

Unit 1 – Lesson: 4

Writer’s Workshop: How do we organize our writing?



[Editable Version](#)

In this lesson students will begin learning about traits of writing. They will look at organization in writing and develop an understanding of why it is an important trait.

Topic: Writer’s Workshop

Time Frame: 45- 60 Minutes

Driving question: How do writers organize their writing?

Screencast: <https://www.youtube.com/watch?v=fe7fFL4-zq4>

Curriculum Outcomes

7: Students will be expected to use writing and other forms of representation including digital to explore, clarify and reflect on their thoughts feeling and experiences and learning

Learning Target:

Grade 1	Grade 2
Create print and digital texts (draw or write) with a beginning, middle, and end	Write in both print and/or digital format an organized text with a beginning, middle, and end

Resources Needed:

- 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 make sure their writing makes sense. Today we are going to talk about how to take make sure our writing is in order and that it makes sense.”

Review the writing workshop visual.

Review our writing workshop expectations (created together on the first day).

We Do:

There are many books that teach many of the writing traits. Here are some links that describe books used for teaching the traits of writing.

<http://www.smekenseducation.com/kristinas-favorite-picture-books-for-teaching-the-6-traits.html>

<http://mrsmayhew.blogspot.ca/2011/09/my-personal-of-six-trait-texts-i-use.html>

We are going to use the book by Melanie Watt called, “Scaredy Squirrel” We will read the book. There is a sentence strip activity at the end of this lesson. Print off the sentence strips and place them out of order on the board. Have the students read the story when it is out of order.

“Does it make sense? Does it sound like the book that we just read?”

Ask students, “How can we make our story make sense? We can change the order.” Have students re-order the story so that it follows the sequence and the story makes sense.

“How we tell a story, the order which we tell the story, is an important part of story writing.”

You Do:

“Today you 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. 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!

Remember, we are thinking about what happens first in our story, what comes next, and what happens at the end. Can you see if your writing can have a beginning, middle and end? Let's get started!"

There is a graphic organizer that students can use to help organize their writing. It is found at the end of this lesson plan.

(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.

Encourage students to comment on the organization of their peers' writing. Does it make sense? Is it in order?

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. There is a graphic organizer that can be made available to all students in paper copy, on the computer, or through the iPads.

Enrichments:

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

Assessment:

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/>

Nothing drastic happened so
Scaredy Squirrel changed his
routine.

Scaredy realizes he is a flying
squirrel.

Scaredy Squirrel never leaves
his nut tree.

Scaredy Squirrel jumped out
of his tree.

A killer bee appeared.

Beginning

Middle

End

