

August 2014

Monday	Tuesday	Wednesday	Thursday	Friday
18	19	20	21	22
<p>“Writers write every day and talk about their writing.”</p> <p><i>Students will write for a short period of time and have an opportunity to talk about it.</i></p>	<p>“Writer’s choose to write about many things.”</p> <p><i>Show video of well-known author’s talking about how they get ideas:</i> www.nbclearn.com/portal/site/learn/writers-speak-to-kids</p>	<p>“Writers come to the carpet with their writing materials prepared to listen and participate in a mini lesson.”</p> <p><i>T-chart: Going to the Rug “Looks Like/Sounds Like”</i></p>	<p>“Writers share ideas and “buzz” to rehearse/ plan their writing.”</p> <p><i>Students practice buzzing effectively—using low volume voices to communicate which makes a buzzing or humming sound.</i> <i>Anchor Chart: How to Buzz</i></p>	<p>“Writer’s use a special notebook for gathering ideas.”</p> <p><i>Prior to the start of school, students were asked to choose a special notebook. They will use this time to personalize their notebooks</i></p>
25	26	27	28	29
<p>“How do authors use their notebooks?”</p> <p><i>Students practice using their writer’s notebooks to record observations about the world around them while on a nature walk.</i></p>	<p>“Writers read their writing like gold.”</p> <p><i>Show Calkins video clip at Youtube.com/watch?v=W029k1-RvsA</i> <i>Students re-read observations/ writer’s notebook with appreciation for voice.</i></p>	<p>“Writers have a job to do while in a conference.”</p> <p><i>Share a piece of mentor writing (underline what you are working on). Share and explain conference sheet.</i></p>	<p>“Writers have responsibilities in the workshop.”</p> <p><i>Anchor Chart: Teacher/ Student Responsibilities:</i></p> <ul style="list-style-type: none"> • Write every day • Confer w/ peers • Gather ideas <p><i>Listen and share</i></p>	<p>“Writers gather seeds in their writer’s notebooks.”</p> <p><i>Students begin to develop “seeds” to grow into stories in their writer’s notebooks.</i> <i>*create an anchor chart listing ideas</i></p>

September 2014

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
<p>“Writers plan their writing.”</p> <p><i>Anchor chart: planning a narrative—our first day of school.</i></p>	<p>“Writers draft their writing on drafting paper.”</p> <p><i>Anchor chart list: -one side of the paper -skip every other line -not focused on spelling</i></p>	<p>“Writers organize their writing work.”</p> <p><i>Students learn to organize their folders into “ongoing” and “completed” pieces.</i></p>	<p>“Writers revise their writing.”</p> <p><i>Anchor chart: “Revising—the BIG stuff...”</i></p>	<p>“Writers revise their writing.”</p> <p><i>Students practice revising and share with a partner</i></p>
8	9	10	11	12
<p>“Writers edit their writing.”</p> <p><i>Anchor chart continued: “Editing—the small stuff...”</i></p>	<p>“Writers edit their writing.”</p> <p><i>Writers practice editing and share with a partner.</i></p>	<p>“Writers reflect.”</p> <p><i>Students understand that writers recognize their strengths and set goals for future practice.</i></p>	<p>“Writers publish their work.”</p> <p><i>Students learn that writers publish their work at regular intervals, but they do not publish everything they write.</i></p>	<p>“Writers share in a community of thought.”</p> <p><i>Students learn to articulate strengths of a piece to an audience</i></p>
15	16	17	18	19
<p>“Writers re-read their writer’s notebooks to expand or develop new pieces.”</p> <p><i>Students learn that finishing one piece means starting a new one.</i></p>	<p>“Writers stand on the shoulders of authors to refine their craft.”</p> <p><i>-Mentor texts -Author websites -Author studies</i></p>	<p>Understanding a small moment story...</p> <p><i>Read Donald Cruz’s <u>Big Momma’s</u></i></p>	<p>Understanding a small moment story...</p> <p><i>Read Donald Cruz’s <u>The Short Cut</u></i></p>	<p>Understanding a small moment story...</p> <p><i>Venn Diagram to show the similarities and differences in the mentor texts (<u>The Shortcut</u> is about a small moment during a summer at Big Momma’s house).</i></p>
22	23	24	25	26-30
<p>Understanding a small moment story...</p> <p><i>Children share what they noticed about the two stories as we create an anchor chart showing how Cruz stretched the small moment of <u>The Short Cut</u></i></p>	<p>Review generating ideas</p>	<p>Review planning</p>	<p>Planning a small moment</p> <p><i>Anchor chart a list of student generated possible topics.</i></p>	<p>These three days are left open to review necessary strategies...</p>