

Unit 1 – Lesson: 3

Writer’s Workshop: Where do we get our ideas?



[Editable Version](#)

In this lesson students will begin learning about traits of writing. They will look at strategies to get started on a piece of writing and examine how to develop their ideas.

Topic: Writer’s Workshop

Time Frame: 60 Minutes

Driving question: Where do writers get their ideas?

Screencast: <https://youtu.be/cxIDbOchrEo>

Curriculum Outcomes

9: Students will use a range of strategies to develop effective writing and media products to enhance their clarity, precision and effectiveness.

Learning Target:

Grade 1	Grade 2
Talk about the ideas they plan to write about, draw pictures to help develop ideas for writing, begin to use simple graphic organizers	Talk about the ideas they plan to write about, draw pictures to help develop ideas for writing, begin to use simple graphic organizers (such as the five finger plan)

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:

Share the Screencast with students.

“Growing writers write about what they know, love, and feel strongly about. We’ve already made a list of things that we feel strongly about. Today we are going to talk about how to take those ideas and develop them.”

Review the writing workshop visual.

Review our writing workshop expectations.

We Do:

Complete a shared writing activity. On chart paper, the iPad, computer, or interactive white board, think of a topic that we feel strongly about (possibly gym or recess). Show how we could draw a picture to help us with our ideas. We can also record our ideas in sentences below our pictures. There are other ways that we can develop our ideas and we will visit these strategies in a later lesson.

You Do:

“Today we are going to work on another piece of writing for Mrs. Mosher. Remember, you are trying to show me all of the things that you know about your writing. You may use the iPads, paper, or the computer to do your writing.

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 are familiar with many apps on the iPads that they use to record their thoughts. They can use iPads, computer, pencil and paper to complete their work.)

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.