
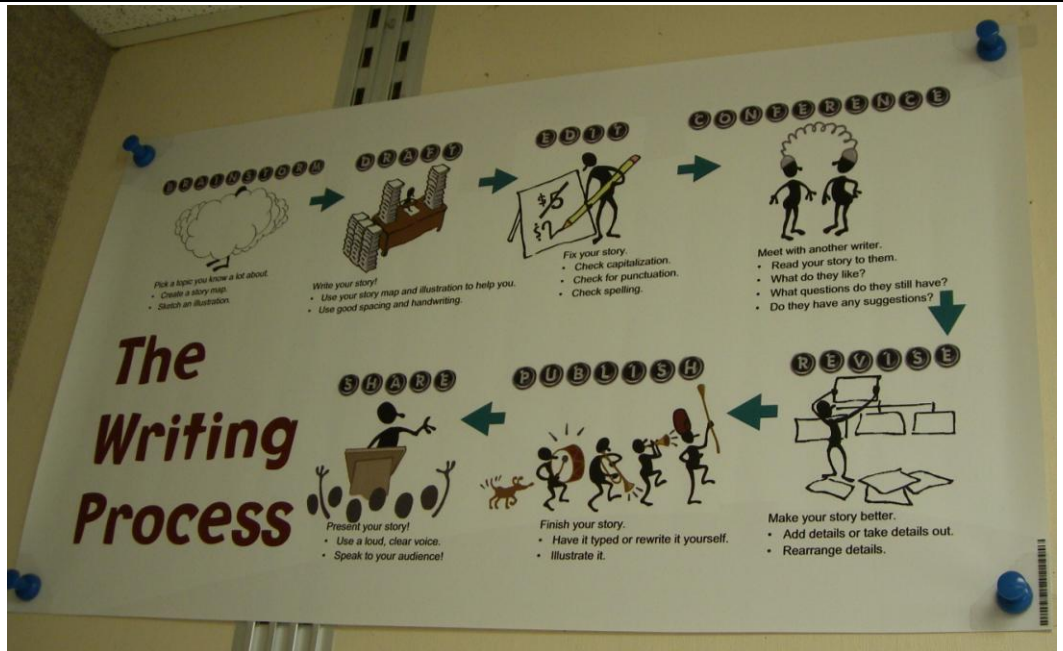
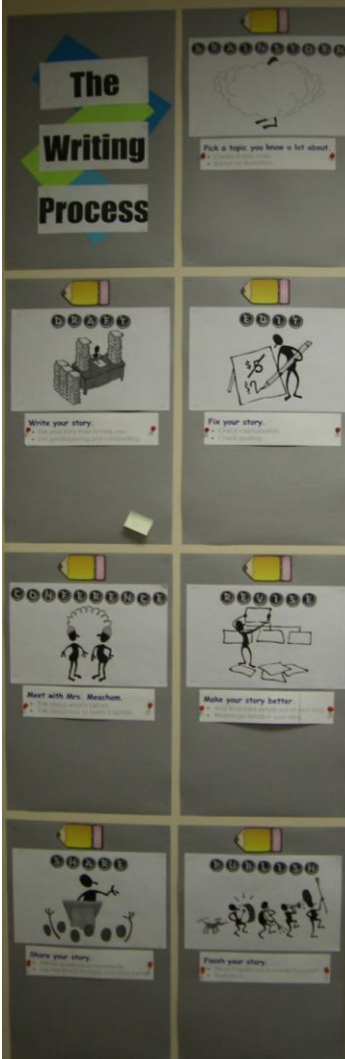



# Writer's Workshop Unit

## Drafting

| Mini Lesson                        | Lesson Summary   |  | Materials  |
|------------------------------------|--|--|--|
| <p><b>Introduce "Drafting"</b></p> | <p>Read <u>The Author with the Fancy Purple Pen</u> by Rozanne Lanczak Williams.<br/>           Discuss: (1) The Girl's Problem and (2) How the Problem was Solved</p> <p>Share, "Today we will talk about the first second step of the Writing Process. Ask the class to recall the name of the first step. Remind students that PREWRITING is "getting ready to write." Share that when writers begin to write, they are doing something called DRAFTING. Share that DRAFTING is "getting words down on paper." Create an expectations chart for what it looks like, sounds like, and feels like when we are DRAFTING stories in our classroom.</p> <p style="text-align: center;">Example of Drafting Behavior Expectations Chart → </p> <p>Encourage writers to remember what it looks like, sounds, and feels like when the authors in our class are DRAFTING.</p>  |  | <ul style="list-style-type: none"> <li>The Author with the Fancy Purple Pen by Rozanne Lanczak Williams</li> <li></li> <li>Anchor Chart Materials for Writing Process Charts</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Premade Writing Process Chart from Teacher Store</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Premade Writing Process Chart that you Created</li> </ul> |

Created and Written by Jessica Meacham at [www.jmeacham.com](http://www.jmeacham.com).



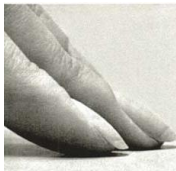
© 2003 – 2011



<http://creativecommons.org/licenses/by-nc-sa/3.0/>

















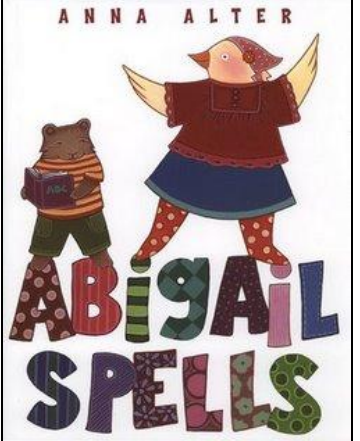









# Writer's Workshop Unit

## Drafting

| Mini Lesson   | Lesson Summary   | Materials |         |  |   |  |
|---|--|-----------|---------|--|---|--|
| <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>• <b>Looks Like</b></li> <li>• <b>Sounds Like</b></li> <li>• <b>Feels Like</b></li> </ul> | <p>Remind students that DRAFTING is "getting words down on paper."<br/>Ask them, "How do authors get words down on paper?" Allow time for a brief discussion.</p> <p>Share with students that you'd like them to think of TWO things as they draft. Display the partially-completed anchor chart (students will fill in expectations as the minilesson progresses).</p> <div data-bbox="386 581 1556 1079" data-label="Complex-Block" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center;"><b>Drafting</b> <i>Looks Like, Sounds Like, and Feels Like</i></p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr style="background-color: #cccccc;"> <th style="padding: 5px;">Students</th> <th style="padding: 5px;">Teacher</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>• Reread to keep ideas flowing</li> <li>• Remember spelling strategies</li> </ul> </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>• Remind writers about rereading</li> <li>• Remind writers about strategies</li> </ul> </td> </tr> </tbody> </table> </div> <p>Tell the class that the next two lessons will deal with HOW a reader REREADS and WHICH spelling STRATEGIES they use when they don't know a word.</p> | Students  | Teacher | <ul style="list-style-type: none"> <li>• Reread to keep ideas flowing</li> <li>• Remember spelling strategies</li> </ul> | <ul style="list-style-type: none"> <li>• Remind writers about rereading</li> <li>• Remind writers about strategies</li> </ul> | <ul style="list-style-type: none"> <li>• Anchor Chart Materials for Drafting Looks, Sounds, and Feels Like...</li> </ul> |
| Students  | Teacher  |           |         |  |   |  |
| <ul style="list-style-type: none"> <li>• Reread to keep ideas flowing</li> <li>• Remember spelling strategies</li> </ul>                                | <ul style="list-style-type: none"> <li>• Remind writers about rereading</li> <li>• Remind writers about strategies</li> </ul>  |           |         |  |   |  |

# Writer's Workshop Unit

## Drafting

| Mini Lesson   | Lesson Summary  | Materials  |   |                    |     |       |                        |                                |                      |                         |                    |   |   |  |   |      |      |       |       |      |      |       |        |   |      |       |      |      |      |       |       |      |      |       |        |   |  |
|---|---|--|---|--------------------|-----|-------|------------------------|--------------------------------|----------------------|-------------------------|--------------------|---|---|--|---|------|------|-------|-------|------|------|-------|--------|---|------|-------|------|------|------|-------|-------|------|------|-------|--------|---|--|
| <p><b>Spelling Strategies Anchor Chart Beginnings...</b></p>  | <p>You will NOT be teaching ALL the strategies today. Instead, you will "set up" the template for the Spelling Strategies Anchor Chart.</p> <p>Gather the class at the meeting area. Begin by reading <i>Abigail Spells</i> by Anna Alter. Discuss:</p> <ul style="list-style-type: none"> <li>• What Abigail loves to do</li> <li>• What a spelling bee is</li> <li>• How Abigail felt when she didn't move on in the spelling bee</li> </ul> <p>Share, "I remember when I was in elementary school, we had spelling bees. In fact, they still have them. When you are older and in grade ____, you will have the chance to be in a spelling bee, if you choose to do so. Spelling is a very important skill. Writers use spelling strategies all the time. Even now, as an older writer, I use spelling strategies, because I don't know how to spell EVERY single word. Some words are harder for me than others. I will always be learning how to be a better speller. I will always be learning how to spell new words that I've never spelled before."</p> <p>Point to the anchor chart materials. Share that today the class will begin a new anchor chart that will list many spelling strategies that writers could use when they don't know how to spell a word. Share that we won't finish the chart, but instead, we will continue to add to it as we learn new strategies.</p> <div data-bbox="352 873 1591 1336" data-label="Table"> <table border="1"> <thead> <tr> <th colspan="5" data-bbox="352 873 1591 979">Spelling Strategies</th> </tr> <tr> <th data-bbox="352 979 600 1019">Have I Seen It Before?</th> <th data-bbox="600 979 848 1019">Think...<i>long or short?</i></th> <th data-bbox="848 979 1096 1019">Hear &amp; Record Sounds</th> <th data-bbox="1096 979 1344 1019">Is There a Similar Word</th> <th data-bbox="1344 979 1591 1019">Is it in the Room?</th> </tr> </thead> <tbody> <tr> <td data-bbox="352 1019 600 1336">  <p>Do you remember seeing the word in a book or somewhere else?<br/>Try t remember what it looked like. Spell it!</p> </td> <td data-bbox="600 1019 848 1336"> <p>Think hard..</p>  <p>Is the word long.<br/>Is the word short?</p> </td> <td data-bbox="848 1019 1096 1336"> <p>Say the word slowly.</p>  <p>Listen carefully.</p> <p>Write the sounds you hear.</p>  <p>Repeat.. Repeat.. Repeat..</p> </td> <td data-bbox="1096 1019 1344 1336"> <p>Do you know a word that sounds like the word?</p> <table border="1" data-bbox="1113 1112 1323 1218"> <tr><td>and</td><td>ang</td><td>light</td><td>ool</td></tr> <tr><td>band</td><td>bang</td><td>light</td><td>boat</td></tr> <tr><td>hand</td><td>hang</td><td>might</td><td>coat</td></tr> <tr><td>land</td><td>rang</td><td>night</td><td>float</td></tr> <tr><td>sand</td><td>sang</td><td>right</td><td>throat</td></tr> </table> <p>Use the word you know to help you spell the word you don't know.</p> </td> <td data-bbox="1344 1019 1591 1336">  <p>High Interest Word Charts</p>  <p>Word Collection Charts</p>  <p>Anchor Charts</p>  <p>Mini Offices</p> </td> </tr> </tbody> </table> </div> <p>For today, just add the title and section headings. If you've covered one of the spelling strategies already, add that as well. Remind students that we will finish the chart over time.</p> | Spelling Strategies  |   |                    |     |       | Have I Seen It Before? | Think... <i>long or short?</i> | Hear & Record Sounds | Is There a Similar Word | Is it in the Room? |  <p>Do you remember seeing the word in a book or somewhere else?<br/>Try t remember what it looked like. Spell it!</p> | <p>Think hard..</p>  <p>Is the word long.<br/>Is the word short?</p> | <p>Say the word slowly.</p>  <p>Listen carefully.</p> <p>Write the sounds you hear.</p>  <p>Repeat.. Repeat.. Repeat..</p> | <p>Do you know a word that sounds like the word?</p> <table border="1" data-bbox="1113 1112 1323 1218"> <tr><td>and</td><td>ang</td><td>light</td><td>ool</td></tr> <tr><td>band</td><td>bang</td><td>light</td><td>boat</td></tr> <tr><td>hand</td><td>hang</td><td>might</td><td>coat</td></tr> <tr><td>land</td><td>rang</td><td>night</td><td>float</td></tr> <tr><td>sand</td><td>sang</td><td>right</td><td>throat</td></tr> </table> <p>Use the word you know to help you spell the word you don't know.</p> | and  | ang  | light | ool   | band | bang | light | boat   | hand  | hang | might | coat | land | rang | night | float | sand | sang | right | throat |  <p>High Interest Word Charts</p>  <p>Word Collection Charts</p>  <p>Anchor Charts</p>  <p>Mini Offices</p> |  <p><i>Abigail Spells</i><br/>By Anna Alter</p> <ul style="list-style-type: none"> <li>• Anchor Chart Materials for Spelling STRATEGIES</li> </ul>  <p>Spelling strategies lessons can be found in the CONVENTIONS unit.</p> |
| Spelling Strategies   |   |  |   |                    |     |       |                        |                                |                      |                         |                    |   |   |  |   |      |      |       |       |      |      |       |        |   |      |       |      |      |      |       |       |      |      |       |        |   |  |
| Have I Seen It Before?  | Think... <i>long or short?</i>  | Hear & Record Sounds   | Is There a Similar Word   | Is it in the Room? |     |       |                        |                                |                      |                         |                    |   |   |  |   |      |      |       |       |      |      |       |        |   |      |       |      |      |      |       |       |      |      |       |        |   |  |
|  <p>Do you remember seeing the word in a book or somewhere else?<br/>Try t remember what it looked like. Spell it!</p> | <p>Think hard..</p>  <p>Is the word long.<br/>Is the word short?</p>   | <p>Say the word slowly.</p>  <p>Listen carefully.</p> <p>Write the sounds you hear.</p>  <p>Repeat.. Repeat.. Repeat..</p> | <p>Do you know a word that sounds like the word?</p> <table border="1" data-bbox="1113 1112 1323 1218"> <tr><td>and</td><td>ang</td><td>light</td><td>ool</td></tr> <tr><td>band</td><td>bang</td><td>light</td><td>boat</td></tr> <tr><td>hand</td><td>hang</td><td>might</td><td>coat</td></tr> <tr><td>land</td><td>rang</td><td>night</td><td>float</td></tr> <tr><td>sand</td><td>sang</td><td>right</td><td>throat</td></tr> </table> <p>Use the word you know to help you spell the word you don't know.</p> | and                | ang | light | ool                    | band                           | bang                 | light                   | boat               | hand  | hang  | might  | coat  | land | rang | night | float | sand | sang | right | throat |  <p>High Interest Word Charts</p>  <p>Word Collection Charts</p>  <p>Anchor Charts</p>  <p>Mini Offices</p> |      |       |      |      |      |       |       |      |      |       |        |   |  |
| and   | ang   | light  | ool   |                    |     |       |                        |                                |                      |                         |                    |   |   |  |   |      |      |       |       |      |      |       |        |   |      |       |      |      |      |       |       |      |      |       |        |   |  |
| band  | bang  | light  | boat  |                    |     |       |                        |                                |                      |                         |                    |   |   |  |   |      |      |       |       |      |      |       |        |   |      |       |      |      |      |       |       |      |      |       |        |   |  |
| hand  | hang  | might  | coat  |                    |     |       |                        |                                |                      |                         |                    |   |   |  |   |      |      |       |       |      |      |       |        |   |      |       |      |      |      |       |       |      |      |       |        |   |  |
| land  | rang  | night  | float   |                    |     |       |                        |                                |                      |                         |                    |   |   |  |   |      |      |       |       |      |      |       |        |   |      |       |      |      |      |       |       |      |      |       |        |   |  |
| sand  | sang  | right  | throat  |                    |     |       |                        |                                |                      |                         |                    |   |   |  |   |      |      |       |       |      |      |       |        |   |      |       |      |      |      |       |       |      |      |       |        |   |  |

Created and Written by Jessica Meacham at [www.jmeacham.com](http://www.jmeacham.com).

© 2003 – 2011



<http://creativecommons.org/licenses/by-nc-sa/3.0/>

# Writer's Workshop Unit

## Drafting

| Mini Lesson                                       | Lesson Summary  | Materials  |
|---|---|--|
| <p><b>Rereading to Keep the Ideas Flowing</b></p> | <p>The strategy of writing and rereading to keep the flow of ideas going must be modeled, modeled, and MODELED. Students will catch on quickly when they see you doing this during your modeled writing throughout the day. For today's lesson, though, you will model it and name it as a strategy that readers use to keep the ideas flowing during the DRAFTING stage.</p> <p>Gather students at the meeting area. Have chart paper, an interactive whiteboard, or dry erase board available. Point to the Writing Process anchor chart. Discuss PREWRITING and DRAFTING. Remind students that PREWRITING is "getting ready to write" and DRAFTING is "getting words on paper."</p> <p>Point to the "DRAFTING Looks Like, Sounds Like, and Feels Like" anchor chart. Ask students what two jobs authors have as they draft. What does the "mentor author" or teacher do while they DRAFT?</p> <p>Point to the Spelling Strategies anchor chart. Remind students that when DRAFTING, authors use spelling strategies when they need to write a word they don't know how to spell. Review any strategies you have placed on the chart. Remind students that the chart is a work-in-progress. Share that today we will learn about the OTHER job authors do when they are DRAFTING -- <i>rereading to keep the ideas flowing</i>.</p> <p>Begin drafting your story. Demonstrate how to reread as you write. Think out loud, "When I am writing, I sometimes get distracted, or have to stop writing. It HELPS me to go back and reread to keep the ideas flowing." Think out loud, "When I am writing, I sometimes have to stop to work on spelling a tough word. After I use a spelling strategy (point to the chart) to spell the word, it HELPS me to go back and reread to keep the ideas flowing." Create a list of reasons for rereading.</p> <p>Encourage students to begin rereading as they write.</p> | <ul style="list-style-type: none"> <li>• dry erase board, anchor chart paper, or interactive whiteboard</li> <li>• materials to create "reasons for rereading to keep the ideas flowing" list/chart</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;"><b>When to Reread to Keep the Ideas Flowing</b></p> <p>Reread when...</p> <ul style="list-style-type: none"> <li>-I have to stop to use a spelling strategy</li> <li>-I get interrupted and stop writing</li> <li>-I get distracted by a someone</li> <li>-I come back from a bathroom break</li> <li>-I come back from a drink break</li> <li>-I am finished writing a sentence</li> <li>-I am finished writing a few sentences</li> <li>-</li> <li>-</li> <li>-</li> <li>-</li> </ul> <p style="font-size: small; text-align: center;"><i>Add to the list as other reasons present themselves.</i></p> </div> |

