together and read the book to the class. At the end of the year you could take the book apart and give students back their own page.

**Bridge to Independent Practice:**

*“Today, writers, we made a new **resource** for our class. We made a big book. Each of us has our own page. Each page has our name, and our pictures on it. If you want to write about a friend in our class today or any other day and you are not sure how to write their name, you could use this resource to help you. We will keep this book (name a location) for you to go to whenever you need it. This book can also help give you an idea for your writing.”*

**Closure:**

Gather students on the carpet for sharing. Spotlight students who wrote about a friend using the big book to help them.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

I am \_\_\_\_\_.

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## Launching (Lesson 12) The Writing Environment

### Minilesson Teaching Point:

Introduce the need for a “quiet” environment during **Writing Workshop**.

### Standard(s):

ELA.K.WRT.1.1 Use prewriting strategies.

### Materials:

- Looks Like/Sounds/Feels Like Chart (include eye, ear, and heart drawings (sample follows this lesson))
- Markers
- Camera

### Connection:

*“When writers write they need to be in a space where they are comfortable and can think about their writing and put their writing down on paper.”*

### Teach (modeling):

*“Take a minute, be as quiet as you can, think about what you hear, what you see and how you feel.”* Model a **think-aloud** (I can hear the clock ticking). *“During our writing time, writers need to be able to think and do their personal best.”*

*“Today we are going to get a picture of what our **writing workshop** should look like, sound like, and feel like. If \_\_\_\_\_ (principal, visitor etc.) were to walk into our room during **writing workshop**, what would (s)he **see**?”*

Reveal the chart, “Writing Workshop looks like, sounds like, feels like...”

*“I’m making a picture in my mind of what writing workshop looks like. I see students sitting at tables, with their paper and pencils... Writers, close your eyes and make a picture in your mind of what writing workshop looks like to you. Turn and talk with your neighbor.”*

Write on the chart 2-3 ideas you overhear students saying. If they have a hard time thinking of ideas, give them ideas. Then move on to what writing workshop sounds like.

*“Make a picture in your mind of what writing workshop sounds like. Now turn and talk with your neighbor.”*

Write on the chart 2-3 ideas you overhear students saying. If they have a hard time thinking of ideas, give them ideas. Be sure to include quiet voices.

*“Now let’s talk about how it **feels** to be a part of our **writing workshop**.”* Add ideas to chart. Emphasize feelings of acceptance, safety, success, tolerance, and listening to others.

**Active Engagement (guided practice):**

Repeat the following on different days as needed; however, if students are getting squirmy, have them quickly practice/act out one item from each section of the class chart: 'Writing workshop looks like, sounds like, and feels like.'

*"Now that we've decided what **writing workshop** should be, we're going to practice what a writing space looks like, sounds like, and feels like. Everyone will have a chance to be both the writer and observer."*

Divide class into two groups. The first group will write while the others look for characteristics from the chart. Have the observers share what they noticed.

Switch groups.

Review poster and add additional observations.

Take pictures of each group engaged in **Writing Workshop**. Pictures will be added to the poster later.

**Bridge to Independent Practice:**

*"Now, writers, remember what you **saw, heard, and felt** as you worked and as you watched others work. Let's all work together to make our classroom a comfortable place to write."*

**Closure:**

Bring students together at the carpet. Start by reflecting on what you saw and heard in the classroom, *"I **saw** \_\_\_\_\_ working in groups. Would anybody else like to share what he or she **saw, heard, or how they felt** during **writing workshop**? Look at everything we noticed during **writing workshop**. Tomorrow we will practice again how we want our **writing workshop** to look, sound and feel."*

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

# Writing Workshop



## Looks like . . .

children writing at their table.

children using the word wall  
and their alphabet charts.

teacher conferencing with  
children.



## Sounds like . . .

quiet voices.

writing tools moving on paper.

bodies moving quietly.



## Feels like . . .

it is calm.

it is happy, excited.

it is safe.

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## Launching (Lesson 13) Planning for Writing: Visualize

**Minilesson Teaching Point:** Students will learn how to *visualize* by making a picture, or movie, in their mind of a **topic** they want to write about and be able to tell themselves the words that match the picture.

### Standard(s):

ELA.K.WRT.1.1 Use talk and/or other grade level prewriting strategies to initiate writing.

### Materials:

- No special materials required.

### Connection:

*“Writers, today we will learn a **strategy** that will help us plan what we will write. Today we will learn a **strategy** called **visualizing**. We see pictures in books we read and we watch movies on TV. **Visualizing** is when you make a picture or a movie in your head, in your mind, of your writing idea. Making a picture or a movie in your mind will help you know what to draw and write during **Writing Workshop**.”*

### Teach (modeling):

*“I will demonstrate for you how we do this, how we make a movie in our minds of our stories.”* Model **visualizing** through a think aloud about your topic. *“I’m closing my eyes. I’m thinking about what I want to write about...Okay, I’ve got my idea. I’m making a picture, a movie, in my mind about my story. Now I am going to use my “magic” finger and draw my picture in the air.”* Model picturing the character(s) and the setting of their idea.

Possible story idea:

Sophie, my dog, and I were in the kitchen. I left pizza on the table.  
Sophie jumped on the table and ate it!

**Reminder:** Explain to students that their thinking should be in their heads, the teacher is only saying it out loud to demonstrate what it might look like.

### Active Engagement (guided practice):

*“Writers, now it is your turn to practice this new **strategy**. First I want you to **visualize** (make a picture in your head) about what you want to write about. Draw your picture (idea) in the air. Next we are going to turn to the person sitting next to you. Remember to sit knee to knee and look eye to eye (You may have to decide who starts first).”* Now tell your partner your ideas for your story.” Switch roles.

**Bridge to Independent Practice:**

*“Writers, now that we have planned our ideas, it is time for us to go and put those ideas onto paper.”*

**Closure:**

Bring students back to the carpet and have them practice turn and talk again and share what they liked about writing today.

**ELD:** *“I liked \_\_\_\_\_.”*

**Reflection:**

Calkins, Lucy and Mermelstein, Leah. Launching the Writing Workshop.

**Resources & References: (adapted from, acknowledgments)**

## Launching (Lesson 14) How Pictures Convey Stories

### Minilesson Teaching Point:

Students will learn that pictures convey stories.

### Standard(s):

ELA.K.WRT.1.1 Use talk and/or other grade level prewriting strategies to initiate writing.

### Materials:

- Chart paper
- Chart Markers
- Whole-class experience

### Connection:

*“Writers, I want to talk with you today about how our drawings/pictures help us tell our stories. Yesterday we made pictures, movies, in our heads by visualizing our story. Today we will practice drawing our stories that are in our heads. The more we include, the better other people will understand and be able to picture it themselves.”*

NOTE: You may show pictures, photos, or pictures from a book to help illustrate this point. Some good books would be: Knuffle Bunny , My Lucky Day Some authors to use: Patricia Polacco, Cythia Rylant, Audrey and Don Wood, Vera Williams, and David Weisner.

### Teach (modeling):

Think of a small, shared moment that the class has experienced together for modeling this lesson. It helps to have the kids picture the same thing and develop a community of writers.

*“I am going to **think aloud** about the time we saw the two squirrels chasing each other outside our window on the tree. I am picturing that day. I am making a movie in my mind of what happened first, second and last. It was sunny and the leaves on the tree were bright green. The squirrels were chasing each other around and around. They made squeaky noises. I laughed.*

*“Now I want to draw the whole story in my **illustration**.” Think aloud as you draw the idea on paper. Pause and say, “Do you see how I am putting the whole story in my **illustration**?”*

### Active Engagement (guided practice):

Review what has been drawn so far and invite the students to help give ideas to finish the illustration details.

**Bridge to Independent Practice:**

*“So, today and every day when we write make sure you make a movie, a picture, of your ideas in your head. Think about what happened and make sure to include the details in your pictures. Who was in your story? Where were they? Was it outside? What were they doing? When you include these things, others can understand your story better. Maybe they will even feel like they were there, too.”*

**Closure:**

Have class share their **illustrations** and compliment the details that help you understand their writing better.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

## Launching (Lesson 15) Labeling

### Minilesson Teaching Point:

Students will learn to use and make labels on their illustrations to help them during Writing Workshop.

[TIP: During Read Alouds point out any places where you see labeling in books. You may also want to intentionally read books with lots of labeling.]

### Standard(s):

ELA.K.WRT.5.3 Demonstrate semi-phonetic to phonic stage spelling by using phonemic awareness and letter knowledge.

### Materials:

- Chart paper illustration from the day before
- Samples of labeled pictures such as science posters, books by Gail Gibbons or another appropriate resource

### Connection:

*“Today we will use **labels** as a way to help our readers understand our picture. **Labels** are words that are next to parts of a picture that tell what that part is for the reader. Let’s look at some examples.”*

### Teach (modeling):

*“Let’s remind ourselves of the picture we created yesterday and what happened in the story. What did we draw?”* Point to parts of the picture as students name them. *“Now I want write words to label the picture to help others know what is included in my story.”* Write the whole word so that the lesson teaching point of labeling remains the focus. Model labeling two or three items in the picture.

### Active Engagement (guided practice):

*“What else could I **label** to help my readers understand my picture?”* **Label** student’s suggestions.

### Bridge to Independent Practice:

After students **visualize** and **turn and talk** about their idea for today, invite students to **label** their drawings. You may want to remind students to **label** their drawings part way through **Writing Workshop**.

**Closure:**

Have students share with a partner their **labeled** pictures. You can also share 2-4 students' writing that has labels.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

## Launching (Lesson 16) Where Do Writers Get Ideas?

**Minilesson Teaching Point:** Students will understand that writers get ideas for writing in many ways.

**Standard(s):**

ELA.K.WRT.1.1 Use talk and/or other grade level prewriting strategies to initiate writing.

**Materials:**

- Mentor text, PREREAD: Wilfred Gordon MacDonald Partridge (book may be borrowed from first grade SF)
- Letter to send home to parent (sample follows this lesson)
- A paper lunch sack with a heart drawn or glued on the side containing items to help share where you get ideas to write (photographs, a favorite book, a stuffed animal or toy, a special object)
- A paper lunch sack for each student with a heart drawn or glued on (hand out at the ‘Closure’)

**Connection:**

*“Writers, today I would like to share with you some things that help me get ideas for writing. Strong writers get ideas in many different ways. Sometimes writers write about places they have been. Sometimes they write about people that are important to them. Sometimes writers may even see, hear, or smell something that they want to write about. They may even write about something they know how to do or something they know a lot about. Sometimes they write about a special memory they have. Remember when we read Wilfred Gordon MacDonald Partridge? This book was about the importance of memories. Whatever it is, writers always write about things they care about or things that are near and dear to their hearts.”*

**Teach (modeling):**

*“Last night I was thinking about what I would write about today. As I was thinking, I looked around my home. I saw many things that made me think of stories I would like to tell. I put these things in a bag.”* Share the items with the class. *“I brought in \_\_\_\_\_, and \_\_\_\_\_, and \_\_\_\_\_. My eyes stopped when I saw \_\_\_\_\_. This made me think of \_\_\_\_\_. I knew then, that I wanted to write about \_\_\_\_\_.”* Model writing about your chosen topic. The following is a possible example:

Hold up a picture of a cat: *“This picture of my cat, Teddy. This makes me think about one time he was sleeping with me. I know now what I want to write about. I’m making a movie (or picture) in my mind of that time. I remember what happened first, second, then last.*

Quickly draw and talk about your story as you are drawing. You might want to draw thinking bubbles. *“Now I’m ready to sketch my story about Teddy. Here is me lying on my bed, asleep. I was dreaming Teddy was asleep on my tummy. Suddenly, I woke up. There was Teddy! He really was on my tummy!”*

*“Now I will write my words. Let’s see... This is me so I’ll write ‘me’ here. This is Teddy, so I’ll write ‘Teddy’ here...”* You might just label the picture or write a bit more. Decide how much you feel is appropriate. It is NOT a lesson about stretching out words with your students—write quickly!

**Active Engagement (guided practice):**

*“Writers, I would like you to **turn and talk** to your partner about what you just saw me do. How did I get my idea for writing today?”* Have a few students share their thinking with the whole class about what they saw the teacher do.

**Bridge to Independent Practice:**

*“Now, writers, I would like you to think about what you would like to write about today. You might look around the classroom to get an idea. You might look at your friends or me. Maybe you are picturing your home or your favorite stuffed animal. **Turn and talk** to your neighbor about what you will write about today.”*

**Closure:**

Gather students back on the carpet. *“Writers, today I shared with you a few things I found around my house that made me think of stories I would like to write. I put them in a bag and brought them to school to share my ideas with you. I am giving you a special bag to put your ideas in. I want you to look around your home and find things that help you get ideas for writing. Maybe it will be a favorite stuffed animal or toy. Maybe it will be a picture of someone you love. Maybe it will be a seashell you got from the beach. You get to decide what to put in it. The only thing I will tell you is that it has to fit in the bag.”* Make sure to send home the family letter that explains the activity.

[TIP: You may want to start by telling the students to only find one item to put in their bag.]

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

Fox, Mem. Wilfred Gordon MacDonald Partridge

Dear Families,

In class today, we talked about where writers get their ideas for writing. We discussed how writers write about things they care about or things that are near and dear to their hearts. Each child was given a bag to put one or two objects in that hold a special memory. The objects are intended to help each child tell and write a story. Some ideas could be: photographs, stuffed animal or toy, postcard, seashell or other small object. Please make sure that the items fit in the bag and are not too valuable. Thank you for helping your writer.

Warmly,

Your Kindergarten Teacher

Dear Families,

In class today, we talked about where writers get their ideas for writing. We discussed how writers write about things they care about or things that are near and dear to their hearts. Each child was given a bag to put one or two objects in that hold a special memory. The objects are intended to help each child tell and write a story. Some ideas could be: photographs, stuffed animal or toy, postcard, seashell or other small object. Please make sure that the items fit in the bag and are not too valuable. Thank you for helping your writer.

Warmly,

Your Kindergarten Teacher

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## Launching (Lesson 17) More Ways Writers Get Ideas

### Minilesson Teaching Point:

Students will understand that writers get ideas for writing in many ways.

### Standard(s):

ELA.K.WRT.1.1 Use talk and/or other grade level prewriting strategies to initiate writing.

### Materials:

- Teacher “Heart Bag” from previous lesson
- Student “Heart Bags”
- Teacher ideas/objects to add to the “Heart Bag” [TIP: Put a classroom object in the bag that relates to a whole-class experience. This demonstrates that a simple, funny class experience can be written about. It also helps create a connection with the students.]
- “Writing Workshop looks like...feels like...sounds like...” chart from Lesson 12 for reference.

### Connection:

*“Writers, remember the other day when I shared with you my special bag that I filled with things from my home that gave me ideas for writing? I put in \_\_\_\_\_ and \_\_\_\_\_ and \_\_\_\_\_, because these things reminded me that I wanted to write about those memories, people, and experiences. Remember, strong writers get ideas in many different ways. Whatever it is, writers always write about things they care about or things that are near and dear to their hearts.”*

### Teach (modeling):

*“Yesterday, I wrote about \_\_\_\_\_. Today I think I will write about \_\_\_\_\_. I put this in my bag because it made me think of \_\_\_\_\_. Watch as I draw my story.”* Model writing a story about the object, thinking aloud as you draw. *“Now I will write my words.”* Model writing the words and/or letters to tell about the drawing.

### Active Engagement (guided practice):

*“Writers, I know that you brought in your special bag, too. I would like you to turn and talk to your neighbor about what you brought in your bag.”*

**ELD:** *“I brought in \_\_\_\_\_ because I want to write about \_\_\_\_\_.”*

NOTE: You may want to have a few students share their items with the whole class. This will help you reinforce that writers get their ideas from many different places. If appropriate, show how one student’s object gave you an idea for a story. *“We get writing ideas from our memories (what’s inside our heads). We get writing ideas from objects.”*

**Bridge to Independent Practice:**

*“Now, writers, I would like you to think about what you brought in and the story you will write. Make a picture or a movie of the story in your head. Tell yourself what happened first, what happened next, and what happened at the end of your story. Now, please quietly go write. And remember what writing workshop looks like, sounds like and feels like!”* (Refer to the class-made chart.)

**Closure:**

Gather students back on the carpet. *“Writers, today you shared your special bag. Did any of you write about the thing you brought in? Would anyone like to share their writing?”*

**Reflection:****Resources & References: (adapted from, acknowledgments)**

## Launching (Lesson 18) Generating A Topic List

### Minilesson Teaching Point:

Teachers and students generate a class list of topics for use in writing workshop.

### Standard(s):

ELA.K.WRT.2.7. Write (unconventionally) to express own meaning.

### Materials:

- Chart paper
- Markers
- Your own story idea, “triggered” by an object one of your students brought in.
- List paper (sample follows this lesson)
- **Optional:** Enlarged REACH Work-time Making A List recording sheet

### Connection:

*“Today, writers, we have been thinking about and discussing **topics** (ideas) we want to write about this year. I showed you my “Heart Bag” and the objects, the things, I put in it. Then, I showed you how the picture of my cat, Teddy, gave me a writing idea. You all did the same thing. You looked in your “Heart Bags” and got ideas for your own stories.”*

### Teach (modeling):

*“Today I want to teach you that another way writers get topics, ideas, is from each other. Yesterday when Claudio pulled his little teddy bear out of his “Heart Bag,” it gave me an idea for my own story.” (Choose an example that really happened in your class.) “I remembered one time when I was sleeping with my own teddy bear. I woke up in the middle of the night and I couldn’t find him. I was scared. I looked around and found him on the floor. I picked him up and held him tight.”*

*“Did you see how I got an idea just by looking at Claudio’s teddy bear? Writers sometimes get ideas from other writers.”*

*“We’re going to made a class list of our writing ideas, of our writing topics. So, if you can’t think of something to write about you can look at our class list of writing topics. The first topic I am going to write on our list is ‘teddy bear.’”*

### Active Engagement (guided practice):

*“Writers, today I want you to think of three **topics** or ideas you might want to write about. Strong writers write about things that they know about, it could be a favorite place you’ve been. It could be something you are really good at doing or it could be someone in your life you know a lot about. It might be an idea from your “Heart Bag.” Make a picture in your mind of the idea you would like to write. Now **turn and talk** about your idea with another writer.” **Turn and talk.***

As students are talking, prompt them with ideas as needed. Their topics need not be big topics. It might be something little they saw happen on the playground. It might be a child who came to school with shoes on the wrong feet or maybe a child forgot lunch.

ELD: *“I think I want to write about\_\_\_\_\_.*

*“I think I want to write about \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_”.*

*“Let’s make a list of some of the ideas you’ve shared.”*

Record student responses on chart paper. Include pictures as additional support (either now or at a later time) and use a variety of pen colors.

Reread the list with students. *“Writers, look at all of the good ideas we came up with today. Now close your eyes and make your own list of things you would like to write about this year. Turn and tell a neighbor what you would like to put on your own list.”*

ELD: *“My list would include \_\_\_\_\_.”* or

*“I am going to write about \_\_\_\_\_.”*

**Bridge to Independent Practice:**

*“Writers, I have list paper you may want to use if you would like to write your own list.*

*We can staple it to the inside of your notebook so that you have it to look at during*

**Writing Workshop.** (Or, if your students are using writing folders: *“You can keep the list on your go side, the green side, of your writing folder.”*) *“As you go off to write today you may want to use one of our ideas or make a list of your own **topics** with pictures you could write about.”*

**Closure:** *“Writers, if you wrote about one of our **topics** from our list, raise your hand. If you made a list of **topics**, please hold up your list.”* Ask a few students to share a **topic** from the list they wrote or have them share what they wrote about today.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# List

Title: \_\_\_\_\_

1.		
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2.		
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3.		
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4.		
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## Launching (Lesson 19) Pattern Writing

**Minilesson Teaching Point:** Students will practice writing high frequency words.

NOTE: This lesson is easily repeated and adapted as new high frequency words are introduced. It can also be adapted to make class books, or individual student writing booklets.

### Standard(s):

ELA.K.WRT.2.1 Write a complete sentence.

ELA.K.WRT.5.1 Spell a minimum of any ten commonly known words and words from the Most Frequently Written Words List.

### Materials:

- Mentor texts from Scott Foresman leveled texts or other familiar text with patterned writing
- Pre-made list of things (books, crayons, etc.) in a classroom with pictures (or a list of things on the playground or in the park, etc.)
- Chart paper and markers
- Pre-made booklets
- Sentence Frames (I see, I like, I love, I can, I go) – these should be introduced as a separate lesson for each sentence frame

[TIP: These frames could be made into a poster or cut into strips and laminated, then placed on a ring for students to access if they wish to write a patterned book or need the support for sentence writing.]

### Connection:

*“Writers, we have been learning about what writers do, what materials they need, and where they get ideas. We have read some books that have patterns. These pattern books gave me an idea for writing.”* Share a familiar text to review with students.

### Teach (modeling):

*“The other day I was looking around the classroom and I made a list of the things I saw. (Or, you could make a list of things you saw on the playground or at the park.) Share the list. “Today I am going to make a book about the things I see. I will use a pattern for my writing. Watch me as I write a few sentences.”*

Teacher models writing three sentences. I see \_\_\_\_\_. I see \_\_\_\_\_. I see \_\_\_\_\_.

**Active Engagement (guided practice):**

*“Look around the classroom. Tell yourself one thing you see. Tell yourself another thing you see. Turn and talk to your neighbor and tell them something you see in the room. It can be something from my list or something else you see in our room.”* (An alternate idea could be to have students close their eyes and make a picture of the things they see on the playground.)

ELD: *“I see \_\_\_\_\_.”*

Then ask a few students to come up to the chart paper and write their sentence. As an option, you may give each child a piece of paper to write their pattern sentence which can be made into a class book later.

**Bridge to Independent Practice:**

*“For today’s writing you can write about something you see. Maybe it is in the classroom. Maybe it is outside. Maybe it is in your home. Begin your sentence by writing, ‘I see \_\_\_\_\_.’”*

**Closure:**

Gather students on the carpet with their writing. Ask anyone if they wrote an “I see” sentence. Have those students share their writing.

Extensions: Pick a place, i.e., the playground, and have students list three things they see, and then one last sentence to be a summary or a ‘twist,’ something a little different.

I see the tire swing. I see the slide. I see the rock wall. I see the playground.

OR

I see the tire swing. I see the slide. I see the rock wall. What do you see?

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

Name

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Name

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I am \_\_\_\_\_

I am \_\_\_\_\_

I am \_\_\_\_\_

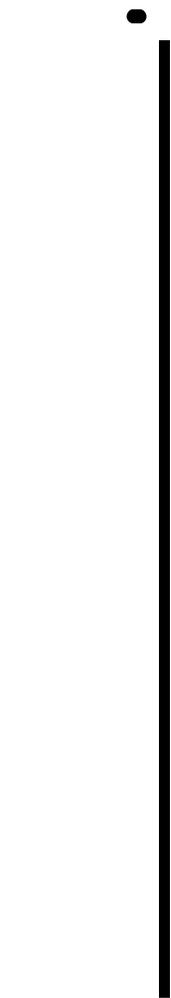
I am \_\_\_\_\_

— SEE —

— SEE —

— SEE —

— SEE —



like



like



like



like

love

love

love

love

I can \_\_\_\_\_.

I can \_\_\_\_\_.

I can \_\_\_\_\_.

I can \_\_\_\_\_.

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I am \_\_\_\_\_.

I go \_\_\_\_\_.

I see \_\_\_\_\_.

I like \_\_\_\_\_.

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## Launching (Lesson 20)

### Using Resources - Alphabet/Sound Chart

#### Minilesson Teaching Point:

Students will learn how to use resources to help them during Writing Workshop. For this lesson, the focus will be on one resource, the alphabet/sound chart.

NOTE: Reteach this lesson as often as needed.

#### Standard(s):

ELA.K.WRT.2.6 Write some consonant-vowel-consonant words such as man, cat, and run (demonstrating alphabetic principle).

ELA.K.WRT.5.3 Demonstrate semi-phonetic to phonic stage spelling by using phonemic awareness and letter knowledge.

#### Materials:

- Chart paper
- Chart markers
- Enlarged Alphabet/sound chart (Scott Foresman or other)
- Individual alphabet/sound chart for each student

[TIP: The alphabet/sound chart should have already been introduced to students during phonemic awareness activities outside of Writing Workshop time. The students should have practiced naming the letters and pictures and producing the sounds.]

NOTE: Other possible resources to use and introduce: word wall, thematic word posters/ lists/books, class books, student names

#### Connection:

*“Writers, remember how we used this **chart** to help us learn letter names and sounds? Today, we are going to use our **alphabet/sound chart** to help us during **Writing Workshop** when we are writing words.”*

#### Teach (modeling):

*“I want you to watch me as I write and notice how I use the **alphabet/sound chart**. Model a think aloud about your writing then begin to write. “I want to write about when I went fishing on a boat this summer.” Model making a movie in your mind, draw a quick sketch and begins to write the words. Pause at the word “fishing.” “/f/ . . . /f/ . . . fishing. I can use this chart to help me. I will read through the pictures until I find the one that starts like /f/.” Demonstrate saying the letters and naming the pictures until you get to Ff. “Fishing starts like fountain. I am going to look at the ‘f’ so that I know how to write it.” Teacher models looking at the f and writes an f, then continues writing. “Boat . . . /t/.” Model the strategy again using the chart. Reread your writing for the class.*

**Active Engagement (guided practice):** *“Writers, what did you notice I did when I was writing today? How did I use the **alphabet/sound chart**?”* Guide students through the steps you took. Confirm or clear up their understanding of how to use the resource to help them write.

**Bridge to Independent Practice:**

*“Writers, you will be able to use these **charts** to help you write, just like I did. You can find these **charts** \_\_\_\_\_, so that you will always have them handy.”*

Decide where to store these charts or how students can access them. Some teachers choose to have these in their writing folders/notebooks, on their desks, or in an easily accessible location in the classroom. Be sure to teach the procedures for accessing and caring for this resource.

Allow time to write.

**Closure:**

Gather students on the carpet. Ask students if anyone used the alphabet/sound chart today. Acknowledge students who used this new resource. *“Strong writers use **resources** to help them get their ideas on paper. They don’t want to waste a lot of time because they might lose their good thinking. When you know what **resources** to use and how to use them, you become a stronger writer.”*

Share what you saw some writers do as they used the chart and share their writing with the class.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

Adapted from Calkins, Lucy, Launching the Writing Workshop, pages 74-75

## Launching (Lesson 21) Using the Magic Line

**Minilesson Teaching Point:** Stretching and Writing Words, Using the Magic Line for sounds we don't know

### Standards:

ELA.K.WRT.1.2 Express ideas on paper using sound and letter knowledge.

### Materials:

- Chart paper
- Markers
- Dry erase boards and markers (optional)

### Connection:

*“Writers, yesterday we talked about using our alphabet sound charts to help us write words. I want to teach you about another strategy we can use when we are writing and we get stuck. Today, we will learn to use the **Magic Line** when we don't know the letters that go with the sounds we want to write.”*

### Teach (modeling):

*“Watch how I decide what letters I'll put on my page when I'm writing my words. Some words I already know, but some I will have to figure out. Watch how we can figure out the spelling of words we don't know and the new strategy of **Magic Line**. Here's my sentence: (Say) I bought a watermelon at the store.”*

Think aloud and write:

I *“Oh, I know how to write that, 'I'”*

Bought *“I hear a /b/ b, b, b at the beginning (refer to the sound spelling cards). /o/...I don't know what letter makes that sound so I'll draw the **magic line**. /t/ - I remember that 't' makes that sound (refer to sound spelling card to double-check) so I'll write 't' at the end. (Reread the word).*

A *“Oh, I know how to write that, 'a'”*

Watermelon *“What do I hear? It's a long word...I'm going to write the sounds I hear, use the **magic line** for the sounds I don't know, and keep going.”*

At *“I know how to spell that.”*

The *“Is it on the word wall, too?”*

Store *“I hear /s/ at the beginning. What else do I hear? /r/? I'm going to write down those sounds with a **magic line** and keep going.”*

*“Now let's read our sentence:” (slowly) “I b\_\_t a w\_\_rmel\_n at the st\_r.*

*“Did you notice that I said my words really slowly and listened for sounds that I knew? Did you notice where we used the **Magic Line** when we didn't know all of the sounds? It really sped up our writing, it made it go a lot faster.”*

ELD: Supported in lesson.

NOTE: Magic lines may also be used as a place holder for whole words if necessary.

**Active Engagement (guided practice):**

*“Now let’s practice together.*

*“What sounds do you hear in the word, ‘classroom?’”*

TIP: use a word (or two) that a lot of children want to put in their writing, but may be struggling to spell.

Call on student volunteers to name the letters that go with the sounds and record using **Magic Line** strategy.

May share pen and have a student demonstrate or let all practice with dry erase boards or paper.

**Bridge to Independent Practice:**

*“Today in your writing say the words you want to write s-l-o-w-l-y. Try to stretch them out and use the **Magic Line** for sounds you don’t know. Remember, just keep writing! Writers write the best they can and move on.”*

**Closure:**

Select 3-5 students to share how they used the **Magic Line** or their sound spelling cards in their writing.

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

Kidwriting by Eileen Feldgus.

## Launching (Lesson 22) Stretching Out Words

### Minilesson Teaching Point:

Students will learn how to stretch words out to help them write the letters for the sounds they hear.

NOTE: This lesson also models for teachers how to use interactive writing in their classroom.

### Standard(s):

ELA.K.WRT.5.3 Demonstrate semi-phonetic to phonetic stage spelling by using phonemic awareness and letter knowledge.

### Materials:

- Chart paper
- Chart markers
- Dry erase boards and markers or individual paper and pencils with clipboards
- Pre-planned writing idea, short and simple (You could use a whole class experience or use the example provided below.)

### Connection:

*“We have done so much great writing so far this year. I have noticed that sometimes you get stuck when you don’t know what letters to write for the word you are thinking of for your story. Today I want to teach you a **strategy** to help you when you get stuck. The **strategy** I am going to teach you is called, ‘**stretching out the word.**”*

### Teach (modeling):

Quickly think of what you want to write about. Think aloud as you draw the picture, then, get started on the writing. *“Today I drew a picture of when I went to the beach. I want you to watch me as I write and notice what I do when I come to a word I don’t know how to spell. Remember, I will do the thinking aloud, while you watch quietly. I want to write, ‘I made a castle at the beach.’ I know how to write I. I will write that on my paper. Now I want to write the word, made. I am not sure how to spell that. I will try **stretching out** the word. First, I will say the sounds I hear, like what we practice when we hear small sounds. /m/ /a\_e/ /d/. /m/, that is an ‘m.’ I will write that. ‘/a\_e/,’ I hear the letter ‘a.’ /d/, that is a ‘d’.* Teacher actually writes the letters m-a-d on the paper. The focus should only be on the letters heard, not correct spelling. Continue to the next word. Pause again at castle. Model **stretching** and **segmenting** to identify the letters. Quickly write “at” and “the.”

**Active Engagement (guided practice):**

*“Now writers, I would like you to help me spell the word beach. Help me **stretch out the word** slowly so we can hear all the sounds.”* Teacher and students **stretch the word** ‘beach.’ You can choose to either teach the ch sound or use a magic line. Practice rereading the sentence. Point to each word as you read with the students.

I mad a casl at the bech.

*“I have one more thing to write for my story. I want to write: ‘The castle was big.’*

For this part, do **interactive writing** with the students. **Interactive writing** is when you share the pen with the students and guide the students with letter formation, spacing, and print conventions while helping to write the words.

You may choose to just write the sentence on the paper with the class, or pass out individual supplies (dry erase boards or paper) and have the kids actively write while you and other students write on the chart paper. You may have one student write a whole word or a different student for each letter. While you model with a student, the students on the carpet are writing the same thing.

**Bridge to Independent Practice:**

Ask students to **visualize**, tell themselves what they want to write about today, and turn and talk to a partner.

*“Writers, when you are writing today, remember that you can use the **“stretching” strategy** to help you when you want to write a word you do not know how to spell. I can come and help you too, if you need me. Also, you can use the spelling sound chart to help you as well as the magic line.”*

**Closure:**

Congratulate students if you heard them use this new strategy independently or with your help during Writing Workshop. Have a few kids share their writing OR ask a student to share a word they stretched and show how they wrote it. If you noticed students using other spelling strategies, you may want to validate these as well.

**Reflection:****Resources & References: (adapted from, acknowledgments)**

## Launching (Lesson 23) How to Help Yourself

**Minilesson Teaching Point:** Students will know what to do when they need help.

**Standard(s):**

ELA.K.WRT.1.1 Use talk and/or other grade level prewriting strategies to initiate writing.

**Materials:**

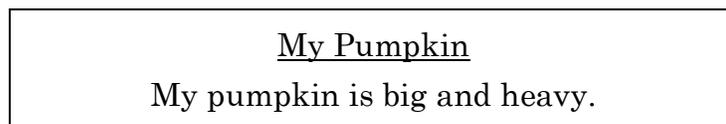
- “How to Help Yourself” chart: Ask a friend at your table, use the word wall or other resource in the room, use an alphabet sound chart, use a magic line (Use chart following this lesson or make your own.)
- Prepare a sample sentence and picture for the active engagement part of the lesson. For example, for the sentence ‘*My pumpkin is big and heavy,*’ you would prepare the picture and the words ‘*My Pumpkin.*’

**Connection:**

*“Writers, today I want to talk you about what you can do if you need help and I am not available to help you. Sometimes I will be meeting with a small group of students or just one, and I cannot stop that important work. I know that you will be able to find a way to help yourself. Let’s talk about what you can do so that your important work can continue.”*

**Teach (modeling):**

*“I want to show you a new poster that we will use all year long. It gives you ideas for how to keep working when you need help.”* Introduce the chart to the students. *“Let’s pretend that I am stuck. I will look at this poster to see what choice would work best to keep me going.”*



Have the title written with a picture. Then, model writing the sentence, getting stuck (story idea, spelling, word choice) and problem-solving what choice would be best.

**Active Engagement (guided practice):**

*“Now, writers, let’s practice doing this together. I will write a sentence and then we will think about and choose what we can do to help ourselves.”* Share prepared picture and sentence start. Guide students to think about their choices. *“I am stuck. Let’s look at the poster and I want each one of you to choose which option you think would help you continue working.”* Review choices on the poster. *“Please turn and talk with a partner and share what you would do to help yourself.”* You can add more to the story, if you feel it is appropriate (e.g., ‘...It makes me smile.’).

**Bridge to Independent Practice:**

*“Writers, when you are writing today you can use our new poster if you get stuck. If you are not sure, you can ask a friend at your table help you make a choice from the poster.”*  
Review the poster again.

**Closure:**

Invite students to share how they problem solved. If you observed students utilizing a specific strategy from the chart, share it with the group.

**Reflection:**

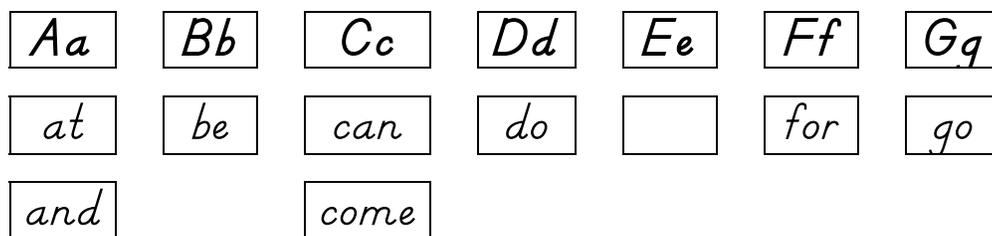
**Resources & References: (adapted from, acknowledgments)**

# How to Help Yourself

- Ask a friend at your table.



- Use the word wall or other resources in the room.



- Use an alphabet sound chart.



- Use a magic line.

B\_\_t

w\_\_t\_\_r\_\_m\_\_l\_\_n

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## Launching (Lesson 24)

### What To Do When You are Done

**Minilesson Teaching Point:**

Introduce students to procedure for what to do when finished.

**Standard(s):**

ELA.K.WRT.1.5 When complete, make an effort to read and share own writing.

**Materials:**

- “When I’m Done” poster (two examples follow this lesson)
- A sample of writing to share

**Connection:**

*“I have noticed that there are times when some of you are unsure of what to do when you are finished with your writing. Today we will look at some choices to help guide you when you think that you’re finished with a piece.”*

**Teach (modeling):**

Look at poster of choices with students. Focus on choice one: reread your writing.

*“The first choice on our poster is ‘Reread my writing.’ It is important to reread our writing because we want to make sure it makes sense, that other people can understand what we wrote.”*

Model rereading a sample of writing by pointing to each word as you read it aloud.

I see blue. I see red. I green.

*“Does my writing make sense...can others understand what I wanted to say? Let’s read the second choice on our chart: ‘Add to my words.’ I left out a word. I need to add the word ‘see.’*

Model adding and changing words (for example: inserting missed word, adding details, taking out a word or phrase).

*“Sometimes when we begin writing we quickly sketch our picture and later want to go back and add details to our drawing to help our readers get a better understanding of our idea.”*

Model adding to the illustration.

This next part is optional, depending on which chart you choose to use: *“Another choice on our poster is ‘Read my writing to a friend.’ Writers often share their writing with friends for help or ideas.”*

Model reading to a friend and show how to offer a compliment specific to what he/she wrote.

*“The last idea on our poster is ‘Start a new piece.’”*

Model going to the next page and starting a new entry (or, if your class is using writing folders, go to the writing center and get a new piece of paper).

**Active Engagement (guided practice):**

*“Let’s pretend you have just finished writing a piece. Think about what you will do next.”* Take a **status of the class** by asking each child what he/she will do when they think they are done.

**Bridge to Independent Practice:**

*“Now it’s time to write. Make a picture (or movie) in your mind of what you are going to write about today. I’ll be watching to see what you do when you think you are done. Please remember to look at the poster to help make a choice.”* Dismiss students using established procedures for getting materials.

After students are seated, reinforce the quiet writing environment. *“Remember that writers do their best thinking when they have a quiet space.”*

**Closure:**

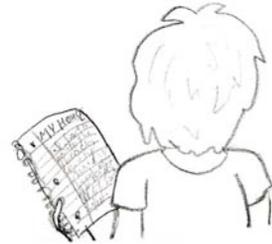
At the end of the writing session, survey the class to share the options that they chose from the poster. *“I saw a lot of good choices being made during writing today. Raise your hand if you reread your writing . . .”* Continue through choices listed on the poster. *“So, writers, I want you to remember, ‘When you’re done, you’ve just begun!’ During our writing time, we are always writing!”*

**Reflection:**

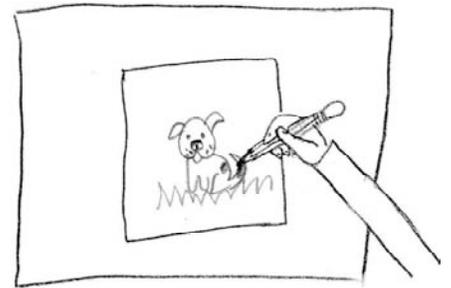
**Resources & References: (adapted from, acknowledgments)**

# WHEN I'M DONE:

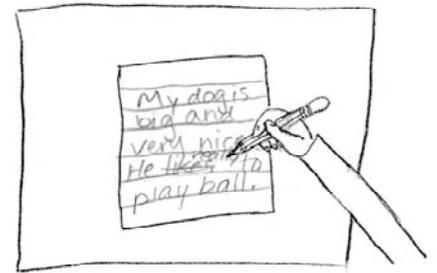
Read Again



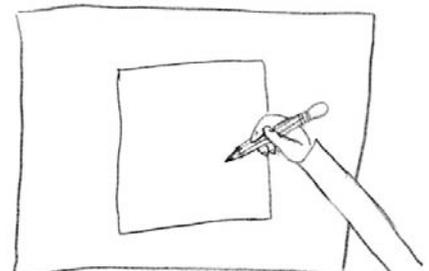
Add to the Picture



Add to the Words



Start a New Piece



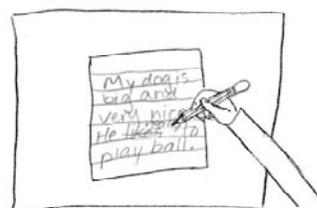
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# When I'm done, I can:

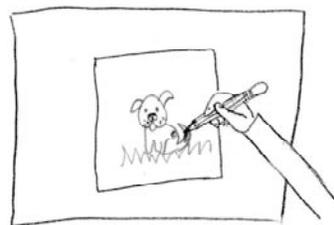
Reread my writing.



Add to my words.



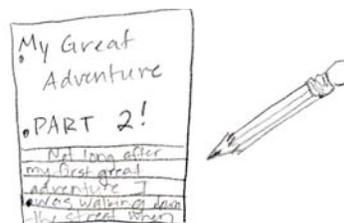
Add to my picture.



Read my writing to a friend.



Start a new piece.



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## Launching (Lesson 25)

### Sharing Your Writing With a Partner

**Minilesson Teaching Point:** Students will learn how to **share** and **respond** to their writing with their peers.

**Standard(s):**

ELA.K.WRT.1.5 When complete, make an effort to read and share own writing.

**Materials:**

- A teacher prepared writing sample with picture and a sentence (or two) to share.
- Teacher’s writing folder with some sample writing pieces.
- Sticky notes (if using writing journals).

**Connection:**

*“Writers, we have all been working so hard and writing so much! After we have been working for a while and we have a lot of writing, we make a time to share our writing with others in a special way. You have many great stories to **share** so, in a couple of days, we are going to have a writing celebration with our whole class.”*

*“Authors sometimes **share** their writing with others to help improve their writing and because they are proud of what they have written. Today we are going to have an opportunity to **share** our writing with each other. We have been **sharing** our writing at the end of **Writing Workshop**, but now I want us to really practice the **expectations for sharing.**”*

**Teach (modeling):**

*“I picked a writing piece that I want to share during our writing celebration. I would like to practice **sharing** it with you right now. When I am **sharing**, I want you to pay attention to how I am sitting, how my voice sounds, and how I hold my writing for you to see also. Share a piece of writing using a loud, clear voice, sitting still, and pointing as you read the text, then turn the page around to share with the class.*

**Active Engagement (guided practice):**

*“How did my voice sound? How was I sitting? How did I hold my writing? How did I **share** my writing with you?”* After students respond to questions, ask them to practice sharing by pretending to hold a piece of paper and sitting knee to knee with a partner.

**Bridge to Independent Practice:**

*“During our writing time today, if you find that you are at a spot in your writing where you want to **share**, you may ask a friend to **listen** to your writing. Remember what you saw me do as I shared. Also, be thinking about a piece that you want to share with the whole group in two days. Not tomorrow, but the day after tomorrow.”*

**Closure:**

Gather students on the carpet with their writing. Tell them to pick the piece they want to share with the whole group for their writing celebration. Model this with your own writing. If students are using writing journals, give them sticky notes to mark the page they are going to share. Ask the children to share that piece writing with a partner sitting next to them. Then ask a student or two to share their writing with the whole class.

**Reflection:****Resources & References: (adapted from, acknowledgments)**

## Launching (Lesson 26) Responding to Shared Writing

**Minilesson Teaching Point:** Students will learn how to **share** and **respond** to their writing with their peers.

**Day 2: Standard(s):**

ELA.K.WRT.1.5 When complete, make an effort to read and share own writing.

**Materials:**

- Pre-selected student to share his/her work.

**Connection:**

*“Writers, we have all been working and writing so much and have many great stories to share. We are almost ready for our writing celebration tomorrow!”*

*“Authors share their writing with others to help improve their writing and because they are proud of what they have written. Yesterday we practiced sharing our writing with a partner using a clear voice, sitting still, and holding our writing for others to see.”*

**Teach (modeling):**

*“Today we will have an opportunity to **respond** to our friends’ writing. Writing is hard work. We want to always be respectful of how hard people have worked and not to hurt his/her feelings. We want to ask **questions** and/or give **compliments**. When you ask a **question**, you want to know something more about what the writer wrote. When you give a **compliment**, you say something you liked or enjoyed about the writing.*

*“Writers, I have asked \_\_\_\_\_ to share his/her writing. I want you to notice what I am doing when he/she is reading and also how I **respond** when \_\_\_\_\_ is done sharing.”* Respond to student writing with a question and a compliment.

**Active Engagement (guided practice):**

*“How was I sitting? How did my body look? Where was I looking? What did I ask? What was my **compliment** to \_\_\_\_\_? Turn and talk to your neighbor”*  
After students respond to questions, ask them to practice sharing by pretending to hold a piece of paper and sitting knee to knee with a partner. *“What are some other **compliments** or **questions** we can give or ask \_\_\_\_\_?”*

**Bridge to Independent Practice:**

*“During our writing time today, take out the piece you decided you want to share with the class tomorrow for our celebration. Reread it and see how you can fix it up.”* (Refer to the class chart from Lesson 18.) Review the chart and then tell them they can add more color to their pictures if they are done.

**Closure:**

Gather students on the carpet with their writing. Ask the children to share their writing with a partner sitting next to them. Practice **responding**.

*“Writers, take out the writing piece you are going to share with the group tomorrow. You are going to practice sharing it with a partner right now. Decide who is going to go first. As your partner shares their writing with you, remember that it is important to come to a stopping point (finishing a word you are writing) and look and listen to the person who is reading to you. Remember to **respond** to their writing with a **question** and/or a **compliment**. I am excited to see and hear students sharing and **responding** to writing during our writing time today.”*

**Reflection:**

**Resources & References: (adapted from, acknowledgments)**

## Launching (Lesson 27) Publishing Celebration

**Minilesson Teaching Point:** Share writing with peers.

**Standard(s):**

ELA.K.WRT.1.5 Produce a grade level published piece with teacher support.

**Materials:**

- Students' writing piece for publishing celebration.
- Students paired with partner
- Sticky notes.
- Balloons (optional)
- Cups and grape juice/apple juice, etc.

**Connection:**

*“Writers, I’m so excited! Today is a big day. It is our publishing celebration!”*

**Teach (modeling):**

*“When authors **publish** their writing, they celebrate it by sharing it with others. Today we are going to celebrate our writing with the whole group and then with your partner. Take out your writing piece and get in a circle.*

Taking time to celebration the children’s work is very important. It helps give students purpose for their writing and it’s an opportunity for self-expression. Writing celebrations do not have to be grandiose.

Explain to students what they are going to be doing. You can actually practice the celebration the day prior during the “closure/sharing” part of writing workshop.

**Active Engagement (guided practice):**

Students go around in a circle and share their posted page or selected writing piece with the whole group. This should go rather quickly.

**Bridge to Independent Practice:**

*“Writers, congratulations! You should all feel very proud of your writing pieces!”*

*“As you go off and read to your partner, use a strong voice. And, partners, listen closely and remember to give your partner a compliment about their writing. Tell them one thing you liked about their story. Also, remember to ask them a question.”* If partners finish before others, have them share additional stories with each other.

**Closure:**

Give a toast and allow for others to give a toast, if they wish. Drink juice, eat grapes, etc. Have fun!

**Reflection:****Resources & References: (adapted from, acknowledgments)**

Calkins, Lucy and Mermelstein, Leah. Launching the Writing Workshop. pp. 116-120.

# End of Unit Checklist: Launching

Marking Key: X = Independently / = With Support — = Not Yet Demonstrating  <b>STUDENTS</b>		Uses classroom rituals and routines to work independently.	Visualizes, tells, writes and draws stories from own life.	Uses pictures, markings and words to express a story.	Shares ideas and writing with peers.	Explores different purposes for writing.	Uses alphabet cards/chart.	Segments words to write what he/she hears.	Uses magic line as placeholder.		
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