

**TEACHER'S LEARNING TARGET: I CAN plan daily lessons using a consistent structure.**

## Sample Writing Workshop Focus Lesson Planning Sheet

<b>Learning Target</b>	DAY ONE - FIRST GRADE: Establishing a Workshop That Supports Independence. Writers realize that they can be an author and write a true story.
<b>Materials</b>	<a href="http://books.heinemann.com/Shared/onlineresources/E00604/LaunchingSession1.pdf">http://books.heinemann.com/Shared/onlineresources/E00604/LaunchingSession1.pdf</a> Paper and marker/student; Chart paper for teacher Writing folder/child
<b>1. Connect</b>	Explain that children will work in a writing workshop and that the workshop always begins with a meeting. Tell the children they are going to become writers.
<b>2. Teach</b>	Show children how you go about picking a topic you know and care about. 1. Take a pen and have chart paper or Doc Cam and paper ready. <ul style="list-style-type: none"> <li>Think aloud, "Hmmm.... What should I write about?"</li> <li>I could write about _____. No I don't know enough about that.</li> <li>I could write about _____. Oh. That's good. I know a lot about that topic.</li> </ul> 2. Make a quick sketch of your story. 3. Write your words. Say the whole idea and then separate the idea into words. 4. Tell the students what you hope they saw when you were writing your story. 5. Tell students that you've demonstrated what they will do now.
<b>3. Active Engagement</b>	1. Ask students to close their eyes and think of something from their lives that they could draw and write about. 2. Ask students to tell someone that topic.
<b>4. Link</b>	Stop sharing by saying something like, "So, not just today but any day you can close your eyes and think about something you know a lot about. Choose that thing to write about." "When I call on you, come and get your writing paper and pencil and then you can go to your desk and get started doing what writers do. I'll come around to admire the good work you are doing."
<b>Midpoint Teaching</b>	As you walk around, highlight either something a child is trying or compliment the class as a whole for their good work. If you see confusion, clarify. Keep this short - like a minute - to reinvigorate the workshop if needed or to clear up what students are supposed to be doing.
<b>Confer</b>	Make a plan to see specific students today. Since this is the first workshop and students may or may not have participated in workshop before, look for students you will highlight in share time. Ask the students what they are writing. "Will you read this to me? Or, What did you want your writing to say?" Respond with interest. As soon as you hear the young author's message, you should say, "Write that on this page."
<b>5. Share</b>	Ask students to put their work in their new writing folders and come together in the gathering spot with their folders. Remind them that they will end workshop at the gathering spot everyday. Ask each to raise his folder high if he put something on the page. Compliment those that raise their hands. Pick someone to highlight from your conferences: "Students, will you all admire Liam today? Liam, show your work to the class. Can you see the details he put in his writing? He has himself and a flower because he was in the garden and a sun. Liam told me his story and it includes his dad. Liam, are you going to add your dad to your story because I don't see him on the page?" Highlight 2-3 more students in a similar way. Then, tell the whole class what they did well.
<b>6. Formative Assessment</b>	Take anecdotal notes as you walk the room so you begin to get a picture of what each student can do and needs work on. You will create minilessons to address the needs.

Adapted from Lesson One, First Grade, Lucy Calkins' Launching With Small Moments

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<b>3. Active Engagement</b>	
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<b>5. Share</b>	
<b>6. Formative Assessment</b>	

Structure adapted from on Lucy Calkins' Writing Workshop