

<p>Mini-lesson: Launching (1) What is Writing Workshop?</p>
<p>Standards: CC 1.4.1 M Writing narratives to develop real or imagined experiences or events.</p>
<p>Materials: Materials:</p> <ul style="list-style-type: none"> • Chart paper • Markers • Student writing paper • Pencils • Writing folders or a place for students to store their individual writing. • Word bank of common summer activities plus pictures to support ELL (optional).
<p>Connection: “We’ve been getting to know each other, You’ve been telling me some terrific stories from your summer. Well, today is a really exciting day because you are going to learn to put these and other wonderful stories from your life into books like real authors! We are going to do writing workshop starting today. Every day we are going to gather here in our meeting area and learn about writing. We are going to learn to do all types of writing!” Hold up examples of books, stationary/letters, an envelope, etc., and briefly explain. “We are going to be authors, and today we’ll learn how to do that.”</p>
<p>Teach: “In first grade we will spend time writing every day. Our workshop will begin by my sharing a strategy or technique that professional writers use. We’ll spend some time learning and then you will go back to your seats to work on your own writing.” “Watch me as I write.” Pick up a marker and act like you’re wondering what you could write about. “Gosh, what could I write about? Let’s see...I could write about Pokémon, but wait! I don’t really know that much about Pokémon. I think it’ll be easier to write about something I know a lot about. Writers often write about themselves. So, I’m going to write about myself.” “Okay, I’m going to close my eyes. I got it! I ride my bike a lot. I’m making a movie in my mind about what happened this morning on my way to school.” “I’m drawing my story, making a picture of me on my bike and how it was raining. Mud splashed all over my face. I looked like I had polka dots!” Model your thinking aloud as you sketch and label your drawing, stretching out words and writing some sounds (bike, mud, me, dots). Below the drawing, write a sentence or two, depending on your students’ experience with writing workshop. It was raining. Mud splashed. I looked like I had polka dots! “So, first I thought about something I did – riding my bike—and then I made a movie in my mind about one time that I rode my bike (this morning with my polka dots). Then I made a sketch, a picture of my story. Finally, I wrote some words to go with my picture.” ELD: Create a word bank with pictures of common summer activities.</p>
<p>Active Engagement: “Close your eyes and think of something about yourself, think about something from your life. It might something that happened to you today, like me, or it might be something you did this summer. Turn and tell your neighbor your idea.”</p>
<p>Independence: “Writers, may I have your attention? When I call on you, you will come up and I will give you writing paper. Then you will get a pencil from you table basket (or they will retrieve it from wherever you keep class supplies) and get started on your story idea. If you finish, start a new writing piece. There is lots more paper in this writing basket.”</p>
<p>Closure: Midway through their writing time, suggest a way to write more (if they think they are done). “What are more details you can write about your story?”</p>

Prompt students to get another piece of paper and write another story if they cannot think of any more to add to their piece of writing.
Teacher selects 2 or 3 students to share their writing with the whole group.