

<p>Mini-lesson: Launching (7) Quiet Environment for Writing</p>
<p>Standards: CC 1.4.1 M Write narratives to develop real or imagined experiences or events. CC 1.4.1 R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. - Capitalize dates and names of people. - Use end punctuation; use commas in dates and words in series. - Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions. CC 1.1.1 C Demonstrate understanding of spoken words, syllables, and sounds (phonemes). -Distinguish long from short vowel sounds in spoken single-syllable words. -Count, pronounce, blend, and segment syllables in spoken and written words. -Orally produce single-syllable words, including consonant blends and digraphs. -Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. -Add or substitute individual sounds (phonemes) in one-syllable words to make new words.</p>
<p>Materials: • Chart paper with headings: “Writing Workshop looks like...” “Sounds like...” “Feels like...” (or a pre-made chart such as the “Writing Workshop” sample following lesson) • Markers</p>
<p>Connection: “Authors need an environment that is quiet to do their best writing. Have you ever had trouble working when it is noisy?” Teacher gives an example of a time in the classroom when it was noisy and it was hard to concentrate.</p>
<p>Teach: “If the principal came into our room during writing workshop, what do you think he/she would see and hear?” Reveal the chart, “Writing Workshop looks like, sounds like, feels like...” “I’m making a picture in my mind of what writing workshop looks like. I see students sitting at tables, with their paper and pencils... Writers, close your eyes and make a picture in your mind of what writing workshop looks like to you. Turn and tell your neighbor.” Write on the chart 2-3 ideas you overhear students saying. If they have a hard time thinking of ideas, give them ideas. Then move on to what writing workshop sounds like. “Make a picture in your mind of what writing workshop sounds like. Now turn and talk with your neighbor.” Write on the chart 2-3 ideas you overhear students saying. If they have a hard time thinking of ideas, give them ideas. You can prompt students with the following: “What should you do when someone talks to you? You could try ignoring them. Or you could put your finger in front of your lips and give the ‘shhh’ sign, or you could say ‘I’m trying to work.’” Move on to what writing workshop feels like. [Feelings of acceptance, safety, success, tolerance, and listening to others.] If the students are getting squirmy, you could move on to the ‘Active Engagement’ part or save both parts for the next day. “Now let’s talk about how it feels to be part of writing workshop.” Teacher continues</p>

chart with student input.

ELD: Use sketches or visuals with each item on list.

Active Engagement:

"We're going to practice. We need a volunteer principal and a teacher who will visit our room to see if we are doing writing workshop correctly."

Teacher leads students in practice activity.

Feedback from volunteers.

Independence: "Now that we know what writing workshop should look like, sound like and feel like, let's get to our writing. Be sure to think about the importance of being quiet and respectful to all of the writers in our classroom."

Closure: "I really like the way \_\_\_\_\_ is working quietly and getting a lot of writing done.

Writers, if kids around you are distracting you, try: ignoring, the "sh" sign or asking them to be quiet. If you already tried one of those and your neighbors are still distracting you, what else can you try?"

Review "Looks Like, Sounds Like, Feels Like" chart. Have students evaluate how they did.