

Writing Units of Study in Grade One

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Introductions



- Dr. Denise Morgan, Literacy Professor
- Bonnie Blane, Reading Recovery Teacher and Interventionist
- Jeff Williams, Literacy Coach and District Literacy Teacher Leader
- Katie Trinetti, Grade 1 Teacher, *in absentia*

Concepts



- Writing Workshop Approach
- Units of Study
- Collaborative Process for planning
- Working in A Unit of Study
- Results and Reflections

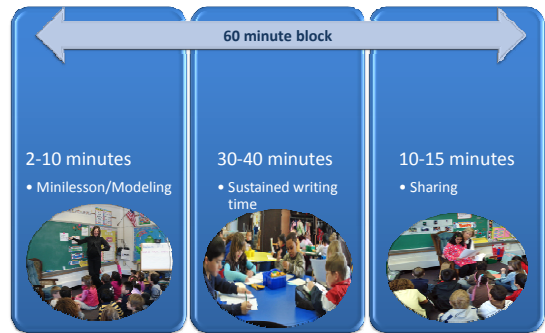
Solon Demographics

- Caucasian 70.32%
- African American 14.03%
- Asian/Indian 11.58%
- Other 3.14%
(Hispanic, Multiracial, American Indian, etc.)
- Free/Reduce Lunch 4.5%
- Special Education 12.9%

Reading Recovery Data: 2007-08

- 94% of the 211 former RR students passed Ohio Reading Achievement in grades 3-8 with an average score of "Accelerated"

Use of Time in Writing Workshop



Importance of Workshop Approach

- Tool for:
 - Differentiation
 - increasing amount of time writing
 - improving stamina
 - developing self-regulation
 - increasing student motivation



Unit of Study

A unit of study is a series of minilessons, focused on a big topic of interest to writers, that we teach over a period of time in the writing workshop.

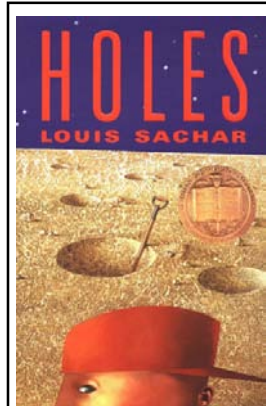


“We certainly organize curriculum in other content areas this way; we study *something* and we stay with that something for a while in our teaching.

Ray, 2004, p. 107

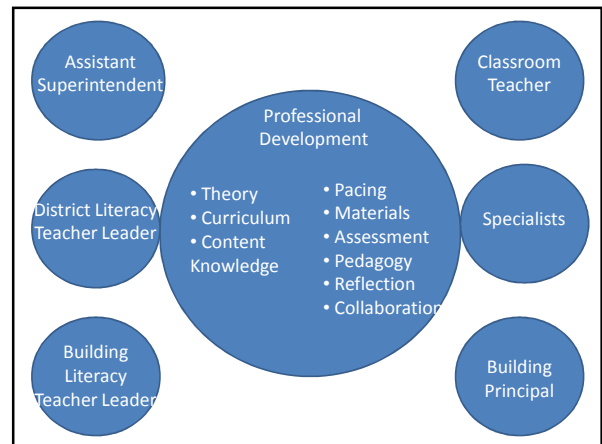
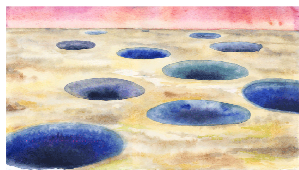
Units of Study

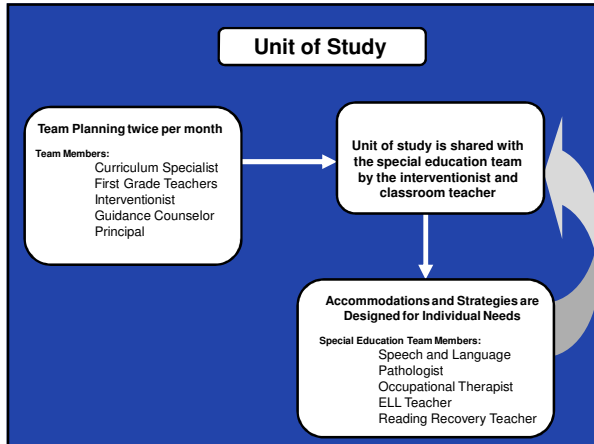
- Gathering Texts
- Immersion
- Close Study
- Writing Under the Influence



Every day the boys have to dig a new hole.

They never get to dig deep in any one hole because the following day is a new hole.






1st Grade Writing Quarterly Planning Guide Overview

Grade Level	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Grade 1	<ul style="list-style-type: none"> Expository unit of study: 2-4 weeks on How To Narrative unit of study: 2-4 weeks on Lost and Found Free choice writing (topics and genre) writing with opportunities for extending low or high student 	<ul style="list-style-type: none"> Expository unit of study: 2-4 weeks on All About Free choice writing (topics and genre) writing with opportunities for extending low or high students Narrative unit of study: 2-4 weeks on Realistic Fiction: Problem and Solution 	<ul style="list-style-type: none"> Narrative unit of study: 2-4 weeks on Make Believe Fiction: Problem and Solution Expository unit of study: 2-4 weeks on Memoir Free choice writing (topics and genre) writing with opportunities for extending low or high students 	<ul style="list-style-type: none"> Narrative unit of study: 2-4 weeks on Make Believe Fiction: Problem and Solution Expository unit of study: 2-4 weeks on Letter Writing Free choice writing (topics and genre) writing with opportunities for extending low or high students

Lost and Found

- Story structure that is usually realistic fiction
- Simple format for students:
 - Have something you need or care about
 - You lose it
 - You look for it in many places
 - You find it
 - You end with an emotion or reflection
- Show RR examples



Grid for minilessons

- Map out what the teaching would look like over 2-4 weeks

Day 1	Day 2	Day 3	Day 4	Day 5

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Immersion: Exploring "Lost and Found" books. We will be writing something like this.	What do we notice about "Lost and Found" writing? Record the elements of this type of writing: <ul style="list-style-type: none"> • Begin with something you love or need • You lose it • You look for it (magic of 3- look for it in 3 places) • You find it and usually show a strong feeling You find it and usually show a strong feeling. 	Use a new book <ul style="list-style-type: none"> • Think-pair-share/practice finding the elements. • Can you find the elements? 	Teacher models how to brainstorm lost and found ideas. <ul style="list-style-type: none"> • Students brainstorm. • Students share. 	A character looked in 3 places (teacher models this or show a student sample from Tippy). <ul style="list-style-type: none"> • Students practice writing this in journals. • Students share.

Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Adding details to introduction. <ul style="list-style-type: none"> • Who, when, where, characters, and setting. • Use 2 samples of student writing to show quality vs non-quality. • Students write/revise introduction on green page. 	Magic of Three Model writing one sentence for each place that it is lost. <ul style="list-style-type: none"> • Discuss how picture should match sentence. 	Magic of Three Model adding details to the 3 places that the item was lost. <ul style="list-style-type: none"> • Students practice writing this on yellow pages. • Share: first day sentence as compared to today's with more details added. 	Conclusion Add emotion to conclusion <ul style="list-style-type: none"> • Read some examples and discuss emotional ending. • Students practice writing /revising conclusion on pink page. 	Titles Connect what book is about to a main idea that captures the reader's attention. <ul style="list-style-type: none"> • Students write a title for their story.

Realistic Fiction

- Literature connection
 - Work with librarian to select books in the genre
 - Teacher reads a selection daily, students record characters, setting, problem, solution and conclusion

Lost and Found Books

All About Books

How To Books

Realistic Problems

Realistic Fiction

- Brainstorming/ Webbing
 - Group generates Characters, Problems and Solutions
 - Using a graphic organizer, individual students generate their characters, setting, problem, solution and conclusion

Name: <u>Rachelt</u> Date: _____	
Character: <u>Andrew</u>	Character: <u>me</u>
Realistic Problem Ideas:	Realistic Problem Ideas:
<u>Fall Down</u>	<u>too much snow</u>
<u>he lost max's</u>	<u>MT dog</u>
	<u>run wda times</u>

Name: _____

Have you ever lost anything? List 5 ideas for a lost and found book.

1. _____
2. _____
3. _____
4. _____
5. _____

Name: Rachel Date: Jan 15

Realistic Fiction Graphic Organizer

- 1 Character: me
- 2 Setting: my house
- 3 Problem: my dog ran away
- 4 Solution: my dad took me to the cops
- 5 Conclusion: my dad came back and we were all happy

Name: Anthony

List 5 things that you know how to do.

1. I now how to Koch a...
2. I now how to mak cereal.
3. I got B+ a dog sit for my Patey.
4. I now how to mak eggs.
5. I now how to ride a tow weir Bike.

- Teacher &/or Interventionist model elements of the genre over time
 - Beginning techniques (color coded)
 - Adding details, description
 - Conventions, revision, editing attention
 - Conclusion techniques

Last week I lost Charlie and Frankie's special lotion upstairs in my house. I was very frustrated.

I looked in the bathroom. I did not find the lotion. I did find two bath toys and a toothbrush.

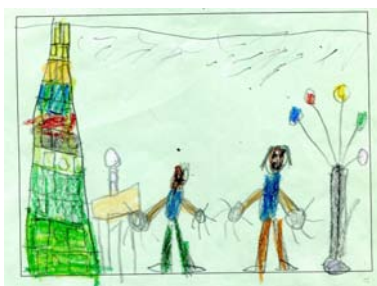
So, I went to Charlie's room and looked under his bed. No lotion! I was sad. I found a ball instead.

Next, I went downstairs to look for the lotion. I did not find it.

Finally, Mr. Trivelli looked in Charlie's closet and found the lotion! There it was! I felt great!

Lost AxisEigel


by Nickolas Buford




Last month I lost my axisEigel in my room. I was mad.



I Lookd in my toy
box and I didnt find
it. Now I was will be
mad! but I did find a
piece of kande.



Next I Looked we we
I put my toy in fige
I did not find it.
Now I was wise
wile mad. but I
did find a cat.



thn I Looked
on my toy table. I did
not find it. I was
frustard but I did
find a bug.



But thn I Looked
under the otubit
and Geswat I founde
the whid figer. it
was thn the ball time
I felt ghat.

Grade 1



I do
not
wer
my
bear
doh stars

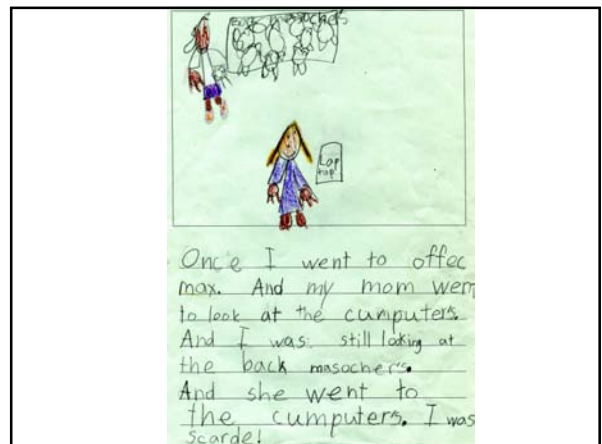
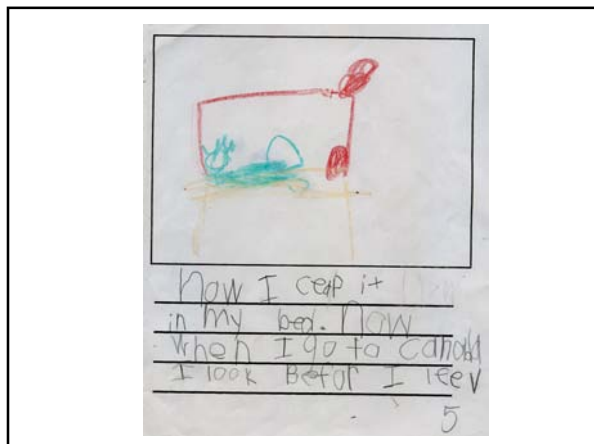
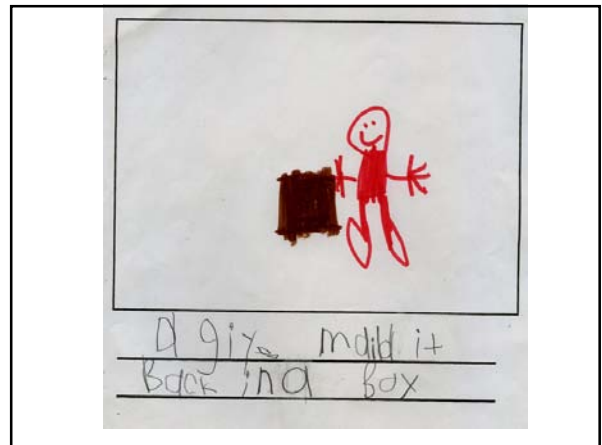
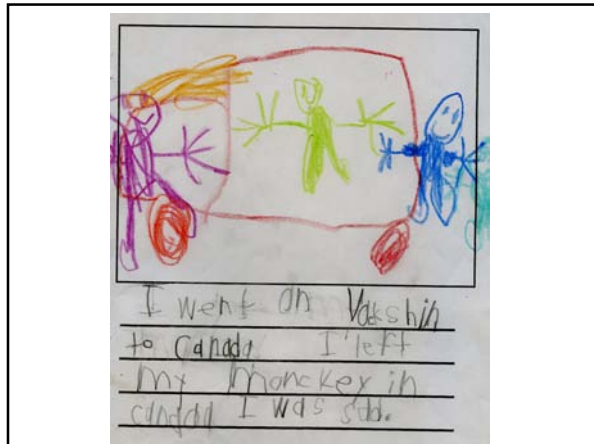
Last math I
lost my bear
doh stars.


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Name: Max Ruvizari 3-2




I lost My
Monkey By Max
Ruvizari







I looked by the check out desk. My mom wosent ther. I was even more scarde then I was befor.



I looked outside. And my mam still wosent ther. I was so scarde I cryed.



Now I looked in my moms car she still wosent ther. But I did find her computer and papers. and now I was so scarde I could not stop crying.



finealey I said I cant tack it any more. I looked by the cuputers and I found her! I was so happy I stoped crying!

Last year I was at the park on a Summer day. I tript and ^{scold} brok my arm. I was ^{got a hard seff} hurt realy bad and my mom called the amby lents and they tuce me to hill crust hospital. They gave me two shots and did X-ray.

they put me to sleep. he Pulld my arm strate and I woke up in a cast. and I got a gift and it was a transtform helmet. Being at the hospital wasn't so bad.

Coordination for Intervention

- Using language and structures from regular classroom to support students with diverse needs



Reading Recovery Teacher

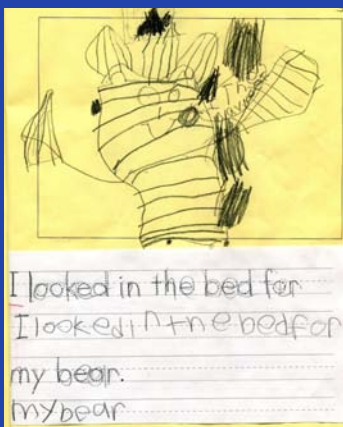
- Give special attention to texts when you can:
 - Select some leveled *Realistic Fiction* books
 - Comment in book introductions: “___ has a problem that could really happen.”
- During the writing segments of the lesson
 - May have students generate and write sentences that relate to *Realistic Fiction* topics
 - “Have you ever had a problem at school? At home? On the bus? Like this character?”

Speech and Language Pathologist

- Assist students in generating story orally
- Structuring content so that it's sequential
- Works on sentence structure, syntax and grammar
- Some students will dictate story to therapist
 - Composition will not be hindered by handwriting

Occupational Therapist

- Therapist may type the stories or help student to type the story
- May use programs such as *StartWrite*, *Write: OutLoud* or *CoWriter*
- Addresses skills such as spacing, letter formation, pencil control and pressure
- Determines the need for adaptive devices such as pencil grips, slant boards or seat cushions



English as a Second Language Teacher

- Works with students to develop background knowledge to support the writing assignment
- Develops vocabulary and concepts

Interventionist

- Ensures that strategies and accommodations, which are developed by the support staff, are provided within the classroom
- Responsible for flow of information among the team
- Collaborative teaching within the regular education class
 - Minilessons
 - Webbing or brainstorming
 - Descriptive feedback

Reflections

- Structured sequentially
- Developmentally appropriate
- Rewarding experience for both teachers & students

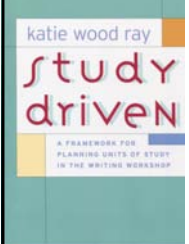
Benefits to Students

- Engaging & interesting
- Fun & interactive
- Builds students' self-esteem
- All students, regardless of skill level, participate
- All students benefit from special education expertise

“Maybe it is a gooder thing even.”


Contacts

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- Denise: dnm7@mac.com

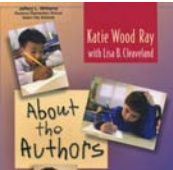


Study Driven
A Framework for Planning Units of Study in the Writing Workshop


Resources



Small Moments: Personal Narrative Writing



About the Authors



Writing Workshop with Our Youngest Writers