

BACK TO SCHOOL PROFESSIONAL DEVELOPMENT

Writing



with Tara West of Little Minds at Work



1. WRITING BEFORE THEY CAN "WRITE"
2. PROMPT OR NO PROMPT IS THE Q.
3. FIRST 10 DAYS OF WRITING LESSONS





WRITING BEFORE THEY CAN "WRITE"

- Writing in the younger grades is TOUGH
- Can easily be lost amongst the important subjects
- Has opportunities for GREAT rewards
- Requires perseverance from YOU and your STUDENTS





WRITING BEFORE THEY CAN “WRITE”

- What does the “research” say vs. what I (and you) “know”
- Always go with “teacher knows best” BUT be open-minded to try new approaches (Like I did!)
- Watch videos, ask to observe, pick the brains of other teachers, ask the students their thoughts, too





❑ WRITING BEFORE THEY CAN “WRITE”

- ❑ Katie Wood Ray- Teaching “out of illustrations” vs “into illustrations”
- ❑ Teaching into illustrations isn’t a time for just drawing- it is intentional ie. illustrating steps (procedural writing).
- ❑ Illustrations lead to composers in both written and oral expression.





❑ WRITING BEFORE THEY CAN “WRITE”

❑ What exactly is WRITING?

An expression through written markings (pictures, letters, and words) ****stand your ground****

❑ A feverish pace can lead to students being left behind

❑ Students might become frustrated with writing time and give up completely

❑ “I’m not good at writing” or “I can’t write”





❑ WRITING BEFORE THEY CAN “WRITE”

- ❑ Research shows that it is vitally important to allow time for students to work on their illustrations. One of the greatest supporters for a connection of illustrations as a type of writing is Katie Wood Ray, “If teachers are willing to make a composing connection and show children how an illustrator’s decisions about pictures are a lot like a writer’s decisions about words, she forms a bridge of understanding that nurtures children as both illustrators and writers.”





❑ WRITING BEFORE THEY CAN “WRITE”

- ❑ This isn't ART class, this is WRITING (or is it)
- ❑ Trust the process but don't allow it to be quicksand either -- always opportunities to push onward and upward
- ❑ Current “writers” can still have strong illustrations but move onto stories





❑ WRITING BEFORE THEY CAN “WRITE”

- ❑ To prompt/story starter or not to IS the question
- ❑ Opinions can always be supported so do YOU, but still keep an open mind
- ❑ Ralph Fletcher, “I’m not a big believer in ‘story starters.’ I believe that the best ideas are living inside you. Your challenge is to dig them out. Do the writing only you can do.”





LET'S WRITE ALREADY!

- Sample/example writing lessons for the first 10 days of school (once routines are set)
- Lessons do NOT need to be taught in this order and can be swapped around as YOU see fit
- Lessons do NOT need to be taught in one setting. Teach across a couple of days if needed (especially Pre-K settings)
- Teach the same lesson more than ONE time





MY CHALLENGE TO YOU!

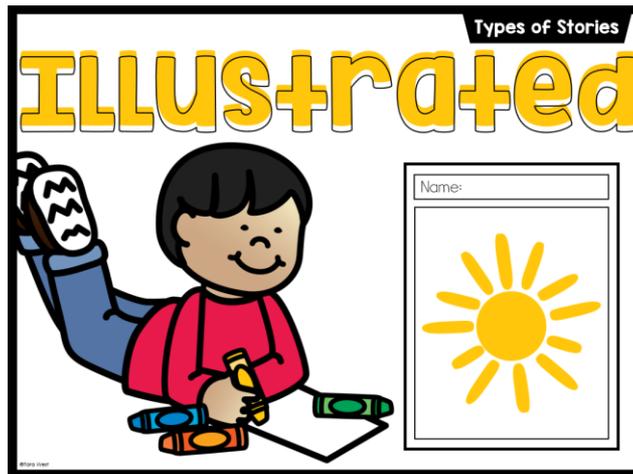
- Instill a head over heels passion for writing and the writings produced during this time of day
- Allow your love for writing to shine through
- Create an environment that is suitable for writing and being creative
- Okay, let's go!





LESSON 1: ILLUSTRATORS ARE WRITERS, TOO

- ❑ Material: Chalk by Bill Thomson, book containing words, paper, and crayons
- ❑ Introduce the writing block. (Don't fret on explaining EVERYTHING- it will fall into place.)
- ❑ Introduce the book, Chalk (or wordless text of choice) and a book containing words (a book related to the wordless would be ideal like How Do Dinosaurs Go to School?) Model how the wordless text is different because it doesn't contain words. Explain that the wordless text needed only an illustrator to write it. Explain the role of an illustrator.
- ❑ "Read" through the wordless text and allow students an opportunity to assist you in giving each page words as you "read".
- ❑ Send students back to illustrate a picture that can come to life.



ILLUSTRATED



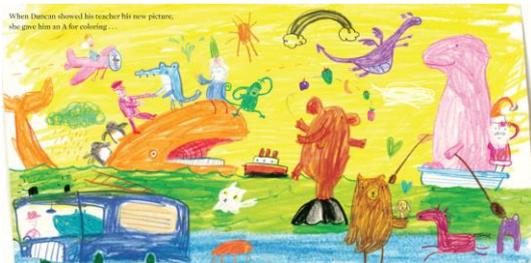
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LESSON 2: MY CRAYONS CAN WRITE STORIES

- Material: The Day the Crayons Quit (online versions available), paper, crayons
- Review the writing block and remind students that illustrators are writers, too.
- Introduce the book, The Day the Crayons Quit (or text of choice). Read the text and make connections as you read about the crayons. Encourage students to think of themselves as illustrators and what a book would look like if all of the pictures in the book were the same color.
- Introduce the “Crayons Work Together” poster.
- Model a “story” for the students by illustrating a picture using several colors.
- Send students back to illustrate a picture/story using several colors.



crayons

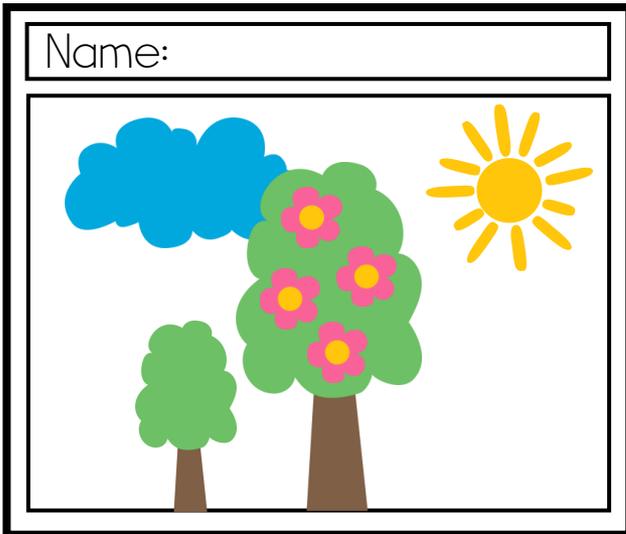
work together





LESSON 3: THE WRITING BLOCK

- Material: Writing block posters, paper, and crayons
- Review the writing block and remind students that illustrators are writers, too.
- Using the writing block poster, introduce the three parts of the writing block (minilesson, independent write, and share time). Give students insight on each block (minilesson- we will learn a new skill, independent write- we practice the skill, share time- we tell our friends how we used the new skill in our writing that day.)
- Model write/illustrate a picture/story for students. Be sure to use several colors. Start to add additional details into your picture (ie. a nest in the tree, birds in the sky)



Writing



Minilesson

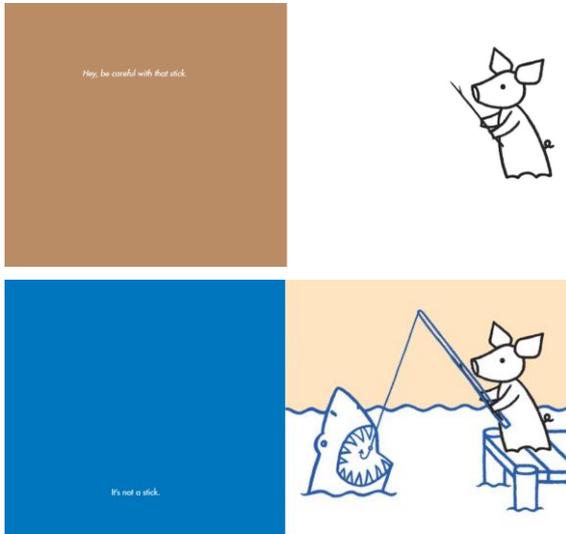
Writing Time

Share Time

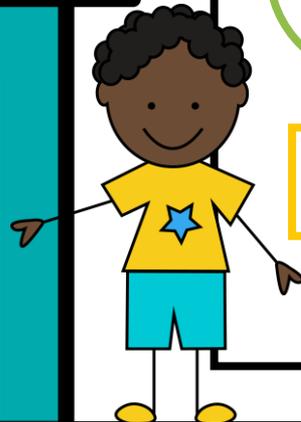
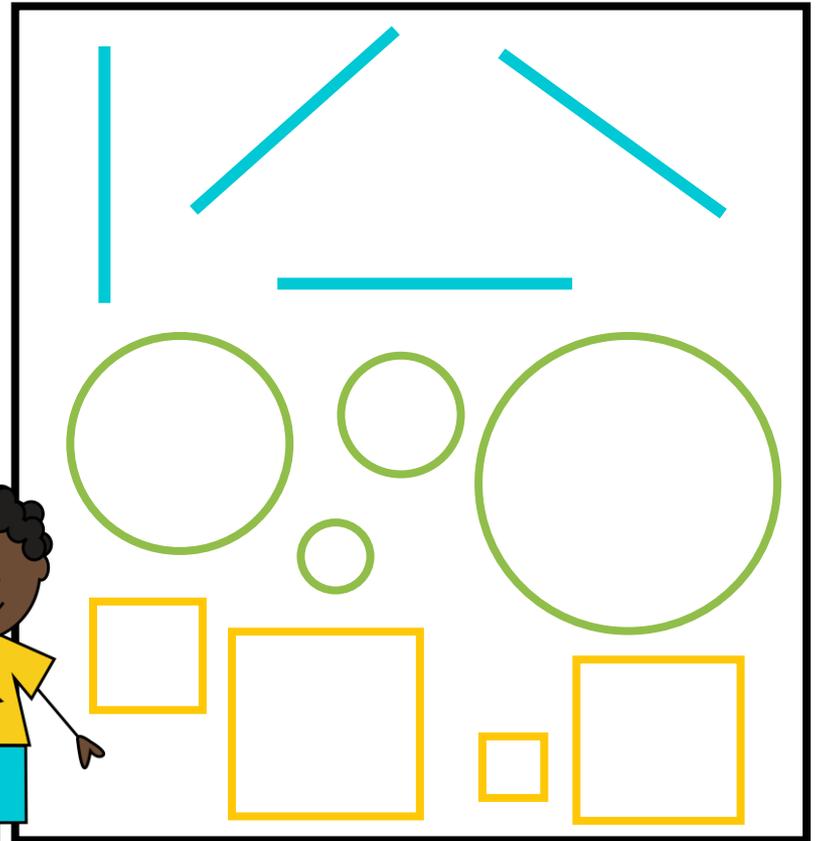


LESSON 4: DRAWING STICKS, CIRCLES, AND BOXES

- Material: Not a Stick, alternate book that has strong illustrations with sticks, circles, or boxes, poster, paper, crayons
- Review the writing block and remind students that illustrators are writers, too.
- Introduce the book, Not a Stick (or text of choice). Read the text and make connections as you read about the stick and what it can create.
- Flip through the pages of the second book. Have students spot sticks, circles, and/or boxes that they see.
- Model a “story” by illustrating a picture that uses sticks, circles, or boxes.
- Send students back to illustrate a picture/story.



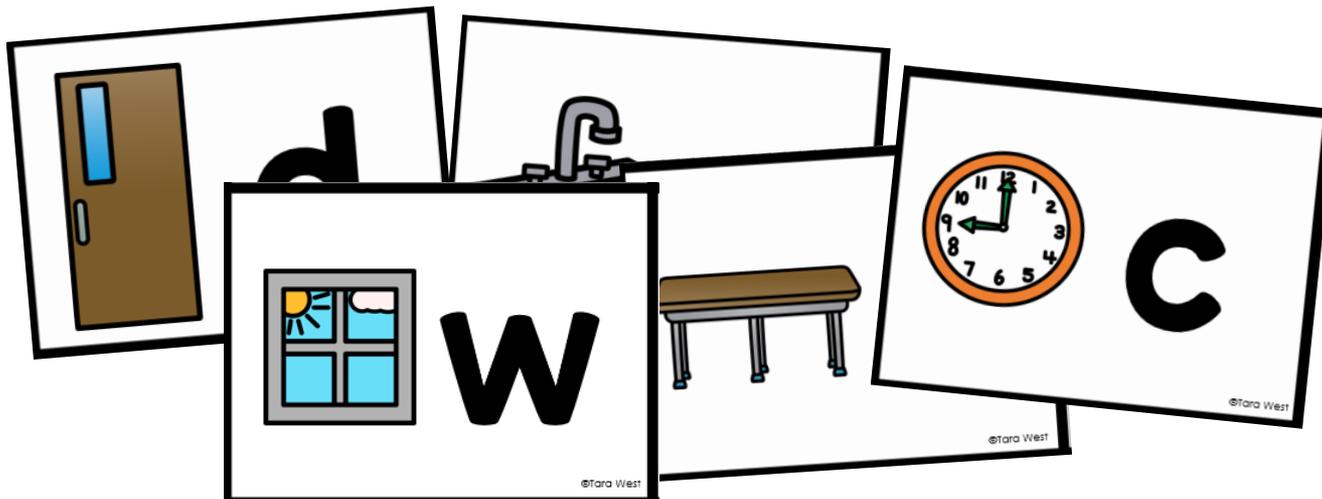
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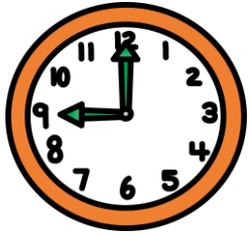




❑ LESSON 5: LABELS, LABELS, LABELS

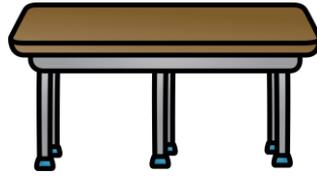
- ❑ Material: Classroom labels, paper, and crayons
- ❑ Review the writing block and remind students that illustrators are writers, too.
- ❑ Introduce a “label” and explain to students why a label is important (so we know what it is and don’t confuse it within something else).
- ❑ Use the included classroom labels to label items around the classroom. You will note that the labels contain only the first sound. This is by design as students will most likely only be labeling one initial sound.
- ❑ Send students off to write/illustrate a picture/story. Encourage students to try and add a label to their stories. If they are not able to independently, you can circulate and assist by stating the initial sound repeatedly.





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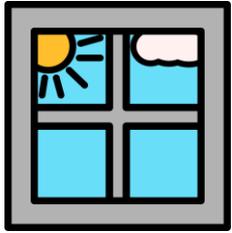
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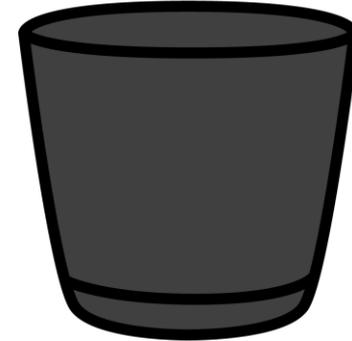
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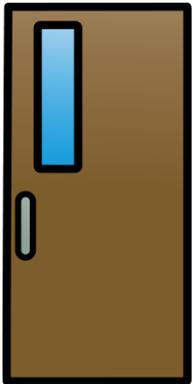
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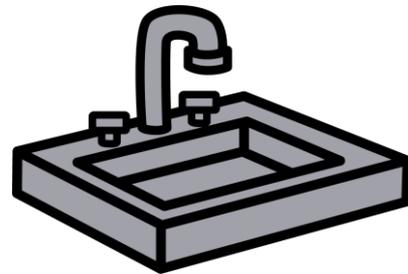
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LESSON 6: ADDING LABELS

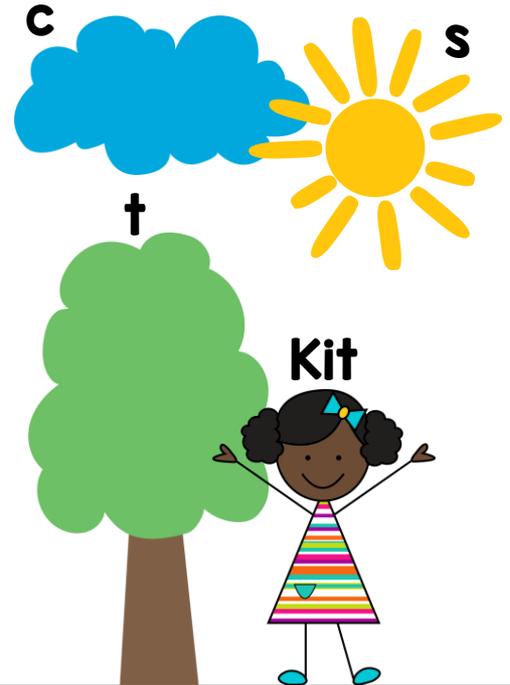
- Material: Chalk or wordless text, post-its, paper, and crayons
- Review the writing block and remind students that illustrators are writers, too.
- Review the labels the students assisted you in hanging the day before.
- Use the wordless text to show students how labels go WITH their illustrations. Flip through the wordless text and use post-it notes to label items on each page.
- Model writing/illustrating a story/picture with the students. Illustrate your entire story and then label 1-2 items in the story. (Teacher preference to label with a crayon or pencil at this point.)
- Send students off to write/illustrate a picture/story. Encourage students to try and add a label to their stories.



Labelled



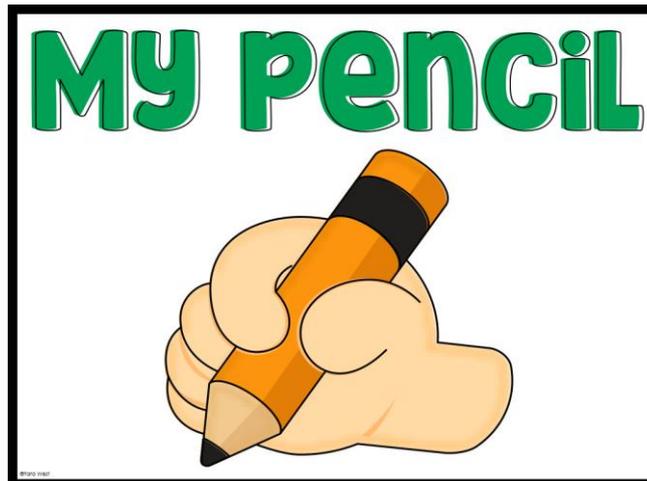
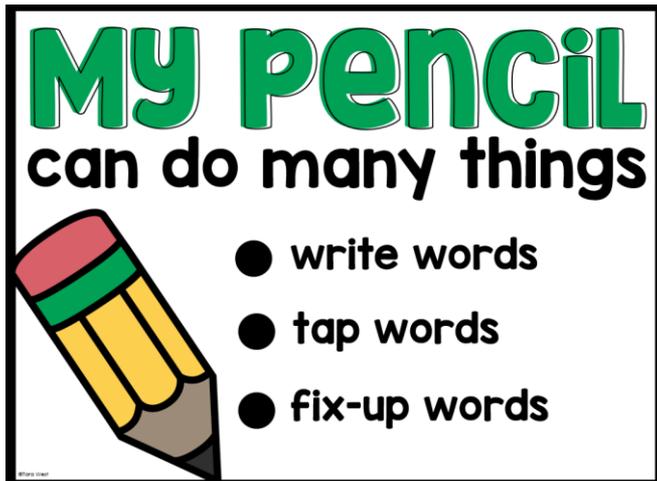
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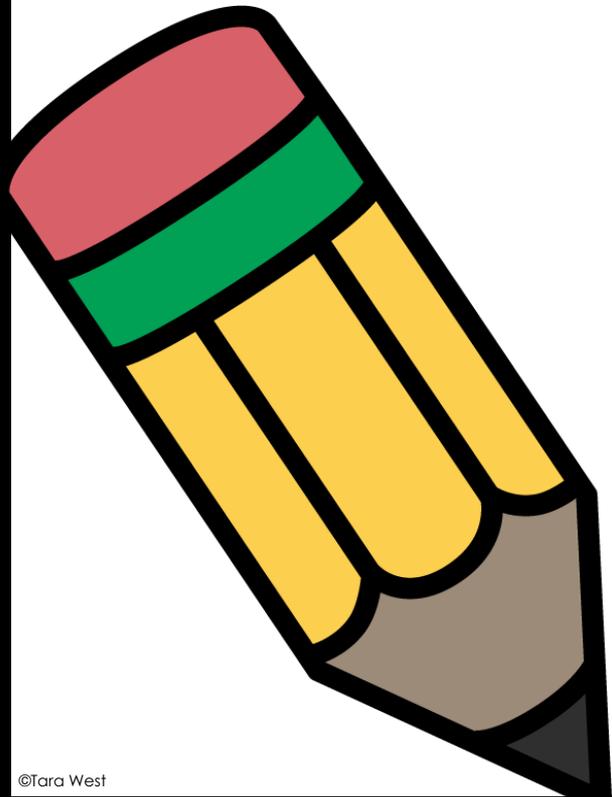
❑ LESSON 7: MY PENCIL

- ❑ Material: Chalk or wordless text, post-its, paper, pencils, and crayons
- ❑ Review the writing block and remind students that illustrators are writers, too.
- ❑ Review the labels the students assisted you in adding to the wordless text.
- ❑ Introduce the pencil by modeling how to hold the pencil, the three jobs of a pencil, and when to use a pencil (we don't color with the pencil, etc.).
- ❑ Model writing/illustrating a story/picture with the students. Illustrate your entire story and then label 1-2 items in the story. Use your pencil to make the labels. (This will help students see the role of crayons vs. pencils.)
- ❑ Send students off to write/illustrate a picture/story. Encourage students to try and add a label to their stories using their pencil.



MY PENCIL

can do many things



- write words
- tap words
- fix-up words

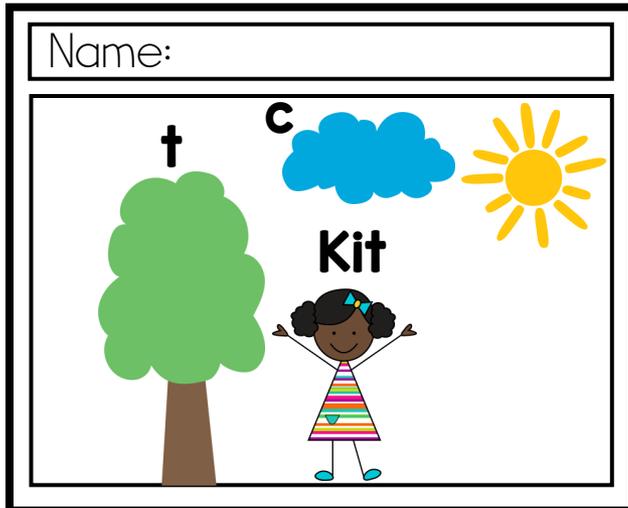
MY PENCIL





❑ LESSON 8: LABELING YOURSELF

- ❑ Material: paper, pencils, and crayons
- ❑ Review the writing block and remind students that illustrators are writers, too.
- ❑ Review the jobs of a pencil.
- ❑ Introduce placing additional labels into their stories. Model writing a story/illustration for the students. Illustrate lots of details in the story. As you illustrate, tell students where your story is, who is there, what you see while you're there, and how you (your characters) are feeling. Add 4-5 labels into the story.
- ❑ Send students off to write/illustrate a picture/story. Encourage students to add labels to their stories using their pencil. Students will label themselves in the story.



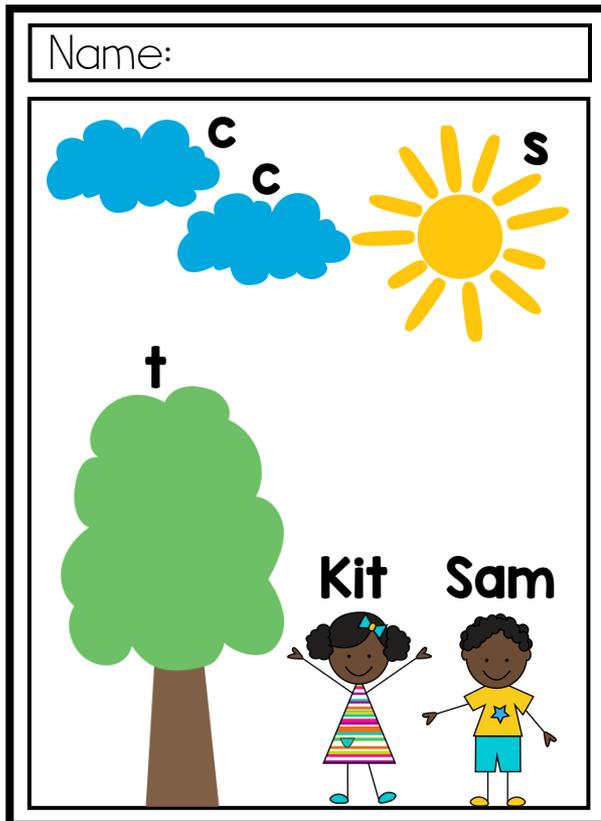
Labels:

Name: _____

- Who is there?
- Where are you?
- What do you see?
- How do you feel?



Labels:



- Who is there?
- Where are you?
- What do you see?
- How do you feel?

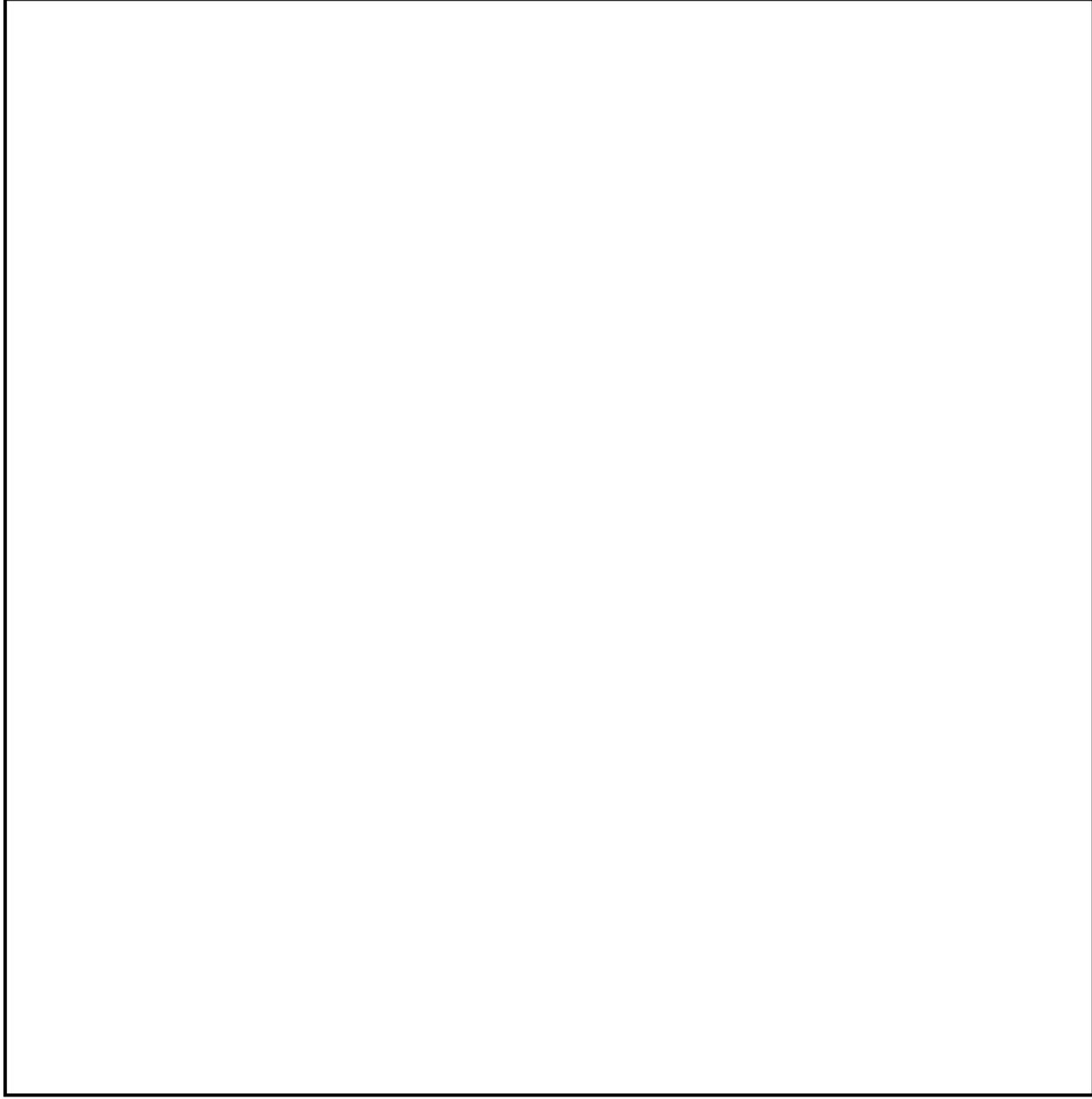


LESSON 9: PICTURE BOOKS

- Material: picture booklets, pencils, and crayons
- Review the writing block and remind students that illustrators are writers, too.
- Review the jobs of a pencil and crayons.
- Tell students that today they will be writing their very first book (just like the authors/illustrators that have heard you read this year). Show students the picture booklet you have created for them (stapled set of paper). Tell students that they will write a story across the pages. Model writing a story in your story booklet. Pick a topic that lends itself like the first day or school or another event that has occurred at school. You will want a topic the students can relate to.
- Send students off to write/illustrate their first picture booklet. Make this a big deal and celebrate their success. For example, invite staff members in to hear their story booklets. Display the booklets and don't forget to call your students authors and illustrators. This is all about getting students to buy-in to the writing block and forming a love of writing.



My First Picture Book



Illustrated By:



LESSON 10: LETTERS MAKE WORDS

- Material: chart paper
- Review the writing block and remind students that illustrators are writers, too.
- Review the jobs of a pencil and crayons.
- Tell students that today they will be assisting you in writing words. (Make a BIG deal about this step.)
- Set up your chart paper to match below.



- Ask, "Are these words?"
"No, these are letters."
- To make a word we must have letters get together, making their sounds.

- Let's make this word, cat. /c/, /a/, /t/. What letter is spelling the /k/ sound? /a/ sound? /t/? sound. That's right the letters c, a, t are working together to make the word cat. (Write the letters to spell the word.)
- Continue with the words mom and sun.
- Take time to note spacing of words c a t is not cat.





FINAL THOUGHTS

- “Illustration time”
- Have fun!
- Model, model, model
- Choose your paper style (loose leaf or journal, portrait or landscape, lines or no lines)
- Find a program that you’re comfortable. If it doesn’t challenge you, it’s not going to challenge the kids either. However, if you don’t understand it, they won’t either! Happy medium!



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Date:

Name:

Date:



Name:

Date:

Name:

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Date:



Name:

Date:

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Blank writing area with three horizontal lines at the bottom.

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Blank writing area with four horizontal lines at the bottom.

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a b c d e f g h i j k l m n o p q r s t u v w x y z

Name:

Date:

a b c d e f g h i j k l m n o p q r s t u v w x y z

Large empty rectangular box for writing.

Name:

Date:

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WRITING RESOURCES

Kinder writing

A collage of eight small images showing children writing, each with a vertical title: 'Writing With Pictures', 'Writing With Sentences', 'Writing With Stories', 'Writing With Narrative', 'Writing With Opinion', 'Writing With Direction', 'Writing With Persuasion', 'Writing With Imagination', and 'Writing With Information'. Each image shows a child engaged in a writing activity.

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Firstie writing

A collage of eight small images showing children writing, each with a vertical title: 'Narrative Writing', 'Opinion Writing', 'Procedural Writing', 'Persuasion Writing', 'Fiction Writing', and 'Informational Writing'. Each image shows a child engaged in a writing activity.

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Professional Development Certificate

Presented on _____
to

(Participant)

This participant attended a one hour webinar course which included discussions, best practices, and teaching methods for implementing writing in the primary classroom.
Congratulations!

(Participant Signature)

Jara West, mbr

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