

Unit 1 – Lesson: 2

Writer’s Workshop: What can I expect?



[Editable Version](#)

In this lesson students will review what being a part of a writing workshop means. We will review the expectations created the previous day and collect a writing sample.

Topic: Introduction to Writer’s Workshop

Time Frame: 45 Minutes

Driving question: What does Writer’s Workshop look like?

Curriculum Outcomes

6: Students will convey meaning by creating print and digital texts collaboratively and independently using imagination, personal experiences, and feelings.

Learning Target:

Grade 1	Grade 2
Express ideas in complete thoughts	Express ideas in complete thoughts using simple and compound sentences

Resources Needed:

- Writer’s Workshop visual (Available at the end)
- Computer/LCD project using program of your choice to record student’s answers
- Access to computers or iPads with familiar apps.
- Writing Folder – to store writing at various stages
- Writer’s Notebook--- to record ideas and goals for their writing
- Teacher iPad and evernote to record observations (or whatever means you use to track your students progress).

Lesson:

I Do:

Review the writer's workshop visual with students. Talk about how our day will be set up.

"Typically we will start with a mini-lesson" and then I will check in to see where you are in the writing process. It will be your turn to work on your independent writing. That's your time to make your writing the best it can be. Today, since it is our first time in writing workshop, we are not going to spend as long writing.

We Do:

"Let's look back at our lists we created yesterday about things that we feel strongly about (like and dislike). Turn and talk to your partner about one thing on your list. Share with your partner some of your thoughts. Talk about a picture that you could draw to show how you feel about your topic.

"Let's share some of our ideas as a whole class"

You Do:

"Today we are going to do our very first piece of writing for Mrs. Mosher. I call this a writing sample. It shows me what you already know at the beginning of grade one and grade two. It also shows me where I need to take you and how I can help you become a better writer.

You can draw a picture to get your writing started. You can use the idea that you talked to your partner about. Once your picture is finished, you can add words or sentences to describe your picture. Some people will have a really detailed picture; some people might have a simple picture and lots of words. The important thing to remember is that everyone's picture and writing will look different and that's great!

Let's get started!"

(Students can use iPads, computer, pencil and paper to complete their work.

Those students who use an iPad can use voice to text if that's an approved adaptation, but I am interested in seeing what writing skills they have) While students are independently writing, circulate around the room and make observations and begin to formulate small group writing focuses.

We Share:

When students are finishing up we can gather together as a group. Students can have an opportunity to share their writing samples. If students do not finish remind students that their writing can be placed in their writing folder and revisited next writer's workshop or when they finish their other work.

Differentiation/Adaptations:

This is embedded into the design of the lesson plan. Student choices of how they create and submit the chart make it accessible to all students.

Enrichments:

Those students who are proficient writer's can use the iPad's to create a digital story based on their writing.

Assessment:

Collect student writing from today to use a starting assessment piece.
Record observations in [Evernote](#) or however you choose to track your students.

Evernote:

<https://blog.evernote.com/blog/2011/01/13/10-tips-for-teachers-using-evernote-education-series/>

Writer's Workshop

