

1st and 2nd Grade Writing Schedule

(Inspired by L. Calkins, M. Horn and M. E. Giacobbe)

NOTE: Your modeled storytelling and writing will depend on the levels of your students...use your baseline assessment to gauge the length and complexity of your stories. Use the highest level of writing from your students as a target.

Day 1

1. Teacher reads aloud story (narrative) and students interact with story. Teacher emphasizes: the author is telling a story about something they know.
2. Teacher tells a story of their own that is a **different topic** from the book. Teacher emphasizes: "I have a story about something I know, too."
3. Teacher asks a child to tell a story of their own to class, "*Who wants to tell a story about something you know?*" Teachers: Allow students the TIME and PROVIDE the SUPPORT they need "to find their way into stories." Model asking questions about their stories; also, you retell students' stories in the correct sequence.

Day 2

1. Teacher reads aloud another narrative story and students interact with story.
2. Teacher asks several students to come up front and tell their stories to the class.
3. Teacher models placement of stories and how they might sound/look as a book (Model with a blank booklet OR notebook page). Again, model asking questions about the students' stories.
4. Teacher models how to write the title of a student's story, draw a picture about the story, and then write a few sentences or paragraph about it. Invite students to draw and write their own stories.

Week 2 Writing Workshop Party! Give students sketch-books and/or notebooks!

Session 1

Teacher models telling their story and how to take a story or episode and DRAW one part on one page either in their notebooks or on a piece of paper. Teacher tells story then models placement of story on page by actually drawing in front of students. Here, students witness their teacher thinking through her purpose for writing. Finally, the teacher writes their story.

1. **Begin by sharing with students that writers write BEST when we write about what we care about, know about, and what we do (we discuss being curious, too).** Think aloud and share with students how you come up with your subject/topic. Then, tell your story. [You may even choose to model a heart map with your students. If so, then you could model how to find a story from a place in your Heart Map (pp. 57-60) in *Mentor Texts*.]
2. **Show children that you begin this process by thinking about your subject, and then you sketch from the image in your mind.** (*I would draw a picture of the side of the mountain and the cows on the mountain. The picture includes me running on the trail.*)
3. **Next, show children that you say the entire idea that you will write. Say each word separately and stretch each word out as you write it.**

I ran up to Rich Mountain.

I saw many cows on the trail.

A few cows were very close to me.

They didn't move off the trail.

I ran right past them.

4. Remind children of the above procedures and explain what you just did:

"I just thought of something that I love to do. I love to run with Dave. Then I thought about a specific time I went running. I told my story about running, drew a picture, and then I wrote about my picture. You can think about things from your life and do the same thing. You should think about things you know about, people or animals you care about, and things that you do. Your stories will be different from my stories. For example, you might write about going grocery shopping, playing outside with your brother or sister, your baby brother laughing at you when you do something funny, something that you do when you get home from school, something you saw that interested you, or how your mother forgot to get you up on time. You can write about any little thing that happens in your life. Remember, all of our stories will be different because we do different things."

5. Ask children to think of their topics and turn to a neighbor and tell their stories.

6. Invite Students to draw and write their stories!

7. Pull everyone back together. Review lesson. Invite a few students to share their stories.
COMPLIMENT the students...questions and challenges come later. ☺☺

Session 2 Adding more to pictures and story OR starting a new piece...

Remind students that the workshop always begins with a minilesson (I remind you what we have been doing, I tell you what we will learn today, and I will teach and show you something you can do). Teacher reminds students of what they did the day before and uses specific examples of student stories, *"Yesterday you were authors. You thought about something you have done or something you care about. You created a picture in your mind, you drew it and then you wrote about it. For example, John thought about riding his bike in the yard, he created a picture in his mind of what that looked like, he drew it, and then he wrote about it."*

1. Teacher then demonstrates how to go back to their entry and REREAD their drawing and writing to make changes by asking these questions:
 - "What else do I need to put in so readers will understand my story?" **QUESTION**
 - "Is there anything I need to change so that readers will understand?" **CHALLENGE**
 - Teacher models how to make changes and how they made mistakes with the drawing...models it's okay to make mistakes. ☺
2. *"Today, authors, you will do the same thing. But we are going to talk about what you do when you are finished. Let me get my writing out from yesterday. Hmm...I am thinking about the first question: What else do I need to put in so that readers understand my story. Well, I drew a picture of me running up to Rich Mountain with cows on the side of the trail. I am looking at my picture and I didn't even draw Dave in the story with me, and I didn't show how we ran right beside this*

black cow in the middle of the trail. Those are details that I can add... my challenge is I am going to add Dave to my picture and the black cow in the middle of the trail. So now, I am going to revise my story:

Dave and I ran up to Rich Mountain.

We saw many cows on the trail.

A few cows were very close to us.

They didn't move off the trail.

We ran right past a black cow.

Now I am going to get another piece of paper and start another story. I am reminded of Dave and the "forest faces" we saw on our walk with Willy and Petey. I think I will write a story about that.

4. Teacher chooses (ahead of time) students to come up in front of the class and tell what they drew yesterday.

- Teacher then demonstrates how to go back to the child's entry and REREAD the drawing to make changes by asking these questions:

- "What else do I need to put in so readers will understand my story?" **QUESTION**
- "Is there anything I need to change so that readers will understand?" **CHALLENGE**

- Teacher reinforces how to make changes and how they made mistakes with their drawing... models it's okay to make mistakes. ☺
- Students come up in front of the class and "REREAD" their work and show with their hands how/where they will revise. Again, teacher deliberately chooses specific students (children who have more to add to their drawings).

5. Share with students chart:

"When I'm Finished"

- Add to pictures
- Add or change the words
- Start a new piece

6. Invite the "authors" to go and write!

7. Come back together, review lesson, and SHARE!

3rd Grade and Above...

- **Begin sequence with storytelling.**
- **After ALL students have told stories, LAUNCH your Writer's Workshop, and pass out writing notebooks.**
- **Begin with modeling how to choose writing topics. YOU decide HOW you might launch that lesson...Heart Maps? ☺**
- **Students draft MANY notebook entries...there should be a “fullness” to the notebook. Once there is a “fullness” to the notebook, you are ready to begin your narrative unit.**

Below is one example of a narrative writing sequence. MODEL telling and drafting small moment stories about a person/animal.

1. **Read aloud a personal narrative. *Fireflies!* by Julie Brinckloe.** *Julie Brinkloe tells the story of a little boy and his experiences with and observations of fireflies. Richie and his friends helped Julie write the book. Fireflies are something Julie and Richie care about and know about. We know this because of how Julie writes the story with details and feelings.*
2. Begin by sharing with students that **writers write BEST when we write about what we care about, know about and what we do.** *Think aloud and share with students how you come up with your subject/topic. For example, you may model how to find a story from a place in your Heart Map (pp. 57-60 Mentor Texts). Then, tell your story. As I think of a story I want to tell you, many come to mind. I have been thinking about my little dog Willy and all the stories I could tell you about him. He is quite a character! Right now I am thinking about something simple that happened yesterday after my run. I think I will tell you a story about Willy and his chew toy...*
3. Show children that you begin this process by **thinking about your subject**, and then you **talk about it**, and finally, **you write it**.
4. Next, show children that as you write your story, you are telling it aloud. Pause, think aloud, model how to struggle with your thoughts, make mistakes, and draft your story in front of your students.
5. **Remind children of the above procedures and explain what you just did:**
"I just thought of something that I know a lot about. I know a lot about Little Willy, and I love to spend time with Willy. I thought about a specific moment with Willy. I thought about my story, told my story about that moment, and then I wrote my story. You can think about things from your life and do the same thing. You should think about things you know about, people or animals you care about, and things that you do. Your stories will be different from my stories. For example, you might write about going grocery shopping, playing outside with your brother or sister, your baby brother laughing at you when you do something funny, something that you do when you get home from school, something you saw that interested you, something outside in nature that you saw or experienced that you thought was interesting, or how your mother forgot to get you up on time. You can write about any little thing that happens in your life. Remember, all of our stories will be different because we do different things and know about different things."
6. **Ask children to think of their stories; then, they will “turn and talk” to a partner, and tell their stories...oral rehearsal.**
7. **Invite Students to write their stories!**
8. **Pull everyone back together. Review lesson. Invite a few students to share their stories or certain parts of their stories. Begin simply, by COMPLIMENTING specific “moves” the writers made.**

"To Chew Shoes or Toys...That is the Question for Willy"
by Beth Frye

I went for a run on Wednesday afternoon. When I came home, I was ready for a shower. As I walked into the house, I noticed that Willy had been sleeping and not playing with his toy Chipmunk, "Chippy," nor had he played with his bone...both were in the exact same spot and position. We keep lots of toys around for young Willy because he loves to chew.

Or a more advanced opening paragraph and lead:

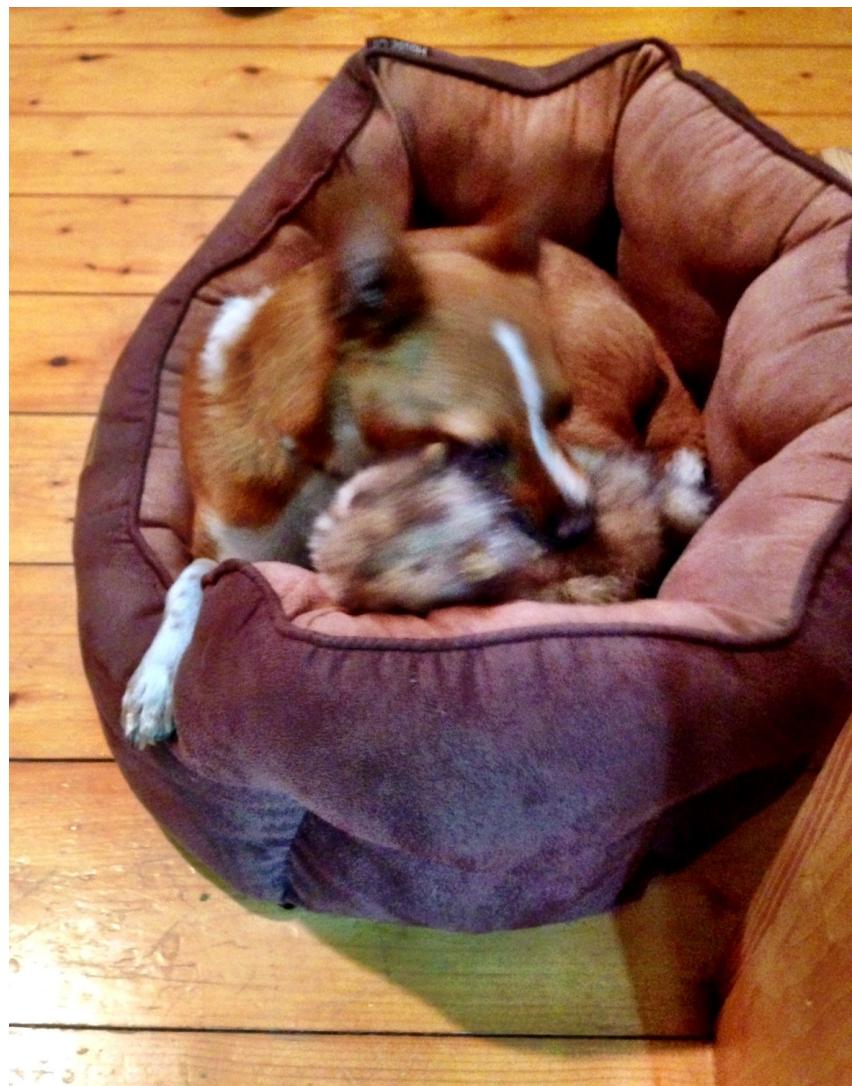
"Hey Willy! I'm home!" I called to Willy as the kitchen door slammed behind me. I had just returned from an afternoon run and was most definitely eager to take a shower. When I walked down the hallway and into the living room, I noticed Willy's new stuffed toy, Chippy the Chipmunk, was lying on the sofa, face---down on all fours, just like it was when I left. Also, in the same position, was his bone. I thought to myself, "Hmmm...I guess Willy slept the entire time I was gone."

Willy followed me upstairs and jumped right into his little dog bed. I glanced over and noticed that Willy didn't bring his bone or Chippy upstairs with him. I scanned the floor looking for "potential chew toys" that Willy might want to test out. I decided to pick up a pair of my leather shoes and place them out of his reach. For some reason, Willy prefers to chew on the more expensive leather shoes.

I find it very endearing for Willy to wait for me and hang out with me upstairs while I shower. However, this time, I was a little apprehensive about leaving him unattended with no toy in sight. Yes, I could have easily gone back downstairs to grab one of his toys or bones, but I chose to take a chance, have a little faith, and leave him to his own devices. What would the outcome be?

I quickly showered so that I could attend to Willy. As I turned off the water, I listened and wondered what I might find upon stepping out of the shower. I opened the shower door and immediately heard a familiar noise...it wasn't the sound of Willy flailing and shaking his dog bed; it wasn't the sound of my Uggs bouncing along the floor as Willy dragged them down the stairs, and it was not the gnawing sound of Willy being a good boy as he chewed on his bone.

Instead, I heard the newly recognizable, "Squeak, squeak, squeak" sounds of Willy's favorite chew toy. I turned my head to the left and peered around the corner to find the best little dog in the world being such a good boy! Willy was happily chewing, biting, and playing with his new best friend...the stuffed toy chipmunk, Chippy. Willy made a good decision. He chose his toy over my shoes. Sometimes, you just need to have a little faith in the fur---babies.



2nd Grade Level

After my run yesterday, I was ready for my shower. I walked upstairs to the bathroom, and Willy followed me. I noticed that Willy didn't bring a toy with him. While I was taking a shower, I began to worry that Willy would chew on my shoes because he didn't have a toy to chew on. Since Willy is a young dog, he still likes to chew...a lot! When I stepped out of the shower, I heard the familiar "squeak, squeak, squeak" sounds of Willy's toy chipmunk. Willy is such a good boy! While I was in the shower, Willy went downstairs, grabbed his toy, and brought it back upstairs. I didn't need to worry after all.

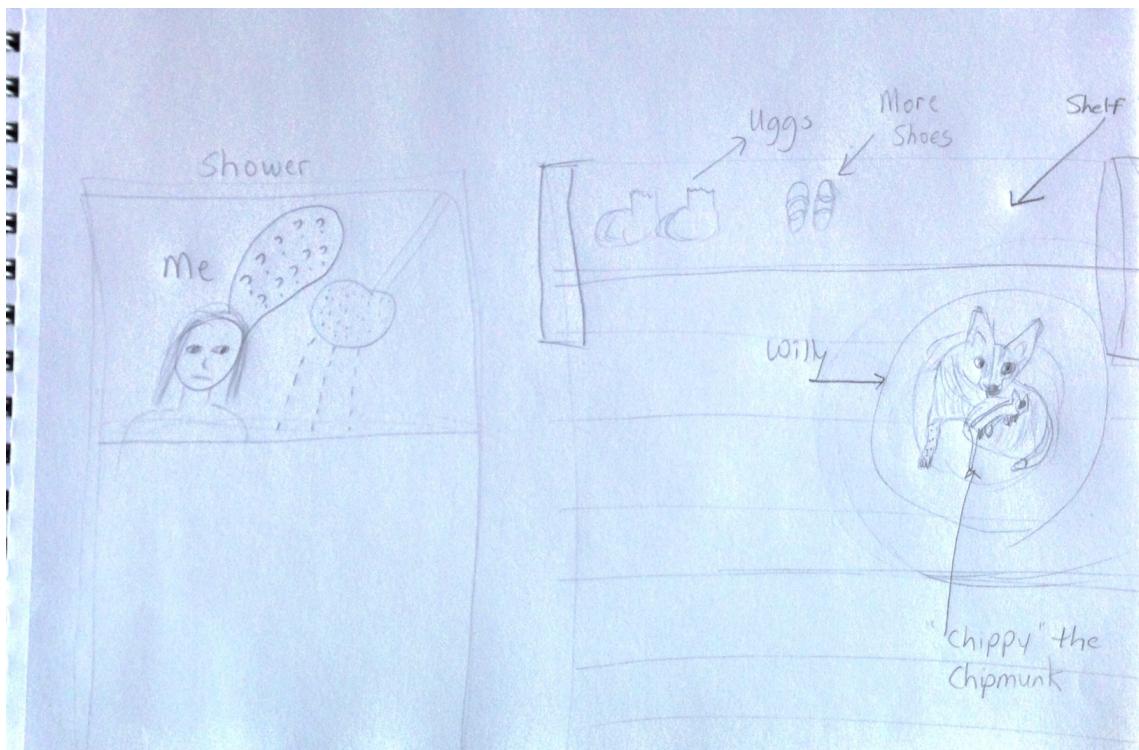
1st Grade Level

I went on a run yesterday. I took a shower after my run. While I was in the shower, I worried that Willy would chew my shoes. When I stepped out of the shower, I found Willy chewing on his chipmunk toy! Willy was a good boy after all.



Kindergarten

Story: Willy is a good boy because he chewed on his chipmunk toy while I took a shower.



Write this on my paper:
W i a g b b h ch o h t.

Read:

Willy is a good boy because he chewed on his toy.