

## Writer’s Workshop Sample Lesson

<p>Writer Workshop Unit 1 Narrative Grade 1 <i>Small Moments</i></p>	
<p>Bend # 1 - Writing Small Stories with Independence</p>	
<p>Session # 1- Lives are Full of Stories to Tell</p>	
<p>OBJECTIVE</p>	<p>❖ I will explain how writers use events from their lives-things they do or things that have happened to them-to write Small Moment stories.</p>
<p>CONNECTION</p>	<p><b>The teacher will say:</b>  “Writers, today is the first day of this year’s writing workshop. We will be writing all kinds of stories. For our first unit of study, we will write lots and lots of true stories about small moments in your life, like George McClements has done.”</p> <p>Then, read aloud <i>Night of the Veggie Monster</i> by George McClements. Ask students to share details that helped them picture what happened in sequential order.</p>
<p>TEACHING</p> <p>“I DO...”</p>	<p> <b>Communicate the teaching point</b>  The teacher will say: “Today I want to teach you that when author’s write a Small Moment story, they think of an idea (maybe about things they do or things that happen to them), then they plan, and then they write the story across pages of a book.”</p> <p><b>Teach the lesson</b>  <b>The teacher will:</b></p> <ul style="list-style-type: none"> <li>• Use and display a pre-planned chart of “How to Write a Story” (FIG.1-1 page 5)</li> <li>• Model and create a small incident that can become the source of what will be a whole-class, shared story</li> </ul>
<p>ACTIVE ENGAGEMENT</p> <p>“We Do...”</p>	<p>❖ <b>Channel children to think of and share a small moment, drawing from things they have done</b></p> <p>❖ <b>The students will actively engage with each other</b>  Have them “Turn &amp; talk” to their neighbor and share story</p> <p>❖ <b>Debrief in a way that sets up the writers to think in similar ways any time they are searching for an idea for a story</b></p>

	<b>The teacher will say:</b> <i>“Writer’s today you are going to have a chance to write your own story, like George McClements has done. I hope you have learned that to write a story, you think about things you have done, things that happened to you, and then you pick one story and remember what happened first, then next and next so that you can write the story across pages.”</i>
LINK	<b>Show a quick example of a finished book and then ask kids to recall a moment, think what happened first, and get started writing stories across the pages of booklets. (FIG.1-2 page 7)</b>
Independent Practice  <i>“You Do...”</i>	Students will independently write  Through conferring, teachers will offer students differentiated support
SHARE	Student work is shared with the class *Turn & talk *Think, pair, share *Modified whip around
MATERIALS	Anchor charts Writers notebooks / folders Booklets FIG.1-1 Chart on “How To Write a Story” FIG.1-2 Example of a finished book
RESOURCES	Grade 1: Small Moments/Lives Are Full of Stories to Tell pages 4-10
Common Core State Standards	W.1.3, W1.8; RL.1.1; SL.1.4, SL.1.5;L.1.1, L1.2

