



SAMPLE MATERIAL

Writing Buddies

Fall Creek Elementary School, North Carolina

Topic: Teaching Elementary School Students to Be Effective Writers

Practice: Writing Process

This writer’s workshop lesson plan and associated activities introduces a “writing buddies” format for providing feedback.

The lesson begins with the teacher sharing a book with students as an example of helping others, then the teacher and students review how the teacher helps with writing assignments. The teacher then introduces students to the *Writing Buddies* form and gives the expectations for the activity (e.g., “writing buddies will read their stories aloud to each other”). The teacher models the process by presenting a writing sample and having the students provide their feedback. Students are then paired together to brainstorm their writing ideas using the Possible Questions component of this form. After students develop their writings, they are paired with their buddies again to suggest revisions according to the My Writing Checklist.

Using the My Writing Checklist allows students to compare their own assessment of their writing to that from their buddies and teacher. This helps students learn to judge the quality of their writing. Buddies can

work off the included list of possible questions when discussing nonfiction, personal narrative, or opinion writing pieces.

To learn about how to implement *Writing Buddies*, view the video, *Writing Buddies Using the Writing Process*. This sample material, the referenced picture book, and activities are appropriate to the primary grade levels, as demonstrated by the first grade teachers in this video. To adapt this activity to upper elementary grade levels, consider different read aloud materials as well as expansion of activities to include revising, editing, and reflection with buddies.

Writer's Workshop Lesson

Introducing Writing Buddies

| Mini-Lesson | Lesson Summary | Materials |
|------------------------------------|--|---|
| <p>Introducing Writing Buddies</p> | <p>Read Aloud <i>Officer Buckle and Gloria</i> by Peggy Rathman.</p> <ul style="list-style-type: none"> • Discuss how <i>Gloria</i> helps Officer Buckle during his assemblies (She helps make them more interesting). <p>Review the ways students have been helping the teacher revise or make his/her stories better.</p> <ul style="list-style-type: none"> • Adding details • Adding interesting words • Stretching out words to spell <p>Explain that the students are going to be assigned a writing buddy today. They will work with their writing buddy to help make their stories better.</p> <p>Brainstorm a list of what writing buddies will look like in the classroom.</p> <ul style="list-style-type: none"> • Writing buddies will sit next to each other. • Writing buddies will read their stories aloud to each other. • Writing buddies will circle misspelled words with a green pen and then help each other stretch out these words to spell them. • Writing buddies will circle overused words with a red pen and then help each other replace them with more interesting words. • Writing buddies will ask questions to help their partner add details to make their story better. <p>Assign buddies to students or allow them to choose their own buddy.</p> <ul style="list-style-type: none"> • Have volunteers to come up and demonstrate how to work with your writing buddy for the class. Guide them as they work to ensure students are having good conversations about their writing as they work. • Repeat this process daily until students have grasped this concept. <p>Release students to write. Have them move their name to Share with writing buddy on the writing process chart before getting with their writing buddy. Continue to monitor buddies throughout the year to ensure that they stay on task.</p> |  |

My Writing Checklist

Title: _____

| Revising = Making It Better | Me | My Buddy | My Teacher |
|--|-----------|---------------------|-----------------------|
| All of my sentences are complete. | | | |
| I stretched out the tricky words and wrote all of the sounds I heard. | | | |
| I replaced over used words with interesting words. | | | |
| I have added details to make my story more interesting. | | | |
| My story flows from event to the next. | | | |
| | | | |
| Editing = Making It Right | Me | My Buddy | My Teacher |
| I have spaces between my words. | | | |
| I used a punctuation mark at the end of each sentence. | | | |
| I used capital letters at the beginning of each sentence and for other proper nouns. | | | |
| I have checked the words on the word wall. | | | |

Possible Questions for Writing Buddies Nonfiction

What is your topic?

Why did you choose it?

What is it like?

Can you describe it?

Can you tell me more about _____?

What interesting fact do you know about?

Where do you find it?

What does it look like?

Does it eat? If so what?

Is it alive?

What does it need?

Possible Questions for Writing Buddies
Personal Narrative/Opinion

When did it take place?

Can you tell me more about _____?

Who is this about?

Then what happened?

Where did this take place?

How did you get there?

How did you feel?

Who were you with?

How did you act?

What did you see?

Why did you do that?

Why do you think that?

How can you say _____ differently?