

Unit 1 – Lesson 1:

Writer’s Workshop - Let’s get started



[Editable Version](#)

In this lesson students will explore what being a part of a writing workshop means. They will help to develop a set of expectations around our writing time and learn what engagement looks like.

Topic: Introduction to Writer’s Workshop

Time Frame: 45 minutes

Driving question: What is Writer’s Workshop?

Curriculum Outcomes – Students will convey meaning by creating print and digital texts collaboratively and independently using imagination, personal experiences, and feelings.

Learning Target:

Grade 1:

Write, using drawings, combination of letters with some sound associations and known words, a variety of poetry, fiction, and non-fiction texts to; explain thinking, feelings, and ideas; record experiences (e.g., recounts) and personal opinions in both print and/or digital format; to inform and communicate information

Grade 2:

Write a variety of poetry, fiction and non-fiction texts

Resources Needed:

- Chart paper with “What does it mean to be a writer?” written across the top
Or
- 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

Lesson:

I Do:

Ask students, “What does it mean to be a writer?” Have student turn and talk to a partner about what it means to be a writer. Ask for and record student responses on chart paper, computer, or iPad. Students may need prompting about what writer’s do and hopefully direct them towards the writing process (brainstorm, draft, revise, edit, publish).

Ask students, “Who can be a writer?” The response should be that anyone could be a writer. Anyone who records his or her thoughts, ideas, and experiences is a writer”.

Tell you students that they are writers too. Over the school year they are going to learn to be the best writer they can be.

Say to students, “The only way to improve your skill is to practice every day. That’s what writer’s workshop is, practicing our writing everyday! Today we are going to learn what we do each day in writer’s workshop.”

(Visual at the end of the lesson)

“We will start our writing time each day with a mini---lesson. I will teach, you will listen and learn. This will be our focus in our writing for the day. This will take about 10 minutes.

Next we will spend about 5 minutes checking in to see where you are in the writing process. Are you developing ideas, drafting, revising, editing, or publishing your work?

The third step in writer’s workshop is to spend at least 20 minutes independently writing. In the next lesson we will talk about where you get your ideas. While you are independently writing, I will be individually conferencing with students. Together we will develop goals for your writing.

The final step in our writing workshop is to share our writing. A few students each class will have the opportunity to share the writing they worked on each day. We will talk about what we really liked and you may share a goal that you have for your writing”.

We Do:

“What should writers do during Writer’s Workshop?

We will build a chart together about our expectations (or rules) that we should follow during our writer’s workshop”.

Allow for discussion and record student expectations for writer’s workshop. This can be recorded on chart paper, computer, or an iPad app, that can be visible and referred to at the beginning of each class.

You Do:

“Growing writer’s write about what they know and love or feel strongly about.”
You are a growing writer. You are going to create a T-Chart. On one side of the chart you will make a list about things you like and love. On the other side of the chart you will make a list of things that you dislike. Look at my example.”

(Example of the t-chart and blank below)

Students can complete the t-chart on paper, download and complete on a computer, make their own on an iPad app of their choice.

We Share:

Once students have added a few things to each side of their t---chart, invite students to share their ideas with their classmates. If something someone else mentions on their chart, they may want to add it to their chart. They can add to their chart anytime an idea pops into their head. The charts can go into their writing folder as a prompt for when they say they do not have anything to write about. They can be encouraged to return to their list.

Differentiation/Adaptations:

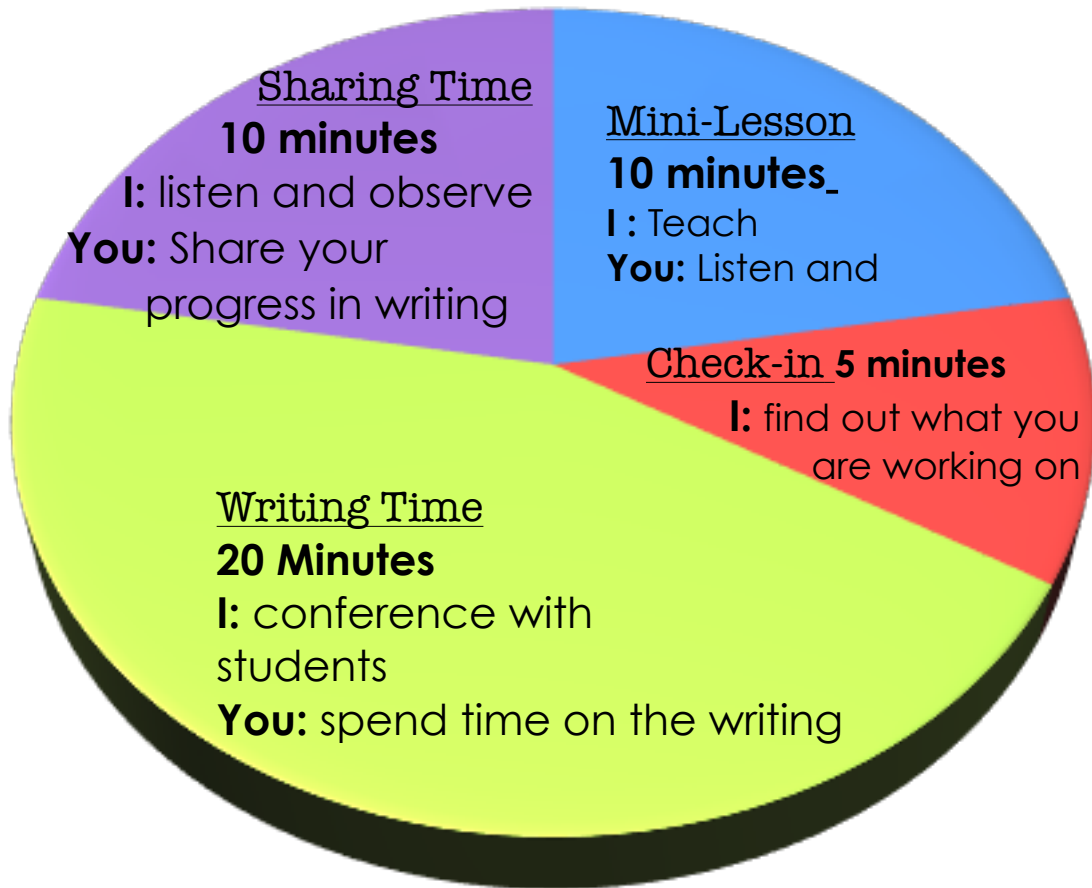
This is embedded into the design of the lesson plan. Student choices of how they create and submit the chart make it accessible to all students.

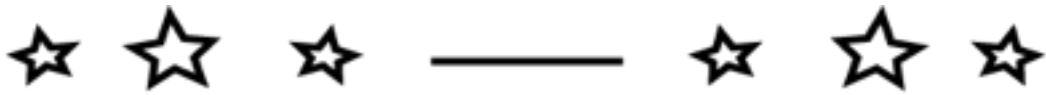
Enrichments:

Students who finish the chart can begin writing about something from their chart. They can use paper, an iPad app, or on the computer.

Assessments:

As this is an introductory lesson, today’s assessment will be observational. It will be important to identify which students struggle with getting information on paper and which students develop a good list. Also take note of the method that students choose to complete their tasks (computer, paper, or iPad).





Things I like

Things I dislike

The Beach

My Family

Newfoundland

My Dog

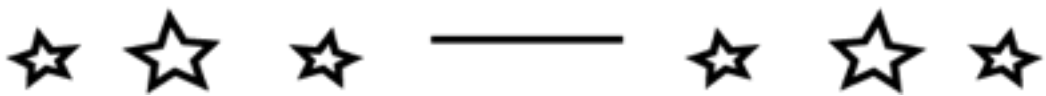
Chocolate

Snakes

Dishonesty

Tuna

Mosquitoes





Things I like Things I dislike

