

**September**  
**First Grade Unit of Study – Launching Writing Workshop**  
**Duration: 4 weeks**

**Goal of Unit:** Students will understand the expectations for writing workshop time.

**Additional Goals of Unit:**

- 1) Students will know how to work independently in writing workshop.
- 2) Students will use writing, along with pictures, to tell a story.
- 3) Students will write longer, more varied pieces.
- 4) Students will publish their pieces.

**Possible Text for Unit:**

Bunny Cakes, Rosemary Wells  
Chrysanthemum, Kevin Henkes  
Noisy Nora, Rosemary Wells  
Corduroy, Don Freeman  
Donald Crews texts (labeling)  
Wordless text to illustrate use of pictures to tell stories

**Week One: Students will know how to work independently in writing workshop.**

- Link behavioral rubric created with students in reading workshop to expectations of writing workshop.
- Introduce components of minilesson and their job during this time.
- Show children how you go about choosing a topic you know and care about.
- Show children that you begin by thinking about your subject, and then you sketch it from the image in your mind.
- Show children that you say the whole idea that you'll write, then you separate one word, or one part of a word, and then write it.
- Introduce paper that they will be using during workshop time and show where they can find it.
- Model what writers do when they think they're done – add details to pictures, writing, or begin new piece.

**Activities for Students:**

- ✓ Students begin writing about self selected topics.

**Week Two: Students will use writing, along with pictures, to tell a story.**

- Tell oral class story several times. Model how writers get pictures in their minds before they write, sketch, then add details to their drawings.
- Model how to just do the best you can if you come to a part you feel you can't draw.
- Model how authors use words to match their drawings. Introduce labeling for those who need to label using Donald Crew's text.

- Model how authors use words to match their drawings. Introduce location of text beneath pictures.
- Model using writing folder they have decorated to get ideas for what to write about.
- Do map of heart lesson to get ideas for topics.

**Activities for Students:**

- ✓ Students continue to write new pieces.
- ✓ Students share writing folder photos with partners and get ideas of stories of their lives that they can write about.
- ✓ Students make map of the things that are important to them using hearts.

**Week Three: Students will write longer, more varied pieces.**

- Model what to do when you want to write a word you don't know how to spell - stretching out words writing sounds you hear.
- Model use of word wall words.
- Model going back to a piece of writing and adding details to pictures and to text.
- Model writing neatly so others can read and enjoy your work. What makes a piece easy to read?
- Introduce portable word wall folders and alphabet charts to be placed in writing folders. Model how to use these to support writing.
- Model writing on more than one piece of paper.
- Sort writing into piles – finished or not finished. Introduce red and green dots on writing folder to separate work into categories. (Red – finished, green – not finished.)

**Activities for Students:**

- ✓ Sort work into piles – easy to read, not easy to read.
- ✓ Sort work into piles – finished, not finished.

**Week Four: Students will publish their pieces.**

- Model how to select a piece of writing to fix up and revise. Read to partner to see if it makes sense.
- Model how to fix up and fancy a piece of writing for publishing. Model reading piece to partner to see what you can add, or how you can make it better.
- Model adding details to pictures and text.
- Model adding color to drawings to finish pieces.
- Introduce celebrations and students role in them. Allow students to partner/share for celebration of work. Model how partners share their writing during celebrations.

**Activities for Students:**

- ✓ Students select on piece from their many pieces written in this unit to take to publication.
- ✓ Students add to writing and decorate their pieces.
- ✓ Students share their writing with partner in writing celebration.

**Activities to Support Writing Strategies in Interactive Writing Throughout the Unit:**

**During interactive and shared writing model –**

- **Good writers stretch to hear sounds –**
- **Good writers spell as best they can and move on –**
- **Good writers use a capital to begin a sentence –**
- **Good writers use a period to end their sentence -**

**Sources:**

Units of Study: A Yearlong Primary Curriculum