*First Four (Six) Weeks- Writing Plans: Building a Writing Community*

Monday: (Week 1 Day 1) -

* **Introduce the concept of a writing community**- Explain to students that this is when/where they will write stories, think and write about their lives, things they are learning and things they are interested in. This will be a time they will be able to share and talk about their writing with others, learn about what authors do and help one another become stronger writers. Express the importance of listening carefully to one another while sharing ideas and working together so that everyone can learn. Create a writing community where everyone feels safe, welcome and cared for. This week's focus will be creating a caring classroom community.
* **Learn and practice the procedure for gathering**- Model where you will sit and explain where you would like the students to sit.
	+ Before asking students to move, state expectations for how to gather in a responsible way and explain why it is important for them to follow your instructions.
	+ Have students practice gathering and comment on what you observe without mentioning student names. Explain that you would like students to do the same thing every time they gather for lessons.
* **Discuss writing experiences**- Once you have practiced gathering, briefly discuss their writing experience by asking what are some things they may have written and/or where they see writing at home, at school, or in their neighborhood.
	+ Explain how students can learn more about one another through writing about their lives and sharing their writing with one another.
	+ Read  *My Heart Fills With Happiness* and discuss with students what made the children happy in the story. After reading, have students close their eyes and think about something they love to do or what makes them happy.
	+ Using chart paper, write “I love to \_\_\_\_\_” and have students share their ideas. Record their ideas on chart paper as words or phrases that could complete the story starter and draw a simple picture next to each one.
* **Introduce writing notebooks in order to write and draw**- Introduce the writing notebooks and explain that all of their drafts will happen in them. Discuss their responsibilities of taking care of it and having it ready for writing time each day. Have a model notebook prepared for them.
	+ Model how students will start on the first page of their notebooks and fill one page before moving on to the next.
	+ Have students write and draw their own list of things they love to do or write about. Explain writing time expectations including how they will be quiet, take care of writing materials, start working right away and work the whole time.
	+ Have a signal for when writing time is finished. Allow them to write and draw for 10 minutes, reminding of expectations when necessary.
* **Sharing and reflecting**- Have students quietly read their ideas to themselves. It is important for them to be able to read their own writing and pictures.
	+ Have volunteers share their ideas and add them to the whole group chart paper. Explain how tomorrow they will write stories about what they love to do.

Tuesday: (Week 1 Day 2)-

* **Practice procedures for gathering and discuss working responsibly-** Reinforce that students work responsibly during writing lessons by following instructions when they gather and return to their seats.
	+ Explain the importance of this because it helps make sure the class can spend more time learning and that no one gets hurt while moving from place to place. Review procedures and expectations created on Day 1.
* **Model illustrating and Writing an “I love to” Story**- review Day 1 read aloud and remind students that it is about things that the children love and things that make them happy. Explain that students will write their own stories about what they love to do and share their writing with their classmates.
	+ Briefly review the “I love \_\_\_” chart from Day 1. Have students watch you as you model choosing an idea and writing and illustrating an “I love to” story.
	+ Start by modeling a sentence or two, leaving space to add more writing later, and drawing a picture to match. Begin the story with “I love to…” Ex: I love to read. I love funny stories.
	+ Explain to students that when they write their own stories, they can begin with “I love to” if they wish, use ideas from the chart or write new ideas for things they love to do. They can write as many words and sentences as they’d like as long as they leave room to add to their writing tomorrow.
* **Review procedures for writing time and write and illustrate stories**- Have students return to their seats, open their writing notebooks and find their writing from yesterday. Give them a few moments to gather their materials, share their ideas and ask questions.
	+ Conduct your call and response or chime and explain that they can begin their writing of their “I love to” stories.
	+ Remind students that they will start right away and work the whole time so that everyone gets a lot of practice writing and can become strong writers. Also remind them to skip a line or double space so they can add to their writing later.
	+ Any student that finishes their “I love to” story and illustration early may start another story about anything else they may choose. Give them 10 minutes to write and signal when time is up. If they did not finish, they will have time tomorrow to complete them.
	+ Reflect on working responsibly-Remind students that when they are working responsibly, they are helping to build the classroom community by acting in ways that help them learn and work well with their classmates. Discuss some behaviors that you witnessed that were responsible and discuss as a class what they did well.

Wednesday: (Week 1 Day 3)-

* **Discuss working responsibly**- briefly review the procedures for gathering and writing time expectations.
	+ Gather students to carpet to explore the illustrations in *My Heart Fills With Happiness.* Review that the drawings are illustrations and the person who draws them is the illustrator.
	+ Discuss how the pictures help them know what a story is about and point out that the drawings in the book make sense with the words on the page and some illustrations may even tell more than the words do.
* **Model rereading and adding to an illustration**- Go back to Day 2 model writing chart and have students watch as you briefly model rereading your writing and adding details to the words and the illustrations.
	+ Read your story aloud by pointing under each word as you read it. Model adding to it. (Ex: *I love to read. I love funny stories.* My dog loves to read with me. He sits on the floor.)
	+ As you add to the sentence, add the dog on the floor to match the words. You can also add more than one book since it says you like stories to provide another example. Send students back to their seats to reread their writing and how they can add more or match their illustration to their writing.
* **Add to Illustrations and Stories**- review writing time expectations before writing where students get started right away, work the whole time and are quiet. Explain that this is so everyone can become stronger writers.
	+ Students will work on adding to illustrations and writing for 10 minutes. Review writing time ending signal. If students finish early, they can add to another story or write a new one.
	+ Reflect on what was done well and how they worked responsibly during the writing time.

Thursday: (Week 1 Day 4)-

* **Select a story to share**-have students quietly read the stories they wrote this week and choose one to share with the class. They will mark the page with a sticky note. Allow students time to choose and reread their story.
	+ Students will gather on the carpet with their notebooks. Go over listening and sharing expectations such as eye contact, loud clear voices, respectful and careful listening, and paying attention to the speaker.
	+ Model sharing your story and ask students what you did well while reading aloud, how they can show they are interested in someone’s story and what they can do if they can’t hear the speaker.
* **Share writing**- invite students to come up and share their writing in front of the class. They will say their name, share their story and show their picture.
	+ Ask the students what they learned about their classmate from listening to her story and who can relate to that. Introduce the “me too” signal and ask a few to share their own story.
	+ Reflect on their sharing experiences. Ask students how it felt, what classmates did to make you feel that way, what did they do to show respectful listening, etc.
	+ If time allows, students can practice free writing.

Friday: (Free Write Time)- utilize the writing block time to make a class book using C.A.R.E.S or their first day feelings. You can choose any of their first day(s) writing pieces to add detail to and reiterate what they have learned thus far. .

Monday: (Week 2 Day 1)-

* **Review procedures for another read aloud-** Review gathering expectations and procedures for week 2 read aloud *When We Are Kind*.
	+ Review the vocabulary words author and illustrator prior to reading the book while you go over the cover and begin reading. Clarify vocabulary in the new book as needed.
	+ Discuss the story by recalling events, what students enjoyed, how people in the book were kind as well as how they can be kind.
* **Guided writing practice using whiteboards**- Display a whiteboard, dry-erase marker, and an eraser and explain that each student will receive these materials. Model any procedures you would like students to follow as they use them. Ex: not to write until told to do so, not leave the marker cap off, not lose the caps, etc.
	+ Discuss responsible whiteboard usage while modeling how to use them to practice writing sentences. Use the “I am kind when I” chart to write an “I am kind when I” sentence. Slowly write the sentence starter and have students follow along with you.
	+ Point out important things students must remember while you model such as starting left to right, finger spaces, sounding out words, etc. When students have the sentence starter completed, ask for volunteers to share how the sentence can be finished. Remind students to end their sentence with a period.
	+ Read the model sentence aloud, point to each word as you read and have students erase their boards. Repeat this one or two more times before allowing students to come up with their own sentences and use the whiteboards to do so.
	+ Students can share their sentences when they are done and reflect on what they did well with using the materials responsibly.

Tuesday: (Week 2 Day 2)-

* **Pair students and introduce them to “Turn and Talk”**- Explain that often in this writing community, students will talk in pairs about their thinking and writing. Express that working with partners gives everyone a chance to talk about what they are thinking and learning before sharing their ideas with the class. They will work with many different partners throughout the school year.
	+ Randomly assign partners and make sure they know eachothers names. Partners will sit next to each other when gathering on the carpet but still facing you. Explain the turn to your partner procedure and expectations.
	+ Have a signal to end the turn and talk so students know when to stop talking and turn and face you.
	+ Briefly model and practice turning and talking with a question like “What do you like about school?”. Signal turn and talk, allow them to both get a chance to share and signal to end turn and talk.
	+ Reflect on what went well and what they can do next time to make the experience better.
* **Model writing and illustrating a story about being kind**- Explain to students that they will be writing their own story about being kind. Use the “I am kind when I \_\_\_\_\_” chart and read the sentences aloud with your students.
	+ Have students watch as you think aloud and briefly model writing and illustrating a story about being kind. Begin the story with “I am kind when I help a neighbor.” Draw a picture of you carrying your neighbors bags up the stairs.
	+ Ask the students to help add to your writing by asking them what else you can add to your writing by having them turn and talk first prior to giving you examples. Add 1 or 2 of your students' sentences to your writing.
	+ Have students turn and talk again to their partner to discuss what they will write about. After you signal for them to stop, send them back to their seats to begin writing in their writing notebooks. Students will write and illustrate their writing. If they finish early, they can write another story.
	+ Reflect on what they did well during turn and talk as well as writing time.

Wednesday: (Week 2 Day 3)-

* **Review Turn and Talk Procedures**- Use turn and talk routine and procedures to discuss the illustrations in “When We Are Kind”. Explain that the students will look at the illustrations again and add to their own pictures.
	+ Reread pages 10-11 as a class and discuss the illustrations. Have students discuss ways the illustrations match the words and share several different examples.
	+ Do the same procedure for pages 18-19 while having students continue to turn and talk.
* **Model Rereading, Visualizing, and Adding to an Illustration**- Go over the shared story chart you made as a class and have students watch and observe you adding to the illustrations. Point to the words as you reread and explain your visualizing out loud.
	+ After you read your story out loud, explain what you might see when you are helping your neighbor bring their bags up the stairs. You can say you see her cat when you do this, so you can add a cat to your illustrations.
	+ Add writing to the end of your story to match your new illustrations. (Ex: Her cat comes to greet us. The cat is black and white.)
	+ Have students go back to their seats and add to their own writing.
	+ Reflect on what went well and what they still need to work on.

Thursday: (Week 2 Day 4)

* **Getting Ready to Share**- Have students select a story they wrote this week that they want to share with the class.
	+ Students will have a few minutes to pick one and sticky note it.
* **Model Speaking Clearly and Discuss Listening to One Another**- Students will gather on the carpet facing you with their notebooks on the floor in front of them. Review sharing rules and procedures and how students should act when someone is sharing their writing piece.
	+ Ask students what they notice about your modeling and what they can do to show they are listening.
	+ Invite students next to you to share their story. Ask students what is something they learned about their classmate through their writing.
	+ Reflect on sharing routines and procedures.

Friday: Free Write Friday

Repeat the same writing lessons and procedures as Week 4 for both weeks 5 and week 6 using new Interactive Read Alouds.

* Week 5 Read Aloud- Unstoppable Me
* Week 5 Writing Prompt- “I can \_\_\_\_\_”

Students write “I can \_\_\_” sentences using whiteboards. Practice whiteboard procedures and using materials correctly. After using whiteboards, they can move on to writing in their writing notebooks, adding details and sharing their stories for the week.