

# Writing



I use this document when I am writing my lesson plans. I just copy and paste the appropriate cell to my lesson plan document. Each cell contains the necessary information I need for the day's lesson including unit name, lesson name and focus, a few details about the mini lesson, and the associated read aloud or associated materials. There are detailed lessons for these copy and paste lessons on [www.jmeacham.com/writing.minilessons.htm](http://www.jmeacham.com/writing.minilessons.htm).

## Copy & Paste

<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Ideas  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Tell Me a Story Mama</i> by Angela Johnson</li> <li>• Discuss "Everyone Has a Story to Tell"</li> <li>• Share Examples of Stories You Hear from Students</li> <li>• Brainstorm Topics that are of Interest to 1st Graders</li> <li>• Create a Topics We Can Write About Chart</li> <li>• Utilize the Topics anchor chart When Needed</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Ideas  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Simon finds a Treasure</i> by Gilles Tibo</li> <li>• Self Selecting a Topic that is Pertinent to You</li> <li>• Moving Beyond I like ___. &amp; I love ____.</li> <li>• Adding Detail to a Topic</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Ideas  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Nothing Ever Happens on 90<sup>th</sup> Street</i> by Roni Schotter</li> <li>• Self Selecting a Topic that is Pertinent to You</li> <li>• Moving Beyond I like ___. &amp; I love ____.</li> <li>• Adding Detail to a Topic</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Ideas  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>What a Treasure!</i> by Jane Hillenbrand</li> <li>• Self Selecting a Topic that is Pertinent to You</li> <li>• Moving Beyond I like ___. &amp; I love ____.</li> <li>• Adding Detail to a Topic</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Ideas  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>The Treasure</i> by Uri Shulevitz</li> <li>• Self Selecting a Topic that is Pertinent to You</li> <li>• Moving Beyond I like ___. &amp; I love ____.</li> <li>• Adding Detail to a Topic</li> </ul>
<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Ideas  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Small Treasures</i> by Akimi Gibson</li> <li>• Self Selecting a Topic that is Pertinent to You</li> <li>• Moving Beyond I like ___. &amp; I love ____.</li> <li>• Adding Detail to a Topic</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Ideas  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Treasures of the Heart</i> by Miller</li> <li>• Self Selecting a Topic that is Pertinent to You</li> <li>• Moving Beyond I like ___. &amp; I love ____.</li> <li>• Adding Detail to a Topic</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Ideas  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Bear Snores On</i> by Karma Wilson</li> <li>• Show Question Gloves and Discuss their Use</li> <li>• Read the Story and Write Details from the Story Next to Glove (hang it with a magnet on white board)</li> <li>• Encourage Students to Answer Who, What, etc...</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Ideas  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Billy's Picture</i> by Margret and H.A. Rey</li> <li>• Create Question Words Anchor Chart</li> <li>• Use Storytelling Gloves to Generate Details</li> <li>• Listen for Details in a Story</li> <li>• Add Details to a Story</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Ideas  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Ruby Paints a Picture</i> by Susan Hill</li> <li>• Create Question Words Anchor Chart</li> <li>• Use Storytelling Gloves to Generate Details</li> <li>• Listen for Details in a Story</li> <li>• Add Details to a Story</li> </ul>
<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Ideas  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Jump Frog Jump</i> by Robert Kalan</li> <li>• <i>Frogs</i> by David Badger</li> <li>• Moving Beyond I like ___. &amp; I love ____.</li> <li>• Adding Detail to a Topic</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Ideas  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Flush</i> by Charlie Williams</li> <li>• Toilet Paper and Felt Tip Pens</li> <li>• Word Wall Word - BECAUSE</li> <li>• Moving Beyond I like ___. &amp; I love ____.</li> <li>• Flush the Words "like" and "love" or add/use "because"</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Ideas  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Fix-It</i> by David McPhail</li> <li>• Word Wall Word - BECAUSE</li> <li>• Moving Beyond I like ___. &amp; I love ____.</li> <li>• Fix "I like ____" and "I love ____" Sentences</li> <li>• Use the word "because" when you use "like/love"</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Ideas  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Sticky People</i> by Tony Johnston</li> <li>• Choosing a Topic I Know About</li> <li>• Sticking to the Topic</li> <li>• Writing About My Chosen Topic</li> <li>• Writing About Only One Story at a Time</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Ideas  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>The Icky Sticky Frog</i> by Dawn Bentley</li> <li>• Choosing a Topic I Know About, Sticking to the Topic</li> <li>• SMARTboard Activity - "Slide Time" &amp; "Our New Puppy"</li> <li>• Which Story Sticks to the Topic</li> <li>• Writing About Only One Story at a Time</li> </ul>
<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Ideas  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>The Day My Peanut Butter Lost Its Stick</i> by Elena Tait</li> <li>• Choosing a Topic I Know About</li> <li>• Sticking to the Topic</li> <li>• Writing About My Chosen Topic</li> <li>• Writing About Only One Story at a Time</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Ideas  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>You Have to Write</i> by Wang</li> <li>• Choosing a Topic You Know About</li> <li>• Adding Detail to a Topic</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Ideas  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Cat Can't Write</i> by Lanczak</li> <li>• Choosing a Topic You Know About</li> <li>• Adding Detail to a Topic</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Ideas  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>What Really Happened to Humpty Dumpty?</i> by Jeanie Franz Ransom</li> <li>• Read Story &amp; Discuss Humpty's Use of Binoculars</li> <li>• How Can We as Writers Focus in on our Topic and look for Details to Support our Topic?</li> </ul>	

<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Conventions  <b>Mini Lesson:</b> Spelling Strategies</p> <ul style="list-style-type: none"> <li>• <i>How Far Will a Rubber Band Stretch</i> by Mike Thaylor</li> <li>• Stretching Words to Hear All the Sounds from Beginning to End. Slowly Saying a Word and Listening for Sounds In It.</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Conventions  <b>Mini Lesson:</b> Spelling Strategies</p> <ul style="list-style-type: none"> <li>• <i>Arms, Elbows, Hands, and Fingers</i> by Lola Schaefer</li> <li>• Stretching Words to Hear All the Sounds from Beginning to End. Slowly Saying a Word and Listening for Sounds In It.</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Conventions  <b>Mini Lesson:</b> Spelling Strategies</p> <ul style="list-style-type: none"> <li>• <i>Chicka Chicka Boom Boom</i> by Martin</li> <li>• Using the ABC Chart</li> <li>• Stretching Words to Hear All the Sounds from Beginning to End</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Conventions  <b>Mini Lesson:</b> Spelling Strategies</p> <ul style="list-style-type: none"> <li>• <i>Word Wizard</i> by Falwell</li> <li>• Learn about Letters, Sounds, Words, Sentences</li> <li>• Begin to Distinguish Between Vowel Sounds</li> <li>• Begin to Listen for Vowel Sounds when Spelling</li> <li>• Continue to Use Stretching Words Strategy</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Conventions  <b>Mini Lesson:</b> Spelling Strategies</p> <ul style="list-style-type: none"> <li>• <i>The War Between the Vowels</i> by Turner</li> <li>• Learn about Letters, Sounds, Words, Sentences</li> <li>• Begin to Distinguish Between Vowel Sounds</li> <li>• Begin to Listen for Vowel Sounds when Spelling</li> <li>• Continue to Use Stretching Words Strategy</li> </ul>
<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Conventions  <b>Mini Lesson:</b> Spelling Strategies</p> <ul style="list-style-type: none"> <li>• <i>The Alphabet Keeper</i> by Murphy</li> <li>• Learn about Letters, Sounds, Words, Sentences</li> <li>• Begin to Distinguish Between Vowel Sounds</li> <li>• Begin to Listen for Vowel Sounds when Spelling</li> <li>• Continue to Use Stretching Words Strategy</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Conventions  <b>Mini Lesson:</b> Spelling Strategies</p> <ul style="list-style-type: none"> <li>• <i>The Alphabet Tree</i> by Lionni</li> <li>• Learn about Letters, Sounds, Words, Sentences</li> <li>• Begin to Distinguish Between Vowel Sounds</li> <li>• Begin to Listen for Vowel Sounds when Spelling</li> <li>• Continue to Use Stretching Words Strategy</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Conventions  <b>Mini Lesson:</b> Spelling Strategies</p> <ul style="list-style-type: none"> <li>• <i>Alphabet Soup</i> by Banks</li> <li>• Learn about Letters, Sounds, Words, Sentences</li> <li>• Begin to Distinguish Between Vowel Sounds</li> <li>• Begin to Listen for Vowel Sounds when Spelling</li> <li>• Continue to Use Stretching Words Strategy</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Conventions  <b>Mini Lesson:</b> Spelling Strategies - Word Wall</p> <ul style="list-style-type: none"> <li>• <i>Max's Words</i> by Kate Banks</li> <li>• Learn about Utilizing a Word Wall to Locate Spelling of High Frequency Words and Identifying How Upper and Lowercase Letters are Formed</li> <li>• Continue to Use Stretching Words Strategy</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Conventions  <b>Mini Lesson:</b> Spelling Strategies - Mini Offices</p> <ul style="list-style-type: none"> <li>• <i>Mommy's Office</i> by Barbara Shook Hazen</li> <li>• Learn about Utilizing a Mini Offices to Locate Spelling of High Frequency Words, Identifying How Upper and Lowercase Letters are Formed, and Other Information</li> <li>• Continue to Use Stretching Words Strategy</li> </ul>
<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Conventions  <b>Mini Lesson:</b> Spelling Strategies - Environ. Print</p> <ul style="list-style-type: none"> <li>• <i>I Read Signs</i> by Tom Funk</li> <li>• Learn about Utilizing Books, Signs, Charts, etc in our Classroom to Locate the Spelling of Words we Want to Use in our Story</li> <li>• Continue to Use Stretching Words Strategy</li> </ul>				

<p><b>Writer's Workshop</b> Unit of Study: Writing Traits: Conventions</p> <p>Mini Lesson: <b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Perfect Punctuation by Kate Petty</li> <li>• Identify Punctuation Marks (! . ?)</li> <li>• Identify Purpose of Punctuation Marks</li> <li>• Round Up Punctuation Marks in Teacher Story</li> <li>• Begin to Use Punctuation Appropriately</li> </ul>	<p><b>Writer's Workshop</b> Unit of Study: Writing Traits: Conventions</p> <p>Mini Lesson: <b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Punctuation by Ann Heinrichs</li> <li>• Identify Punctuation Marks (Name and Purpose)</li> <li>• Create Punctuation Marks Anchor Chart</li> <li>• Round Up Punctuation Marks in Teacher Story</li> <li>• Begin to Use Punctuation Appropriately</li> </ul>	<p><b>Writer's Workshop</b> Unit of Study: Writing Traits: Conventions</p> <p>Mini Lesson: <b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Question Mark by Mary Elizabeth Salzman</li> <li>• Identify Question Marks</li> <li>• Locate them in Text: <i>How Many Snails</i> by Giganti</li> <li>• Identify Sentences that Need Question Marks</li> <li>• Begin to Use Punctuation Appropriately</li> </ul>	<p><b>Writer's Workshop</b> Unit of Study: Writing Traits: Conventions</p> <p>Mini Lesson: <b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Period by Mary Elizabeth Salzman</li> <li>• Identify Periods</li> <li>• Locate them in Text: <i>Monster Sandwich</i> by Cowley</li> <li>• Identify Sentences that Need Periods</li> <li>• Begin to Use Punctuation Appropriately</li> </ul>	<p><b>Writer's Workshop</b> Unit of Study: Writing Traits: Conventions</p> <p>Mini Lesson: <b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Exclamation Point by Mary Elizabeth Salzman</li> <li>• Identify Exclamation Points</li> <li>• Locate them in Text: <i>The Farm Concert</i> by Cowley</li> <li>• Identify Sentences that Need Exclamation Point</li> <li>• Begin to Use Punctuation Appropriately</li> </ul>
<p><b>Writer's Workshop</b> Unit of Study: Writing Traits: Conventions</p> <p>Mini Lesson: <b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Game: Will the Real Punctuation Please Stand?</li> <li>• Identify Names and Purpose of Punctuation Marks</li> <li>• Play Game as a Class</li> <li>• <a href="http://bit.ly/ecBS6a">http://bit.ly/ecBS6a</a></li> <li>• Begin to Use Punctuation Appropriately</li> </ul>	<p><b>Writer's Workshop</b> Unit of Study: Writing Traits: Conventions</p> <p>Mini Lesson: <b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Find the Missing Punctuation SMARTboard Activity</li> <li>• Identify Names and Purpose of Punctuation Marks</li> <li>• Read Sentences</li> <li>• Drag and Drop Punctuation Marks to Finish Sentences</li> <li>• Begin to Use Punctuation Appropriately</li> </ul>	<p><b>Writer's Workshop</b> Unit of Study: Writing Traits: Conventions</p> <p>Mini Lesson: <b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Mrs. Wishy-Washy by Joy Cowley</li> <li>• Identify Names and Purpose of Quotation Marks</li> <li>• Read Book</li> <li>• Use Highlighter Tape to Round Up Quotation Marks</li> <li>• Begin to Use Punctuation Appropriately</li> </ul>	<p><b>Writer's Workshop</b> Unit of Study: Writing Traits: Conventions</p> <p>Mini Lesson: <b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Poetry Binders</li> <li>• Identify Names and Purpose of Commas</li> <li>• Shared Reading of Several Poems in Binder</li> <li>• Use Highlighter to Round-Up the Commas in Poems</li> <li>• Begin to Use Punctuation Appropriately</li> </ul>	<p><b>Writer's Workshop</b> Unit of Study: Writing Traits: Conventions</p> <p>Mini Lesson: <b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Punctuation Celebration by Elsa Knight Bruno</li> <li>• Review Names and Purpose End Marks (! . ?)</li> <li>• Identify Which Endmark a Sentence Needs</li> <li>• Identify Endmarks used in Sentences</li> <li>• Begin to Use Endmarks Correctly/Consistently</li> </ul>
<p><b>Writer's Workshop</b> Unit of Study: Writing Traits: Conventions</p> <p>Mini Lesson: <b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Penny and the Punctuation Bee by Donohue</li> <li>• Review Names and Purpose End Marks (! . ?)</li> <li>• Identify Which Endmark a Sentence Needs</li> <li>• Identify Endmarks used in Sentences</li> <li>• Begin to Use Endmarks Correctly/Consistently</li> </ul>	<p><b>Writer's Workshop</b> Unit of Study: Writing Traits: Conventions</p> <p>Mini Lesson: <b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Class Graphs</li> <li>• Read through Several of the Graphs</li> <li>• Use a Document Camera or SMARTboard to Enlarge</li> <li>• Write a Written Summary of one Graph- One without commas in a series, and One with...COMPARE Them</li> <li>• Begin to Use Commas in a Series in Own Writing</li> </ul>	<p><b>Writer's Workshop</b> Unit of Study: Writing Traits: Conventions</p> <p>Mini Lesson: <b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Lunch Menu and Cold Lunch Bag(s)</li> <li>• Read The School Lunch Menu</li> <li>• Model how to Write What's For Lunch Using Commas in a Series. Open a Cold Lunch Bag and Model how to Write What's for Lunch Using Comas in a Series.</li> <li>• Begin to Use Commas in a Series in Own Writing</li> </ul>	<p><b>Writer's Workshop</b> Unit of Study: Writing Traits: Conventions</p> <p>Mini Lesson: <b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Peter Period by B. Cooper</li> <li>• Identifying End Marks (! . ?)</li> <li>• Identifying Sentences that Need End Marks</li> <li>• Checking our Writing for End Marks</li> </ul>	<p><b>Writer's Workshop</b> Unit of Study: Writing Traits: Conventions</p> <p>Mini Lesson: <b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Quincy Question Mark by B. Cooper</li> <li>• Identifying End Marks (! . ?)</li> <li>• Identifying Sentences that Need End Marks</li> <li>• Checking our Writing for End Marks</li> </ul>
<p><b>Writer's Workshop</b> Unit of Study: Writing Traits: Conventions</p> <p>Mini Lesson: <b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Emma Exclamation Point by B. Cooper</li> <li>• Identifying End Marks (! . ?)</li> <li>• Identifying Sentences that Need End Marks</li> <li>• Checking our Writing for End Marks</li> </ul>	<p><b>Writer's Workshop</b> Unit of Study: Writing Traits: Conventions</p> <p>Mini Lesson: <b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Punctuation Video Clip by United Streaming</li> <li>• Identifying Sentences that Need End Marks (! . ?)</li> <li>• Begin to use Endmarks Correctly/Consistently</li> <li>• Checking our Writing for End Marks</li> </ul>	<p><b>Writer's Workshop</b> Unit of Study: Writing Traits: Conventions</p> <p>Mini Lesson: <b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• The Puncs by Barbara Cooper</li> <li>• Identify Names and Purposes of End Marks</li> <li>• Using a Teacher Story, Add Punct.Appropriately</li> <li>• Begin Checking our Writing for End Marks</li> </ul>	<p><b>Writer's Workshop</b> Unit of Study: Writing Traits: Conventions</p> <p>Mini Lesson: <b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Safari Punctuation by Mario Riso</li> <li>• Identify Names and Purposes of End Marks</li> <li>• Using a Teacher Story, Add Punct.Appropriately</li> <li>• Begin Checking our Writing for End Marks</li> </ul>	<p><b>Writer's Workshop</b> Unit of Study: Writing Traits: Conventions</p> <p>Mini Lesson: <b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Punctuation Pals by Dr. Hope</li> <li>• Identify Names and Purposes of End Marks</li> <li>• Using a Teacher Story, Add Punct.Appropriately</li> <li>• Begin Checking our Writing for End Marks</li> </ul>

<p><b>Writer's Workshop</b>  <b>Unit of Study:</b> <i>Top to Bottom</i>  <b>Writing Traits:</b> <i>Organization</i></p> <ul style="list-style-type: none"> <li>• <i>Red Light, Green Light</i> by Gail Gibbons</li> <li>• Identifying Where to Start Writing on a Page</li> <li>• Locating Top/Bottom of Notebook Page</li> <li>• Red/Green Dot Stickers</li> <li>• Teacher Model</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b> <i>Left to Right</i>  <b>Writing Traits:</b> <i>Organization</i></p> <ul style="list-style-type: none"> <li>• <i>Red Light, Green Light</i> by Margaret Wise Brown</li> <li>• Identifying Where to Start Writing on a Page</li> <li>• Locating Left/Right Side of Notebook Page</li> <li>• Teacher Model</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b> <i>Road Maps</i>  <b>Writing Traits:</b> <i>Organization</i></p> <ul style="list-style-type: none"> <li>• <i>Toad Makes a Road</i> by Phil Roxbee</li> <li>• Making a Line for Every Word Said</li> <li>• Practicing Saying Our Sentence Across our Fingers</li> <li>• Long Lines for Long Words, Short Lines for Short Words</li> <li>• Teacher Model</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b> <i>Finger Spaces</i>  <b>Writing Traits:</b> <i>Organization</i></p> <ul style="list-style-type: none"> <li>• <i>The Kid with Too Many Pets</i> by Harland Williams</li> <li>• Making a Line for Every Word Said</li> <li>• Practicing Saying Our Sentence Across our Fingers</li> <li>• Putting a Finger Space Between Each Word/Line</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b> <i>Finger Spaces</i>  <b>Writing Traits:</b> <i>Organization</i></p> <ul style="list-style-type: none"> <li>• <i>Not Enough Room</i> by Joanne Rocklin</li> <li>• Making a Line for Every Word Said</li> <li>• Practicing Saying Our Sentence Across our Fingers</li> <li>• Putting a Finger Space Between Each Word/Line</li> </ul>
<p><b>Writer's Workshop</b>  <b>Unit of Study:</b> <i>Spacing</i>  <b>Writing Traits:</b> <i>Organization</i></p> <ul style="list-style-type: none"> <li>• <i>Spaghetti and Meatballs for All</i> by Marilyn Burns</li> <li>• Making a Line for Every Word Said</li> <li>• Practicing Saying Our Sentence Across our Fingers</li> <li>• Spaghetti Noodle Spaces between Letters</li> <li>• Meatball Spaces between Words</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b> <i>Spacer Pals</i>  <b>Writing Traits:</b> <i>Organization</i></p> <ul style="list-style-type: none"> <li>• <i>I Want to Be an Astronaut</i> by Byron Barton</li> <li>• Making a Line for Every Word Said</li> <li>• Practicing Saying Our Sentence Across our Fingers</li> <li>• Using a Spacing Tool to Measure Spaces</li> <li>• Create Spacer Pal Sticks</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b> <i>Titles</i>  <b>Writing Traits:</b> <i>Organization</i></p> <ul style="list-style-type: none"> <li>• <i>The Very Hungry Caterpillar</i> by Eric Carle</li> <li>• Read Book</li> <li>• Discuss Appropriateness of the Title</li> <li>• Discuss Alternate Titles</li> <li>• Encourage Students to Choose Titles for their Stories</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b> <i>Titles</i>  <b>Writing Traits:</b> <i>Organization</i></p> <ul style="list-style-type: none"> <li>• <i>In the Small, Small Pond</i> by Denise Fleming</li> <li>• <i>In the Tall, Tall Grass</i> by Denise Fleming</li> <li>• Read Book Discuss Appropriateness of the Title</li> <li>• Discuss Purpose of Titles</li> <li>• Encourage Students to Choose Titles for their Stories</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b> <i>Titles</i>  <b>Writing Traits:</b> <i>Organization</i></p> <ul style="list-style-type: none"> <li>• Browse Several Books You've Previously Read</li> <li>• Discuss Appropriateness of the Titles</li> <li>• Discuss Purpose of Titles</li> <li>• Discuss Why the Books Were Titled That Way</li> <li>• Encourage Students to Choose Titles for their Stories</li> </ul>
<p><b>Writer's Workshop</b>  <b>Unit of Study:</b> <i>Labels VS Titles</i>  <b>Writing Traits:</b> <i>Organization</i></p> <ul style="list-style-type: none"> <li>• Read Several Books that Have Covered Up Titles</li> <li>• Have Students Select Which Card is the Title</li> <li>• Have Students Select Which Card is the Label</li> <li>• Read Book and Uncover the Actual Title</li> <li>• Discuss Purpose of Titles</li> <li>• Discuss Why the Books Were Titled That Way</li> <li>• Encourage Students to Choose Titles for their Stories</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b> <i>Origins Titles</i>  <b>Writing Traits:</b> <i>Organization</i></p> <ul style="list-style-type: none"> <li>• Books from Previous Activity</li> <li>• Read Book</li> <li>• Locate Origin of Title: Place in Book, Character, Event in Book, Words in Story, ect.</li> <li>• Discuss Purpose of Titles</li> <li>• Discuss Why the Books Were Titled That Way</li> <li>• Encourage Students to Choose Titles for their Stories</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b> <i>Sequencing Words</i>  <b>Writing Traits:</b> <i>Organization</i></p> <ul style="list-style-type: none"> <li>• ABC Order Chart for the Class</li> <li>• Number Order Chart for the Class</li> <li>• Daily Class Schedule on SMARTboard</li> <li>• Read the Charts/Schedule</li> <li>• Discuss the Importance of SEQUENTIAL ORDER</li> <li>• Transfer to Importance of Sequence in a Story</li> <li>• Encourage Students to Write Stories in Seq. Order</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b> <i>Sequencing Words</i>  <b>Writing Traits:</b> <i>Organization</i></p> <ul style="list-style-type: none"> <li>• ABC Cards, Alphabet Friezes, ABC Reading Rings</li> <li>• Practice Reading the ABCs</li> <li>• Have Class Sequence Mixed Up ABC Cards</li> <li>• Discuss the Importance of SEQUENTIAL ORDER</li> <li>• Transfer to Importance of Sequence in a Story</li> <li>• Correct Order = Sequence!</li> <li>• Encourage Students to Write Stories in Seq. Order</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b> <i>Sequencing Words</i>  <b>Writing Traits:</b> <i>Organization</i></p> <ul style="list-style-type: none"> <li>• ABC Order Chart for the Class</li> <li>• Number Order Chart for the Class</li> <li>• Daily Class Schedule on SMARTboard</li> <li>• Read the Charts/Schedule</li> <li>• Discuss the Importance of SEQUENTIAL ORDER</li> <li>• Transfer to Importance of Sequence in a Story</li> <li>• Encourage Students to Write Stories in Seq. Order</li> </ul>
<p><b>Writer's Workshop</b>  <b>Unit of Study:</b> <i>Story Sequence</i>  <b>Writing Traits:</b> <i>Organization</i></p> <ul style="list-style-type: none"> <li>• <i>The Three Bears</i> by Paul Galdone</li> <li>• Pages Out of Order, but Still Bound Like a Book</li> <li>• Begin Reading the Book...stop when Confusion Occ.</li> <li>• Discuss the Word SEQUENCE</li> <li>• Discuss Writing Ideas in the Order they Occurred</li> <li>• Talking about What Happened 1st, 2nd, 3rd...</li> <li>• Put Story in Sequential Order &amp; Read It</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b> <i>Story Sequence</i>  <b>Writing Traits:</b> <i>Organization</i></p> <ul style="list-style-type: none"> <li>• <i>Alphabet City</i> by Stephen Johnson</li> <li>• Discuss the Word SEQUENCE</li> <li>• Read the Book...Talk about the Pictures</li> <li>• Discuss Writing Ideas in the Order they Occurred</li> <li>• Talking about What Happened 1st, 2nd, 3rd...</li> <li>• Create Similar Book as a Class</li> <li>• Encourage Students to Write Stories in Seq. Order</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b> <i>Story Sequence</i>  <b>Writing Traits:</b> <i>Organization</i></p> <ul style="list-style-type: none"> <li>• 3-, 4-, 5-, or 6-Picture Sequencing Cards</li> <li>• Have Students Tell the Stories of the Card Sets</li> <li>• Write down Any Sequencing Words they Use</li> <li>• Add them to the Sequence Words Collection/Chart</li> <li>• Continue Adding Sequence Words as Year Continues</li> <li>• Encourage Students to Use Sequence Words in Stories</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b> <i>Story Sequence</i>  <b>Writing Traits:</b> <i>Organization</i></p> <ul style="list-style-type: none"> <li>• 2-, 3-, or 4-Story Frame Picture Boards</li> <li>• Have Students Draw Stories on the Picture Boards</li> <li>• Have Students Tell their Story Using the Pict. Boards</li> <li>• Write down Any Sequencing Words they Use</li> <li>• Add them to the Sequence Words Collection/Chart</li> <li>• Encourage Students to Use Sequence Words in Stories</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b> <i>Beginning a Story</i>  <b>Writing Traits:</b> <i>Organization</i></p> <ul style="list-style-type: none"> <li>• <i>Song and Dance Man</i> by Karen Ackerman</li> <li>• Read Story, Discuss Beginning</li> <li>• Authors Think Carefully how they Will Begin a Story</li> <li>• Determine how Author Started the Story: <i>character, setting, question, dialogue, sound, etc...</i></li> <li>• Encourage Students to Think about How They Will begin The Stories they Write</li> </ul>

continued...

<p><b>Writer's Workshop</b>  <b>Unit of Study:</b> <i>Beginning a Story</i>  <b>Writing Traits:</b> <i>Organization</i></p> <ul style="list-style-type: none"> <li>• <i>Mirette on the High Wire</i> by Emily Arnold McCully</li> <li>• Read Story, Discuss Beginning</li> <li>• Authors Think Carefully how they Will Begin a Story</li> <li>• Determine how Author Started the Story: <i>character, setting, question, dialogue, sound, etc...</i></li> <li>• Encourage Students to Think about How They Will begin The Stories they Write</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b> <i>Beginning a Story</i>  <b>Writing Traits:</b> <i>Organization</i></p> <ul style="list-style-type: none"> <li>• <i>Casey at the Bat</i> by Ernest L. Thayer</li> <li>• Read Story, Discuss Beginning</li> <li>• Authors Think Carefully how they Will Begin a Story</li> <li>• Determine how Author Started the Story: <i>character, setting, question, dialogue, sound, etc...</i></li> <li>• Encourage Students to Think about How They Will begin The Stories they Write</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b> <i>Beginning a Story</i>  <b>Writing Traits:</b> <i>Organization</i></p> <ul style="list-style-type: none"> <li>• <i>Grandpa's Teeth</i> by Rod Clement</li> <li>• Read Story, Discuss Beginning</li> <li>• Authors Think Carefully how they Will Begin a Story</li> <li>• Determine how Author Started the Story: <i>character, setting, question, dialogue, sound, etc...</i></li> <li>• Encourage Students to Think about How They Will begin The Stories they Write</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b> <i>Beginning a Story</i>  <b>Writing Traits:</b> <i>Organization</i></p> <ul style="list-style-type: none"> <li>• <i>Summer Beat</i> by Betsy Franco</li> <li>• Read Story, Discuss Beginning</li> <li>• Authors Think Carefully how they Will Begin a Story</li> <li>• Determine how Author Started the Story: <i>character, setting, question, dialogue, sound, etc...</i></li> <li>• Encourage Students to Think about How They Will begin The Stories they Write</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b> <i>Story Sequence</i>  <b>Writing Traits:</b> <i>Organization</i></p> <ul style="list-style-type: none"> <li>• Sort Groceries into Categories &amp; Discuss</li> <li>• Look at Grocery Story Map &amp; Discuss</li> <li>• How does organization help in a grocery store?</li> <li>• "Birthday Fun" SMARTboard Activity</li> <li>• Take a Look at Familiar Stories (Fairytales)</li> <li>• How does organization help in a story?</li> <li>• Begin to Think about the Details in our Own Stories... How should they be organized?</li> </ul>
<p><b>Writer's Workshop</b>  <b>Unit of Study:</b> <i>Story Sequence</i>  <b>Writing Traits:</b> <i>Organization</i></p> <ul style="list-style-type: none"> <li>• Discuss how Organization Helps Readers</li> <li>• Discuss Importance of Organization</li> <li>• Discuss How Authors Can Organize their Ideas/Details</li> <li>• Highlighter Roundup SMARTboard Activity</li> <li>• Begin to Think about the Details in our Own Stories... How should they be organized?</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b> <i>Story Sequence</i>  <b>Writing Traits:</b> <i>Organization</i></p> <ul style="list-style-type: none"> <li>• Discuss how Organization Helps Readers</li> <li>• Discuss Importance of Organization</li> <li>• Discuss How Authors Can Organize their Ideas/Details</li> <li>• Highlighter Roundup on Personal Narrative Stories</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b> <i>Ending a Story</i>  <b>Writing Traits:</b> <i>Organization</i></p> <ul style="list-style-type: none"> <li>• <i>The Very Quiet Cricket</i> by Eric Carle</li> <li>• Read Story, Discuss Ending</li> <li>• Authors Think Carefully how they Will End a Story</li> <li>• Determine how Author Ended the Story: <i>happy, sad, surprise, funny, mysterious, thought, wish, etc...</i></li> <li>• Encourage Students to Think about How They Will end The Stories they Write</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b> <i>Ending a Story</i>  <b>Writing Traits:</b> <i>Organization</i></p> <ul style="list-style-type: none"> <li>• <i>I Love You Forever</i> by Robert Munsch</li> <li>• Read Story, Discuss Ending</li> <li>• Authors Think Carefully how they Will End a Story</li> <li>• Determine how Author Ended the Story: <i>happy, sad, surprise, funny, mysterious, thought, wish, etc...</i></li> <li>• Encourage Students to Think about How They Will end The Stories they Write</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b> <i>Ending a Story</i>  <b>Writing Traits:</b> <i>Organization</i></p> <ul style="list-style-type: none"> <li>• <i>The Paper Bag Princess</i> by Robert Munsch</li> <li>• Read Story, Discuss Ending</li> <li>• Authors Think Carefully how they Will End a Story</li> <li>• Determine how Author Ended the Story: <i>happy, sad, surprise, funny, mysterious, thought, wish, etc...</i></li> <li>• Encourage Students to Think about How They Will end The Stories they Write</li> </ul>
<p><b>Writer's Workshop</b>  <b>Unit of Study:</b> <i>Ending a Story</i>  <b>Writing Traits:</b> <i>Organization</i></p> <ul style="list-style-type: none"> <li>• <i>The Stranger</i> by Chris Van Allsburg</li> <li>• Read Story, Discuss Ending</li> <li>• Authors Think Carefully how they Will End a Story</li> <li>• Determine how Author Ended the Story: <i>happy, sad, surprise, funny, mysterious, thought, wish, etc...</i></li> <li>• Encourage Students to Think about How They Will end The Stories they Write</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b> <i>Ending a Story</i>  <b>Writing Traits:</b> <i>Organization</i></p> <ul style="list-style-type: none"> <li>• <i>Lily's Purple Plastic Purse</i> by Kevin Henkes</li> <li>• Read Story, Discuss Ending</li> <li>• Authors Think Carefully how they Will End a Story</li> <li>• Determine how Author Ended the Story: <i>happy, sad, surprise, funny, mysterious, thought, wish, etc...</i></li> <li>• Encourage Students to Think about How They Will end The Stories they Write</li> </ul>			

<p><b>Writer's Workshop</b> Unit of Study: Writing Traits: Word Choice</p> <p><b>Mini Lesson:</b> <b>SIZE Words</b></p> <ul style="list-style-type: none"> <li>• <i>Itty Bitty</i> by CeCe Ball</li> <li>• Authors choose words that will help paint a picture in their reader's mind. Words Help Readers to SEE, TASTE, FEEL, SMELL, and HEAR. Words that tell the SIZE, SHAPE, COLOR, NUMBER, and POSITION give readers a visual.</li> <li>• Read book and brainstorm list of SIZE words. Add to list as you read books throughout the year.</li> </ul>	<p><b>Writer's Workshop</b> Unit of Study: Writing Traits: Word Choice</p> <p><b>Mini Lesson:</b> <b>COLOR Words</b></p> <ul style="list-style-type: none"> <li>• <i>Yesterday I Had the Blues</i> by Frame</li> <li>• Authors choose words that will help paint a picture in their reader's mind. Words Help Readers to SEE, TASTE, FEEL, SMELL, and HEAR. Words that tell the SIZE, SHAPE, COLOR, NUMBER, and POSITION give readers a visual.</li> <li>• Read book and brainstorm list of COLOR words. Add to list as you read books throughout the year.</li> </ul>	<p><b>Writer's Workshop</b> Unit of Study: Writing Traits: Word Choice</p> <p><b>Mini Lesson:</b> <b>POSITION Words</b></p> <ul style="list-style-type: none"> <li>• <i>Muriel's Red Sweater</i> by Dara Dokas</li> <li>• Authors choose words that will help paint a picture in their reader's mind. Words Help Readers to SEE, TASTE, FEEL, SMELL, and HEAR. Words that tell the SIZE, SHAPE, COLOR, NUMBER, and POSITION give readers a visual.</li> <li>• Read book and brainstorm list of POSITION words. Add to list as you read books throughout the year.</li> </ul>	<p><b>Writer's Workshop</b> Unit of Study: Writing Traits: Word Choice</p> <p><b>Mini Lesson:</b> <b>NUMBER Words</b></p> <ul style="list-style-type: none"> <li>• <i>Spaghetti and Meatballs for All</i> by</li> <li>• Authors choose words that will help paint a picture in their reader's mind. Words Help Readers to SEE, TASTE, FEEL, SMELL, and HEAR. Words that tell the SIZE, SHAPE, COLOR, NUMBER, and POSITION give readers a visual.</li> <li>• Read book and brainstorm list of NUMBER words. Add to list as you read books throughout the year.</li> </ul>	<p><b>Writer's Workshop</b> Unit of Study: Writing Traits: Word Choice</p> <p><b>Mini Lesson:</b> <b>SHAPE Words</b></p> <ul style="list-style-type: none"> <li>• <i>I Am an Artist</i> by Pat Lowery Collins</li> <li>• Authors choose words that will help paint a picture in their reader's mind. Words Help Readers to SEE, TASTE, FEEL, SMELL, and HEAR. Words that tell the SIZE, SHAPE, COLOR, NUMBER, and POSITION give readers a visual.</li> <li>• Read book and brainstorm list of SHAPE words. Add to list as you read books throughout the year.</li> </ul>
<p><b>Writer's Workshop</b> Unit of Study: Writing Traits: Word Choice</p> <p><b>Mini Lesson:</b> <b>FEELING Words</b></p> <ul style="list-style-type: none"> <li>• <i>I Am an Artist</i> by Pat Lowery Collins</li> <li>• Authors choose words that will help paint a picture in their reader's mind. Words Help Readers to SEE, TASTE, FEEL, SMELL, and HEAR. Words that tell the SIZE, SHAPE, COLOR, NUMBER, and POSITION give readers a visual.</li> <li>• Read book and brainstorm list of FEELING words. Add to list as you read books throughout the year.</li> </ul>	<p><b>Writer's Workshop</b> Unit of Study: Word Choice</p> <p><b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Words are Like Faces</i> by Edith Baer</li> <li>• <i>Hello Ocean</i> by Pam Monoz Ryan</li> <li>• Words Help Show Feeling</li> <li>• Words Help Us See, Taste, Feel, Smell, Hear</li> <li>• Authors Choose Words to Paint a Picture</li> <li>• Read Book and Record Sensory Words as Students Notice Them. Add to Chart.</li> </ul>	<p><b>Writer's Workshop</b> Unit of Study: Writing Traits: Word Choice</p> <p><b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Words are Like Faces</i> by Edith Baer</li> <li>• <i>A Kitten Tale</i> by Eric Rohmann</li> <li>• Words Help Show Feeling</li> <li>• Words Help Us See, Taste, Feel, Smell, Hear</li> <li>• Authors Choose Words to Paint a Picture</li> <li>• Read Book and Record Sensory Words as Students Notice Them. Add to Chart.</li> </ul>	<p><b>Writer's Workshop</b> Unit of Study: Writing Traits: Word Choice</p> <p><b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Words are Like Faces</i> by Edith Baer</li> <li>• <i>Owl Moon</i> by Jane Yolen</li> <li>• Words Help Show Feeling</li> <li>• Words Help Us See, Taste, Feel, Smell, Hear</li> <li>• Authors Choose Words to Paint a Picture</li> <li>• Read Book and Record Sensory Words as Students Notice Them. Add to Chart.</li> </ul>	<p><b>Writer's Workshop</b> Unit of Study: Word Choice</p> <p><b>Mini Lesson:</b> <b>Descriptive Nouns</b></p> <ul style="list-style-type: none"> <li>•</li> <li>• Words Help Show WHO, WHAT, WHEN, WHERE</li> <li>• Words that Help us to know WHO, WHAT, WHEN, and WHERE are NOUNS</li> <li>• Authors Use Nouns Words to Paint a Picture</li> <li>• Read Book and Record Descriptive NOUNS as Students Notice Them. Add to Chart.</li> </ul>
<p><b>Writer's Workshop</b> Unit of Study: Writing Traits: Word Choice</p> <p><b>Mini Lesson:</b> <b>Descriptive Nouns</b></p> <ul style="list-style-type: none"> <li>• Find Vague Words in Sample Teacher-Written Stories</li> <li>• Replace Vague Words with Descriptive Words</li> <li>• SMARTboard File Activity</li> <li>• Replace Vague Words to Share More Detail</li> <li>• Encourage Students to Begin Writing Descriptive Nouns in their Own Writing</li> </ul>	<p><b>Writer's Workshop</b> Unit of Study: Writing Traits: Word Choice</p> <p><b>Mini Lesson:</b> <b>Descriptive Nouns</b></p> <ul style="list-style-type: none"> <li>• Find Vague Words in Sample Student-Written Stories</li> <li>• Replace Vague Words with Descriptive Words</li> <li>• SMARTboard File Activity</li> <li>• Replace Vague Words to Share More Detail</li> <li>• Encourage Students to Begin Writing Descriptive Nouns in their Own Writing</li> </ul>	<p><b>Writer's Workshop</b> Unit of Study: Word Choice</p> <p><b>Mini Lesson:</b> <b>Vivid Verbs</b></p> <ul style="list-style-type: none"> <li>• <i>Rainstomper</i> by Addie Boswell</li> <li>• Words Help Show MOVEMENT</li> <li>• Words that Help us to SEE MOVEMENT are VERBS</li> <li>• Authors Use Verbs Words to Paint a Picture</li> <li>• Read Book and Record VERBS as Students Notice Them. Add to Chart.</li> </ul>	<p><b>Writer's Workshop</b> Unit of Study: Writing Traits: Word Choice</p> <p><b>Mini Lesson:</b> <b>Onomatopoeia</b></p> <ul style="list-style-type: none"> <li>• <i>Sound Recordings &amp; Audio Player</i></li> <li>• Words that make noise are called <i>onomatopoeia</i>. authors can use words that make noise to paint a picture in their reader's minds.</li> </ul>	<p><b>Writer's Workshop</b> Unit of Study: Writing Traits: Word Choice</p> <p><b>Mini Lesson:</b> <b>Onomatopoeia</b></p> <ul style="list-style-type: none"> <li>• <i>Umbrella</i> by Tara Yashima</li> <li>• Words that make noise are called <i>onomatopoeia</i>. authors can use words that make noise to paint a picture in their reader's minds.</li> </ul>

<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Conventions  <b>Mini Lesson:</b> Capitalization</p> <ul style="list-style-type: none"> <li>• <i>Big Wolf and Little Wolf</i> by Sharon Phillips Denlow</li> <li>• Sort Magnetic Letters by Uppercase/Lowercase</li> <li>• Discuss Uppercase/Lowercase Sorted Letters</li> <li>• Generate a List of Words that Begin w/ a Capital</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Conventions  <b>Mini Lesson:</b> Capitalization</p> <ul style="list-style-type: none"> <li>• <i>Names</i> by Write On!</li> <li>• Identify Capitalized Words within Sentences</li> <li>• Identify Why Words are Capitalized</li> <li>• Continue to Watch for Words that Should Be Capitalized in Own Writing</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Conventions  <b>Mini Lesson:</b> Capitalization</p> <ul style="list-style-type: none"> <li>• <i>Places</i> by Write On!</li> <li>• Identify Capitalized Words within Sentences</li> <li>• Identify Why Words are Capitalized</li> <li>• Continue to Watch for Words that Should Be Capitalized in Own Writing</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Conventions  <b>Mini Lesson:</b> Capitalization</p> <ul style="list-style-type: none"> <li>• <i>Days</i> by Write On!</li> <li>• Identify Capitalized Words within Sentences</li> <li>• Identify Why Words are Capitalized</li> <li>• Continue to Watch for Words that Should Be Capitalized in Own Writing</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Conventions  <b>Mini Lesson:</b> Capitalization</p> <ul style="list-style-type: none"> <li>• <i>Months</i> by Write On!</li> <li>• Identify Capitalized Words within Sentences</li> <li>• Identify Why Words are Capitalized</li> <li>• Continue to Watch for Words that Should Be Capitalized in Own Writing</li> </ul>
<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Conventions  <b>Mini Lesson:</b> Capitalization</p> <ul style="list-style-type: none"> <li>• <i>Cities</i> by Write On!</li> <li>• Identify Capitalized Words within Sentences</li> <li>• Identify Why Words are Capitalized</li> <li>• Continue to Watch for Words that Should Be Capitalized in Own Writing</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Conventions  <b>Mini Lesson:</b> Capitalization</p> <ul style="list-style-type: none"> <li>• <i>States</i> by Write On!</li> <li>• Identify Capitalized Words within Sentences</li> <li>• Identify Why Words are Capitalized</li> <li>• Continue to Watch for Words that Should Be Capitalized in Own Writing</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Conventions  <b>Mini Lesson:</b> Capitalization</p> <ul style="list-style-type: none"> <li>• <i>Code Blue-Calling All Capitals</i> by P. Hall</li> <li>• Common/Proper Nouns SMARTboard Activity</li> <li>• Identify Why Words are Capitalized</li> <li>• Continue to Watch for Words that Should Be Capitalized in Own Writing</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Conventions  <b>Mini Lesson:</b> Capitalization</p> <ul style="list-style-type: none"> <li>• Capitalization Sentence Sort SMARTboard Activity</li> <li>• Identify Why Words are Capitalized</li> <li>• Continue to Watch for Words that Should Be Capitalized in Own Writing</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Conventions  <b>Mini Lesson:</b> Capitalization</p> <ul style="list-style-type: none"> <li>• <i>Teacher Written Story to Edit</i></li> <li>• Identify Proper and Common Nouns</li> <li>• Identify Why Words are Capitalized</li> <li>• Continue to Watch for Words that Should Be Capitalized in Own Writing</li> </ul>

<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Genres: Expository  <b>Mini Lesson: Personal Narratives</b></p> <ul style="list-style-type: none"> <li>• <i>A Chair For My Mother</i> by Vera B. Williams</li> <li>• Topic: <i>A Difficult Time You Had</i></li> <li>• Read Book &amp; Discuss Story Elements</li> <li>• Identify Topics for Stories we Could Write</li> <li>• Write Personal Narratives during Writer's Workshop</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Genres: Expository  <b>Mini Lesson: Personal Narratives</b></p> <ul style="list-style-type: none"> <li>• <i>Shortcut</i> by Donald Crews</li> <li>• Topic: <i>A Time You Were in Danger</i></li> <li>• Read Book &amp; Discuss Story Elements</li> <li>• Identify Topics for Stories we Could Write</li> <li>• Write Personal Narratives during Writer's Workshop</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Genres: Expository  <b>Mini Lesson: Personal Narratives</b></p> <ul style="list-style-type: none"> <li>• <i>Tar Beach</i> by Faith Ringgold</li> <li>• Topic: <i>A Time You Used Your Imagination</i></li> <li>• Read Book &amp; Discuss Story Elements</li> <li>• Identify Topics for Stories we Could Write</li> <li>• Write Personal Narratives during Writer's Workshop</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Genres: Expository  <b>Mini Lesson: Personal Narratives</b></p> <ul style="list-style-type: none"> <li>• <i>Wemberly Worried</i> by Kevin Henkes</li> <li>• Topic: <i>A Time You Overcame a Problem</i></li> <li>• Read Book &amp; Discuss Story Elements</li> <li>• Identify Topics for Stories we Could Write</li> <li>• Write Personal Narratives during Writer's Workshop</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing For Genres: Expository  <b>Mini Lesson: Personal Narratives</b></p> <ul style="list-style-type: none"> <li>• <i>The Relatives Came</i> by Cynthia Rylant</li> <li>• Topic: <i>A Time You Had Visitors</i></li> <li>• Read Book &amp; Discuss Story Elements</li> <li>• Identify Topics for Stories we Could Write</li> <li>• Write Personal Narratives during Writer's Workshop</li> </ul>
<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Genres: Expository  <b>Mini Lesson: Personal Narratives</b></p> <ul style="list-style-type: none"> <li>• <i>Rollercoaster</i> by Marla Frazee</li> <li>• Topic: <i>A Scary or Exciting Adventure You Had</i></li> <li>• Read Book &amp; Discuss Story Elements</li> <li>• Identify Topics for Stories we Could Write</li> <li>• Write Personal Narratives during Writer's Workshop</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Genres: Expository  <b>Mini Lesson: Personal Narratives</b></p> <ul style="list-style-type: none"> <li>• <i>Butterfly House</i> by Eve Bunting</li> <li>• Topic: <i>A Time You Built Something</i></li> <li>• Read Book &amp; Discuss Story Elements</li> <li>• Identify Topics for Stories we Could Write</li> <li>• Write Personal Narratives during Writer's Workshop</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Genres: Expository  <b>Mini Lesson: Personal Narratives</b></p> <ul style="list-style-type: none"> <li>• <i>Some Birthday</i> by P. Polacco</li> <li>• Topic: <i>A Time You Were Surprised</i></li> <li>• Read Book &amp; Discuss Story Elements</li> <li>• Identify Topics for Stories we Could Write</li> <li>• Write Personal Narratives during Writer's Workshop</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Genres: Expository  <b>Mini Lesson: Personal Narratives</b></p> <ul style="list-style-type: none"> <li>• <i>Bigmama's</i> by Donald Crews</li> <li>• Topic: <i>A Special Time with Family</i></li> <li>• Read Book &amp; Discuss Story Elements</li> <li>• Identify Topics for Stories we Could Write</li> <li>• Write Personal Narratives during Writer's Workshop</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Genres: Expository  <b>Mini Lesson: Personal Narratives</b></p> <ul style="list-style-type: none"> <li>• <i>Salt Hands</i> by Jane Chelsea Aragon</li> <li>• Topic: <i>A Time You Interacted with Nature</i></li> <li>• Read Book &amp; Discuss Story Elements</li> <li>• Identify Topics for Stories we Could Write</li> <li>• Write Personal Narratives during Writer's Workshop</li> </ul>
<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Genres: Expository  <b>Mini Lesson: Personal Narratives</b></p> <ul style="list-style-type: none"> <li>• <i>Whistling</i> by Elizabeth Partridge</li> <li>• Topic: <i>The First Time You Did Something</i></li> <li>• Read Book &amp; Discuss Story Elements</li> <li>• Identify Topics for Stories we Could Write</li> <li>• Write Personal Narratives during Writer's Workshop</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Genres: Expository  <b>Mini Lesson: Personal Narratives</b></p> <ul style="list-style-type: none"> <li>• <i>Roxaboxen</i> by Alice McLerran</li> <li>• Topic: <i>A Time You Spent With Friends</i></li> <li>• Read Book &amp; Discuss Story Elements</li> <li>• Identify Topics for Stories we Could Write</li> <li>• Write Personal Narratives during Writer's Workshop</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Genres: Expository  <b>Mini Lesson: Personal Narratives</b></p> <ul style="list-style-type: none"> <li>• <i>Too Many Tamales</i> by Gary Soto</li> <li>• Topic: <i>A Time You Lost or Found Something</i></li> <li>• Read Book &amp; Discuss Story Elements</li> <li>• Identify Topics for Stories we Could Write</li> <li>• Write Personal Narratives during Writer's Workshop</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Genres: Expository  <b>Mini Lesson: Personal Narratives</b></p> <ul style="list-style-type: none"> <li>• <i>What the Mailman Brought</i> by Carolyn Craven</li> <li>• Topic: <i>A Time You Got Hurt or Became Ill</i></li> <li>• Read Book &amp; Discuss Story Elements</li> <li>• Identify Topics for Stories we Could Write</li> <li>• Write Personal Narratives during Writer's Workshop</li> </ul>	

<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Letters  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Sincerely Yours</i> by Nancy Loewen</li> <li>• Learn about the Elements of a Letter</li> <li>• Discuss Reasons for Writing Letters</li> <li>• Shared Writing: <i>Thank You Letter to Mr. Toney</i></li> <li>• Remind Students that they may Write Letters Too</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Letters  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Dear Mr. Blueberry</i> by Simon James</li> <li>• Recall Elements of a Letter</li> <li>• Discuss Reasons for Writing Letters</li> <li>• Shared Writing: <i>Thank You Letter to Apple Orchard</i></li> <li>• Remind Students that they may Write Letters Too</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Letters  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>I Wanna Iguana</i> by Kaufman-Orloff</li> <li>• Recall Elements of a Letter</li> <li>• Discuss Reasons for Writing Letters</li> <li>• Shared Writing: <i>Letter to Parent Requesting a Pet</i></li> <li>• Remind Students that they may Write Letters Too</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Letters  <b>Mini Lesson:</b> <i>Santa Letters</i></p> <ul style="list-style-type: none"> <li>• <i>Peter Claus and the Naughty List</i> by David</li> <li>• <i>Dear Santa Clause</i> by Alan Durant</li> <li>• Write a Letter to Santa Claus</li> <li>• Learn about the Five Parts of a Letter</li> <li>• Shared Writing: <i>Anchor Chart Brainstorming</i></li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Letters  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Letters from a Desperate Dog</i> by Cristelow</li> <li>• Recall Elements of a Letter</li> <li>• Discuss Reasons for Writing Letters</li> <li>• Shared Writing: <i>Letter to _____ Asking for Help</i></li> <li>• Remind Students that they may Write Letters Too</li> </ul>
<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Letters  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Writing a Letter Video Clip</i> (United Streaming)</li> <li>• Recall Elements of a Letter</li> <li>• Discuss Reasons for Writing Letters</li> <li>• Shared Writing: <i>Letter to Mrs. Connell Inviting Her To...</i></li> <li>• Remind Students that they may Write Letters Too</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Letters  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>No Mail for Mitchell</i> by Siracusa</li> <li>• Recall Elements of a Letter</li> <li>• Discuss Reasons for Writing Letters</li> <li>• Shared Writing: <i>Letter to Parents Reminding Them...</i></li> <li>• Remind Students that they may Write Letters Too</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Letters  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Dear Annie</i> by Judith Caseley</li> <li>• Recall Elements of a Letter</li> <li>• Discuss Reasons for Writing Letters</li> <li>• Shared Writing:</li> <li>• Remind Students that they may Write Letters Too</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Letters  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>A Letter for Amy</i> by Ezra Jack Keats</li> <li>• Recall Elements of a Letter</li> <li>• Discuss Reasons for Writing Letters</li> <li>• Shared Writing: <i>A Letter Inviting Other Classes To...</i></li> <li>• Remind Students that they may Write Letters Too</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Letters  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Lots of Letters</i> by Tish rabe</li> <li>• Recall Elements of a Letter</li> <li>• Discuss Reasons for Writing Letters</li> <li>• Shared Writing: <i>A Thank You Letter to Bus Driver For...</i></li> <li>• Remind Students that they may Write Letters Too</li> </ul>

<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Cards  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Maxine's Birthday Card</i> by Lyn Wendon</li> <li>• Learn Elements of a Card</li> <li>• Discuss Reasons for Writing Cards</li> <li>• Shared Writing: <i>Birthday Card</i></li> <li>• Remind Students that they may Write Cards Too</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Cards  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Two Cards</i> by Rozanne Lanczak Williams</li> <li>• Recall Elements of a Card</li> <li>• Discuss Reasons for Writing Cards</li> <li>• Shared Writing: <i>Thank You Card</i></li> <li>• Remind Students that they may Write Cards Too</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Cards  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Arthur's Chicken Pox</i> by Marc Brown</li> <li>• Recall Elements of a Card</li> <li>• Discuss Reasons for Writing Cards</li> <li>• Shared Writing: <i>Get Well Card</i></li> <li>• Remind Students that they may Write Cards Too</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Cards  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>I'll Make You A Card</i> by Meachen-Rou</li> <li>• Recall Elements of a Card</li> <li>• Discuss Reasons for Writing Cards</li> <li>• Shared Writing: <i>Thanksgiving Card</i></li> <li>• Remind Students that they may Write Cards Too</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Cards  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Writing Cards Video Clip</i> (United Streaming)</li> <li>• Recall Elements of a Card</li> <li>• Discuss Reasons for Writing Cards</li> <li>• Shared Writing: <i>Christmas Card</i></li> <li>• Remind Students that they may Write Cards Too</li> </ul>
<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Cards  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Antonio's Card</i> by Rigoberto Gonzales</li> <li>• Recall Elements of a Card</li> <li>• Discuss Reasons for Writing Cards</li> <li>• Shared Writing: <i>Reminder Card</i></li> <li>• Remind Students that they may Write Cards Too</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Cards  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Arthur's Valentine</i> by Marc Brown</li> <li>• Recall Elements of a Card</li> <li>• Discuss Reasons for Writing Cards</li> <li>• Shared Writing: <i>Valentine Card</i></li> <li>• Remind Students that they may Write Cards Too</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Cards  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Watch Me Make a Birthday Card</i> by Otten</li> <li>• Recall Elements of a Card</li> <li>• Discuss Reasons for Writing Cards</li> <li>• Shared Writing: <i>Invitation Card</i></li> <li>• Remind Students that they may Write Cards Too</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Cards  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Sophie and the Mother's Day Card</i> by Umansky</li> <li>• Recall Elements of a Card</li> <li>• Discuss Reasons for Writing Cards</li> <li>• Shared Writing: <i>Mother's Day Card</i></li> <li>• Remind Students that they may Write Cards Too</li> </ul>	

<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Postcards  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Toot and Puddle</i> by Holly Hobbie</li> <li>• Learn Elements of a Postcard</li> <li>• Discuss Reasons for Writing Postcards</li> <li>• Shared Writing: <i>Birthday Postcard</i></li> <li>• Remind Students that they may Write Postcards Too</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Postcards  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Postcards from Crabby Spit</i> by Wang</li> <li>• Recall Elements of a Postcard</li> <li>• Discuss Reasons for Writing Postcards</li> <li>• Shared Writing: <i>Thank You Postcard</i></li> <li>• Remind Students that they may Write Postcards Too</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Postcards  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Postcards from the Pound</i> by Vicki Levering</li> <li>• Recall Elements of a Postcard</li> <li>• Discuss Reasons for Writing Postcards</li> <li>• Shared Writing: <i>Get Well Postcard</i></li> <li>• Remind Students that they may Write Postcards Too</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Postcards  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Postcards from Kitty</i> by Margaret Wang</li> <li>• Recall Elements of a Postcard</li> <li>• Discuss Reasons for Writing Postcards</li> <li>• Shared Writing: <i>I Love You Postcard</i></li> <li>• Remind Students that they may Write Postcards Too</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Postcards  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Meerkat Mail</i> by Emily Gravett</li> <li>• Recall Elements of a Postcard</li> <li>• Discuss Reasons for Writing Postcards</li> <li>• Shared Writing: <i>Invitation Postcard</i></li> <li>• Remind Students that they may Write Postcards Too</li> </ul>
<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Postcards  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Jolly Postman Postcard Collection</i> by Ahlberg</li> <li>• Recall Elements of a Postcard</li> <li>• Discuss Reasons for Writing Postcards</li> <li>• Shared Writing: <i>Reminder Card</i></li> <li>• Remind Students that they may Write Postcards Too</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Postcards  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Going Home</i> by Ann and Greg Cartwright</li> <li>• Recall Elements of a Postcard</li> <li>• Discuss Reasons for Writing Postcards</li> <li>• Shared Writing: <i>Valentine Postcard</i></li> <li>• Remind Students that they may Write Postcards Too</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Postcards  <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>The Journey of Oliver K. Woodman</i> by Pattison</li> <li>• Recall Elements of a Postcard</li> <li>• Discuss Reasons for Writing Postcards</li> <li>• Shared Writing: <i>Thinking of You Postcard</i></li> <li>• Remind Students that they may Write Postcards Too</li> </ul>		

<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Lists</p> <p><b>Mini Lesson:</b> <a href="#">September Words Anchor Chart</a></p> <ul style="list-style-type: none"> <li>• <i>Grandma's Lists</i> by Rozanne Lanczak Williams</li> <li>• Learn About Characteristics of a List</li> <li>• Shared Writing: Create <b>SEPTEMBER</b> Anchor Chart Word List using High Interest Words, then Illustrate</li> <li>• Remind Students that they may Write Lists Too</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Lists</p> <p><b>Mini Lesson:</b> <a href="#">Birthday Words Anchor Chart</a></p> <ul style="list-style-type: none"> <li>• <i>Very Silly Lists</i> by Tony Bradman</li> <li>• Recall Elements of a List</li> <li>• Shared Writing: Create <b>BIRTHDAY</b> Anchor Chart Word List using High Interest Words, then Illustrate</li> <li>• Remind Students that they may Write Lists Too</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Lists</p> <p><b>Mini Lesson:</b> <a href="#">October Words Anchor Chart</a></p> <ul style="list-style-type: none"> <li>• <i>Gabe's Grocery List</i> by Heidi Shelton</li> <li>• Recall Elements of a List</li> <li>• Shared Writing: Create <b>OCTOBER</b> Anchor Chart Word List using High Interest Words, then Illustrate</li> <li>• Remind Students that they may Write Lists Too</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Lists</p> <p><b>Mini Lesson:</b> <a href="#">November Words Anchor Chart</a></p> <ul style="list-style-type: none"> <li>• <i>November</i> by Robyn Brode (Weekly Reader)</li> <li>• Review the Characteristics &amp; Purpose of a List</li> <li>• Shared Writing: Create <b>NOVEMBER</b> Anchor Chart Word List using High Interest Words, then Illustrate</li> <li>• Remind Students that they may Write Lists Too</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Lists</p> <p><b>Mini Lesson:</b> <a href="#">December Words Anchor Chart</a></p> <ul style="list-style-type: none"> <li>• <i>Bunny Cakes</i></li> <li>• Review the Characteristics &amp; Purpose of a List</li> <li>• Shared Writing: Create <b>DECEMBER</b> Anchor Chart Word List using High Interest Words, then Illustrate</li> <li>• Remind Students that they may Write Lists Too</li> </ul>
<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Lists</p> <p><b>Mini Lesson:</b> <a href="#">December Words Anchor Chart</a></p> <ul style="list-style-type: none"> <li>• <i>The Longest Christmas List Ever</i> by Spiridellis</li> <li>• Review the Characteristics &amp; Purpose of a List</li> <li>• Shared Writing: Make List of (1) Toys we Want &amp; (2) Things we Received Last Year -- For Santa Letters</li> <li>• Remind Students that they may Write Lists Too</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Lists</p> <p><b>Mini Lesson:</b> <a href="#">January Words Anchor Chart</a></p> <ul style="list-style-type: none"> <li>• <i>Put it On the List</i> by Kristen Darbyshire</li> <li>• Review the Characteristics &amp; Purpose of a List</li> <li>• Shared Writing: Create <b>JANUARY</b> Anchor Chart Word List using High Interest Words, then Illustrate</li> <li>• Remind Students that they may Write Lists Too</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Lists</p> <p><b>Mini Lesson:</b> <a href="#">February Words Anchor Chart</a></p> <ul style="list-style-type: none"> <li>• <i>Who's List is This?</i> by Andrea Butler</li> <li>• Review the Characteristics &amp; Purpose of a List</li> <li>• Shared Writing: Create <b>FEBRUARY</b> Anchor Chart Word List using High Interest Words, then Illustrate</li> <li>• Remind Students that they may Write Lists Too</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Lists</p> <p><b>Mini Lesson:</b> <a href="#">March Words Anchor Chart</a></p> <ul style="list-style-type: none"> <li>• <i>Making a List Video Clip</i> by United Streaming</li> <li>• Review the Characteristics &amp; Purpose of a List</li> <li>• Shared Writing: Create <b>MARCH</b> Anchor Chart Word List using High Interest Words, then Illustrate</li> <li>• Remind Students that they may Write Lists Too</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Lists</p> <p><b>Mini Lesson:</b> <a href="#">April Words Anchor Chart</a></p> <ul style="list-style-type: none"> <li>• <i>Oliver's Must Do List</i> by Brown</li> <li>• Review the Characteristics &amp; Purpose of a List</li> <li>• Shared Writing: Create <b>APRIL</b> Anchor Chart Word List using High Interest Words, then Illustrate</li> <li>• Remind Students that they may Write Lists Too</li> </ul>
<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Lists</p> <p><b>Mini Lesson:</b> <a href="#">May Words Anchor Chart</a></p> <ul style="list-style-type: none"> <li>• <i>Baby Baby Blah Blah Blah!</i> by Jonathan Shapiro</li> <li>• Review the Characteristics &amp; Purpose of a List</li> <li>• Shared Writing: Create <b>MAY</b> Anchor Chart Word List using High Interest Words, then Illustrate</li> <li>• Remind Students that they may Write Lists Too</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Forms: Lists</p> <p><b>Mini Lesson:</b> <a href="#">Field Trip Reflection</a></p> <ul style="list-style-type: none"> <li>• Review the Characteristics &amp; Purpose of a List</li> <li>• Shared Writing: Create Word List of Field Trip Words using High Interest Words, then Illustrate</li> <li>• Encourage Students to Write about their Field Trip</li> <li>• Remind Students that they may Write Lists Too</li> </ul>			

<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Voice</p> <p><b>Mini Lesson:</b> <i>Voices in People, Books, Art, Music</i></p> <ul style="list-style-type: none"> <li>• Three Artifacts: a book, a music cd, and a picture</li> <li>• Play a Game of <i>Who Is It?</i></li> <li>• Have Students Discuss if it was Easy or Difficult to Identify their Classmates' Voices</li> <li>• Share that Authors, Musicians, and Artists create books, music, and art. They create them so that people will enjoy them. Their music, story, or art have something called VOICE. Just like when we played the game, we can hear or see the VOICE in the art, story, or music.</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Voice</p> <p><b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• Music, illustrations, and books have VOICE. Voice makes the audience want to hear/read more. We can identify the kind(s) of voice a story, music, or illustration has. The Voices help us Feel the Emotion in the Story, Music, or Illustration.</li> <li>• Brainstorm Different Kinds of Voices (angry, mad, sad, surprised, etc....). Find clip art faces (emotions work well...or have kids draw them) and post them on the Voices anchor chart.</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Voice</p> <p><b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>David Goes to School</i> by David Shannon</li> <li>• <i>No, David!</i> by David Shannon</li> <li>• <i>David Gets in Trouble</i> by David Shannon</li> <li>• Review the Kinds of Voices (emotion) a Story, Song, or Illustration may Have (Voices Anchor Chart).</li> <li>• Read the David books and mark with post it notes where voice can be "heard" or "seen" in the text or pictures. Label the post it notes with the emotion/voice. Add copies of pictures or words to the anchor chart.</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Voice</p> <p><b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Feelings</i> by ALIK</li> <li>• Music, illustrations, and books have VOICE. Voice makes the audience want to hear/read more. We can identify the kind(s) of voice a story, music, or illustration has.</li> <li>• Read the book. As you encounter new emotion, feeling, and voice words, add them to the VOICE anchor chart.</li> <li>• Remind students that they may add VOICE to their own writing by using feeling words too.</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Voice</p> <p><b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Lots of Feelings</i> by Shelley Rottner</li> <li>• Music, illustrations, and books have VOICE. Voice makes the audience want to hear/read more. We can identify the kind(s) of voice a story, music, or illustration has.</li> <li>• Read the book. As you encounter new emotion, feeling, and voice words, add them to the VOICE anchor chart.</li> <li>• Remind students that they may add VOICE to their own writing by using feeling words too.</li> </ul>
<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Voice</p> <p><b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Peter and the Wolf</i> (music) by Prokofiev</li> <li>• Music, illustrations, and books have VOICE. Voice makes the audience want to hear/read more. We can identify the kind(s) of voice a story, music, or illustration has.</li> <li>• Listen to <i>Peter and the Wolf</i>. Have students share emotion (voice) words the music reminds them of as they listen to it.</li> <li>• Add any new voice/emotion words to the chart.</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Voice</p> <p><b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>I am the Dog, I am the Cat</i> by Donald Hall</li> <li>• Stories with voice make the reader want to read more. We can identify the kind(s) of voice a story has. authors often emphasize words by using text features to add voice to their writing.</li> <li>• Read the and mark with post it notes where voice can be "heard" or "seen" in the text or pictures. Label the post it notes with the emotion/voice. Add copies of pictures or words to the anchor chart.</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Voice</p> <p><b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>The Paper Bag Princess</i> by Robert Munsch</li> <li>• Stories with voice make the reader want to read more. We can identify the kind(s) of voice a story has. authors often emphasize words by using text features to add voice to their writing.</li> <li>• Read the and mark with post it notes where voice can be "heard" or "seen" in the text or pictures. Label the post it notes with the emotion/voice. Add copies of pictures or words to the anchor chart.</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Voice</p> <p><b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Alice the Fairy</i> by David Shannon</li> <li>• Stories with voice make the reader want to read more. We can identify the kind(s) of voice a story has. authors often emphasize words by using text features to add voice to their writing.</li> <li>• Read the and mark with post it notes where voice can be "heard" or "seen" in the text or pictures. Label the post it notes with the emotion/voice. Add copies of pictures or words to the anchor chart.</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Voice</p> <p><b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>The Big Orange Spot</i> by Daniel Manus Pinkwater</li> <li>• Stories with voice make the reader want to read more. We can identify the kind(s) of voice a story has. authors often emphasize words by using text features to add voice to their writing.</li> <li>• Read the and mark with post it notes where voice can be "heard" or "seen" in the text or pictures. Label the post it notes with the emotion/voice. Add copies of pictures or words to the anchor chart.</li> </ul>
<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Voice</p> <p><b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>My Many Colored Days</i> by Dr. Seuss</li> <li>• Music, illustrations, and books have VOICE. Voice makes the audience want to hear/read more. We can identify the kind(s) of voice a story, music, or illustration has.</li> <li>• Read the and mark with post it notes where voice can be "heard" or "seen" in the text or pictures. Label the post it notes with the emotion/voice. Add copies of pictures or words to the anchor chart.</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Voice</p> <p><b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Wemberly Worried</i> by Kevin Henkes</li> <li>• Stories with voice make the reader want to read more. We can identify the kind(s) of voice a story has. authors often emphasize words by using text features to add voice to their writing.</li> <li>• Read the and Notice the Author's use of bolding, italics, underlining, capitalization, repetition, exclamation points, font, or parenthesis is used to show voice.</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Voice</p> <p><b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Walter the Farting Dog</i> by William Kotzwinkle</li> <li>• Stories with voice make the reader want to read more. We can identify the kind(s) of voice a story has. authors often emphasize words by using text features to add voice to their writing.</li> <li>• Read the and Notice the Author's use of bolding, italics, underlining, capitalization, repetition, exclamation points, font, or parenthesis is used to show voice.</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Voice</p> <p><b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Harry the Dirty Dog</i> by Gene Zion</li> <li>• Stories with voice make the reader want to read more. We can identify the kind(s) of voice a story has. authors often emphasize words by using text features to add voice to their writing.</li> <li>• Read the and Notice the Author's use of bolding, italics, underlining, capitalization, repetition, exclamation points, font, or parenthesis is used to show voice.</li> </ul>	<p><b>Writer's Workshop</b>  <b>Unit of Study:</b>  Writing Traits: Voice</p> <p><b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>• <i>Mood Swings</i> by Jim Borgman</li> <li>• Music, illustrations, and books have VOICE. Voice makes the audience want to hear/read more. We can identify the kind(s) of voice a story, music, or illustration has.</li> <li>• Read the and mark with post it notes where voice can be "heard" or "seen" in the text or pictures. Label the post it notes with the emotion/voice. Add copies of pictures or words to the anchor chart.</li> </ul>
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