Mini-Lessons:
The First 30 Days of Writer’s Workshop in Kindergarten

30 Days of Instruction
DAY 1 – Getting Ready for Writer’s Workshop
Whole-Group Instruction and Oral Language Development

Purpose

• Encourage smooth transitions when coming and going to whole-group instruction.
• Show students where and how to sit during whole-group instruction.
• Begin oral language development by reading literature and modeling making connections and storytelling. (Teacher will need some objects reflecting a memory to use during the lesson—such as photos, mementos, etc.)

Teaching Points

• Show students the area where whole-group instruction will occur, and model how you want students to sit when they come to that area. You may want to assign students a place on the carpet so there won’t be competition to sit in a certain place.

• Explain and model your signal (i.e. bell, clap, click, calling table groups, etc.) for transitioning students to whole-group instruction.

• Model the procedure for moving to the whole-group area. Then give students the opportunity to practice the procedure and how to sit quietly and attentively.

• Say: When we move to the whole-group area, it will be a time to learn about writing.

• Say: We will begin Writer’s Workshop the same way every day.

• Say: I have a special book that I want to share with you. The title is Something from Nothing by Phoebe Gilman (or any other book that deals with recording thoughts on paper).

• Read the book to the students stopping a couple of times to think aloud and to model making connections.

• Say: This book made me think about all of the stories in my head, even though I have nothing in my hand. For example, I think about the time (teacher will tell a story of their childhood). Here is a photo of me . . . Here is a memento from the trip . . .

• Acknowledge any hands that may go up and reinforce the fact that they have made connections.

• Say: Does this make you think of anything that happened to you? Would someone like to share a story they remember?

• Allow students to tell stories. If any of their stories remind the teacher of a different memory, model the idea of being able to use what others say as a reminder of another story. Continue until the end of the workshop time.
• **Say:** Many of you told wonderful stories today. Was it fun to hear your memories? Did you enjoy hearing my memories? Remember, we all have memories and stories to tell.

• Review and model your signal (i.e. bell, clap, click, walking fingers, calling table groups, workstation groups, etc.) for leaving whole-group instruction.

• Use the signal and invite students to go back to their seats.
DAY 2 – Getting Ready for Writer’s Workshop
Good Listening Habits and Oral Language Development

Purpose

• Develop good listening habits.
• Introduce and Practice “Turn and Talk.”
• Continue with oral language development.

Teaching Points

• Review and practice coming to the whole-group meeting area.

• **Say:** There will be times when you all will want to share your thoughts. Today we are going to learn a way to do that called “Turn and Talk.” When I invite you to turn and talk, you will sit knee to knee and look at your partner to take turns sharing an idea.

• Teachers may want to assign students a partner they are sitting beside and can work with so the same partner is available each time.

• Choose a student to be your partner and model what it looks like to turn and talk.

• Invite the students to practice turning and talking. Invite them to talk about why it’s important to listen to you partner. Make sure they understand they should be knee to knee and looking at their partner.

• After asking students to again focus on the teacher, discuss why it’s important to have good listening habits including appropriate noise levels.

• **Say:** Today I have another special book to share with you. The title is *Wolf* by Becky Bloom (or any other book that models storytelling).

• The teacher models making connections with this book and telling another memory.

• **Say:** I see that many of you have stories you would like to share. Since I know that all of you would like a turn, let’s practice our new strategy. Turn and talk to your partner.

• The teacher will want to listen to the students tell their stories to each other. Pay special attention to good stories that some of the reluctant students have told.

• **Say:** While listening to the partners, I heard (name) tell a very good story. (Name), will you share your story with the class?

• Dismiss class practicing signals and behavior when returning to seats or moving on to write independently.
DAY 3 – Getting Ready for Writer’s Workshop
Good Listening Habits and Oral Language Development

Purpose

• Develop good listening habits.
• Practice “Turn and Talk.”
• Continue with oral language development.

Teaching Points

• Review and practice coming to the whole-group meeting area.

• **Say:** There will be many times during Writer’s Workshop when you listen to a speaker. You may be asked to listen to your teacher when they are talking with you. You may be asked to listen to a friend and you may want your friend to listen to you. When you listen to a speaker, what are some of the important things to remember?

• Brainstorm and create an anchor chart listing characteristics of a good listener using modeled writing. Title the chart Characteristics of a Good Listener.

• **Say:** Today I’d like to share a story titled *Martha Speaks* by Susan Meddaugh (or another story about animals). Remember to be a good listener as I read the story to you.

• Read the story to the students and model telling a story you have about animals.

• Remind students of the procedures of turning and talking to a partner.

• **Say:** I see that many of you have animal stories you would like to share. Since I know that all of you would like a turn, let’s practice turning and talking to your partner.

• The teacher will want to listen to the students tell their stories to each other. Pay special attention to good stories that some of the reluctant students have told.

• **Say:** While listening to the partners, I heard (name) tell a very good story. (Name), will you share your story with the class?

• **Ask:** As we were working on our anchor chart, what did you do today that made you a good listener? What could you do tomorrow to make yourself a better listener? Is there anything you would like to add to our chart?

• Dismiss class practicing signals and behavior when returning to seats or moving on to write independently.

**Characteristics of a Good Listener**

1. Look at the speaker.
2. Sit quietly. Shhh.
DAY 4 – Getting Ready for Writer’s Workshop
Creating a Topic List of Writing Ideas and Oral Language Development

**Purpose**

- Practice good listening habits.
- Create a list of possible writing topics.
- Continue with oral language development.

**Teaching Points**

- Review and practice coming to the whole-group meeting area.

- **Say:** Today I’d like to share another story. This story is titled *Wilfrid Gordon McDonald Partridge* by Mem Fox (or *All the Places to Love* by Patricia MacLachlan). Remember to be a good listener as I read the story to you.

- Read the story to the students and model telling a story you have about any connection you can make to the book.

- Remind students of the procedures of turning and talking to a partner.

- **Say:** I see that many of you have many stories you would like to share. Since I know that all of you would like a turn, let’s practice turning and talking to your partner.

- Listen to the students tell their stories to one another. Pay special attention to good stories that some of the reluctant students have told.

- **Say:** While I was listening to (name’s) story, it reminded me of another story that I have.

- Tell the story to the students and then **say:** I have told so many stories and I want to make a list of them. I think I should just write down a few words to help me remember the topic of my stories. For example, I just told you a story about (my grandmother’s quilt). I think I should just write down “grandmother’s quilt” on my list.

- Model writing *I can write about . . .* at the top of a piece of chart paper. Write a #1 and put “grandmother’s quilt” after the number. Draw a small picture of a quilt beside the words to help students remember what the topic was.

- **Say:** Help me remember what some of my stories were about.

- As students brainstorm the stories that you told, list them on your chart and draw small pictures beside the words to help students remember the stories.

- **Say:** I loved telling these stories, but I would like to tell the whole story in writing or with pictures. You may want to write or draw about some of your stories, too!

- Dismiss class practicing signals and behavior when returning to seats or moving on to write independently.
DAY 5 – Getting Ready for Writer’s Workshop
Creating a Topic List of Writing Ideas and Oral Language Development

Purpose

• Practice good listening habits.
• Create a list of possible writing topics.
• Continue with oral language development.

Teaching Points

• Review and practice coming to the whole-group meeting area.

• **Say:** Today I’d like to share another story. This story is titled *Arthur Writes a Story* by Marc Brown (or another story that centers around writing). Remember to be a good listener as I read the story to you.

• Read the story to the students and model telling a story you have about any connection you can make to the book.

• **Say:** I see that many of you have many stories you would like to share. Since I know that all of you would like a turn, let’s practice turning and talking to your partner.

• The teacher will want to listen to the students tell their stories to one another and allow one or two students to share their stories with the whole group.

• **Say:** All of you have shared many stories with your partner or with the class. Yesterday I made a list of the stories that I have told, and I would like you to be able to list your stories, too. Remember that you have told stories about memories, your family, animals, etc. (Recap subjects that you have discussed.)

• Display the *I can write about* . . . list that you wrote during Day 4 and remind students how they helped you compile your list. Model using a large piece of manila paper folded into sixths.

• **Say:** Since the first story on my list is about a quilt, I’ll draw a quilt in this first square. Since my next story was about my pet, I’ll draw a picture of a dog (or whatever animal your story was about . . .) in the next square. Keep modeling until students understand.

• **Say:** Now think about all of the stories that you have told during this week. We will now have time for you to draw a quick picture of some of the stories that you can tell.

• Distribute large pieces of manila paper folded into sixths, and ask students to return to their seats to compose their lists by drawing a picture in each square that represents a story they told. Support students who are struggling to remember some of the stories that they have told.
• After 15–20 minutes, use your signal to call students back to the whole-group area. Ask them to bring their papers with them.

• **Say:** You have each worked very hard and drawn a quick picture about many of the stories that you have told. Some of you may not have finished your list, but you will have time tomorrow to add to it. Remember that this list will never be finished. You can always add to it whenever you remember a good story or have something that you would like to tell or to write.

• Dismiss students using your signal.

Teacher’s Note

If some of your students are developmentally ready to write words, invite them to label their pictures with a word or words about the story.
DAY 6 – Writer’s Workshop Procedures
Using and Storing Writing Folders

Purpose

• Guide students in the proper use and care of their writing folders.
• Help students understand where their folders are stored and how to return them to the storage place.

Teaching Points

• Use your signal to call students to the whole-group meeting area.

• Hold up a folder that you have predetermined each student will use as their writing folder. (Usually these folders are uniform in appearance. They are the same color and type for easy identification as a writing folder.)

• Say: You will each have a folder that looks like this. This is your writing folder. You will want to put your name on your folder (if it is not already labeled). You will use your folder to store all of your writing and other resources writers use. Your topic list will go inside this folder. When we come back for our mini-lesson, you will want to bring your folder with you. We will store our folders (in a predetermined place) and return them when Writer’s Workshop is over.

• Model a folder you have assembled with your own writing. Show that your name is on the front of your folder and that you have included pieces of your writing that are “in progress” or “completed.” You may want to show that you have stapled your topic sheet on the inside cover.

• Say: Your writing folder is your tool to help you organize your writing and keep your writing from getting lost. It will be one of your most important resources when you write. You will want to keep it with you during Writer’s Workshop.

• Say: We keep our writing folders in the same place each day. It is very important to get and return our folders carefully. We keep them neat and don’t bend or tear them. We take care of them since we use them every day. (Model the storage place and how the folders should look before and after the students have returned their folders to the proper place.)

• Say: Let’s practice how to get and replace our folders in a neat, orderly manner.

• Give each student their writing folder and allow them to practice putting the folder in the storage place.

• Model for the students how to follow the procedure (calling rows, tables, students, etc.) when you are ready to end Writer’s Workshop. Practice until the students are able to retrieve and store folders correctly and quietly.

Teacher’s Note
At this time of year, you may want to have the folders already labeled with the students’ names.
• **Writing Time:** Distribute the topic list that they compiled on Day 5. Ask students to return to their seats. Invite them to place their name on the front of the folder if you have not chosen to do that beforehand and then add to their topic lists. As students are working, circulate and show students how they can follow the folds of their manila paper and store it in a pocket of their folder after they finish using it.

**Teacher’s Note**

For today’s lesson only, the writing time is included in this lesson so that students will be prepared for Day 7.
DAY 7 – Writer’s Workshop
Choosing the Writing Topic

Purpose

• Guide students in the process of choosing a topic for writing from their list.

Teaching Points

• Use your signal to call students to the whole-group meeting area.

• The teacher should have his or her own topic list that was compiled with the students available to use for this mini-lesson.

• The students need to have their writing folder with them.

• Say: These are all stories that I could tell and write. This one is one of my favorite stories. I will put a star beside this topic to remind me that I want to write about this first. Now look at your topic list. Decide on your favorite topic. Now turn to your partner and tell the whole story.

• Say: When you hear the signal, please take your writing folder and go back to your seat to write or draw what you told your partner.

• Distribute unlined paper to the students. This can be another sheet of manila paper that is not folded. If students are developmentally drawing pictures, this picture should contain much more detail that the sketch on their “topic list” of pictures.

• Dismiss students from the mini-lesson using your signal.

I can write about . . .

1. grandmother’s quilt

2. my dog

3. at the beach

4. soccer
DAY 8 – Concept of Writer’s Workshop

Purpose

• Introduce concept of Writer’s Workshop to students.
• Clarify the purpose of Writer’s Workshop.

Teaching Points

• Use your signal to call students to the whole-group meeting area.

• Say: *Today we will be talking about Writer’s Workshop and what it is.*

• Draw a blank three-column chart. As you explain and discuss the components (mini-lesson, independent writing time, and sharing time) of Writer’s Workshop, you will complete the chart.

• Begin by explaining the mini-lesson. Write “Mini-Lesson” (it may be helpful to draw an icon beside the words to help the students remember what the words say) at the top of the first column.

• Say: *We have been learning about how we come together as a whole group to learn more about writing. This is one part of Writer’s Workshop.*

• Write or draw one or two ideas in the Mini-Lesson column.

• Write “Writing Time” (it may be helpful to draw an icon beside the words to help the students remember what the words say) at the top of the second column. Explain that students will be doing different things during writing time. Explain that most of their writing time will be spent writing and using the writing process. Explain that the students will be learning about the writing process during their mini-lessons.

• Write or draw one or two ideas in the Writing Time column.

• Say: *After our mini-lesson, we will use what we learn about writing to write stories or pieces of writing that interests us. We will use the writing process when we write, so each of us may be at different places in the writing process.*

• Write “Sharing Time” (it may be helpful to draw an icon beside the words to help the students remember what the words say) at the top of the third column. Explain the students will have an opportunity to share what they have written with other students in the class. Explain that they will also hear what others have written.

• Write or draw one or two ideas in the Sharing Time column.
• **Say:** There will be times to share with the group or a partner about things you have written. You may get help from your friends about a writing problem, read an especially interesting part of your writing to a friend, or listen to a friend’s writing as they read to you.

• Ask students to share ideas about how Writer’s Workshop will help them become better writers.

• Dismiss students from the mini-lesson using signals.

• Students will write independently at the end of each day’s mini-lesson.

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**Writer’s Workshop**

<table>
<thead>
<tr>
<th>Mini-Lesson</th>
<th>Writing Time</th>
<th>Sharing Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learn about writing.</td>
<td>1. Write</td>
<td>1. Listen to others share their writing.</td>
</tr>
<tr>
<td>2. Listen to the teacher.</td>
<td>2. Draw</td>
<td></td>
</tr>
</tbody>
</table>

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DAY 9 – Writer’s Workshop Procedures
Using and Storing Writing Tools

**Purpose**
- Introduce students to storage places for writing tools.
- Guide students in the proper use and storage of materials.

**Teaching Points**
- Use your signal to call students to the whole-group meeting area.
- Tell your students that today you are going to tell them about a place in your room where they will find many things they will need as writers. Invite your class to come with you to the writing table or to the location in the classroom where materials will be stored. Tell your students that these are resources that they will need when writing books. (Have several different tools there to share with the students. Suggestions: loose leaf notebook paper, unlined paper, construction paper, stapler, tape, hole punch, rulers, scissors, pens for editing, sharpened pencils, markers, dictionaries, thesauri, etc.) Take the time to talk about each item, emphasizing that these are tools, not toys. Help students understand that it will be their responsibility to use them wisely and for the correct purpose.
- **Say:** When you need a piece of paper or something to write or draw with, you will be able to come to our writing table to get what you need.
- Invite the students to return to the whole-group meeting area and find their seat. Debrief the location of the writing tools and their use. Create an anchor chart titled “Tools Students Use When Writing.” Invite the students to help list the tools and note how each tool is used. Post the anchor chart over the writing table or in the writing area. You may want to add icons as the students talk about the materials you have listed. You may also want to place limits such as one piece of paper at a time, etc.
- Dismiss students from the mini-lesson using signals.
- Students will write independently at the end of each day’s mini-lesson.

**Tools Students Use When Writing**

1. notebook paper
2. unlined paper
3. pencils/pens
4. stapler
   . . .
DAY 10 – Writer’s Workshop Procedures
Creating an Effective Atmosphere for Writers

Purpose

• Guide students in developing rules for Writer’s Workshop.
• Help students understand what Writer’s Workshop looks like and sounds like.

Teaching Points

• Call students to the whole-group meeting area using your practiced signal.

• Using the anchor charts, review with students what makes a good listener and what Writer’s Workshop is.

• **Say:** We know that during Writer’s Workshop we learn about writing. There are ways that we can work together to make our classroom a better place to write. Today we are going to brainstorm what we can do to make our classroom a place where we can work and write together.

• Introduce a two-column T-Chart that will help students clarify what Writer’s Workshop looks like and sounds like. Title the two columns “Looks Like” (draw a picture of an eye beside the words) and “Sounds Like” (draw a picture of an ear beside the words). This is a fluid chart that you will add to during the year as your Workshop develops.

• **Say:** Use only your eyes. What would you see if you walked into our room during Writer’s Workshop? (i.e. students sitting on the floor in whole group for the mini-lesson, students talking with the teacher, students talking and writing with one another, students writing independently, students sharing, etc.)

• Record students’ ideas on the T-Chart under the column “Looks Like” using words and pictures.

• **Say:** Use only your ears. What would you hear if you walked into our room during Writer’s Workshop? (i.e. students using tools, pencils scratching, students moving around the room quietly, students quietly sharing with partners and/or a teacher, the teacher teaching a mini-lesson, etc.)

• Record students’ ideas on the T-Chart under the column “Sounds Like” using words and pictures.

• Use the anchor charts as resources to revisit when you face problematic situations during your Workshop.

• Dismiss students from the mini-lesson using your signal.

• Students will write independently at the end of each day’s mini-lesson.
DAY 11 – Writer’s Workshop Procedures
Appropriate Behavior

Purpose

• Discuss behavior that is appropriate and conducive to writing.

Teaching Points

• Use your signal to call students to the whole-group meeting area.

• **Say:** When I am writing, I need to be able to think about my good ideas and put those ideas in writing. I can’t write well if someone is bothering me. What helps you to do your best thinking and writing? What helps Writer’s Workshop run smoothly?

• Brainstorm a list of appropriate behaviors and post them on a chart entitled “Writer’s Workshop Rules.” These rules could include:
  —You may participate in the writing process during the entire time.
  —You may not disturb others.
  —You may sit in a comfortable place.
  —Listen when asked.
  —Be ready to share when asked.
  —Make sure you get and replace your writing folder at the proper time, etc.
  Use pictures to make sure the meaning of the words is clear to students.

• **Say:** I will place our rules on the wall so that we can refer to them at any time. In addition, if we think of other rules that we need to add, we can do that.

• **Say:** Be sure that you follow our workshop rules as you write today and every day.

• Dismiss students using your signal.

Writer’s Workshop Rules

• You may not disturb others.

• You may sit in a comfortable place.

• Listen when asked.

• Be ready to share when asked.
DAY 12 – Writer’s Workshop Procedures
Where to Sit

Purpose

• Guide students in sitting in the location that is most conducive to writing.
• Help students understand where and when they might move to a new location to write.

Teaching Points

• Use your signal to call students to the whole-group meeting area.
• Model sitting at your desk to write something or at different places in the room.
• **Say:** Is there only one place in the classroom that you could write? What other places do you think would make good writing spots?
• Brainstorm a list of places that students have seen you engaged in writing.
• **Say:** You have noticed that there are many places in this classroom that I can write, and there are reasons why I might need to move to another location. As writers, you might be very comfortable writing at your desk, but there may be other places in this classroom that you might also be able to write. Let’s create a chart to help us remember good places to write.
• Create a web on chart paper that students can use as an anchor chart. Note any appropriate places that children might be able to sit during writing time, drawing a picture of those places or drawing map of the room with a star on those places (a table in the classroom, a corner that is away from others, a desk beside another student while conferring, on the floor, etc.).
• **Say:** You can move to any place in the classroom that is comfortable and helps you to stay focused while you are writing. Remember that this must be a place where you are not disturbing others while they are writing.
• **Say:** Now let’s practice finding a good place to write as we continue with Writer’s Workshop.
• Dismiss students using your signal.
DAY 13 – Introduce the Writing Process

**Purpose**

- Review the prewriting piece of Writer’s Workshop.
- Create an anchor chart with the writing process cycle.

**Teaching Points**

- Call students to the whole-group meeting area using your practiced signal.

  **Say:** Today we’re going to begin learning about the process good writers use when they are writing a story or any piece of writing. Most authors follow this cycle or one very similar to it every time they create a piece of writing. Since we’re authors too, we want to learn how this cycle, or writing process, will help us be better writers. We have been writing stories and placing them in our writing folders. Now we will learn what we can do next.

- Show students the list of stories that you made on Day 5. Add another topic to your list that concerns something that happened at school. The story should be one that students can contribute thoughts and ideas. Tell them that tomorrow they will help you write that story.

  **Say:** Be thinking about ideas for the story that we will write tomorrow.

- Dismiss class from the mini-lesson using practiced signals and behavior.

- Students will write independently at the end of each day’s mini-lesson.
DAY 14 – Continue Prewriting Using a Web

Purpose

• Explain to students the importance of prewriting.
• Create a story web.

Teaching Points

• Call students to the whole-group meeting area using your practiced signal.

• Revisit the brainstorming process and remind students about the new idea that they will all help to write.

• Say: When good writers begin a story or any writing, they use a tool to help them record their ideas so they can think about their story in an organized way. One of the tools some writers choose to use is a web. Today, we’re going to use the idea we decided on yesterday to create a web for our story.

• On a piece of chart paper, draw a circle in the center with the idea students chose to write about written in the center of the circle. Around that idea, write or draw the details as students brainstorm creating a web that will drive the direction of the story or event. Be sure to guide students into including the literary elements of character, setting, problem, and solution. (See example below.)

• Dismiss class from the mini-lesson using practiced signals and behavior.

• Students will write independently at the end of each day’s mini-lesson.

Teacher’s Note

This is an excellent opportunity to begin creating a risk-free atmosphere in your room by accepting all ideas and allowing students to decide the direction of the story. Remember: This is a short story that will be used to model the writing process. Too many details will create a story that will be lengthy and hard to use for modeling purposes.

Our Class Pet

- Loves carrots
- Black and white
- Gets out of the cage
- Guinea pig
- Adventure

Gus
**DAY 15 – Continue Prewriting**

**Purpose**
- Create an anchor chart showing different kinds of prewriting.

**Teaching Points**
- Call students to the whole-group meeting area using your practiced signal.
- **Say:** We have been using a web to do our prewriting for our story. As you practice writing, you may choose other ways to prewrite. Today we are going to create an anchor chart with different ideas about prewriting. The chart may help you choose a way to prewrite that will help you organize ideas for a piece of writing.
- Using a piece of chart paper, title the anchor chart “Prewriting.” Invite your students to give ideas of different ways to prewrite. (make lists, draw pictures, brainstorm, use graphic organizers, etc.)
- **Say:** After you have finished your prewriting, remember to store that paper in your writing folders so you have it when you begin writing your story.
- Dismiss class from the mini-lesson using practiced signals and behavior.
- Students will write independently at the end of each day’s mini-lesson.

**Prewriting**

1. Draw pictures
   ![Draw pictures icon]

2. Make a list
   ![Make a list icon]

3. Brainstorm
   ![Brainstorm icon]
DAY 16 – Continue Prewriting

Purpose

• Review the prewriting step of the writing.
• Know that each story has a beginning, middle, and end.
• Create an anchor chart showing the characteristics of a beginning, middle, and end of a story.

Teaching Points

• Make sure you have the writing process anchor chart posted in a place where you can easily refer to the writing process cycle. Call attention to the writing process cycle and review the process of prewriting. Talk with your class about the next step in the process—rough draft.

• Say: When a writer is ready to begin writing the rough draft, it is important to look over the prewriting and think about where to start writing. Every story has a beginning. In the beginning, an author may put the character and setting.

• Use the class prewriting from Day 13 and identify the character and setting. (At this developmental age, it may be useful to identify the elements of the chart pertinent to the beginning of the story with a “B” or “1”.)

• Say: Every story has a middle. In the middle, a writer tells what is happening in the story. This may sound like a problem in the story.

• Use the class prewriting to identify the points that may be in the middle of the story. (At this developmental age, it may be useful to identify the elements of the chart pertinent to the middle of the story with an “M” or “2”.)

• Say: Every story has an ending. In the end, a writer could tell how a problem is solved.

• Use the class prewriting to identify the points that could be in the ending of the story. (At this developmental age, it may be useful to identify the elements of the chart pertinent to the ending of the story with an “E” or “3”.)

• Say: When we start writing our story, it will be important to use our prewriting to help us make sure we don’t leave any part of our story out.

• Using chart paper, create a three-column T-Chart. Title the first column “Beginning,” the second column “Middle,” and the third column “End.” Invite the class to contribute ideas of what a writer could put in the beginning of a story (details describing a character[s], details describing the setting, etc.), in the middle of a story (details describing a problem, events leading up to a problem, how a character reacts to the problem, etc.), and at the end of a story (details describing how a problem is solved, how a character feels about the solutions, how the solution affects the character, etc.).
- Post the anchor chart where students can use it for a reference to write the rough draft of the story.
- Dismiss class from the mini-lesson using practiced signals and behavior.
- Students will write independently at the end of each day’s mini-lesson.

**Teacher’s Note**

It would be helpful to connect the symbols used on the prewrite web for beginning, middle, and end with this anchor chart.

<table>
<thead>
<tr>
<th>B</th>
<th>Beginning</th>
<th>M</th>
<th>Middle</th>
<th>E</th>
<th>End</th>
</tr>
</thead>
</table>
| **Describe character**
  example:  
  Characters:  
  Susan
  Joe
  Susan is smart. | **Describe problem** | **Describe solution** |
| **Describe setting**
  example: a school | **Events leading to a problem** | **Describe characters feelings about solution** |
Day 17 – Begin Rough Draft Step of Writing Process Cycle

Purpose

• Review the Beginning, Middle, and End Anchor Chart.
• Understand that the rough draft is written on every other line.
• Begin writing the rough draft of your class story.

Teaching Points

• Call students to the whole-group meeting area using your practiced signal.

• It is important to have the writing process posted in a place where you can easily refer to the writing process cycle. Call attention to the writing process cycle and review the process of prewriting. Talk with the class about the next step in the process—rough draft.

• Say: When a writer is ready to start writing a rough draft, the first thing that an author does is look at the prewriting to see where he or she wants to start. The last time we met, we identified the points that we could put at the beginning of our rough draft.

• Say: When an author is writing the rough draft, it is important that his or her attention is on putting thoughts on paper. You will probably make some spelling errors, grammar errors, or have story elements you will eventually want to change. The most important thing about a rough draft is that you spend your time writing and putting your ideas on paper.

• Say: It is also important to remember that we will write on every other line. Writers do this because there will come a time when they will need that extra line to fix up the story.

• Using a piece of chart paper, begin the process of writing the rough draft of your class story using modeled and shared writing. (Be sure that you skip lines on the paper.) Invite the class to contribute ideas for the story using the prewriting web and chart as a guide.

• Begin writing the rough draft, inviting students to contribute sentences and ideas for the beginning of the class story. Continue with this process until your mini-lesson time is up. Tell the students that you will continue with the story tomorrow. You will use your mini-lesson time for the next couple of days until the rough draft for your story is complete.

• Dismiss class from the mini-lesson using practiced signals and behavior.

• Students will write independently at the end of each day’s mini-lesson.

Teacher’s Note

It’s important to remember that students at this age are at different developmental writing stages. Some of the students will only be drawing pictures when writing independently while others will be writing in the scribble stage and others will be using some letters and words. Most experts believe that scribing is not appropriate for students in these various stages, but accepting whatever writing they do is very important.
DAYS 18–19 – Continue Writing Process Cycle

Rough Draft

Purpose

• Continue using the writing process cycle (rough draft) to create a class story emphasizing a beginning, middle, and end to the story.

Teaching Points

• Call students to the whole-group meeting area using your practiced signal.

• Say: Today we will continue writing the rough draft of our story. Who knows what part of our story we are ready to draft? How do you know? (By looking at our prewriting and looking at the points we want to write about.)

• Reread the rough draft of what has been written so far. Continue writing the rough draft using modeled and shared writing until your mini-lesson time is over. Make sure that the ideas you are recording are stated simply. Too much text will be overwhelming for students at this stage of development.

• You will use your mini-lesson time for a couple of days to complete the rough draft.

• Dismiss class from the mini-lesson using practiced signals and behavior.

• Students will write independently at the end of each day’s mini-lesson.

Teacher’s Note

You will want to encourage your students to reread often. They need to make sure that their writing makes sense and that their message conveys what they intended.
DAY 20 – Completing the Rough Draft

Purpose

• Create an anchor chart entitled “Rough Draft.”

Teaching Points

• Call students to the whole-group meeting area using your practiced signal.

• Say: We have been writing the rough draft of our story. Let’s create an anchor chart about the important points of a rough draft.

• Using a piece of chart paper, title the anchor chart “Rough Draft.” Use an icon or picture that you have chosen to indicate this stage of writing. Invite the students to contribute ideas about writing a rough draft and record their thoughts using words and pictures. (Write many sentences; follow your prewriting plan; write all of your story; make sure you write a beginning, middle, and end in your story; make sure you have characters, setting, problem and solution; correctly spell words that you know; put down what you know about words that you don’t know, etc.)

• Post the rough draft anchor chart beside the prewriting anchor chart. This assures availability to the students when working their way through the writing process cycle.

• Dismiss class from the mini-lesson using practiced signals and behavior.

• Students will write independently at the end of each day’s mini-lesson.

Rough Draft

1. Write sentences.

2. Follow prewrite.
DAY 21 – Introduce Revising
Using a Caret

Purpose

• Introduce students to the revising step of the writing process cycle.
• Use completed class story to model revising concept.
• Model the use of a caret as a revision tool used to insert one or two words.

Teaching Points

• Call students to the whole-group meeting area using your practiced signal.

• Say: Do you remember what a good reader does after they finish reading? That’s right. They go back and think about their reading. A good writer does about the same thing. After an author has written the rough draft, a good writer goes back over their writing and thinks about how their story sounds. There are many things to think about. An author may think about the character, setting, problem, and solution. They may think about using describing words, adding sentences to make their writing clearer, or adding whole chunks to a story to make it more exciting or easier for their audience to read. Today we’re going to look at one way to revise your writing.

• Reread the story that the class wrote together. While you read, think aloud to model the process of adding adjectives to provide description.

• Say: I’m reading this sentence. It says that . . . (For example: “It says that the bear ran after the rabbit. I ask myself what kind of bear it was. Was it a baby bear? Was it a big bear? Was it fat? Was it hungry?”) I think that we could add a word to this sentence to make it more interesting. We could also help the reader visualize the . . . What word do you think we could add to this sentence? Could we add more than one? Where else could we add a word?

• Continue through the story finding appropriate places to use the caret. Then write an adjective above the caret on the blank line that is formed as lines are skipped during writing. Use some discretion when choosing words so that there are only one or two examples.

• Say: When you are ready to make revisions to your story, you may want to try using a caret if you just need to add one or two words. You can also think about your picture. You can decide if you want to add one or two details to your picture to make it tell more about the story you told.

• Dismiss class from the mini-lesson using practiced signals and behavior.

• Students will write independently at the end of each day’s mini-lesson.
DAY 22 – Continue Revising
Using Spider Legs

Purpose
• Model the use of a spider leg as a revision tool used when adding one or two sentences to a rough draft.

Teaching Points
• Call students to the whole-group meeting area using your practiced signal.

• Say: The step of the writing process that we’ve been learning about is revising. This step is difficult for some writers because it’s hard to change what they have written. Remember that, when we make revisions, we are making our writing more interesting, more accurate, and more complete. There are times when we revise that we may need to add more than a word to our writing. We may want to add a sentence. We’re going to use a tool called a spider leg.

• Read through the class story to find a place where another sentence could be added for clarity or detail.

• Model cutting a strip of writing paper and taping it on the draft where you want to add the sentence.

• Say: Now you’re ready to write your sentence on this strip of paper. When you read the story, read this sentence with the rest of your story.

• Continue modeling using the spider leg revision tool by inviting the class to find another place where a sentence could be added to the rough draft that was written in class on Days 17–19.

• Say: When you are ready to make revisions to your story, you may want to try using this tool. The strips are already cut. You can find them back on the writing table (or any place that would be convenient for students).

• Dismiss class from the mini-lesson using practiced signals and behavior.

• Students will write independently at the end of each day’s mini-lesson.

The guinea pig saw a ticket.
He tore it up.
He wanted it for his nest.
DAY 23 – Continue Revising
Review Using Carets and Spider Legs

Purpose

• Create an anchor chart for revising.

Teaching Points

• Call students to the whole-group meeting area using your practiced signal.

• Say: We have learned a couple of ways to revise our writing. Today we will create an anchor chart titled “Revising.”

• Invite the students to give ideas about revising and what methods they could use to revise. (Carets are used when adding one or two words, Spider Legs are used when adding sentences, response groups are used to help an author revise, etc.) As the students share their ideas, record the words with pictures or symbols to help the students understand the text.

• Post the anchor chart with the Prewrite and Rough Draft anchor charts. Remind the students to use these charts as a resource as they move through the writing process cycle.

• Dismiss class from the mini-lesson using practiced signals and behavior.

• Students will write independently at the end of each day’s mini-lesson.

Revising

1. Carets for 1 word

2. Spider legs for a sentence
DAY 24 – Introduce Response Groups

Purpose

• Explain what a response group is.
• Model what a response group looks like and sounds like.

Teaching Points

• Call students to the whole-group meeting area using your practiced signal.

• Say: When you are ready to begin the revisions on your writing, it helps to have someone listen to your writing or listen to your story about your picture and give you ideas. Today we are going to use a response group to help us revise. A response group is a group of three sitting knee to knee and eye to eye. The purpose to give an author a place to read the story and talk with an audience about the story.

• Invite a group of three students to sit on the floor in a triangle. They are close enough that a soft voice can be heard and used, but not close enough to touch. Inform the class that the person who asks for a response group is the author of a piece of writing. They then choose two people to join them in the group. Choose one of the group to act as the author. You may want that student to read a piece of their own writing or tell about a picture they’ve drawn, or use the class story.

• Model by having the author read the story and by having the other two students respond to the reading. Remind the students that respect and kindness are always used when participating in a response group. If students have difficulty with this, you might want to become one of the “students” in the group in order to model an appropriate response.

• Say: You may want to call a response group when you are ready to revise. Only two response groups may be held at one time. This is the place where you may have your response groups.

• Dismiss class from the mini-lesson using practiced signals and behavior.

• Students will write independently at the end of each day’s mini-lesson.

Teacher’s Note

If your students are not familiar with the process of listening and responding to another student’s writing, it will be necessary to provide guidelines before attempting this. You may want to have a separate mini-lesson to create an anchor chart titled “Response Groups” with suggestions from the following list: Listen politely. Ask questions to help the author develop the story. Use positive comments. Make kind suggestions to help with detail or answer questions you may have.

Teacher’s Note

Remember that you will see many developmental stages of writing at this age. It is important that each writer feels that his or her writing is valid and valuable.
DAY 25 - Introduce Editing

Purpose

• Introduce students to editing.

Teaching Points

• Call students to the whole-group meeting area using your practiced signal.

• Point out the editing step in the writing process by referencing the writing process cycle.

• **Say:** After authors have revised their writing, then they look at the next step in the writing process. This is the editing step. It is important that writing has no spelling, capitalization, or punctuation errors. The first step is for the author to look for mistakes by rereading. Then an author often asks someone to help them continue the process. You will do the same thing when you ask someone to be your editor. Your editor will help you read through your writing to look for errors. During the year, we will learn many new things about grammar, capitalization, punctuation, and spelling. You will be expected to use what we learn as you edit your own writing and the writing of others. Your editor will help you look for capitals and periods. He or she might help you write some words you are using if they know how to spell them or if they can help you find them on our word wall.

• Edit your class story or a story that has at least one spelling error, one capitalization error, and one punctuation error. Invite students to correct errors they see as you read the story. Use three lines under a letter that needs to be capitalized and place a punctuation mark within a circle where it is missing.

• **Say:** You may be ready to edit your writing. Remember to reread your writing to find and correct as many errors as possible before asking a classmate to be your editor.

• Dismiss class from the mini-lesson using practiced signals and behavior.

• Students will write independently at the end of each day’s mini-lesson.
DAY 26 – Editing, continued

Purpose

• Explain that conferring with the teacher is part of the editing step of the writing process.
• Make an anchor chart about what to do as they wait to confer with the teacher.

Teaching Points

• Call students to the whole-group meeting area using your practiced signal.

• Point out the editing step in the writing process by referencing the writing process cycle.

• Say: After authors have edited their writing with a partner, they are almost ready to publish their writing.

• Display the story that was written together on Days 17–19 and reread it with students. Refer to the Writing Process Cycle chart.

• Say: Now that we are almost ready to publish our story, we need to confer with the teacher, who will be your editor-in-chief, the person in charge of publications. This is part of the editing process. I will be your editor-in-chief. When you get the editor-in-chief’s approval, you may begin the publishing process.

• Hold up a spiral or a loose-leaf notebook that is labeled “Conference with Teacher.”

• Say: You will sign your name in this notebook when you have revised, edited, and then reread your writing. When you sign, I may be busy working with other students, but this is your way of letting me know that you are almost ready to publish. I will get to you as soon as I can. In the meantime, you have choices about what you can do. You can begin to write something new. Since we know that Writer’s Workshop is never finished, what other things could you do while you are waiting for a conference with me?

• Create a web with “What to Do as I Wait for a Conference” in the center. Students might suggest: finish another piece of writing, edit with another student, be part of a response group, add to the topic list, begin a new draft, etc.

• Say: There may be other times during the writing process that you need to confer with the editor-in-chief. I want you to know that you are welcome to sign the notebook at any time—if you are stuck or if you need help in any way.

• Refer again to the Writing Process Cycle. Make it clear to students that they must revise, edit, and reread before they are ready to confer.
• Indicate where the notebook will be placed. It’s a good idea to use yarn or a string to tie a pencil to the notebook.

• Dismiss class from the mini-lesson using practiced signals and behavior.

• Students will write independently at the end of each day’s mini-lesson.

What to Do as I Wait for a Conference

• finish another piece of writing

• edit with another student

• be part of a response group

• add to the topic list

• prewrite

• begin a draft

etc.
DAY 27 – Conferring with the Teacher

Purpose

• Discuss the procedures of teacher/student conferences and their importance.

Teaching Points

• Call students to the whole-group meeting area using your practiced signal.

• Point out the editing step with students and review with them what they need to do during this step of the writing process.

• **Say:** After authors have edited their writing with their other writers, then they need to talk to the editor-in-chief. We will review your writing once again to ensure that it is ready for publication. We will read your piece together, and then we might focus on one, or possibly two, items that would improve your writing. You might choose to make any changes to your writing during the conference, or you might decide to go back to your writing place to do your final work. You need to have the approval of the editor-in-chief before you begin to publish.

• **Say:** Let’s review the writing process. If we have revised and edited our writing, we are almost ready to publish. What should we do now? Yes, we sign the conference notebook so that we can meet with the editor-in-chief. When the teacher is ready to confer, we bring our writing folder and our pencil to the conference table. We are prepared to read our writing with the editor-in-chief.

• Model the conferring process by selecting a student to sit with you and read his or her story or tell about his or her picture. Tell something that you liked about the writing or picture, and be supportive of the student’s efforts. Then select one teaching point or suggestion for this student. Ask the student what he or she thinks about your suggestion, and ask if he or she would like to make that change.

• **Say:** After you have revised, edited, and reread your paper, you are ready to confer with the editor-in-chief. Some of you might be ready for this part of the editing process.

• Dismiss class from the mini-lesson using practiced signals and behavior.

• Students will write independently at the end of each day’s mini-lesson.

Teacher’s Note

Focus only on one or two teaching points. Keep in mind that the writing belongs to the student, and you are making suggestions for improvement. Always allow the student to make the changes on his or her own paper.
DAY 28 – Publishing

Purpose

• Explain the publishing step of the writing process.

Teaching Points

• Call students to the whole-group meeting area using your practiced signal.

• Point out the publishing step in the writing process by referencing the writing process cycle.

• Say: After authors have edited their writing, then they look at the next step in the writing process. This is the publishing step. As authors, we will decide on illustrations that need to be added to the story. In the publishing stage, we reread our writing to make sure the message says what we want it to say. We add any illustrations that are needed.

• Display the story that was written together on Days 17–19 and reread it with students. Refer to the Writing Process Cycle chart.

• Say: Now we are ready to publish our story. We can do this in many different ways. We are going to create an anchor chart to help us remember the many ways, and we may add to this chart when we think of more ways.

• Show the students one or two examples of how a piece of writing can be published. Perhaps a bound book (if your school has a binding machine) or one joined with yarn or staples with a construction paper front and back. The cover should include the title, author (author’s bio can be placed at the beginning or end of the writing if desired), and an illustration that tells about the story or picture.

• Say: When you are ready, you can decide how your writing will be published and how it will be illustrated.

• Dismiss class from the mini-lesson using practiced signals and behavior.

• Students will write independently at the end of each day’s mini-lesson.

Teacher’s Note

You may want to decide if you want your students to rewrite their story in their best handwriting or if you want them to type it on the computer. If you have an assistant or a parent who can help with the word processing, that may be a way to expedite the publishing. Remember that published writing should be free of errors so that it can be read by others.

Ways to Publish

1. Make a book.

2. Make a poster.


etc.
DAY 29 – Publishing, continued

Purpose

• Explain the publishing step of the writing process.
• Discuss text features that could be added to the writing during publication.

Teaching Points

• Call students to the whole-group meeting area using your practiced signal.

• Point out the publishing step in the writing process by referencing the writing process cycle.

• **Say:** In the publishing stage, we reread our writing to make sure the message says what we want it to say. Then we add any illustrations, charts, or diagrams that are needed. We think about the cover and other features, such as a title page.

• Display one or more books and point out the importance of a eye-catching cover. Show students the title page and explain why most books contain this page. Then read or thumb through the book to observe the value of the illustrations that are in the book.

• **Say:** Let’s look at the story that we wrote together. What should be on the cover? What would be on the title page? What illustrations would this book need?

• **Say:** When you are ready to publish, decide what features you will include in your book.

• Dismiss class from the mini-lesson using practiced signals and behavior.

• Students will write independently at the end of each day’s mini-lesson.

Teacher’s Note

You may want to be prepared by having the class book typed so students will be able to see an example of the book in its publishing state. After typing the text and leaving a space for illustrations at the top or bottom of the pages, we usually passed the pages out to partners and let the class illustrate our class book. We then bound the book and placed it centrally in the classroom so students had access and could read the book.
DAY 30 – Sharing

Purpose

• Explain the sharing step of the writing process.
• Learn appropriate responses.
• Understand the importance of the author’s chair.

Teaching Points

• Call students to the whole-group meeting area using your practiced signal.

• Point out the sharing step in the writing process by referencing the writing process cycle.

• Say: After authors have their writing published, they often like to share their writing with others. This is the sharing step. Authors are proud of what they have written.

• Display the story that you have written.

• Say: Now I am ready to share our class story. I will sit in the author’s chair, and I expect that you will listen carefully to our story. After I read it, I will ask if anyone has questions or comments about my story. You must be a good listener in order to respond appropriately. Let’s think of questions or comments that would be appropriate.

• Make a two-column chart. One column will be “Good Questions” and the other will be “Appropriate Comments.” Brainstorm a list of questions and comments, and post it close to the author’s chair. Remind students that they can add more to this anchor chart as they think of other questions and comments.

• While sitting in the author’s chair, read the class story to the students. Guide them to respond appropriately.

• Say: When you are ready to share your writing, the author’s chair will be ready for you.

• Dismiss class from the mini-lesson using practiced signals and behavior.

• Students will write independently at the end of each day’s mini-lesson.

Teacher’s Note

You may want to do this lesson now so that students will know what to expect, or you may want to wait until a student is almost ready to share. It is helpful to have one of your own stories that you have published.