

Writer's Workshop Unit

List Making

Mini Lesson	Lesson Summary	Materials
<p>What a List Is</p>	<p>Gather students around the carpet area.</p> <p>Tell students that today we will be talking about a different kind of writing. Tell students that this kind of writing is not the kind of writing where we tell stories. Tell students that this kind of writing is not the kind of writing where we tell about what happened to us.</p> <p>Ask, "Have you ever seen your mom or dad write down what they are going to buy at the store?" Facilitate discussion:</p> <ul style="list-style-type: none"> <input type="checkbox"/> what kinds of things did they write <input type="checkbox"/> why did they write <input type="checkbox"/> what did they write on <input type="checkbox"/> did they bring it with them <p>Say, "Today's book will teach us about lists and also help us to become better writers." Share the title of the book. Read <i>Oliver's Must Do List</i> by Susan Taylor Brown.</p> <p>When finished, discuss the book with the class. Say, "A list is a tool that people use to help them remember something."</p> <p>Share examples of lists that you've pre-created and put into the "Our Book of Lists" class book. Share with students that you'd like them to create lists to add to the class book.</p> <p>NOTE - - at this point don't REQUIRE students to create lists...they will begin to do so when they are ready... Remind students that writers use lists as a tool help them remember something.</p> <p>Ask, "Why might someone write a list?" Facilitate Discussion:</p> <ul style="list-style-type: none"> <input type="checkbox"/> packing <input type="checkbox"/> shopping <input type="checkbox"/> Etc <p>Remind students that writing lists is a way to help us remember something.</p> <p>Model for students how to write a list {see suggested lists under "resources"}.</p> <p>Illustrate the list you wrote by adding simple pictures and add it to the class book.</p> <p>Encourage students to write their own list during independent writing time. Dismiss for Writer's Workshop.</p>	<p>Our Book of Lists...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Class Names List <input type="checkbox"/> Grocery List <input type="checkbox"/> Vacation List <input type="checkbox"/> Telephone Number List <input type="checkbox"/> Lunch Menu List <input type="checkbox"/> Word Wall List <input type="checkbox"/> Colors List <input type="checkbox"/> Numbers List <input type="checkbox"/> Shapes List <input type="checkbox"/> Pets List <input type="checkbox"/> Zoo Animal List <input type="checkbox"/> Ocean Animal List <input type="checkbox"/> Picnic List <input type="checkbox"/> Beach List <input type="checkbox"/> School Supply List <input type="checkbox"/> Christmas List <input type="checkbox"/> Fruits List <input type="checkbox"/> Vegetables List <input type="checkbox"/> Favorite Songs List <input type="checkbox"/> Etc. <div data-bbox="1801 711 2020 1008" style="text-align: center;"> <p>Oliver's Must-Do List By Susan Taylor Brown • Illustrated by Mary Sullivan</p> </div> <p><i>Oliver's Must-Do List</i> by Susan Taylor Brown</p>

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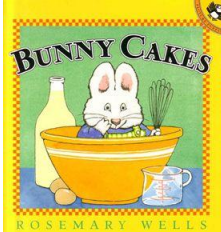
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Why We Make Lists	<p>Gather students around the carpet area.</p> <p>Tell students that we will be talking about a different kind of writing, just like yesterday.</p> <p>Tell students that this kind of writing is not the kind of writing where we tell stories.</p> <p>Tell students that this kind of writing is not the kind of writing where we tell about what happened to us.</p> <p>Ask, "What could I write if I wanted to remember what to buy at the store? What things would I write on it?"</p> <p>Facilitate discussion:</p> <ul style="list-style-type: none"><input type="checkbox"/> milk<input type="checkbox"/> bread<input type="checkbox"/> cheese<input type="checkbox"/> etc. <p>Say, "Today's book will teach us about lists and also help us to become better writers."</p> <p>Share the title of the book.</p> <p>Read <i>Bunny Cakes</i> by Rosemary Wells.</p> <p>When finished, discuss the book with the class.</p> <p>Ask, "What did Max need to write before making the cake? What was on his list that he wrote?"</p> <p>Say, "A list is a tool that people use to help them remember something."</p> <p>Ask, "Why might someone write a list?"</p> <p>Facilitate Discussion:</p> <ul style="list-style-type: none"><input type="checkbox"/> packing<input type="checkbox"/> shopping<input type="checkbox"/> etc. <p>Share examples of lists that you've pre-created and put into the "Our Book of Lists" class book.</p> <p>Share with students that you'd like them to create lists to add to the class book.</p> <p>NOTE - - at this point don't REQUIRE students to create lists...they will begin to do so when they are ready...</p> <p>Remind students that writers use lists as a tool help them remember something.</p> <p>Remind students that writing lists is a way to help us remember something.</p> <p>Model for students how to write a list.</p> <p>Illustrate the list you wrote by adding simple pictures and add it to the class book.</p> <p>Encourage students to write their own list during independent writing time.</p>	 <p><i>Bunny Cakes</i> by Rosemary Wells</p>

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What Lists Look Like	<p>Gather students around the carpet area.</p> <p>Ask, "What could I write if I wanted to remember what supplies I needed for school? What things would I write on it?"</p> <p>Facilitate discussion:</p> <ul style="list-style-type: none"><input type="checkbox"/> markers<input type="checkbox"/> crayons<input type="checkbox"/> glue <p>Say, "Today's book will teach us about lists and also help us to become better writers."</p> <p>Share the title of the book.</p> <p>Read a few pre-selected excerpts from <i>Very Silly Lists</i> by Tony Bradman.</p> <p>When finished, discuss the book with the class.</p> <p>Ask, "Why were some of the different kinds of lists in this book?"</p> <p>Say, "A list is a tool that people use to help them remember something."</p> <p>Ask, "What does a list look like?"</p> <p>Facilitate Discussion:</p> <ul style="list-style-type: none"><input type="checkbox"/> words<input type="checkbox"/> phrases<input type="checkbox"/> bullets/numbers to separate ideas <p>Say, "Those are all very good observations. You are right, lists do look like that."</p> <p>Say, "There is one other thing that a list has. It has a title!"</p> <p>Revisit several of the lists from the book and notice the titles of the lists.</p> <p>Revisit several of the lists in the "Our Book of Lists" class book - - talk about what titles could be added.</p> <p>Add titles to the lists.</p> <p>Share with students that you'd like them to create lists to add to the class book.</p> <p>NOTE - - <i>at this point don't REQUIRE students to create lists...they will begin to do so when they are ready...</i></p> <p>Remind students that writers use lists as a tool help them remember something.</p> <p>Remind students that writing lists is a way to help us remember something.</p> <p>Remind students of what lists look like, and that they have titles.</p> <p>Model for students how to write a list, and add a title to it.</p> <p>Illustrate the list you wrote by adding simple pictures and add it to the class book.</p> <p>Encourage students to write their own list during independent writing time.</p>	 <p><u>Very Silly Lists</u> by Tony Bradman</p>

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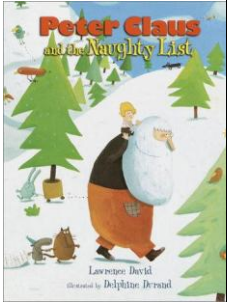
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<p>When We Make Lists</p>	<p>Gather students around the carpet area. Ask, "What could I write if I wanted to remember what to bring on a picnic? What things would I write on it?" Facilitate discussion: <input type="checkbox"/> food <input type="checkbox"/> drink <input type="checkbox"/> plates Say, "Today's book will teach us about lists and also help us to become better writers." Share the title of the book. Say, "This book is about Santa Claus and his son, Peter." Say, "What kinds of lists might Santa write? Why would Santa need to write a list?" Read <i>Peter Claus and the Naughty List</i> by Lawrence David. When finished, discuss the book with the class. Ask, "What list was Peter Claus on? Did he want to be on the list?" Say, "A list is a tool that people use to help them remember something." Ask, "What does a list look like?" Facilitate Discussion: <input type="checkbox"/> words <input type="checkbox"/> phrases <input type="checkbox"/> bullets/numbers to separate ideas <input type="checkbox"/> title Say, "Those are all very good observations. You are right, lists do look like that." Ask, "Do your parents ever make lists?" Discuss reasons why parents [families] make lists. Take time to share "Family Lists" that the children brought in. Add the lists to "Our Family Lists" class book. NOTE - - <i>Assign families "homework" {create a family list} before teaching this mini lesson. Ideas are listed under <u>resources</u>.</i> Share with students that you'd like them to create lists to add to the class book, <i>Our Book of Lists</i>. NOTE - - <i>at this point don't REQUIRE students to create lists...they will begin to do so when they are ready...</i> Remind students that writers use lists as a tool help them remember something. Remind students that writing lists is a way to help us remember something. Remind students of what lists look like, and that they have titles. Model for students how to write a list, and add a title to it. Illustrate the list you wrote by adding simple pictures and add it to the class book. <input type="checkbox"/> Encourage students to write their own list during independent writing time.</p>	<p>Possible Family Lists...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Things in our Refrigerator <input type="checkbox"/> Things in our Bathroom <input type="checkbox"/> Things in our Kitchen <input type="checkbox"/> Things in our Garage <input type="checkbox"/> Things in our Garden <input type="checkbox"/> Toys in our House <input type="checkbox"/> Cars in our Driveway <input type="checkbox"/> Children in our House <input type="checkbox"/> Pets in our House <input type="checkbox"/> What we Ate for Dinner <input type="checkbox"/> What we Ate for Breakfast <input type="checkbox"/> Names of our Neighbors <input type="checkbox"/> Names of our Friends <input type="checkbox"/> Names of our Family Members <input type="checkbox"/> Favorite Places to Eat <input type="checkbox"/> Favorite Places to Visit <input type="checkbox"/> Favorite Songs to Listen To <input type="checkbox"/> Favorite Colors <input type="checkbox"/> Favorite Numbers <input type="checkbox"/> Favorite Shapes <input type="checkbox"/> Favorite Foods <input type="checkbox"/> Favorite Desserts <input type="checkbox"/> Favorite Animals <input type="checkbox"/> Favorite Bugs <input type="checkbox"/> Favorite Movies <input type="checkbox"/> Favorite TV Shows <input type="checkbox"/> Colors in our House 	 <p><i>Peter Claus and the Naughty List</i> by Lawrence David illustrated by Delphine Brumard</p>

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<p>How We Use Lists</p>	<p>Gather students around the carpet area. Ask, "What could I write if I wanted to remember what I saw at the zoo? What things would I write on it?" Facilitate discussion:</p> <ul style="list-style-type: none"> <input type="checkbox"/> elephants <input type="checkbox"/> zebras <input type="checkbox"/> tigers <p>Share that we've learned about what lists are, why we write them, what lists can be written, and what lists look like. Say, "Today we are going to learn how to USE lists." Say, "I have several lists in my hands." Say, "You are going to work with a partner today and use the lists to find things in the classroom." Read through the list titles to see what kinds of lists children will be working with. Say, "When you are working with your partner, you'll be looking for things in the classroom." Ask, "Do you think it will be easy to find the things on the lists?" Ask, "What do you think we should do when we find something that is on the list?" Facilitate discussion:</p> <ul style="list-style-type: none"> <input type="checkbox"/> cross it off <input type="checkbox"/> highlight it <input type="checkbox"/> circle it <input type="checkbox"/> check it <input type="checkbox"/> scribble it <p>Remind students that they are going to work with a partner today and using a list to find things in the classroom. Establish partnerships. Distribute lists. Distribute clipboards. Make highlighters, pens, pencils, markers, and other writing tools available. Remind students to work neatly, quietly, and cooperatively. Allow students time to work. Gather as a class, when all groups are finished, or just about finished. Allow partnerships to share their lists, and the things they were able to find on the lists. Remind students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> that writers use lists as a tool help them remember something <input type="checkbox"/> that writing lists is a way to help us remember something <input type="checkbox"/> of what lists look like <input type="checkbox"/> that they have titles <input type="checkbox"/> of when we might want to make lists <input type="checkbox"/> how we use lists <p>Encourage students to write their own list during independent writing time. NOTE - - at this point don't REQUIRE students to create lists...they will begin to do so when they are ready...</p>	<p>Possible Classroom Lists...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Things that are Circle Shaped <input type="checkbox"/> Things that are Square Shaped <input type="checkbox"/> Things that are Rectangle Shaped <input type="checkbox"/> Things that are Triangle Shaped <input type="checkbox"/> Furniture in our Room <input type="checkbox"/> Sight Words in our Room <input type="checkbox"/> Books in our Room <input type="checkbox"/> Writing Tools in our Room <input type="checkbox"/> Things that are Red <input type="checkbox"/> Things that are Orange <input type="checkbox"/> Things that are Yellow <input type="checkbox"/> Things that are Green <input type="checkbox"/> Things that are Blue <input type="checkbox"/> Things that are Purple <input type="checkbox"/> Things that are White <input type="checkbox"/> Things that are Brown <input type="checkbox"/> Things that are Black <input type="checkbox"/> Things that are Gray <input type="checkbox"/> Things that Make Noise <input type="checkbox"/> Numbers in our Room 	

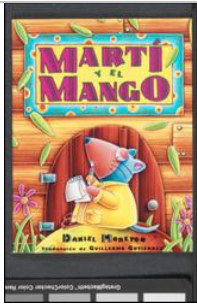
Other List-Making Books:

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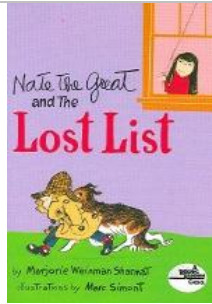
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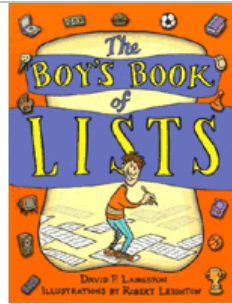
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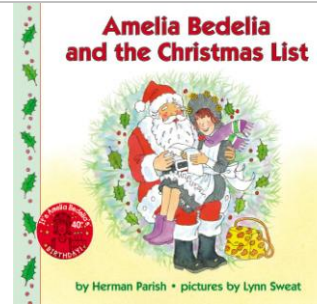
Marti and Mango
by Daniel Morton



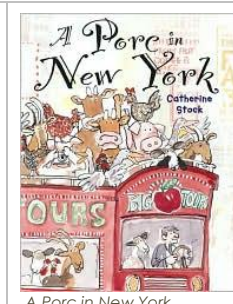
Nate the Great and the Lost List
by Marjorie Sharmat



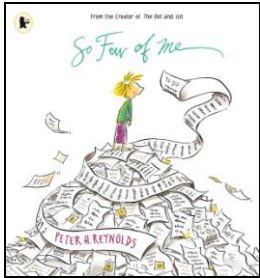
The Boy's Book of Lists
by David Langston



Amelia Bedelia and the Christmas List
by Herman Parish



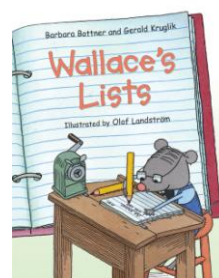
A Porc in New York
by Catherine Stock



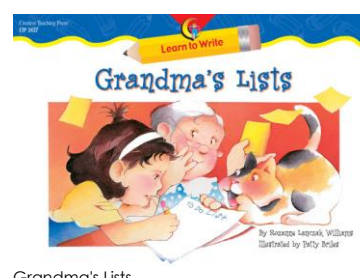
So Few of Me
by Peter H. Reynolds



Little by Little
by Amber Stewart



Wallace's Lists
by Barbra Bottner



Grandma's Lists
By Rozanne Williams Lanczak

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