

9/17 2Kaplan Launching the Writing Workshop
THE ARCHITECTURE OF A MINILESSON
(From the Work of Teachers College Reading and Writing Project)

Teaching Point	<i>Strategies for coming up with ideas for true stories and move immediately into writing. (see p. 5, p. 2 “If then”)</i>
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THE LESSON:	
CONNECT Students learn why today’s instruction is important to them as writers and how the lesson relates to their prior work. The teaching point is stated.	<i>Everyday we will work in the writing workshop and the workshop will always begin with a meeting. Tell children they are going to become writers.</i>
TEACH The teacher shows the students how writers go about doing whatever is being taught. We may teach by demonstrating (modeling how and when writers use this strategy or concept in their work rather than simply telling <i>what</i> writers do); or explaining and showing an example; involving the class in a shared inquiry; or taking them through guided practice.	<i>Show children how you go about choosing a topic you know and care about.</i> <i>(Refer to Big Mama’s – Crews)</i> <ul style="list-style-type: none"> □ <i>Writers start by thinking about the things they do.</i> □ <i>They come up with a few things they do then they write.</i> <i>My list:</i> <i>Kayake T&C</i> <i>Hiking in the woods</i> <i>Fishing with Mr. Luft</i> <i>Demonstrate, How that story can be told bit by bit sequentially (fundamental concept of WW)</i>
ACTIVE ENGAGEMENT After we teach something, students are given a chance to quickly practice what has just been taught or to share noticings about the demonstration in order to understand a kind of thinking about writing that they can try in their own work.	Ask S to think of a topic they’ll write about and tell someone that topic. <ul style="list-style-type: none"> □ <i>“Can you close your eyes and think of something in your life that you could draw and write about?”</i> □ <i>Open your eyes and tell someone what you might write about today”</i>
LINK The teacher reiterates what has just been taught, adding it to student’s growing repertoire. Students are reminded that today’s lesson pertains not only to today, but to every day and to strengthen their writing for the specific unit inquiry.	Anchor Chart: Strategies for Generating Writing Think of Something you do, then think what happens first, next, next, then stretch it across pages. Now it’s your turn to make a list of topics and begin writing stories like writers do. Off you go!