# K-2 Monthly Unit of Study Planning Sheet

**Unit:** First 15 days - Back to School

<table>
<thead>
<tr>
<th>Session #1</th>
<th>Session #2</th>
<th>Session #3</th>
<th>Session #4</th>
<th>Session #5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Think-Pair-Share</strong></td>
<td><strong>Storytelling - shared experience</strong></td>
<td><strong>Heart Map</strong></td>
<td><strong>Plan story across fingers</strong></td>
<td><strong>How to use materials</strong></td>
</tr>
<tr>
<td><strong>Mini-lesson:</strong> Students learn to do Think-Pair-Shares that they will use all year during Writers' Workshop.</td>
<td><strong>Mini-lesson:</strong> Using a shared class experience, students talk about that experience. &quot;Talk with a partner about what just happened.&quot; (see p. 13 of K-2 First Year Section) Adjust according to your grade level.</td>
<td><strong>Mini-lesson:</strong> Students create a heart map with personal experiences and things important to them. LINK: drawing pictures to get ideas for stories.</td>
<td><strong>Mini-lesson:</strong> Use idea from heart map to model how to plan a story across three fingers. LINK: Authors tell their story first to help them out when they write it.</td>
<td><strong>Mini-lesson:</strong> How to get and distribute pencils and paper. What to do if need more paper. (Consider your room arrangement. Assign one captain per table.)</td>
</tr>
<tr>
<td>1. Pair up students</td>
<td>2. Dot stickers or A/B</td>
<td>3. Model 3 phases: think, pair, share.</td>
<td>4. Practice (favorite place, person, etc)</td>
<td>5. Draw or write about what they talked about.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>Session #4</th>
<th>Session #5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mid-wkshp interrupt.</strong> Highlight students who are working independently. (The independent time may be very short for today. Slowly build up stamina.)</td>
<td><strong>Mid-wkshp interrupt.</strong> Encourage independent working behaviors. Point out students' that are working well with and on task.</td>
<td><strong>Mid-wkshp interrupt.</strong> Encourage independent working behaviors. Point out students' ideas from heart.</td>
<td><strong>Mid-wkshp interrupt.</strong> Emphasize students that are working staying seated during independent writing time. You may emphasize any of the previous teaching points.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Session #3</th>
<th>Session #4</th>
<th>Session #5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Share:</strong> Students pair up with partner from before and share their drawing and/or writing with partner.</td>
<td><strong>Share:</strong> Share students writing that included details in their drawings/writing. Celebrate how well students followed the routines about writing workshop. Highlight time students spent writing. Invite them to spend more time writing the next day (building writing stamina).</td>
<td><strong>Share:</strong> Celebrate students that told story across fingers and wrote a story. Highlight time students spent writing. Invite them to spend more time writing the next day (building writing stamina).</td>
</tr>
</tbody>
</table>

**Developed by:** Laura Pesavento, Cynthia Ortiz, & Phil Newport, 2008
<table>
<thead>
<tr>
<th>Session #6</th>
<th>Session #7</th>
<th>Session #8</th>
<th>Session #9</th>
<th>Session #10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using writing folders to store writing</td>
<td>Storytelling</td>
<td>Telling story across fingers</td>
<td>Planning a story</td>
<td>Big feeling</td>
</tr>
</tbody>
</table>

**Mini-lesson:**
Students will learn how to store their work in a special writing folder. Later, in Session #13, they will learn how to organize their work into "I think I'm done for now." And "I'm still working."

Before you send them off to write, look at heart maps and have students choose another story from it.

**Mid-wkshp interrupt:** Highlight students working independently and using their heart map to draw and/or write a story about themselves.

**Share:** Students bring their writing to the meeting area. Teacher explains that they will store their work in special folders. Pass out folders and students will put their work inside carefully and neatly. Think about where you want them to keep the folders and have them put them away. (May have a captain pass out folders daily)

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**Mini-lesson:**
Students will learn that writers tell stories, including where they were, who they were with and what they were doing.

**Mid-wkshp interrupt:**
Highlight a student that tried including the elements in their story, that is following routines, or that is independently working, etc.

**Share:** Share a student's story that included all or some of the elements in either their writing or pictures.

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**Mini-lesson:**
Students will learn to tell a story across their fingers including: where we were, who we were with, and what we were doing.

**Mid-wkshp interrupt:**
Highlight a student that tried including the elements in their story, a student that is following routines, or a student that is independently working, etc.

**Share:** Share a student's story that included all or some of the elements in either their writing or pictures.

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**Mini-lesson:**
Model the planning process: Think, touch, draw/label, write.

**Kinder:** Introduce a second page with "What happened next?" (2 pages total)
1st-2nd. Explicitly teach planning across 3 page booklets.

**Mid-wkshp interrupt:**
Independent working behaviors. Writing stamina. Highlight students that touched the pages as they told the story, next drew, then wrote.

**Share:** Students that followed the planning process. Highlight time students spent writing. Invite them to spend more time writing the next day. (Building writing stamina)

**Extension:** Continue with different ways to generate ideas on following days.

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Developed by: Laura Pesavento, Cynthia Ortiz, Phil Newport, 2008
<table>
<thead>
<tr>
<th>Session # 11</th>
<th>Session # 12</th>
<th>Session # 13</th>
<th>Session # 14</th>
<th>Session # 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>What to do when you think your done</td>
<td>Me on Every Page</td>
<td>How to use folders with dots</td>
<td>Getting ready to publish</td>
<td>Celebration!</td>
</tr>
<tr>
<td>Mini-lesson: Model what to do when done. Students will learn to reread their writing, add to their words, add to their pictures or start a new piece.</td>
<td>Mini-lesson: Students will learn how to draw themselves on every page.</td>
<td>Mini-lesson: Model how to organize their work in the folder (red= &quot;I'm done for now.&quot;) &amp; (green=&quot;I'm still working&quot;) sides. Active Engagement: Tables students organize their papers. When done organizing their papers, continue with green side or start new story.</td>
<td>Mini-lesson: Model how to select a piece. See Summer School WW day 14 &amp; 15 (only the selecting a piece part). Is it about me and true? Does something happen? Is it meaningful?</td>
<td>Mini-lesson: See Summer School Binder WW day 23 for ideas for celebrations.</td>
</tr>
<tr>
<td>Mid-wkshp interrupt. Highlight students that reread their work, and add to their pictures or words before starting a new piece.</td>
<td>Mid-wkshp interrupt. Students who draw themselves on every page.</td>
<td>Mid-wkshp interrupt. Emphasize students that organized their papers neatly. Independent working behaviors.</td>
<td>Mid-wkshp interrupt. Model how to create a cover page with their name and possibly title.</td>
<td>Mid-wkshp interrupt. None.</td>
</tr>
<tr>
<td>Share: Highlight students who added to their pictures and words.</td>
<td>Share: Student work that shows them on every page.</td>
<td>Share: Share 1-2 students' folders and remind them what to do for each side. Emphasize green side for next writing workshop.</td>
<td>Share: Writers that worked independently. Highlight time students spent writing. Invite them to spend more time writing the next day (building writing stamina).</td>
<td>Share: The celebration is the share.</td>
</tr>
</tbody>
</table>
# Session #1

**Intention of lesson:** Think-Pair-Share

<table>
<thead>
<tr>
<th>CONNECTION</th>
<th>What we tend to say:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reminder</strong></td>
<td>Writers, today is an exciting day! It is the first day of school. You're going to learn lots of new things this year. One of the things you will learn is how to be a writer. We read a book today, and we are going to learn how to do what writers do.</td>
</tr>
<tr>
<td><strong>Today</strong></td>
<td><strong>Today we will learn how</strong> to do something important that writers do to share their ideas. It is called a Think-Pair-Share. This is when you get to think about something you know about, get a partner, and share your ideas with your partner.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACH</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the steps?</td>
<td><strong>Watch me as I</strong> show you how to do a Think-Pair-Share.</td>
</tr>
<tr>
<td>Will I use an anchor chart?</td>
<td>(students sitting on rug, sitting in rows)</td>
</tr>
<tr>
<td>What will my language sound like?</td>
<td>I'm going to think about my favorite food. (put finger to temple, close eyes, or another way to show you're thinking). Hmm... I like to eat enchiladas. They are my favorite food. &quot;Now you try.&quot; Think about your favorite food. Show me a &quot;thumbs up&quot; when you thought about it. Remember, don't tell me yet just think it in your head. OK, now, whisper your answer into your hand.</td>
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<tr>
<td></td>
<td>Now, I'm going to show you how to partner up with someone. I'm going to give you a sticker on your hand. I know that you're not going to play with it, because I will take it away. When I put the sticker on your hand, tell me what color your sticker is. (Put a sticker dot on each student's hand, alternating 2 colors- red/blue. If the student doesn't know the color, whisper it).</td>
</tr>
<tr>
<td></td>
<td>Raise your hand if you have a red sticker. Raise your hand if you have a blue sticker. (can also do A/B cards, picture cards (dog/cat) or other way to pair up students)</td>
</tr>
<tr>
<td></td>
<td>Demonstrate with 2 students how to sit knee to knee, facing each other. Show the students who their partners are and have them copy the 2 students and sit knee to knee.</td>
</tr>
<tr>
<td><strong>ACTIVE ENGAGEMENT</strong></td>
<td><strong>Turn and talk to your partner about...</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>How will students participate?</strong></td>
<td><strong>3, 2, 1, talking is done!</strong></td>
</tr>
<tr>
<td><strong>LINK</strong></td>
<td><strong>Why?</strong></td>
</tr>
<tr>
<td><strong>Name the skill/strategy.</strong></td>
<td><strong>Today and every day...</strong></td>
</tr>
<tr>
<td><strong>Invite students to try it.</strong></td>
<td><strong>Who thinks they will try this strategy today?</strong></td>
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</tbody>
</table>
| **INDEPENDENT WRITING** | **1. Silent Settle**  
Non-verbal cues to settle students into work) | **Today and everyday remember that when you are doing a think-pair-share:** |
|  | **2. Table conferences**  
Compliment writing behavior/strategy | **(Make chart with pictures)** |
|  | **3. Conference (individual)**  
RESEARCH & DECIDE  
COMPLIMENT  
TEACH  
LINK | **1st-2nd. Draw a picture of your favorite food.** |
| **MID-SHOP INTERRUPTION** | **Name a STUDENT'S strategy/behavior for ALL**  
Writers Jose......** |
|  | **Re-state teaching point (mini-lesson)**  
Writers remember to....** |
|  | You may highlight students that:** |
|  | **Work independently**  
Stay on task** |
| **SHARE** | **Writers let me show you what... did today. He/she......** | **Have students share their pictures and/or writing with their partner. (You may want to repeat this lesson for several days until your students understand how to do a think-pair-share well).** |
| **Use students’ work to demonstrate strategy/skill used.** |  |  |

Adapted from Calkins, L. © Session 1
## Writers' Workshop

**Session #2**  
Grade K-2  
*Unit of Study:* First 15 days – Back to School  
*Intention of lesson:* Storytelling a class experience

### CONNECTION

| **Reminder**  
<table>
<thead>
<tr>
<th>What do I need to say?</th>
</tr>
</thead>
</table>
| *Yesterday we talked about...*  
| Writers, yesterday we learned how to do a Think-Pair-Share. Today, we are going to do it again so we can practice and think about something that happened in class yesterday. |

| **Today What?**  
|-----------------------------------|
| *Today I will teach you...*  
| **Today we will learn how** to tell a story that we all shared together. (Ideas: walking to recess, read a story, walked into our new classroom) Any experience that the whole class shared. |

### TEACH

| **How?**  
|-----------------------------------|
| *What are the steps?*  
| *Will I use an anchor chart?*  
| *What will my language sound like?*  
| Watch me as I think about something that happened yesterday. Hmmm... I remember when we went to recess for the first time yesterday. We practiced how to walk in a quiet line. Then I remembered that I forgot to pass out the balls and equipment to play with and we had to walk all the way back. Then we walked all the way outside again to play, but we didn’t have much time. But we had fun playing outside. (Choose a story that happened to your own class)  
| Think about that moment. Think about what happened. We are going to practice doing a Think-Pair-Share like we did yesterday. (follow procedure from Session #1) |

### ACTIVE ENGAGEMENT

| **How will students participate?**  
|-----------------------------------|
| *Turn and talk to your partner about...*  
| *3, 2, 1, talking is done!*  
| Sit knee to knee with your partner and think about the story I just told you. (give wait time)  
| Partner A/blue/etc- Tell the story I just told again. See if you can remember more than I told.  
| Partner B/Red/etc- It is your turn to listen.  
| When Partner A finishes, look at me. (Then switch after all partners are looking at you)  
| You are going to tell the story one more time and see if you can make it longer. |
**Writers' Workshop**

**Why?**
Name the skill/strategy.

Invite students to try it.

<table>
<thead>
<tr>
<th>LINK</th>
<th>Why?</th>
<th>Today and every day...</th>
<th>Writers, today and everyday when you want to tell a story, you can think about something that happened with the whole class and practice telling that story to a partner.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Who thinks they will try this strategy today?</td>
<td>Kinder- Go to seats and draw the story.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1st-2nd- Sit in a circle. “Let’s think about the very first thing that happened and tell the story together.” (few students share and add to each other) “What was the very next thing that happened?” etc...</td>
</tr>
</tbody>
</table>

Then do a shared writing, where the teacher writes the students ideas OR, send students to tables to draw/write the story.

**INDEPENDENT WRITING**

<table>
<thead>
<tr>
<th>1. Silent Settle</th>
<th>2. Table conferences</th>
<th>3. Conference (individual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-verbal cues to settle students into work)</td>
<td>Compliment writing behavior/strategy</td>
<td>RESEARCH &amp; DECIDE COMPLIMENT TEACH LINK</td>
</tr>
</tbody>
</table>

**MID-SHOP INTERRUPTION**

- Name a STUDENT’S strategy/behavior for ALL Writers Jose......
- Re-state teaching point (mini-lesson) Writers remember to....

You may highlight students that:
- Work independently
- Stay on task

**SHARE**

Use students’ work to demonstrate strategy/skill used.

<table>
<thead>
<tr>
<th>Writers let me show you what... did today. He/she......</th>
<th>Have students share their pictures and/or writing with their partner. OR teacher can share a few to the class.</th>
</tr>
</thead>
</table>

Adapted from Calkins, L. © Session 2
# Writers’ Workshop

## Session # 3

**Grade k-2**  
**Unit of Study:** First 15 days – Back to School  
**Intention of lesson:** Heart Map

### CONNECTION

<table>
<thead>
<tr>
<th><strong>Reminder</strong></th>
<th><strong>What we tend to say:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What reminders do I need to give?</td>
<td>Yesterday we talked about...</td>
</tr>
<tr>
<td><strong>Today</strong></td>
<td><strong>What?</strong></td>
</tr>
<tr>
<td>Today I will teach you...</td>
<td><strong>Today I will teach you</strong> how to create a heart map to help you come up with ideas for your own stories. Writers get ideas from topics or ideas that are close to their hearts (show students picture books of real life authors).</td>
</tr>
</tbody>
</table>

### TEACH

<table>
<thead>
<tr>
<th><strong>How?</strong></th>
<th><strong>What are the steps?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Will I use an anchor chart?</td>
<td>Watch me as I...</td>
</tr>
<tr>
<td>What will my language sound like?</td>
<td>Did you see how I...</td>
</tr>
</tbody>
</table>

- **Watch me as I** think about ideas for a story and then draw a picture on my map to remind me of it. (create heart map in advance or create it in front of the students).
- Think aloud as I draw in a small section of my heart map. Remind students that I’m thinking of places, people, or objects that are close to my heart.
- Example: I have a picture of my grandfather on my heart map. I could write about the time my grandpa took me to the story to buy a swimming pool.
- **Did you notice how I** thought about people, places, and things that are close to my heart and drew them on my heart map.

### ACTIVE ENGAGEMENT

<table>
<thead>
<tr>
<th><strong>How will students participate?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Turn and talk to your partner about...</td>
</tr>
<tr>
<td>3, 2, 1, talking is done!</td>
</tr>
</tbody>
</table>

- Think about what you would include in your own heart map. Think of people, places, pets, and your favorite things that are close to your heart.
- Turn and talk to a partner about what you will include on your heart map. **Scaffold the Think-Pair-Share as previously described in prior lessons**

### LINK

<table>
<thead>
<tr>
<th><strong>Why?</strong></th>
<th><strong>Today and every day...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name the skill/strategy.</td>
<td>Today and everyday writers we can think about people and places that are close to our hearts to get ideas for our stories. We can keep our heart close to us so we can be reminded of our great story ideas.</td>
</tr>
<tr>
<td>Invite students to try it.</td>
<td>Who thinks they will try this strategy today?</td>
</tr>
</tbody>
</table>

- Send students off to their seats to begin to work on their heart map.
Writers' Workshop

**INDEPENDENT WRITING**

| 1. Silent Settle  
| Non-verbal cues to settle students into work) |
| 2. Table conferences  
| Compliment writing behavior/strategy |
| 3. Conference (individual)  
| RESEARCH & DECIDE COMPLIMENT TEACH LINK |

**MID-SHOP INTERRUPTION**

- Name a STUDENT'S strategy/behavior for ALL Writers Jose......
- Re-state teaching point (mini-lesson) Writers remember to.....

**SHARE**

- Use students' work to demonstrate strategy/skill used.

| Writers let me show you what.... did today. He/she...... |
| Select 1-2 students to share heart maps with the class. OR Have students share heart map with their writing partner to reinforce the think-pair-share procedures. |

**REFLECTION**

- How did it go?
## Session #4  
**Grade K-2**  
**Unit of Study:** First 15 days – Back to School  
**Intention of lesson:** Planning a story across fingers

### CONNECTION

<table>
<thead>
<tr>
<th>Reminder: What reminders do I need to give?</th>
<th>What we tend to say:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Yesterday we talked about...</em></td>
<td>Writers, yesterday we told a story that happened to all of us and practiced doing another Think-Pair-Share.</td>
</tr>
</tbody>
</table>

### Today What?

| Today I will teach you... | Today we will learn how to tell a story across our fingers to help us remember all of the parts of a story from our heart map. Writers practice telling their story before they write or draw. |

### TEACH

#### How?

**What are the steps?**

- Watch me as I show you how to tell a story across your fingers using my heart map.
- *Kinder:* use 2 fingers- What happened? What happened next?  
  - *1st grade:* Use 3 fingers- First, Then, Last  
  - *2nd grade:* Use 3-5 fingers

**Will I use an anchor chart?**

- Did you see how I...  
  - (Explicitly model how to choose a story from your heart and tell a story, making sure to demonstrate how each finger represents a moment in the story.)

**What will my language sound like?**

- Pass out the heart maps to the students. Have them choose one of their stories that they want to tell. (Kinder may only have two to choose from)

### ACTIVE ENGAGEMENT

#### How will students participate?

- Turn and talk to your partner about...  
  - 3, 2, 1, talking is done!

- Think-Pair-Share

- Think about the story you want to tell from your heart map. Close your eyes and touch each finger as you tell what happened first (give wait time), next (give wait time) and last (give wait time).

- Now sit knee to knee with your partner.  
  - Partner A/blue/etc- Tell your story to your partner.  
  - Partner B/Red/etc- It is your turn to listen.  
  - When Partner A finishes, look at me.  
  - (Then switch after all partners are looking at you)

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Adapted from Calkins, L. ©

Session 4
**Writers’ Workshop**

**LINK**

**Why?**

*Name the skill/strategy.*

*Invite students to try it.*

**Today and every day . . .**

*Who thinks they will try this strategy today?*

Writers, today and everyday when you want to tell a story, you can think about something that is close to your heart and tell that story across your fingers. Writers think about what they are going to write before they begin.

**Kinder-** Go to seats and draw the story.

**1st-2nd-** Draw and write the story they told from their heart map.

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**INDEPENDENT WRITING**

1. **Silent Settle**
   - Non-verbal cues to settle students into work)

2. **Table conferences**
   - Compliment writing behavior/strategy
   - Name it for 1 – name it for ALL

3. **Conference (individual)**
   - RESEARCH & DECIDE
   - COMPLIMENT
   - TEACH
   - LINK

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**MID-SHOP INTERRUPTION**

- *Name a STUDENT’S strategy/behavior for ALL Writers Jose . . . .
- *Re-state teaching point (mini-lesson)
  - Writers remember to . . . .

You may highlight students that:

- Work independently
- Telling story across fingers

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**SHARE**

*Use students’ work to demonstrate strategy/skill used.*

Writers let me show you what . . . . did today.

He/she......

Have students share their pictures and/or writing with their partner. OR teacher can share a few to the class.

You can also have a student retell their story, showing how they told it across their fingers.

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**REFLECTION**

*How did it go?*
**Session #5**  
**Grade K-2**  
**Unit of Study:** First 15 days – Back to School

**Connection**

<table>
<thead>
<tr>
<th>Reminder</th>
<th>yesterday we talked about...</th>
<th>yesterday we learned how to plan a story across our fingers. Writers plan stories before they write them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today What?</td>
<td>Today I will teach you...</td>
<td>Today I want to teach you how writers take care of their writing tools, so that we can have an organized writing area.</td>
</tr>
</tbody>
</table>

**Teach**

<table>
<thead>
<tr>
<th>How? What are the steps?</th>
<th>Watch me as I...</th>
<th>Watch me as I gather materials I need for writing. (gather a marker/pen and a writing folder and show students where they are located in the classroom or writing area)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will I use an anchor chart?</td>
<td>Did you see how I...</td>
<td>Model how you get out your materials quickly so that no time is wasted.</td>
</tr>
<tr>
<td>What will my language sound like?</td>
<td></td>
<td>(Rituals and routines- Think about how you want the materials distributed. Captains, table monitors, each student gets their own, etc.)</td>
</tr>
</tbody>
</table>

*It is recommended to use pens during Writers' Workshop. You will not have to sharpen pencils, and another is that the students will not spend time erasing their work.*

**Active Engagement**

<table>
<thead>
<tr>
<th>How will students participate?</th>
<th>Turn and talk to your partner about... 3, 2, 1, talking is done!</th>
<th>Let's practice how to use the writing tools well. Writers it's time for WW. Table monitors please get out the writing tools. (or whatever your routine is)</th>
</tr>
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<tbody>
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<td></td>
<td></td>
<td>Let's watch and see if they do this really quickly without wasting any writing time. You may want to have a student show how to go to their tables and get out their supply boxes, etc.</td>
</tr>
</tbody>
</table>

**Link**

<table>
<thead>
<tr>
<th>Why? Name the skill/strategy.</th>
<th>Today and every day...</th>
<th>Today and everyday, writers, we will get the supplies out quickly and quietly so that we don't waste any writing time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invite students to try it.</td>
<td>Who thinks they will try this</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Calkins, L. © Session 5
| **INDEPENDENT WRITING** | **1. Silent Settle**  
Non-verbal cues to settle students into work) | **2. Table conferences**  
Compliment writing behavior/strategy  
Name it for 1 - name it for ALL | **3. Conference (individual)**  
RESEARCH & DECIDE  
COMPLIMENT  
TEACH  
LINK |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>MID-SHOP INTERRUPTION</strong></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
- Name a STUDENT'S strategy/behavior for ALL  
Writers Jose.....  
- Re-state teaching point (mini-lesson)  
Writers remember to..... | | |
| **SHARE** | Writers let me show you what... did today. He/she..... | | |
| **REFLECTION** | How did it go? | | |
# Writers' Workshop

## Session #6

**Grade K-2**

**Unit of Study:** First 15 days – Back to School

**Intention of lesson:** Using writing folders to store writing

<table>
<thead>
<tr>
<th>CONNECTION</th>
<th>What we tend to say:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reminder</strong></td>
<td>Yesterday we talked about...</td>
</tr>
<tr>
<td>What reminders do I need to give?</td>
<td>Yesterday we learned how to take care of our writing tools and get them quickly and quietly.</td>
</tr>
<tr>
<td><strong>Today What?</strong></td>
<td>Today I will teach you...</td>
</tr>
<tr>
<td></td>
<td>Today I want to teach you how writers organize their writing by putting it in folders. We will also be gluing our heart maps on the front of the folders, so we always know where to get ideas.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACH</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How?</strong></td>
<td>Watch me as I take the stories that I have written and put them neatly in my folder.</td>
</tr>
<tr>
<td>What are the steps?</td>
<td>(This is to set them up for Session #13 later, but for now, they will be putting all of their work in a folder to keep it organized)</td>
</tr>
<tr>
<td>Will I use an anchor chart?</td>
<td></td>
</tr>
<tr>
<td>Did you see how I...</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVE ENGAGEMENT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How will students participate?</strong></td>
<td>Let's practice putting our stories neatly in the pockets of the writing folders.</td>
</tr>
<tr>
<td>Turn and talk to your partner about...</td>
<td>When you are done, glue your heart map on the front of your folder so you can always get ideas for writing. I have marked the front of your folders with an X.</td>
</tr>
<tr>
<td>3, 2, 1, talking is done!</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LINK</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Why?</strong></td>
<td>Today and everyday, we will keep our writing in a special place, our writing folders. We will make sure to put them away neatly in the pockets.</td>
</tr>
<tr>
<td>Name the skill/strategy.</td>
<td>Now choose a story from your heart map and write about it. When you are done for today, put it in your writing folder.</td>
</tr>
<tr>
<td>Invite students to try it.</td>
<td></td>
</tr>
<tr>
<td>Today and every day...</td>
<td>Who thinks they will try this strategy today?</td>
</tr>
</tbody>
</table>
| **INDEPENDENT WRITING** | **1. Silent Settle**  
Non-verbal cues to settle students into work | **2. Table conferences**  
Compliment writing behavior/strategy  
Name it for 1 – name it for ALL | **3. Conference (individual)**  
RESEARCH & DECIDE  
COMPLIMENT  
TEACH  
LINK |
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<td><strong>MID-SHOP INTERRUPTION</strong></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
• Name a STUDENT’S strategy/behavior for ALL  
Writers Jose......  
• Re-state teaching point (mini-lesson)  
Writers remember to..... | | |
| **SHARE** | **Writers let me show you what.... did today.**  
He/she...... | | |
| **Use students’ work to demonstrate strategy/skill used.** | | | |
| **REFLECTION** |  
*How did it go?* | | |

Session 6  
Page 2 of 2
### Session #7  
**Grade K-2**  
**Unit of Study:** First 15 days – Back to School  
**Intention of lesson:** Storytelling Shared Experience: Where, Who, and What

<table>
<thead>
<tr>
<th>CONNECTION</th>
<th>What we tend to say:</th>
<th></th>
</tr>
</thead>
</table>
| **Reminder**  
What reminders do I need to give? | Yesterday we talked about. . . | Writers we have learned to use folders to keep our stories safe like real writers do. |
| **Today**  
**What?** | Today I will teach you . . . | Today I will teach you that when writers tell their stories they include where they were, who they were with, and what they did. Writers include all of those details so they’re readers can make a picture of their story in their heads.  
**Kindergarten:** You may want to separate this into three lessons; one for each of the elements. |

### TEACH

| How?  
What are the steps? | Watch me as I  
. . .  
Did you see how I . . . | Watch me as I model telling a story and making sure that I include all the elements of the story.  
1. Tell a story omitting one-two of the parts. Tell students the parts that you missed. For example, “oh, no I forgot to say who I was with....”  
2. Retell the story and explicitly explain to students when you are including the elements. Did you noticed how I told my story including where I was, who I was with, and what I did (you may want to show a chart of these elements at this point as a reference for students). |
| Will I use an anchor chart? |  |
| What will my language sound like? |  |

### ACTIVE ENGAGEMENT

| How will students participate? | Turn and talk to your partner about. . .  
3, 2, 1, talking is done! | So writers, let’s practice telling a story using the three elements of Where, who, and what.  
1. Teacher tell a shared story from the classroom leaving some of the elements out (for example something that happened on the first day of school, at the playground, etc.)  
2. Ask students to sit knee-to-knee with a partner and take turns telling the same shared story in their own way. They might tell the story across their fingers.  
3. Have students tell the story again but this time make sure that they include the elements. “Writers this time you will tell the story making sure that you told where you were, who you were with, and what you were doing in our story.” |
| LINK | Why? | Today and every day . . .  
Name the skill/strategy.  
Invite students to try it. | Writers, today and everyday when you are telling or writing stories make sure that you include where you were in your story, who you were with, and what you were doing.  
Who will try telling all of these parts in their writing today?  
Off you go! |
|---|---|---|
| INDEPENDENT WRITING | 1. Silent Settle 
Non-verbal cues to settle students into work) | 2. Table conferences 
Compliment writing behavior/strategy | 3. Conference (individual) 
RESEARCH & DECIDE 
COMPLIMENT 
TEACH 
LINK |
| | | Name it for 1 – name it for ALL | |
| MID-SHOP INTERRUPTION | • Name a STUDENT'S strategy/behavior for ALL Writers Jose......  
• Re-state teaching point (mini-lesson) 
Writers remember to.... | YOU MAY HIGHLIGHT:  
• a student that tried including the elements in their story  
• a student that is following routines  
• a student that is independently working, etc. | |
| SHARE | Writers let me show you what... did today. He/she...... | Share a student's story that included all or some of the elements in either their writing or pictures. |
| REFLECTION | How did it go? | | |

Adapted from Callins, L. ©
Session 7
## Session #8

**Grade K-2**

**Unit of Study:** First 15 days – Back to School

**Intention of lesson:** Telling story across fingers including story elements

### CONNECTION

<table>
<thead>
<tr>
<th>What we tend to say:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reminder</strong></td>
</tr>
<tr>
<td><strong>What reminders do I need to give?</strong></td>
</tr>
<tr>
<td>Yesterday we talked about...</td>
</tr>
</tbody>
</table>

Yesterday we learned that writers include three elements in their stories. They make sure that they tell their readers where they were in their story, who they were with in their story, and what they were doing in their story. It is important to tell our readers those elements so they can make a picture of our stories in their heads.

### Today

**Today I will teach you how to tell our story across our fingers including the three story elements.**

Today I will teach you how to tell our story across our fingers including the three story elements.

Telling the story across our fingers helps us organize our story by telling where we were, who we were with and what we were doing. It also helps us remember the story elements.

### TEACH

**How?**

What are the steps?

Will I use an anchor chart?

What will my language sound like?

Watch me as I... 

Did you see how I... 

Watch me as I model telling a story across my fingers and making sure that I include where I was, who I was with, and what I was doing.

Tell a story across your fingers (refer to Session 4) making sure that you include where, who, and what?

For example:

**Finger 1:** Hmm... where was I? I was in the park.

**Finger 2:** Who was I with? I was with my brother.

**Finger 3:** What was I doing? I was chasing him around the park.

**Writers, Did you noticed how I told** my story across my fingers including: the where (name the part of the story), the who (name the part of the story), and the what (name the part of the story).

### ACTIVE ENGAGEMENT

**How will students participate?**

Turn and talk to your partner about... 

3, 2, 1, talking is done!

So writers, let's practice telling a story across our fingers including where you were, who you were with, and what were you doing in your story.

**Think-Pair Share:**

- Partner A: you tell your story across your fingers
- Partner B: listen to see if partner A included where he/she was in his story, who he/she was with, and what he/she was doing. At the end of Partner A's story tell him/her the parts that he/she included.

Have students switch roles.
**LINK**

**Why?**
Name the skill/strategy.

Invite students to try it.

**Today and everyday...**

Who thinks they will try this strategy today?

Writers, today and everyday when you are telling or writing stories make sure that you include where you were in your story, who you were with, and what you were doing.

Who will try telling all of these parts in their writing today?

Off you go!

---

<table>
<thead>
<tr>
<th>INDEPENDENT WRITING</th>
<th>1. Silent Settle Non-verbal cues to settle students into work)</th>
<th>2. Table conferences Compliment writing behavior/strategy</th>
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<tr>
<td></td>
<td>Name it for 1 – name it for ALL</td>
<td></td>
</tr>
<tr>
<td>3. Conference (individual) RESEARCH &amp; DECIDE COMPLIMENT TEACH LINK</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MID-SHOP INTERRUPTION**

- Name a STUDENT'S strategy/behavior for ALL Writers Jose......
- Re-state teaching point (mini-lesson) Writers remember to....

**YOU MAY HIGHLIGHT:**
- a student that tried including the elements in their story
- a student that is following routines
- a student that is independently working, etc.

---

**SHARE**

Use students' work to demonstrate strategy/skill used.

Writers let me show you what... did today. He/she......

- Share a student's story that included all or some of the elements in either their writing or pictures.
- You may want to quickly review a routine that students might need such as how to use materials or using folders to keep writing.

**REFLECTION**

How did it go?
Session # 9  

Grade k-2  

**Unit of Study:** First 15 days – Back to School  

**Intention of lesson:** Planning a story  

<table>
<thead>
<tr>
<th>CONNECTION</th>
<th>What we tend to say:</th>
</tr>
</thead>
</table>
| **Reminder**  
What reminders do I need to give?  
**Yesterday we talked about**  
| Writers yesterday we learned how to tell a story across our finger including where we were, who we were with, and what we were doing.  
| **Today What?**  
**Today I will teach you** .  
| Today I will teach you how writers plan their stories. Writers begin by thinking of their story, touching each page, drawing, and then writing their story. (show visual: Attached is an outline of the chart you can make with steps for k and 1-2).  

| TEACH |  
| How?  
**What are the steps?**  
**Watch me as I** .  
**Did you see how I** .  
| Watch me as I plan my story  
(This is a very CHALLENGING lesson. You may need to do this process several times for students to internalize the planning process).  

**K -1 Think, touch each page, draw, label, write.**  
**2nd grade Think, touch, sketch, write.**  

Think Aloud: I’m thinking of a time when something happened. I know I could write about taking a trip to New York, but I have never been to New York.  
(possibly use the heart map to spark a memory)  

I know I can write about the time I fell of my new bike on trip with my family.  

Touch each page and share simple story aloud  
Model for students how you are envisioning your story and  
Draw each page, and write my words. Emphasize that students need to draw all pages before they begin writing at all.  

K  You will just think, touch, and draw.  
1-2 You may want to model, think, touch, sketch and write.  

Did you see how I touched each page, drew, labeled, and wrote my story.
**ACTIVE ENGAGEMENT**

**How will students participate?**

- **Turn and talk to your partner about...**
- **3, 2, 1, talking is done!**

Writers I want you to think of a time when something happened. Let's begin by thinking of a time. Provide wait time.

Distribute paper.
Touch each page and whisper the story to yourself.
Think-Pair-Share – Follow procedures described in previous lessons.
Have the partner tell their story while touching each page.

**LINK**

**Why?**

Name the skill/strategy.

Invite students to try it.

Today and every day...

Who thinks they will try this strategy today?

Writers today and everyday we will plan our stories this way.
Refer to class anchor chart

*K-1 Think, touch each page, draw, label, write.*

*2nd grade Think, touch, sketch, write.*

Writers now it's time for you to draw and write your story. I can't wait to read them they are going to be amazing.

**INDEPENDENT WRITING**

1. **Silent Settle**
   
   Non-verbal cues to settle students into work

2. **Table conferences**
   
   Compliment writing behavior/strategy
   
   Name it for 1 – name it for ALL

3. **Conference (individual)**
   
   RESEARCH & DECIDE COMPLIMENT TEACH LINK

**MID-SHOP INTERRUPTION**

- Name a STUDENT'S strategy/behavior for ALL Writers Jose......
- Re-state teaching point (mini-lesson)
  
  Writers remember to......

Highlight students who have draw across the pages before they write their words.
Highlight students who work independently and possibly get paper to start a new story.

**SHARE**

Use students' work to demonstrate strategy/skill used.

Writers let me show you what... did today.
He/she......
Writers' Workshop
Class Anchor Charts

K - 1

Writers Plan Stories

1. Think of a time when something happened.
2. Touch each page and tell your story.
3. Draw each page.
4. Label your pictures.
5. Write your words

2nd grade

Writers Plan Stories

1. Think of a time when something happened.
2. Touch each page and tell your story.
3. Sketch each page.
4. Write your story
One sunny day
I was walking.