

DOINGWHATWORKS



SAMPLE MATERIAL

Make Time to Write

Fall Creek Elementary School, North Carolina

Topic: Teaching Elementary School Students to Be Effective Writers

Practice: Daily Time

Teachers at Fall Creek Elementary School use a writer’s workshop model of instruction to engage students in the writing process. This PowerPoint presentation explains the structure of writer’s workshop, emphasizing the importance of daily writing time, and includes sample schedules and lessons from first- and fifth-grade workshops. These samples show how the workshop format evolves to keep pace with students’ increasing abilities and how to focus its various components around practicing a specific writing strategy. The final slide includes ideas for integrating writing into content areas.

Elementary-grade teachers can use this piece to guide their planning of writer’s workshop and to discuss the format with other teachers in the school. To learn more about writer’s workshop at Fall Creek Elementary School, view the multimedia presentation *Writer’s Workshop Every Day*.

This sample material is an example of how one school organizes its Writing Workshop. Optimally, experts recommend a minimum of one hour a day for writing. The hour should include 30 minutes for instruction in writing

strategies, techniques, and skills appropriate to the students' mastery level; and 30 minutes for writing practice. Fall Creek Elementary School adapts this recommendation to fit its context and needs.

Make Time to Write

Writer's Workshop is about making time every single day for children to gain experience with writing. The more they write the easier it becomes and the more they learn about the writing process.

Writer's Workshop is designed to meet the diverse needs of all students.

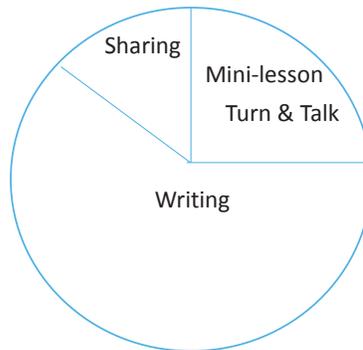
Guidelines of Writer's Workshop

- Writer's Workshop occurs the same time every day.
- Students should be allowed to choose their own writing topics.
- Students have adequate time each day to create a draft.
- Students should have at least thirty minutes of drafting daily... start slowly and stretch as you go to build writing stamina.
- Stamina will build if students write the whole time every day.

Writer's Workshop Daily Schedule

First Grade

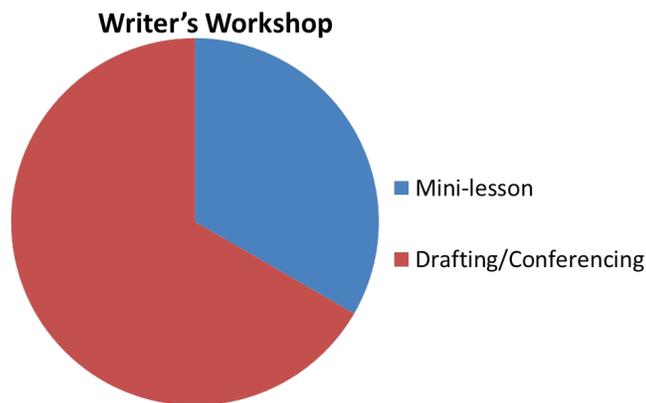
Mini-lesson – Turn & Talk	5-15 minutes
Drafting and Conferencing	25-35 minutes
Sharing/Reflecting/Author's Chair	5-8 minutes



Writer's Workshop Daily Schedule

Fifth Grade

Mini-lesson	5-10 minutes
Drafting and Conferencing	20 minutes
Daily Homework—write in writer's notebook (any topic/any genre)	15 minutes



Sample Lesson Plan					
First Grade					
Writing Strategy	Mini-lesson Read Aloud	Teacher Modeling	Turn & Talk	Drafting	Reflecting/Sharing
<p>Slowing Down the Moment Adding Details</p> <p>Today I will focus on the beginning of my story.</p>	<p>Read Aloud: <u>Roller Coaster</u> by Marla Frazee</p> <p>Today, I am going to tell you a story about a first time experience I've had. I'm going to slow down the moment and walk through my experience. I will try to recall specific details.</p>	<p>This story reminds me of the first time I flew on an airplane. I begin to write my story focusing on my thoughts and feelings. I begin my story as we walked through tunnel to enter the plane. I slow my moment down and stretch it recalling specific details.</p>	<p>Students turn and talk about a moment they remember and would like to write about.</p>	<p>Today students will focus on the beginning of their story.</p>	<p>Students will share their writing with a buddy today. Writing buddy will try to help their partner find a point that could go deeper. Buddy will say to partner, "tell me more about _____." This thought will be the focus for tomorrow's Writer's Workshop.</p>

Sample Lesson Plan					
Fifth Grade					
Writing Strategy	Mini-lesson Read Aloud	Teacher Modeling	Drafting	Conferencing	Whole Group Reflecting
<p>Identifying and using different structures in writing memoirs.</p> <p>Today we will focus on trying different structures to see what works for each of us.</p>	<p>Read Aloud: <u>Eleven</u> by Sandra Cisneros.</p> <p>Listen as I read aloud a memoir and help me identify the structure used by the author. Is it narrative, essay, or maybe a combination of both?</p>	<p>Now that I know that I can combine essay and narrative writing, I am going to draft my own memoir using narrative-essay-narrative-essay as my structure.</p>	<p>Students will create a plan for their structure and then begin drafting.</p>	<p>I individually conference with students to make sure that they have an idea of how they want to structure their memoirs and provide any other guidance as necessary.</p>	<p>We will come together as a whole group so students can share some different structures that they tried along with successes and failures and any advice that they have for their fellow writers.</p>

Writing in the Content Area

- * Nonfiction texts focus on the craft of the writing.
- * Pointing out how different authors and illustrators use this genre to teach.
- * Writing is still fun but also teaching students about a specific topic.
- * Students begin to include features in their writing such as labels, maps, and headings.
- * Students learn to research and include that research in their final writing.