

# Booklet lessons for younger students (up to grade 3)

## DAY ONE

**Connection** --- meet in a gathering spot on the floor

1. Tell story. (like my Trouble With Andy, my mother-in-law's dog)
2. Show a picture of the story and point to the things students have learned about writing...
  - ~ You've been writing lots of stories and you've been illustrating your stories.
  - ~ *You've learned to write words when you're unsure of their spelling.*
  - ~ Now, in this story we don't see my husband and we don't see the glasses. That's because I only had one page. There are many parts to my story and I would like to tell all the parts.

### Teaching Point

So, just like authors do in books, I wrote a book.  
You will get a chance to write a book if you want.

**Teaching:** Post story on an easel with magnets. Have pencil available.

**Share my story. Explain each page... One part on each page.**

On this page, I tell about how Mr. Haag's mom has a dog. On this page, I tell how Mr. Haag took a nap and took off his glasses. **Ask, Who thinks they have a story with many parts and they would like to write a book?**

**If Time:** Ask children to write an interactive book, or...

Ask a child to write a book in front of the class.

**Active Engagement** --- at writing tables

Let students try writing on either single pages like they have been doing or writing a book.

**Sharing** --- back to the rug. Sit in a circle. Ask students to share what they wrote so far with a partner. Listen in.

**Link:** Draw attention to a few good habits I notice from observing the sharing.

Authors write as much as they can in one day. They come back and add to it the next day.

**Assessment:** Look at booklets to see what to highlight and what to teach.



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## DAY TWO – Adding to My Story

**Connection** --- meet in a gathering spot on the floor.

1. Tell students you read what they wrote yesterday. Highlight some positives.
2. Remind students about the Trouble With Andy book I wrote and read to them yesterday.

### Teaching Points

- ~ When writers go back to their stories the next day, they have to reread their stories to see what to write next. Sometimes they're done and they start a new story. Sometimes they decide they want to continue to work on their stories.
- ~ I will reread my story and then you will get a chance to check your stories.

**Teaching** --- Post story on an easel. Have pencil available.

1. Read Andy story again with a different hat; this time look for ways to add to the story. Add letters, words, sentences, labels, or details to illustrations where appropriate.
2. INTERACTIVE writing --- ask students to help after modeling a few times.
3. Ask students something like, Do you think you can find places to add to your story? We will share the changes you made after writing time.

### Active Engagement

Ask students to reread their stories. Make sure they know that they can talk to me or to a partner but not to the visiting teachers to get ideas.



**Sharing** --- back to the rug. Sit in a circle.

TAP: Ask students to share where they added words, sentences, or to their drawings.

Highlight a few for the whole class.

Say something like, What did you learn about writing? I will record what you say in my daybook.

**Link:** When authors write, they add details to their stories over several days. These projects may take several days, weeks and for some, years!

### **DAY THREE – Writing Circles**

#### **Teaching Point**

--- Sometimes writers like their story and they want to share it. They read their story to friends in writing circles.

--- I have asked \_\_\_\_\_ to read his/her story. I asked 2 “friends” to listen to (S’s) story and give (S) some suggestions. Watch to see if you would be helpful in a writing circle.

#### **Materials:**

Booklets children wrote

Daybooks and/or writing center

Materials for “publishing” stories

#### **Teaching**

Set up 4 chairs in the middle of the gathering space. The reader sits in the chair next to the teacher. The other 2 students sit in the other 2 chairs. The rest of the students sit in a circle around the “fishbowl.”

Writer begins by reading his/her story.

Each person in the writing circles compliments one time. Teacher does, too.

Each person makes a suggestion for something the writer may like to add to his/her story – similar to my modeling of Andy’s story. Teacher makes a suggestion, too.

#### **Active Engagement**

A circle stays with the teacher – one writer and 2 friends. Each writer reads his/her story and then others and the teacher compliment and suggest.

The rest of the students work on their stories from the day before.

If students are done with that story, then they start a new booklet, write in their daybook, write in the writing center, or add to their stories as per the suggestions of the writing circles.

**Sharing** --- back to the rug. Sit in a circle.

TAP: Ask students to share what they wrote in writing time today. In particular, ask students to share if they added any new information in the writing or the drawing.

Highlight a few for the whole class or share from your notes in the writing circle.

Say something like, What did you learn about writing today? I want to add what you say to my daybook.

**Link:** Authors listen to what their friends say about their writing. If the writing is not clear, they add details to fix the writing. By listening and fixing, stories get better.