Writer’s Workshop

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Writing in my Classroom

* Writing units
* Classroom setup
* Procedures
* The mini-lesson
* Conferencing
* Objective review
Writing Units

- Introduction to Writer’s Workshop
- Small Moments
- Writing for Readers
- Author’s Study
  - Angela Johnson
  - Mo Williams
- How To
- “Reports” like Katie Davis
- Poetry
Classroom Setup

- Desks in pods with writing buddies
- Writing folders in baskets
- Writing center
- “Writer’s Workshop Rug”
- Posters
Reading Class Materials
Writing Center
Writing Posters

Small Moments
- lots of details
- 3 pictures
- Stick to the same small moment
- Write on all 3 pages
- Think first, then write
- Sound out your words
- Sketch, write, color

Writing
- Name
- Star words
- Letters
- Labels
- Sentence
- Sound out words

Pictures
- At least 3 colors
- At least 2 people
- Be neat
- Use the whole page
- At least 5 details

When I'm Done
- Add to the pictures
- Add to the words
- Start a new piece

Small Moments Notes:
- Look at each other
- Read the sentence
- Use uppercase letters
- Label the words
- Write legibly
- Use spaces

Easy to Read
- Next page
- Cross out hard to read words
- Write slowly
- Use lowercase letters
- Sound out words
- Use spaces

Slow Down
- I put Izzy's lunch on and took her outside. She ran to the grass to go play.
- She saw Rhea off in the distance. She used her tail, barked, and jumped because she was so excited to see her friend.
- She had lots of fun!

They played for a long time. Izzy had lots of fun.
Published Work

This is my best work!
Procedures

* Folders, paper, pencil and crayons ready before the mini-lesson
* Assigned seats on rug
* Date stamp after mini-lesson
* Conference schedule pre-determined
* No talking or quiet talking with partner on the rug
Everything is ready before the mini-lesson
The Mini-Lesson

- Focus on one objective only
- Review previous learning
  - Compliment specific student work
- State the objective
- Model or show an author that uses this strategy
- Guided practice with teacher’s writing
- Re-state objective
- Time to think of a story
Conferences

* Clipboard with students in order
  * Date each entry
  * * for good independent work
  * Δ for teaching point
  * - for areas of improvement
  * **Next:** for something I should teach in the next conference
* Research, decide, teach, link
### Decide

<table>
<thead>
<tr>
<th>Area of Writing</th>
<th>Possible Focus of Conference</th>
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</thead>
<tbody>
<tr>
<td>Content</td>
<td>Small Moment, focus, details, 5 senses, emotions, beginning, ending</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Capitols, end punctuation, spaces</td>
</tr>
<tr>
<td>Spelling</td>
<td>Sounding out words, sight words, word study, word wall, environmental print, personal dictionary</td>
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<tr>
<td>Handwriting</td>
<td>Neatness, upper/lowercase letters, left to right, top to bottom</td>
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<tr>
<td>Behavior</td>
<td>Getting started, when I think I’m done, reading your writing, when to draw, talking, trying your best</td>
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<tr>
<td>Process</td>
<td>Brainstorming ideas, graphic organizers, writer’s notebook, revising, editing, publishing</td>
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<tr>
<td>Goal</td>
<td>Review goals, check in on progress, next steps, new goals</td>
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</tbody>
</table>
Objective Review

- After cleanup, review the day’s objective
- Share student work that demonstrated that objective
High Expectations for All

* See student work samples!!
When you think you’re done, you’ve only just begun!